



Marketing Management Association 1998 Educators' Conference Proceedings

EDITED BY

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Southeast Missouri State University

PUBLISHED BY

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Harrison College of Business
Southeast Missouri State University
and
South-Western College Publishing/ITP

PREFACE

READ THIS! These have been the opening words of the Preface in the past two Fall Conference Proceedings. Hopefully these words will encourage all conference participants to read the preface, as it outlines the guiding philosophies of this conference.

This conference was developed with a continually evolving set of objectives, all directed toward the primary mission of conducting a conference where the primary focus was enhancing the teaching of business disciplines. This focus has broadened from the first Fall Conference two years ago. Then the focus was toward the teaching of Marketing. This year's conference has more broadly focused on Business disciplines. A growing number of conference participants have academic teaching responsibilities in fields as diverse as Management, Economics and Accounting. The involvement of the North American Management Society has only enhanced the conference, as faculty are sharing teaching ideas not only within their own discipline, but across disciplines.

We have continued our efforts at linking the classroom to the "real world". Last year, two business leaders of substantial reputation addressed our group at the annual banquet. Ric Anello, the creative force at DMB&B who created such memorable "spots" as the Budweiser frogs, and Gerry Gimer, Chairman of the Board and CEO of TWA both shared their experiences with the group. This year's banquet likewise promises to be both socially enjoyable and educationally beneficial, with two major corporations being honored for their achievements.

In a Thursday afternoon session last year, Marty Hendon, from the St Louis Cardinals, generated a lot of interest in a lively session. The consequence of that session is the special program on Friday night at this year's conference, where Mark Lamping, President of the St Louis Cardinals will accept a special award from MMA while we enjoy a Cardinal baseball game in the comfort of our private suite at Busch Stadium.

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

Thanks are also expressed to Southwestern Publishing Company/ITP for their support of the conference. They supported the printing of the Proceedings, sponsored the coffee breaks and are presenting two sessions on Classroom Technology. Several of their authors are attending the conference and we hope you might take a few minutes to review their textbook offerings.

Thanks are also extended to Joe Dobson and Ken Heischmidt, who have supported the participation of the North American Management Society in this conference.

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

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

Peter J. Gordon
Bert J. Kellerman
1998 MMA Educators' Conference Co-Chairs

MMA Fall Educators' Conference – 1998

Drury Inn Convention Center

St. Louis, MO

12:30 - 1:30 Thursday, September 3, 1998

Session 1.1 – Souland Room

Real Life, Down to Earth and Practical

Chair: James "Bud" Spalding, Bellarmine College
Panel: Bennett Rudolph, Grand Valley State Univ.
Jim Grimm, Illinois State University
James Camerius, Northern Michigan Univ.

Session 1.2 – Union Room

Linking Business Disciplines and "Core" Issues

Chair: Fred Hoyt, Illinois Wesleyan University
Panel: Ginny Moore, Southeast Missouri State Univ.
Jerry Haugland, Southeast Missouri State Univ.
Larry Haase, Central Missouri State University

1:35 - 2:35 Thursday, September 3, 1998

Session 2.1 – Souland Room

Developing Effective Student Teams

Chair: Judy Wiles, Southeast Missouri State University
Panel: Charlie Wiles, Southeast Missouri State Univ.
Jim Stephens, Emporia State University
Larry Michaelsen, The University of Oklahoma

Session 2.2 – Union Room

Student Evaluations & What You Can Do to Make Your Students Like You

Chair: Mike d'Amico, University of Akron
Panel: Steve Corbin, University of Northern Iowa
R. Viswanathan Iyer, Univ. of Northern Colorado
Peter Gordon, Southeast Missouri State Univ.

2:40 - 3:40 Thursday, September 3, 1998

Session 3.1 – Souland Room

Meet the Editors

Chair: Charles Pettijohn, Southwest Missouri State
(*The Journal of Marketing Management*)
Panel: Jim Randall, Georgia Southern University
(*Journal of Marketing Theory & Practice*)
Dale Lunsford, University of Tulsa
(*Marketing Education Review*)
Dale Lewison, University of Akron
(*The Journal of Marketing Management*)

Session 3.2 – Union Room

Great Ideas for Teaching – "What Works/What Doesn't"

Chair: Margaret Klayton-Mi, Mary Washington College
Panel: Tim Wise, Southern Arkansas University
Peter Kerr, Southeast Missouri State University
Paul Thistlethwaite, Western Illinois University
Jerry Field, Illinois Institute of Technology
Joe Hair, Louisiana State University

Coffee Break 3:40 – 4:00
Carondolet Room

4:00 - 5:00 Thursday, September 3, 1998

Session 4.1 – Souland Room

Developing Overseas Learning Experiences

Chair: Margery Feters, North Central College
Panel: Richard Slovacek, North Central College
Regina Greenwood, Kettering University
George Wang, St. Louis ComCollege – Meramac

Session 4.2 – Union Room

Administration Issues, Program Review, Merit Pay and Accreditation

Chair: Julie Toner Schrader, North Dakota State Univ.
Panel: Bob Erffmeyer, Univ. of Wisconsin – Eau Claire
Jack Sterrett, Southeast Missouri State Univ.
Terry Sutton, Southeast Missouri State Univ.
Sue Petroschius, Bowling Green State University

Session 4.3 – Carondolet Room

Classroom Technology by South-Western College Publishing

Thursday, September 3, 1998

6:00 - 7:00 RECEPTION

7:15 - 9:30 MMA Annual Banquet

Presentation of "Marketing Excellence Awards"

Comments by Award Recipients –
Enterprise Rent-A-Car
M&W Packaging

8:30 - 9:30 Friday, September 4, 1998

Session 5.1 – Souland Room

Meet the Authors

Chair: Mike d'Amico, University of Akron
Panel: Joe Hair, Louisiana State University
Bill Zikmund, Oklahoma State University
Dale Lewison, University of Akron
Dennis Middlemist, Colorado State University
Dan Wren, University of Oklahoma

Session 5.2 – Union Room

New Technologies – In the Classroom/In the Curriculum

Chair: James Bovinet, Winona State University
Panel: Dale Varble, Indiana State University
R. Viswanathan Iyer, Univ. of Northern Colorado
Doug Durand, Univ. of Missouri – St. Louis
Ralph Giacobbe, Southern IL Univ. – Edwardsville

9:35 - 10:35 Friday, September 4, 1998

Session 6.1 – Soulard Room

Curriculum Development & Evaluation – A Deans'/Chairs' Perspective

Chair: Bob Jefferson, Western Kentucky University
Panel: Gerry McDougall, Southeast Missouri State Univ.
Robin Luke, Southwest Missouri State Univ.
Gene Wunder, Washburn University
Larry Haase, Central Missouri State University

Session 6.2 – Union Room

Bring the "Real World" Into the Classroom

Chair: John Summey, Southern Illinois University
Panel: Bennett Rudolph, Grand Valley State Univ.
John Bennett, Stephens College
Jeri Mullins-Beggs, St. Louis University
Rob Montgomery, University of Evansville

COFFEE BREAK 10:35 - 11:00
Carondolet Room

11:00 - 12:00 Friday, September 4, 1998

Session 7.1 – Soulard Room

Internationalizing the Business Curriculum

Chair: Anna Trexler, Southern Arkansas University
Panel: David Brennan, Webster University
Ashish Chandra, Xavier University of Louisiana
Nabarun Ghose, Xavier University of Louisiana
Gayle White, Southern Arkansas University
Paul Londrigan, Mott Community College

Session 7.2 – Union Room

Teaching Ethics in the Business Curriculum – "Who, What, Why"

Chair: Dan Wren, University of Oklahoma
Panel: Jeri Mullins Beggs, St. Louis University
Frank Chong, Southeast Missouri State Univ.
Roy Farris, Southeast Missouri State Univ.
Newell Chiesl, Indiana State University

Session 7.3 – Carondolet Room

Classroom Technology by South-Western College Publishing

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LUNCH BREAK 12:00 - 1:30

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1:30 - 2:30 Friday, September 4, 1998

Session 8.1 – Soulard Room

Games, Simulations and Case Studies

Chair: Brian Engelland, Mississippi State University
Panel: Ted Smith, Old Dominion University
Kevin McCarthy, Baker University
James Ricks, Southeast Missouri State Univ.
Mike Luthy, Bellarmine College

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

.....

Casual Dress For All Sessions

.....

Session 8.2 – Union Room

Teaching Capstone Courses

Chair: Ram Kesavan, University of Detroit – Mercy
Panel: Carol Jessup, Univ. of Illinois at Springfield
Melissa Burnett, Southwest Missouri State Univ.
Uday Tate, Southeastern Louisiana University

2:35 - 3:35 Friday, September 4, 1998

Session 9.1 – Soulard Room

Increasing Student Motivation

Chair: Tim Miller, University of Illinois at Springfield
Panel: Dyanne Ferk, University of Illinois at Springfield
Laurel Newman, Univ. of Illinois at Springfield
Cindy Byrd, Illinois Central College
Peggy Gilbert, Southwest Missouri State Univ.
Melissa Burnett, Southwest Missouri State Univ.

Session 9.2 – Union Room

More on Teams, Case Studies & Simulations

Chair: Joe Leonard, Miami University (Ohio)
Panel: Debrah Jefferson, Chicago State University
Ashish Chandra, Xavier University of Louisiana
Janle Gregg, Mississippi State Univ. – Meridian
Madhav Segal, Southern IL Univ. – Edwardsville

COFFEE BREAK 3:35 - 4:00
Carondolet Room

4:00 - 5:00 Friday, September 4, 1998

Session 10.1 – Soulard Room

Increasing Student Involvement – Clubs & Competitions

Chair: Margery Feters, North Central College
Panel: Gary Ernst, North Central College
Jim Randall, Georgia Southern University
David Fallin, Kansas State University
Melissa Burnett, Southwest Missouri State Univ.

Session 10.2 – Union Room

Teaching Sales & Sales Management

Chair: Ashish Chandra, Xavier University of Louisiana
Panel: Charlie Pettijohn, Southwest Missouri State Univ.
Jack Sterrett, Southeast Missouri State University
Patricia Lieveld, Xavier University of Louisiana
Bob Erffmeyer, Univ. of Wisconsin – Eau Claire
Linda Pettijohn, Southwest Missouri State Univ.

FRIDAY SEPTEMBER 4 – GRAND FINALE

6:00 – ? BUSCH STADIUM – DIAMOND SUITES

"Cardinals vs Cincinnati Reds"

Game starts at 7:10

Special Award Presentation –

Mark Lamping, President, St. Louis Cardinals

MARKETING MANAGEMENT ASSOCIATION

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CALL FOR PAPERS

MARKETING MANAGEMENT ASSOCIATION

SPRING 1999 CONFERENCE

MARCH 17-19, CHICAGO

GUIDELINES FOR PAPERS

1. Authors must submit five (5) copies of the complete manuscript or ideas for special sessions. The deadline for submissions is October 2, 1998. No papers will be accepted after this date.
2. Papers should not exceed 15 double-spaced type-written pages. This 15 page limit includes references, tables, and figures.
3. Each paper should have a title page with the author's name, affiliation, address, telephone, and FAX numbers. Multiple authorship should indicate the contact person. Also, the title page should indicate the topic area of your paper.
4. At the top of the first page of the article should be the title of the paper but not the name(s) of the author(s) followed by an abstract which is single spaced. The abstract should not exceed 100 words. The rest of the paper should be double-spaced and should adhere to the reference style used by *THE JOURNAL OF MARKETING*.
5. Papers will be triple-blind reviewed. Author(s) should avoid revealing their identities in the body of the paper or in the references.
6. Papers should not have been published, accepted for publication, or under any other review.
7. A self-addressed, stamped post card must be submitted with each paper or proposal. This card will be used to notify the primary author that the paper or proposal has been received.
8. A 5 x 8 index card with the title of the paper and the name, address, and telephone number of the primary author (or contact person) must be included with the paper or proposal.
9. For all accepted papers, at least one author must pre-register and attend the 1999 conference to present the paper.
10. Author(s) of accepted papers must agree to return the paper, with any revisions, on diskette to the editors of the PROCEEDINGS.
11. Submit your paper to only one track.

CONFERENCE TRACKS

Complete papers must be submitted for review, but author(s) may choose to have abstracts printed in the proceedings.

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REAL-LIFE, DOWN-TO-EARTH AND PRACTICAL!

James B. Spalding, Jr., Bellarmine College
Bennett L. Rudolph, Grand Valley State University
Jim L. Grimm, Illinois State University
James W. Camerius, Northern Michigan University

INTRODUCTION

This is an argument in praise of the real-life and the practical in teaching marketing and other business courses. It reflects the authors' conviction, born of more than 125 years of aggregated teaching experience, that the too-theoretical, non-experience-based, over-compartmentalized, discrete courses which have come to constitute most of education for business today do not serve the interests of students, employers, or society. Businesses and other organizations increasingly operate cross-functionally and in ways that at least episodically require of their members multi-tasking capabilities. Business schools can, and should, serve their "customers" better by developing and offering programs that are more reflective of these realities of the modern workplace. No more, for example, can justification be found—if it ever could—for over-separated courses of study that encourage students to focus on compartmentalized, sub-functional mini-areas one at a time, with little if any serious effort given to tying together the many loose strands left hanging independently. Instead, business functions should be studied in connection with each other, as part of a larger, integrated whole, and as they occur in actual business practice, most particularly at higher managerial levels. Pursuing this reasoning, here is a prescription for some ways by which business schools should become more realistic, in order to educate students in ways that more accurately reflect practices that business is finding it must adopt, in order to become and remain competitive.

THE CASE FOR CASES AND SUCH: EXPERIENCING THE REAL

Case studies of organizations of varying kinds, sizes, and complexities, are likely to be the most useful vehicle for studying real problems. They are nearly invariably concentrated on real problems in real organizations, and often in patterns requiring analysis across functional areas, while several simmering pots require the decision-maker's attention at the same time. Simulations and experiential learning exercises offer similar advan-

tages in stressing real-life aspects of business practice. Such learning by doing and reinforcement of concepts with practical applications are illustrated by a midwestern industrial management teacher's TWM-in-action class. She combines the subject of process improvement with the hands-on implementation of content improvement, by having students find out what class members like and don't like about the class, then assess the possible causes of an identified problem, and then suggest improvements, moving through the well-known Plan-Do-Study-Act cycle.

VISITS TO AND FROM PRACTITIONERS

Students are also well served by exposure to real, live business practitioners who talk, anecdotally and analytically, about their experiences, however down and dirty. Visits to the classroom by experienced and articulate managers can be helpful in providing students with alternative perspectives, as well as some variety of faces and voices at the front of the room. Realism and variety of experience can also be reinforced by taking classes to where business is actually carried on. Visits to companies, to observe the real and tangible in actual practice, can provide important experience to students sometimes laboring to visualize the shape of an institution, or a policy in practice, that textbook and teacher may not be able to get across as clearly.

The internship, or its fully-dressed relative, the co-op program, has earned high regard among many employers, as well as among students and faculty members. Gaining real-time exposure to the practicing business world, and learning first-hand and up-close, at both the firm and industry levels, add usefully to the student's fund of experience and useful reference points, for current and future educational programs. Employers have long valued the chance to look over and try out future applicants for their jobs, and they find value also in observing first-hand the kind of education and training being provided by colleges and universities. Internship and co-op programs can be considered properly as mutual market-testing operations, respected by all for

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WIDER-WORLD AND FIELD RESEARCH REALITIES

Another real-world matter still receiving less attention than it must have is the world itself. For all the countless invocations of “global” in education and everyday lives, American students remain woefully unaware of much of the rest of the world, let alone the importance of particular areas as markets and sources of supply for given firms or industries. “Internationalizing” the curriculum helps to alleviate the problem, but hardly anything can foster learning about other cultures and business practices better than visiting other countries. Travel-study courses that systematically examine the differences and similarities of business institutions, and the ways they do business in various areas of the world, and why, will prove invaluable to tomorrow’s managers even more than to today’s. Encouraging, and even requiring, visits to one or more other countries should become – will become – a standard part of education for business leadership, simply because knowledge of the wider world has become a bare-knuckled, practical necessity.

Students often fail to learn about the realities of research, of actually doing research and intelligence-gathering. There may be exposure to the condensed and/or superficial chapter or two on business research methods. The problem is that students see too little of the practicalities of the grunt work of designing a database or organizing a study addressed to solving a specific problem to assist in the solution to a particular problem, then gathering data and making informational sense of it, and reporting it to decision-makers who actually depend on it. If students are to learn that decisions based on research-generated information are likely to be better decisions, they must be provided field research experience under faculty supervision that is demanding and professional.

REQUIRING BUSINESS EXPERIENCE OF FACULTY: A STEP TOO FAR?

This kind of elevation of the value of experience can be taken an obvious step further. Why not admit that expe-

rience is, if not the best teacher, one of the best sources of learning, and take the next step of requiring business teachers to have meaningful experience, say five years of it, before having eligibility for faculty appointment? Such five-year “apprenticeships” are required now as a practical matter by universities in several European countries. Think of it as an application of the internship idea, with all of the real-world exposure benefits claimed for student internships, and more. However controversial this part of the prescription, it is an idea whose time has come to most other professions, which have not dared to disdain internship of some kind for certification and admission to full practice. It is also true that the five years’ experience requirement could be phased in gradually, with credit for long teaching experience, consultancy experience, etc., so that the immediate costs need not be so burdensome to institutions and current faculty members as might be initially feared. Another way to emphasize the valuable role of experience in business education lies in sometimes employing analytical and articulate business people who may not hold sacred advanced research degrees.

CONCLUSIONS

To insure that students learn to be bigger-picture and wider-world thinkers, operating cross-functionally at several tasks virtually simultaneously, marketing and other business education programs should build into their super-structures more features that emphasize the use of good cases, simulations, and experiential exercises; bring into classes more practitioner speakers; promote company internships and co-op experiences; include student visits to company sites and visits to other countries; involve students in research projects overseen by faculty at professional levels — all specifically tailored to bring the values of real-life experience to students during their all-important period of formal college/university learning. And, probably most controversially, require marketing and business teachers to have, say, five years of meaningful business experience before faculty appointment, to reinforce emphasis on the real-world and practical.

James B. Spalding, Jr.
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LINKING BUSINESS DISCIPLINES AND “CORE” ISSUES

Frederick B. Hoyt, Illinois Wesleyan University

THE “UNITED STATES” OF BUSINESS: IS INTEGRATING THE CORE CONFEDERATION OR DICTATORSHIP?

Illinois Wesleyan University began the formal quest for unification of its business core curriculum about two years ago — after years of discussion. The outcome will

be a course delivered this fall. What we propose to discuss is the process of developing the course.

It is rather akin to nation building — a nation built on diversity, with fiercely nationalistic fiefdoms. We’ll talk about some of the mechanism we used to present to our students “United States.”

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LINKING BUSINESS DISCIPLINES AND “CORE” ISSUES (*Continued*)

Mary Virginia Moore, Southeast Missouri State University

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INTERNET ADVERTISING: INCORPORATING THE 4 P’S INTO TEACHING ACCOUNTING AND BUSINESS LAW

Marketing professional services is a vital part of establishing and maintaining a successful accounting firm or law practice. Unlike some service organizations, the accounting and legal professions are governed by codes of conduct which dictate mandatory guidelines for advertising professional services. The convergence of

strict professional rules, the need to market services, and the state of internet technology led us to develop an active learning assignment in our accounting and business law classes.

Students are instructed to select websites where accounting and law firms advertise their services. Students then analyze each website using an evaluation form developed from the 4 P’s of marketing and the two professions’ codes of conduct. Although no specific mention is made in the American Institute of Certified

Public Accountants' (AICPA) Professional Code of Conduct (Windal 1991) or the American Bar Association Model Rules of Professional Conduct (Dzienkowski 1993) for advertising on the internet, for purposes of our project, students are instructed to presume that the same rules apply to website advertising. Students' selections are presented in class using Southeast Missouri State University's technology package which allows internet connection and projection to an oversized screen. Discussion ensues regarding items on the evaluation form. Students comment on how effectively each firm uses the 4 P's within the constraints of the professional codes of conduct. Upon completion of the in-class presentations, students submit a one-page synopsis in which they specifically address the following five objectives established for the project:

1. gain a greater appreciation of the internet as a research tool;
2. better understand the ethical rules of accountants and lawyers;
3. appreciate the interdisciplinary role marketing plays through the 4 P's as applied to the accounting and legal professions;
4. enhance skills in analyzing the content and delivery of information;
5. be more aware of the legal consequences of unethical behavior in a "real world" business context.

Accountants and attorneys are required to follow strict codes of conduct. The primary advertising requirement for accountants is contained in Section 502 of the AICPA's Code of Professional Conduct entitled, "Advertising and Other Forms of Solicitation." This rule provides that a member in public practice shall not seek to obtain clients by advertising or other forms of solicitation in a manner that is false, misleading, or deceptive (Rule 502.01). Examples of false advertising can be found in official Interpretations (Rule 502.03). Six activities are specifically prohibited under Rule 502.03. Accountants use the Interpretations and actual Ethics Rulings as criteria for adjudging violations of the Code.

The Model Rules of Professional Conduct (Dzienkowski 1993), promulgated by the American Bar Association, has similar rules governing advertising legal services. The relevant code provisions with Comments are Rules 7.1 through 7.5. Beyond the prohibition against false or misleading communication about a lawyer's services, a lawyer may not "create an unjustified expectation about results the lawyer can achieve [for the client]" (Rule 7.1 (b)). An attorney may not claim to be certified as a specialist except in specific limited circumstances. However, an attorney may indicate the areas of preferred fields of practice in communications about legal services offered (Rule 7.4).

Students are expected to be conversant with these rules prior to completing the assignment.

Marketing strategies for accounting and legal professional services should include product, price, promotion, and place. Upon close examination of the professional web pages, however, it becomes clear that the two P's most emphasized in this class exercise are product/service and promotion. A product is defined as "anything that can be offered to a market for attention, acquisition, use or consumption that might satisfy a want or need" (Kotler 1988, p. 445). Often products may include services which are defined as "any act or performance that one party can offer to another that is essentially intangible and does not result in the ownership of anything. Its production may or may not be tied to a physical product" (Kotler 1988, p. 477). Promotion involves the various activities an accounting or law firm undertakes to communicate the benefits of its services and to persuade potential clients to buy them (Kotler 1988, p. 74). Students are asked to evaluate each of the 4 P's, while emphasizing the product/service and promotion components of the marketing mix in the selected websites.

In advance of administering the assignment to accounting and business law students, a pilot study was developed to determine the feasibility of the proposed class project. Four individuals were asked to evaluate eight law firm websites and six accounting firm websites using questionnaires to be answered on a Likert-type scale. The ten questions used in this pilot study were based upon the two professional codes of conduct in conjunction with Kotler's form of evaluating advertisements, which includes the following criteria:

1. Attention: How well does the ad catch the reader's attention?
2. Read-through strength: How well does the ad lead the reader to read further?
3. Cognitive strength: How clear is the central message or benefit?
4. Affective strength: How effective is the particular appeal?
5. Behavioral strength: How well does the ad suggest follow-through action?

Each of the five items is evaluated on a scale of 0 to 20 points. Overall, an ad would be judged as follows: 0-20 poor, 21-40 mediocre, 41-60 average, 61- 80 good, and 81-100 great (Kotler 1988, p. 482).

Pilot findings suggest accounting and law firms' websites are not very effective in communicating their messages, but are generally complying with their respective codes of conduct. However, since internet marketing is in its

infancy it is difficult to determine whether the content or the manner of presentation is critical in influencing message receivers positively or negatively. Yet to be addressed is whether a larger sample will yield similar results, and whether current accounting and law codes of conduct will be effective in policing internet advertising.

The assignment will be given to accounting and business law students beginning in the Fall 1998.

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LINKING BUSINESS DISCIPLINES AND “CORE” ISSUES (*Continued*)

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THE RESURRECTION OF INTRODUCTION TO BUSINESS

The concept of a core curriculum for business majors and the need to provide an integrated coverage of the functional areas of business activity is a long standing tradition in the majority of U.S. Business degree programs. How effectively this is accomplished has in many cases been adversely affected by the drive for specialization. Unfortunately policies and procedures adopted in the administration of academic programs encourage or reinforce the specialization drive. Examples of these are the typical organizational structure adopted and resulting budgeting procedures and criteria for performance evaluation.

The current policies and procedures just referred to encourage specialization effort at the expense of effort to provide a common core of courses that truly provide a balanced and integrated coverage of business concepts. While a typical core includes a collection of courses covering functional areas these individual courses are typically taught as isolated and specialized topics. True integration in most cases only occurs with the senior capstone class often called a Business Policy class. At that point whether there is sufficient integration is dependent on the skill and personal motivation of the professor assigned to the class.

Accepting the premise that it is almost impossible to accomplish meaningful integration in anything but the policy class an alternative course of action may be to add

an Introduction to Business type class at the freshmen level. Requiring such a class at the start of the academic program and then having the policy class at the end will double the amount of class time devoted to an integrated effort.

While adding a Introduction to Business class may double the attention given to integration of business concepts, it may also provide some additional benefits that seem most appropriate with our current consumers. Large numbers of entering freshmen today do not have a good understanding of business. They are often undecided about a major and a freshman level “Introduction” type class may be a very productive tool for recruiting students into business degree programs. Even students who have decided on business often do not have a good understanding of the many specialized areas we push or force them to choose between. A well designed Introduction class can really help students make choices early that will provide for better planning and use of their next three years.

The most important argument for adding the Introduction to Business class to the core requirements is the opportunity to teach the students the big picture of business and the integration of the many functional areas at the beginning of their study. Students need this understanding before they study each of the functional areas and become overwhelmed by the “specialization” view they will receive through most of the rest of their program.

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DEVELOPING EFFECTIVE STUDENT TEAMS

Judy A. Wiles, Southeast Missouri State University
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EFFECTIVE STUDENT TEAMS: SELECTING AND MANAGING

The selection of the “perfect” composition of students for team projects is an on-going concern for many instructors. Methods of selection range from the simplistic to the complex—from simple random selection to the use of personality measures. The selection procedures we have followed in our years of teaching include: (1) Students select their own team mates; (2) Draw circles of groups of students on an existing seating chart; (3) Use skill-based criteria; (4) Use diversity-based criteria; and (5) Some combination of the above.

The first two approaches are more simplistic. Self-selection by students puts the burden of team member recruitment on the students. They can choose friends or classmates who display some skills and talents they like. In general, we’ve found that many students like this method because they feel they are in control of their work group. The disadvantages of this method include the following: friends may take advantage of each other; some students may not be selected, creating a “wall-flower” effect; and students may not know the talents and skills of those present in the class. One way to overcome the lack of knowledge of students’ credentials and talents is to make sure all students have resumés of each other prior to team selection. (In one situation we know of a graduate class instructor who had students pin their resume to their shirt or blouse and told the approximately 25 students to introduce themselves to each other and divide themselves into five teams of five each. He then left the room and came back after they had finished selecting their own teams.) Another way is to have had sufficient in-class activities prior to the selection whereby students observe each others’ strengths and weaknesses. This system will not eliminate the selection of friends in the team selection process, nor the creation of a group of “less-desirable” team members.

The second approach is convenient for numerous reasons. This method is more random than the first approach, but within the control of the instructor in that he/she can determine how to draw the groupings on his/her seating chart. A disadvantage is that “friends” may end

up on the same team together. Individuals usually stay within their social network when deciding where to sit in a class. This method lends itself to classes where numerous “breakouts” will take place throughout the semester. Of course, it’s also easy to use some other method to select the teams and then have the students move to a new location and make a new seating chart. However, in classes where the team project is a small part of the overall grade or when the team project comes well into the semester, it’s probably easier to just draw circles around every five or six students on the seating chart.

The third method is based on the existing skill levels of the students. Of course, what skills are important depends on the course being taught. We both teach in the advertising and promotion area of marketing, so we try to ascertain the students’ professional and educational background before dividing them into teams. For example, we look at work experiences, performance in oral and written assignments, desk-top publishing skills, PowerPoint presentation skills, art and graphic skills, major, minor, electives taken, etc. Teams are built by ensuring that each team has strengths represented in each major skill area. This method creates opportunities for students to learn skills from each other as they work on their project.

The fourth approach is diversity based, relying heavily on demographic categories of information. Students are asked to voluntarily provide information about themselves on a confidential form. The information includes the student’s major, minor, hours completed to date, commuter or on-campus resident, hometown (with particular emphasis on urban versus rural), international student, race (observed characteristic), gender, career aspirations, etc. The teams are built by making sure that each team is comprised of diverse members (different majors, different hometowns, different races or ethnic backgrounds, and a mix of genders). This approach is particularly useful when values, social issues, or ethical issues are being discussed by the teams since you want the students to be exposed to multiple points of view.

Of course, as in the “real world,” the best approach is some combination of the above—hence, the fifth method

was ingeniously labeled “some combination of the above.” It is true however that the skill-based and the diversity-based methods are easily combined. When promoting the approaches using instructor-controlled selection methods, we tell the students they are participating in a professional project, not a social project. In the business environment they would have to work with people who were not their close friends, but their colleagues.

When it comes to managing the teams after they have been selected, the issues become more complicated. These issues include but are not limited to the following: (1) whether or not to build into the syllabus in-class time for the teams to meet with each other; (2) whether or not to build into the syllabus in-class time for the students to meet with the instructor; (3) whether or not to use teams for in-class discussions and breakout groups; (4) expectations of the teams identified by the instructor; (5) will team members evaluate each other?; (6) if so, what part of the grade will be determined by these student evaluations?; (7) will outside evaluators (besides the instructor) be used and what part of the grade determination will they play?

We have found it beneficial to provide clear expectations of behaviors expected by each member of the team and by the team as a whole. The expectations should be presented in writing and discussed orally several times during the course of the project. The instructor should also provide motivational talks from time to time when it appears that the “team-work blues” are invading your class. We also inform students that team-member evaluations are taken seriously and can affect their grade in

the project(s), thus students can expect penalties if they do not participate in their team project effectively.

In early stages of the discussions of the team-based project, it is helpful to engage students in discussion of what makes teams effective or not effective. Most students have strong views on the subject and they are willing to express their viewpoints. The discussion could be steered toward discussing group norms, roles and responsibilities of members, and rewards or sanctions which team members could apply to team-mates. This technique allows students to articulate effective team behaviors, rather than creating a scenario for the instructor to come across as “lecturing” or “warning.”

Another technique for managing teams is to make use of team-building exercises in the class. Several small assignments can be given to the teams in class, as a prelude to the major team project. This will allow team members to learn about each others’ behaviors, strengths and weaknesses as they are distributing the work load for the major team project.

We strongly recommend scheduling class time to meet with teams. This eliminates their criticism of not having time to meet with their team. This approach allows you opportunities to verify progress of teams and to assess the working effectiveness of each team. We usually have certain phases of the major project due at specific times during the term and have discussions with each team when these phases are due. In class team-based discussions also allow you meaningful opportunities to relate the course instructional material and learning objectives to the team project.

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DEVELOPING EFFECTIVE STUDENT TEAMS (*Continued*)

Jim Stephens, Emporia State University

DO YOU TRUST YOUR STUDENT TEAM MEMBERS TO EVALUATE THEMSELVES AND TEAM MEMBERS?

Students in two marketing classes (sales management and promotional management) were allowed to evaluate themselves and team members three times during the semester. The instructor in the course, had many opportunities to assess the teams' processing and to examine the team's output. However, self evaluations and peer evaluations of the team members revealed behaviors and outcomes that the instructor did not or could not observe or did not realize were taking place. In the future when teams are used, it will be important to build into the course design greater student input and allow student evaluation to have greater weight. Students should be trusted to evaluate themselves and their peers. They are 'in the trenches' with each other and are performing the assigned tasks. With proper training and direction to plan and implement the team building process, they can be empowered to evaluate. With multiple evaluation devices, an accurate view of team process can be reconstructed by the instructor.

OVERVIEW OF CLASS STRUCTURE

Two recent classes of junior and senior marketing students in sales management and promotional management were assigned to groups of six for the entire semester. In the sales management class, the tasks to be performed were a series of related cases and sales management exercises such as forecasting, sales force and sales person analysis, and a series of interviews with field sales personnel and field sales managers. In the promotional management class, the students were involved in a promotional audit leading to the design of a promotional campaign for a major public corporation. In both classes, the students were on the same team for the semester and were allowed and encouraged to develop team structure including ground rules, expectations, open communication/disclosure, and trust. Several class sessions were devoted to team building using lecture and group discussions on team roles and team purposes. Team member inventories on task and process roles were given and analyzed. Team building exercises were also used. Through various lessons and tasks, team members were required to help each other, to capitalize on individual diversity, and to build a team effort.

Additional team development was fostered by the use of individual and team examinations.

PEER EVALUATION

There were two types of evaluations that were used during the semester: two administrations of an objective Peer Evaluation (PE) and three subjective open-ended Reflective Papers (RP). These can be reviewed as Exhibits A, B, and C. The objective Peer Evaluation, Exhibit D, focused on three major dimensions of team operation: dependability, initiative, and independent contribution of self and team members. The three dimensions and 16 evaluating items were assembled as representative of the team building literature's most important dimensions. The initial administering of the Peer Evaluation enabled the instructor to assess individual and team operation and provided the instructor with information that could be used for remedial training and redirection of team members and the team. The Peer Evaluations also required the students to give deliberate consideration to their own and other team members' operation and contributions.

The Reflective Papers were offered three times during the semester at weeks 7, 12, and 16. The Reflective Papers gave the students an opportunity to think about the positive rather than negative team learning and events. In addition, the students were asked to suggest some realistic changes that might improve the team's operation and could be implemented during the remainder of the semester. Students were asked, but not required, to share their individual assessments with other team members. The third RP required the student to elaborate on his/her own contribution and the contribution of two other assigned team members. It was expected that each student would use the objective Peer Evaluation to explicitly focus on the member and team actions that had occurred over the semester. The intention in directing the student was to prevent a simplistic response.

STUDENT/TEAM MEMBER TEAM BUILDING TRAINING

Although the teams' building process was not the primary purpose of the course, class time was given to developing team member skills and team processing

activities. Developing these skills was considered an investment since the skills are necessary in both the sales management and promotional management context. Therefore, spending time on building individual team skills and on developing team structure was considered a prudent use of class time and resources.

CONCLUSION

What happened in the team structure building or processes that was not readily observable? The team structure including the roles members were playing and the change in roles over the semester were more clearly defined. The phases of team development were more explicit and corrective action could be employed when development was not occurring. For example, when teams do not set up ground rules of operation or agree on the task, the development of collaborative effort was impeded.

Many things happen in a team's operation to cause problems and to create successes. The typical response of students and team members to the problems is to attribute the cause to someone else or to external events such as lack of time, lack of resources, or the lack of proper instruction. The process used in the peer evaluation redirected the student's attention to actions or elements which were within their control. They realized that the team skill building was valuable and that they needed to develop skills in playing roles other than those which come naturally. For example, some team members realized that they must become more proactive in encouraging other members to contribute and to collaborate more effectively. They must play the role of orienters, summarizers, or encouragers in addition to being an initiator. Reading the Reflective Papers allowed the instructor to visualize the team process and to

determine the roles each member was playing. With this information, redirection tactics could be used to help the team process information and work toward a solution.

The students did see the positive benefits and wrote about them in their Reflective Papers. It was the intent of the peer evaluation to also get students to recognize positive outcomes and experiences. They needed to realize the impact they can and do have on the team development process and on the team's output. This reinforcement is necessary for future individual and team effort. For example, the value increased preparation had on collaboration and on richer solutions were noted by members as contributing to developing an effective team process.

The objective items on the Peer Evaluation when cross referenced with several team members offered an additional picture of what the team members felt took place in the team formation and processing. When integrated with the earlier PR and with the three RPs, the structure and process which the team developed and implemented, a different picture than what the instructor thought had happened was revealed. Some students, although playing what appeared to be minor or no roles were actually very important to the overall outcome. Some students playing very dominant or overt roles were actually perceived by the team to retard the effective and efficient processing of the team.

Some of the components of the individual and group evaluation were based on the Team Development Model developed by Larry K. Michaelson and Robert H. Black (1994), "Building Learning Teams: The Key to Harnessing the Power of Small Groups in Higher Education," Growth Partners, 3555 NW 58th Street, Suite 460, Oklahoma City, OK 73112.

EXHIBIT A

MK 460 – REFLECTIVE PAPER #1

The reflective papers are an opportunity to think about the team-learning aspects of this course. Many people are apprehensive when it comes to entrusting others with part of the responsibility for the success of their work. And yet, we have to do it all the time, as co-workers, spouses, members of a sports team, in street traffic, and as students. Failures and break-downs of such collaboration efforts come easily to mind. But you can't learn from failures alone. You need to believe in the potential for success, and you need to be aware of situations in which positive things are happening.

For this first reflective paper, I would like you to think constructively about your teamwork in MK460 and

1. **describe something positive that happened in your group** (whether it be something that a group member said or did, or something that you learned in or about your group);
2. **define the importance of this positive event/experience for teamwork in general** (how would you rank its importance for effective teamwork in relationship to other conditions for successful teams?);
3. **describe something that is not working yet** (maybe in the way you organize your group discussion or maybe in your relationship with others in the group);

4. **outline some ways that might change this situation for the better** (defining what you would consider a realistic improvement, what steps/actions need to be taken to get there, and what you and others should do to make it possible).

Your paper should be limited to about two pages, typed and double-spaced. Since these are your thoughts and observations, I will not assign a grade to this paper. However, I will indicate through a “✓,” “✓+,” or “✓+-” my appreciation for the degree of thoughtfulness that I see you put into your reflections.

EXHIBIT B

MK 460 – REFLECTIVE PAPER- #2

This is a continuation of your first reflective paper. Think of it as a second entry in a journal that you are keeping about your learning progress in team. Another five weeks have passed, and you have had more opportunities to get to know the other team members, their strengths and weaknesses, as well as your own position in the group. Are you feeling more or less comfortable with your peers now? Have you established better group routines, more flexible roles, and more mutual trust in your team, or have problems emerged that might threaten the group cohesion?

As in the first reflective paper, I encourage you to think constructively about your team’s development. If there are problems—and no group interaction is problem-free—you should not simply deny them. Analyze where they are coming from and then find ways to overcome them. Look at them as a challenge rather than a threat. As I said in my instructions for the first reflective paper: You need to believe in the potential for success, and you need to be aware of situations in which positive things are happening.

The specific tasks for this second reflective paper are:

1. **Describe something positive that happened in your group in the last 5 weeks** (whether it be something that a group member said or did, or something that you learned in or about your group).
2. **Define the importance of this positive event/experience for teamwork in general** (how would you rank its importance for effective teamwork in relationship to other conditions for successful teams?).
3. **Describe any changes—positive or negative—you have noticed in your team, however slight these changes may be** (maybe in the way you organize your group discussion or maybe in your relationship with others in the group).
4. **Think of some steps you could take to make your team more effective and more cohesive over the remaining weeks of the semester** (defining what you would consider a realistic improvement, what steps/actions need to be taken to get there, and what should You and others do to make it possible?).

Your paper should be limited to about two pages, typed and double-spaced. Since these are your thoughts and observations, I will not assign a grade to this paper. However, I will indicate through a “✓,” “✓+,” or “✓+-” my appreciation for the degree of thoughtfulness that I see you put into your reflections.

EXHIBIT C

After you have completed the Peer Evaluation Matrix . . .
elaborate on *your own* and the contributions of *two other* team members
(whose names will be given to you) by addressing the following questions:

1. What were the **most valuable contributions** of this team member (or myself) to the team? Try to find at least 2 examples that briefly describe the contributions and illustrate the person’s strengths.
2. In which areas could this team member (or I myself) **improve** his/her effectiveness as a collaborator in a team? Find 2 areas for improvement and describe them briefly.
3. Did the weaknesses described above (in areas for improvement) **negatively affect your team’s** work this semester? If yes, give further explanations and examples. If no, explain why not.

Write a *separate paragraph* about each question. The paragraphs for questions #1 and #2 may be longer than for #3, unless the person caused serious problems for your team.

Write your comments for each person on a separate sheet (headed by the title “**Peer evaluation for _____ by _____**”). Your three evaluations should be about a three quarter page in length (typed and double-spaced) for each person.

EXHIBIT D
MK460 – SALES MANAGEMENT – SPRING 1997
PEER EVALUATION

Please complete this evaluation at home and think carefully about each dimension as you rate your team members.

Rate each of your team members (but NOT yourself) on the items provided below. Try to do justice to the comparative contributions of each team member with respect to the different tasks listed. It is unlikely that each member contributed at equally high levels to each of the different tasks. Only under very rare circumstances and for very few tasks would I expect a rating, of “5” for more than one team member. A “4” rating would apply at best to some but not to all members on any given task. It is also to be expected that each team member will receive a “1,” “2,” or “3 ” rating at least some of the time.

Rate each team member on each of the 17 behaviors below according to the following scale:

- 1 = was deficient in this area
- 2 = needed some improvement in this area
- 3 = no obvious deficiencies but also no identifiable strengths in this area
- 4 = did well in this area
- 5 = performed best of all team members in this area

Names of Team Members

DEPENDABILITY OF TEAM MEMBER

1. Prompt in attendance
2. Complete in delivering agreed-upon parts of the work
3. Thorough in seeking information from resources
4. Volunteered for tasks during team meetings
5. Pulled fair share of the work load

INITIATIVE

6. Pushed others and him/herself to generate creative ideas
7. Made helpful suggestions on ways of accomplishing projects
8. Made sure everybody was held accountable for their behavior in the team
9. Was a good listener
10. Sought input from quieter team members
11. Included ideas from others when summarizing

INDEPENDENT CONTRIBUTION

12. Met deadlines with work
13. Demonstrated knowledge of the background reading
14. Shared relevant personal/work experiences
15. Incorporated materials presented in the course
16. Helped other members when they had difficulty understanding a task or handling it

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Any comments to this rating task (use back page):

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DEVELOPING EFFECTIVE STUDENT TEAMS (*Continued*)

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STUDENT EVALUATIONS & WHAT YOU CAN DO TO MAKE YOUR STUDENTS LIKE YOU

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STUDENT EVALUATIONS & WHAT YOU CAN DO TO MAKE YOUR STUDENTS LIKE YOU (*Continued*)

Steven B. Corbin, University of Northern Iowa

FIVE CLASSROOM PROJECTS TO ASSESS STUDENT REACTIONS TO TEACHERS AND TEACHING

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

The first question, how effective are teachers teaching, is in the midst, it seems, of daily debate. The dialogue has revolved around how to recognize good teaching, how to evaluate good teaching, how to properly reward good teaching when one recognizes it, to the proper

balance between teaching and research. Despite the intense discussion, more attention to teaching and assisting teachers become more effective has become the focus on the vast majority of campuses. It is rare to find a university that does not have a "Center for the Enhancement of Teaching" or some similarly named teaching improvement institute.

The second question, how well are students learning, has been addressed by the assessment movement. Again, the vast majority of states, and similarly their college campuses, have instilled a formal "Student Assessment" process to address this issue. Additionally, numerous universities have implemented a "Learning Outcomes Assessment" procedure to follow up on the breadth and depth of student learning.

MARKETING CLASSROOM RESEARCH

Traditional marketing, consumer, and the 4-P's research has occurred within the marketing pedagogy for decades. And marketing classroom research was developed as a spin-off form of research and is really an infant in the total marketing research world. Marketing classroom research has permitted professors the luxury of using their classroom as a living laboratory for the study of learning and evaluating teaching techniques.

CLASSROOM ASSESSMENT TECHNIQUES

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

To assess the quality of teaching, virtually all marketing departments use teacher evaluation forms for tenure, promotion, and/or merit purposes. However, few teacher evaluation forms have been designed to help marketing faculty improve teaching and learning in the classroom. Traditional teacher evaluation or student assessment forms rarely give useful, specific suggestions to professors as to how to improve their teaching. But, five of the 50 classroom assessment projects designed by Cross and Angelo have specifically been designed to assist professors in the assessment of student reactions to teachers and teaching.

The five classroom assessment projects to assess learners reaction to teachers and teaching are: (1) Chain Notes, (2) Electronic Mail Feedback, (3) Teacher Designed Feedback Forms, (4) Group Instructional Feedback Technique, and (5) Classroom Assessment Quality Circles (p. 320). These five classroom projects provide context- and teacher-specific feedback to improve teaching.

FIVE CLASSROOM PROJECTS TO ASSESS STUDENT REACTIONS TO TEACHERS AND TEACHING

At the Marketing Management Association's Fall 1998 Educators' Conference, a description, suggestions for use, step-by-step procedure, and turning the data collected into useful information for each of the five projects will be shared with the attendees. In brief summation, the "Chain Notes" project gives the teacher data on how students are reacting while the class is in progress, providing immediate feedback versus end-of-

the-semester and considered feedback.

The "Electronic Mail Feedback" assessment technique permits the professor to ask students to respond, via e-mail, to one or two questions regarding some aspect of their teaching (Dreher 1984). The "Teacher Designed Feedback Forms" elicits focused questions to very specific questions of interest and posed by the professor. The "Group Instructional Feedback Technique" project is a one-time assessment that involves the whole class responding to the three questions of "what works," "what doesn't work," and "what can be done to improve" (Redmond and Clark 1982; Bennett 1987; Weimer 1990). And the fifth classroom assessment technique, "Classroom

Assessment Quality Circles," involves a small group(s) of students (5-8) meeting periodically and providing the professor with ongoing, throughout the semester, feedback (Hirshfield 1984; Kogut 1984; Zeiders and Sivak 1985; Cottell 1991).

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STUDENT EVALUATIONS & WHAT YOU CAN DO TO MAKE YOUR STUDENTS LIKE YOU (*Continued*)

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GREAT IDEAS FOR TEACHING – “WHAT WORKS/WHAT DOESN’T”

Margaret Klayton-Mi, Mary Washington College

CLASSROOM DEMOGRAPHICS AND SEGMENTATION: A RESEARCH STUDY

Learning by application has long been recognized as a preferable way of teaching students business concepts. Traditionally, application courses in the marketing curriculum have been the exclusive domain of advanced (upper-level or senior-status) and graduate courses. In particular, marketing research and marketing case study courses lend themselves to client interaction. Clients benefit by receiving timely and cost-efficient information and students, in turn, get hands-on experience in a real-world environment. Students who are permitted to interact with business clients generally have met advanced marketing course prerequisites and have enough background in theory to make them feel confident in performing client projects.

Application assignments used in beginning marketing courses are usually brief and preformed individually. These exercises can enhance the learning experience but are limited in scope. For instance, retailing and advertising are frequently used as research assignments in introductory courses because these concepts are readily available and familiar to most students. A typical assignment might require students to identify and develop topologies of stores or print ads. Rarely are introductory course students involved in group competition. The following discussion presents an application exercise in an introductory marketing course of 100 students. Students were surveyed and segmented according to the resulting demographic information supplied from the survey instrument.

EXPERIMENT RATIONALE

The purpose of the exercise was threefold. The first goal was to provide students with a working experience with the concept of segmentation. The steps to segmentation are often elusive for first-time marketing students. McCarthy and Perreault (1993) suggest seven steps that begin with forming homogeneous submarkets, then, determining dimensions, naming markets, and lastly, evaluating market segments (pp. 98-99). This course experiment was designed to have students participate in the steps in a personal and meaningful way to clarify and enhance the concept of segmentation. These steps are

considered a tool that would lead to development of a product to fit the needs of these aggregated markets.

The second goal was to determine the demographic and psychographic composition of the class for segmentation purposes and for future comparisons. It was anticipated that this quasi-experiment would be continued with subsequent large, lecture courses. Challenging and holding the attention of these large classes sometimes can be taxing for instructors. This exercise was designed to involve students by integrating personal information provided by individual members of the class into an artificially-created clustering process. Determining dimensions were collected through a brief survey that contained basic questions about interests and academic classifications.

The third goal was to gauge whether homogeneous groups would become cohesive and competitive with other teams for superior grade performance. Teams were aggregated according to the homogeneous criteria identified from the class surveys and created team names (labels) based on this criteria. Eight segments were formed through Cluster Analysis. Each cluster contained 14-16 students. Each team segment was paired with teams having opposite team characteristics for analysis. The paired segment names were:

Juniors	–	Almost Done
Penguins	–	Sunshine
Grand Band	–	Socialables
A-Students	–	Tigers

Classification became a division for the first paired team with juniors pitted against seniors. A determining dimension, weather, segmented cold and warm weather students in the second paired team. The third paired team contained band members in one segment and “party-loving” students in another. The final paired team challenged academic superiority over athletic involvement.

To reinforce the clustering concept, team members were required to sit together in assigned seats so they would get to know each other. This clustering process was visible from the teaching podium and created a “graphic” representation of the team segments for the instructor. As anticipated, student segments became increasingly

cohesive and competitive as team performance on tests and quizzes were presented, compared, and analyzed. Performance figures were presented as team grade averages.

SURVEY INSTRUMENT AND METHODOLOGY

The survey instrument contained six questions and was distributed the first day the class met. In addition to identifying the student by name, the questionnaire contained three demographic and two psychographic (life-style) questions. Questions denoting the student's classification (freshman, etc.) and major were closed-ended. Open-ended questions required students to write-in the name of their hometown, interests or hobbies, and work experience.

Frequency distributions of the data revealed that the majority of the students were classified as sophomores who were majoring in marketing, had little work experience, and had a diverse set of hobbies. No hometown domination was discovered.

FINDINGS

As anticipated, the teams became cohesive and competitive for grades over the college term. In one case, the teams, Juniors and Almost Done (seniors) were highly competitive in their efforts to perform better than the other team. There was no significant difference between scores for the two groups, except for one test grade. These two teams were the most competitive in the class.

Alternately, the "A"-Student team appeared to lack the competitive spirit because their competitor, the athletic Tigers, consistently outperformed them academically. Though the "A"-Student team may have perceived themselves as being academically superior, the Tigers and

significantly higher scores on exams and quizzes.

Another interesting finding involved the teams paired by weather preference. The Sunshine team outperformed their cold weather counterparts on over half the exams and quizzes. Perhaps, this is attributable to their approximate (Sunny) disposition.

The last paired team, which included the Grand Band and Socialable, varied in their performance from one testing period to another. No team dominated the other in superior grade performance over the term. One interesting discovery about these two teams is the significantly different scores on major exam grade averages, but not on quizzes. Not one team consistently performed better than the other over the term.

CONCLUSIONS

In reviewing the goals established before the experiment began, the first purpose of providing students with a working experience with the concept of segmentation proved successful. Success was measured through testing students on the concept in on a quiz, exam, and the comprehensive finals. The demographic and psychographic composition of the class was compiled via survey and stored in a data base for further course comparisons. In one instance the third purpose was fully realized. Students became cohesive and supportive toward a common goal, i.e., superior grade performance, but only one team, the Tigers, were able to consistently maintain superiority over their paired team throughout the semester. The Tigers also were superior over all teams on one exam and one quiz.

Overall, team grades did not increase during the length of the experiment, in fact, most of the team grade averages declined over time. Another experiment is needed to reveal the reasons for this decline.

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GREAT IDEAS FOR TEACHING – “WHAT WORKS/ WHAT DOESN’T” (*Continued*)

Timothy D. Wise, Southern Arkansas University

PROJECTS FOR PROMOTION CLASSES

In teaching an upper level advertising and promotion course as a small state university, I have worked to maintain a balance between the teaching of concepts and terminology and the use of hands-on projects. The teaching of theoretical concepts is usually done through a combination of lecture, discussion, assigned reading, and video. Though many have spoken disparagingly about rote learning, I hold that it provides a necessary framework into which practical experiences may be placed. Concerning these practical experiences, I have utilized the following types of class projects and activities to give students exposure to advertising and promotion:

1. Advertising Agencies:

For most class projects, I start by dividing the class into advertising agencies. Each group is assigned to come up with a name and logo for its agency. Groups are also instructed to assign their members to the various staff positions found in an agency. One student serves as the account executive, for example. Others serve in art direction, media purchasing, research, and so on. Though not all business classes contain students with artistic ability, many advertising agencies purchase stock photography and clip art from outside firms anyway. Most school libraries have volumes of art and photography that can be used for academic purposes. For those serving in the media purchasing function, certain reference books and periodicals provide information for national media purchasing and local newspapers and radio stations may be contacted about their rates.

2. Advertising for Local Businesses:

One approach I have taken in assigning student promotion projects is to assign groups to local businesses. In one instance, I divided the class into six groups and assigned them to develop promotional campaigns for three businesses. (Two groups were assigned to each business.) These businesses, located in a strip center a few blocks from the university, included a dress shop, a gift shop, and a computer store. All of these were locally owned sole proprietorships. Their promotion was done strictly through the local media which, in our small

town, included only radio and newspaper at that time. (A number of companies are now developing web pages.) To provide students with a chance to use their imaginations, I also asked them to develop scripts and storyboards for television advertisements even though none of these businesses could afford them.

3. Contests Sponsored by Local Businesses:

This year my advertising and promotion class was offered a special opportunity by a local business owner. The businessman, a realtor, sponsored a contest between four groups of advertising students. Each group was asked to assemble a comprehensive advertising and promotional campaign for the sponsor. Students designed newspaper and radio advertisements selling specific homes and developed company image materials such as newspaper ads, billboards, and themes for the company web page. The realtor's employees and family served as judges, voting on the winning group. The members of this group were awarded \$50 each. Though only one winner could be chosen, the sponsor used the best aspects of all of the projects. I feel certain that a number of businesses would be willing to sponsor contests such as this if they were contacted. Projects were graded by the standards set forth in the class rather than by the ranking given them by the sponsor.

4. Projects Involving Large Firms:

Though composing campaigns for local advertisers offers students real experience working with clients, assigning students to compose campaigns for national “sponsors” offers experience of a different kind. In doing campaigns for companies like Nike, Marvel Comics, and Coke, students are called upon to do considerable library research to develop a comprehensive understanding of an industry which, in many cases, they know little about. The number of media options available to these industrial giants is much less limited than for local businesses and students can let their imaginations soar. In some instances, the composition of ads may end with the design of storyboards or rough drafts of print ads. In designing such campaigns, however, some of my students surprised me by designing clever video campaigns with background music, sound effects and simple special effects.

5. National Contests:

The American Advertising Federation sponsors an annual contest for student chapters of their organization. Corporate sponsors like Dodge, Pizza Hut, and Hallmark develop packets describing their promotional needs. Students conduct advertising research and develop campaigns for the sponsors. Each group is required to submit a 40-page campaign book and to perform a 20-minute presentation in which they describe and promote their campaign. Projects such as this can work quite well as class activities.

6. Technology and New Options:

Computer technology offers advertisers new ways to advertise and offers educators new ways to teach advertising. Inexpensive software packages like Adobe's Premiere, a video editing program, and Strata's MediaPaint, a special effects package, offer opportunities for students to experiment with videography. I have done this on a limited basis. The ease at which web pages can be designed offers another avenue toward inexpensive practical experience in developing promotion campaigns. I

have not yet attempted this in my promotion classes. It is being done, however, in the CIS class our business students take.

7. **Field Trips:** Exposure to actual business environments is an essential part of a student's university experience. Most students, especially those from small towns, have never been inside of an advertising agency. This year our students were taken on a tour of the Richards Group, a Dallas agency whose clients include Motel 6, Chic Fil-A, Corona, and Nokia. They gained personal insights into the nature of ad agency work and the types of positions held by those in an advertising agency. They were shown a room where focus groups were conducted and given a brief video presentation.

The approaches described here are representative of a variety of ways in which practical experience can be used to complement theoretical knowledge in the development a comprehensive conceptual framework. Many variations of these approaches and a number of others yet undreamed are possible. Innovation is what it is all about—even (or, perhaps, especially) in a town with a population of 12,000.

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GREAT IDEAS FOR TEACHING – “WHAT WORKS/ WHAT DOESN'T” (*Continued*)

Peter Kerr, Southeast Missouri State University

A reprise of Peter Kerr's invited presentation at the “Roundtable Discussion on Teaching Economics: Successful Designs for Active Learning in College and MBA Classrooms” at the annual meeting of the Midwest Economics Association in Chicago last March.

The renewed emphasis on communications skills through such programs as Writing Across the Curriculum (WAC) is a welcome change in higher education. Yet it is a “rare wind that blows no one some bad” and the downside has been that faculty have been given added responsibilities without a commensurate increase in resources. Having

students participate in the grading can be a win-win situation.

Research has shown that students can be counted on to “rough out” peer papers that deal with course specific concepts and issues (Peter M. Kerr, Kang H. Park, and Bruce R. Domazlicky. “Peer Grading of Essays in a Principles of Microeconomics Course.” *Journal of Education for Business*, July/August 1995, pp. 357-361). Student scoring with respect to clarity, grammar and spelling closely matches the instructor's scoring in this area. However, in dealing with course specific material

the result are less encouraging. Still, the roughing out that students can do saves a considerable amount of time that the teacher spends in scoring. Merely signing off on a student's comments with a check-mark is much quicker than writing the comment itself.

If essays are simply confined to the subject matter of the course, as when the students are writing about an issue to the introduction of the topic in class, confidence in student grading can be broadened. Students can distinguish a good paper from a not-so-good one and a bad one from the latter. Peer grading produces an overall ranking

similar to that of the instructor. Though students tend to be more lenient with the grades, their results are typically consistent with those of the instructor. There is a convergence of scoring and ranking as more essays are assigned.

The additional work involved the logistics of the peer grading, especially in ensuring anonymity of authors and readers, is outweighed by the time saved in divining the final grades. Furthermore, the majority the students perceive peer grading to be more objective than the traditional method.

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GREAT IDEAS FOR TEACHING – “WHAT WORKS/ WHAT DOESN'T” (*Continued*)

Paul C. Thistlethwaite, Western Illinois University

TEACHING MARKETING RESEARCH IN THE NEW MILLENNIUM: CONTINUE WITH THE OLD OR ADOPT A NEW APPROACH?

During the past 25 years of teaching career, I have noticed a number of approaches in teaching the research course. I have “experimented” with a few and have heard others express their ideas. In the 1970's with typewriters and a main frame computer, we were using a project approach in the class. Little integration could be realized since all materials had to be retyped. Also, the turn around for computer runs might be once a day. But we survived and prospered. In the late 70's and early 80's, the mainframe for the classroom was being replaced by network terminals, albeit dumb terminals. The system did not allow easy access to statistical packages like SPSS or SAS and therefore I went away from the project approach for a time since the students could not easily do the statistical analysis.

During the 1980's and 1990's, the use of the microcomputer certainly assisted the students in conducting projects. Not only could they do bigger and better reports through the use of graphics and higher powered word

processing programs, they could now do statistical analysis on the PC very easily.

As we move toward the end of the 90's, do we need to rethink our approach to the teaching of research? What impact will the internet have on the acquisition of information? Is survey research a product of an earlier generation, not to be seen in its original form again? I currently am using a project approach but am trying to instill an “integrated approach.” This approach utilizes different assignments throughout the class which the students can use in a stepping stone fashion. The final report then becomes much easier to do since some of it has already been done in earlier assignments.

Yes, the teaching of research will change. But I feel that there is still a place for the project approach. In the 1970's, we were calling for a market analysis class that would focus on secondary information. Perhaps this class will now become more of a reality given the tremendous use of the internet. I would like to discuss this issue with anyone who has an interest in the teaching of research.

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GREAT IDEAS FOR TEACHING – “WHAT WORKS/ WHAT DOESN'T” (*Continued*)

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USING COMMUNITY ACTIVITIES TO INCREASE MARKETING STUDENT'S PRACTICAL APPLICATION OF CLASSROOM LEARNING

The marketing student's application abilities of their marketing knowledge after one marketing class is often less than well rounded. The student can obtain the classroom theory and point of view of the classroom instructor. Learning the 4 p's, being able to segment a market in theory, knowing terms and definitions, having a general text book knowledge and some familiarization with marketing from case studies will not fully equip the student with real world experience. This proposed student assignment is suggested as supplement to a second semester marketing class. This exercise could offer real time marketing and marketing management experience.

The program suggested in this presentation could be within a second marketing course. It could also be used as a module within a class or as a supplement to text bookcase studies. As part of the case studies, it would offer real time and real marketing experience. One of the downsides might be the overly ambitious student trying to take on a project that cannot be completed in one semester. This situation becomes a lesson in budgeting time and dollars, setting goals that can be accomplished within the parameters of the assignment and learning real time experiences. This is a lesson all marketing and marketing managers should be able to manage.

This application of marketing principles learned in class now becomes a reality. This offers real time experience for the specific project selected. A student may take a project in the hotel industry and find that industry is not what the student expected. By contrast, the student could find a new career opportunity by working with a firm or organization that he/she might not have been aware of before the assignment.

The program offers several new opportunities for the student and the college. For the college, if assignments are planned in advance, these opportunities could include enhancing internal and external contacts and developing a working relationship with businesses with the possibility of additional jobs and internships. Internally, it could offer the marketing and business department greater visibility to attract additional students.

The student would be involved with an interdisciplinary exercise. All the papers would be submitted as a written assignment (writing across the curriculum) following the suggested outline (logical thinking and following instructions) with presentation orally (presentation and speaking skills) to the class. This would open a discussion on how the student accomplished his/her assignment and can describe his/her experiences and methodology in preparing and executing the assignment.

Comments and suggestions from the class can expand the scope of the assignment. And an added note: submitting the assignment as a written requirement may improve the student's writing abilities, and offering a presentation to the class and the client should improve their speaking and presentation skills.

The major issue of the program is community service. Having the student select a community activity that would benefit from a basic marketing program. In subsequent semesters other students can develop the original outline and add to the existing activities. This program could fulfill the student's community service requirement, if the college has such a program. The visibility in the community that the college has an aggressive marketing department could have long term benefit. Encouraging the students and faculty to attend chamber of commerce and economic development meeting is another marketing program for the marketing department.

CORRELATING WITH COURSE OBJECTIVES

The Principles of Marketing course on the junior level should cover all aspects of the marketing discipline. This suggested program offers the student an opportunity for the practical application of these principles in a Marketing Management or Marketing Case Studies course. As the marketing student enters a second course in marketing, the students should have a basic command of the following marketing principles. From developing a target marketing plan, selecting the Unique Selling Proposition, to segmentation of the market and developing demographic and psychographic base, designing a workable plan within a short period of time will offer the student real time marketing experience. Each student should do at least 50 hours of time on this project. The time in this project should reach about 72 hours over the 16 week semester. It is suggested that the selection of the project be undertaken prior to the third week of class. This would allow enough time to contact the 'client', present a proposal and begin the outline. The entire process should be a class discussion project. The students can exchange their experiences in obtaining a client, extracting the basic needs of the client with regard to the marketing area and then produce an outline. This also keeps the project alive during the semester. The classroom discussion is a sharing experience and exchange of ideas. The students should present the final report both orally and written to the clients and the class. Students can start with a basic outline of what consists of a marketing program as they use their creative experience and knowledge to fill in the answers, if applicable. A key element of the project is to guide, but not help them find a suitable client for this project.

The program may benefit the department as additional contacts will be made externally and internally with potential departments and business that can generate resources as well as internships. When the results are presented in class, it might be worthwhile to invite the client to attend the oral presentation and hear the other students' comments on the project. The report should be revised after the presentation and the final report presented to the client.

An outline of the suggested module and a check list of a basic marketing plan are available.

THE MODULE OUTLINE-USING COMMUNITY SERVICE TO ENHANCE MARKETING STUDENTS SKILLS

I. INTRODUCTION OF ASSIGNMENT

II. COURSE OBJECTIVES

III. DESIGN OF THE APPLICATION OF THE MARKETING PLAN

Insert Marketing plan outline

IV. ASSIGNMENT OF WORK FOR A SPECIAL EVENT

1. Assignment Items
 - a. Find a willing client
This phase may not be as easy as it appears. It is a subtle lesson in identifying a client and preparing a proposal.
 - b. Be sure the student has more than a passing interest in the subject
 - c. Preparing a proposal for the client
 - d. Define the specific marketing problem or research question.
 - e. Present the proposed proposal to the class and then to client
This allows the class to participate in the proposal creation process
2. Possible Internal Clients
 - a. Campus theatre groups and music groups
 - b. Campus special concerts and special events, guest speakers
 - c. Recruitment for marketing/management club and club events
3. Possible External Clients
 - a. Local not for profit organizations
 - b. Recognized charities
 - c. Community Base organizations

V. DESIGN OF A MARKETING PROGRAM AND PLAN

1. Design a proposal after client meeting, identify the changes
2. Seek client final approval and input from class
3. Determine if all the elements of a marketing plan have been addressed
4. Have all the budget items and expenditures been approved in writing

VI. IMPLEMENTATION OF THE MARKETING PLAN FOR THE CLIENT

1. Implementation of the plan
2. Constant Improvement with check and evaluations
3. Change as need to accomplish the original goal of the plan
5. Keep a log of events and to show process and progress

VII. EVALUATION AND REVIEW

1. Review and Evaluation of the program should be programmed
2. Summary and Recommendations

VIII. PRESENTATIONS OF FIND AND ACCOM-
PLISHMENTS

1. To class

2. To Client

IX. SUMMARY

The culmination of the class project

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**GREAT IDEAS FOR TEACHING – “WHAT WORKS/
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DEVELOPING OVERSEAS LEARNING EXPERIENCES

Margery Fetters, North Central College

ACADEMIC STANDPOINT

The dramatic and rapidly changing global world and international environment has created a need for business students to be exposed to and involved with hands-on international activities. Methodologies, with readily available resources, are limited. Projects and experiential learning tend to be excellent educational methods.

PRESENTERS POSITION

The presenter has found that significant value is added through the use of problem-based learning experiences in other countries. This activity between students and application/integrative experiences can happen utilizing various vehicles, such as team activities and projects within another country at places of business, in combination with in-class experiences. These experiences put students into situations that can empower them to think and utilize the knowledge gained in the classroom.

APPLICATION

The focus of this presenter will be to address active learning and action-oriented student activities and will provide examples of "real world" programs that have

been incorporated in traditional undergraduate programs. Some of the techniques utilized by the presenter will be detailed.

A COSTA RICAN ADVENTURE

If not in an international business program, often the traditional undergraduate business student does have the opportunity to experience first-hand business activities in another country. A comprehensive international experience has been developed for these business students in Costa Rica. Exposure to and involvement with the people of Costa Rica provides an exciting challenge for these students. For the three-week period, students stay with host families for the majority of the time in Costa Rica. Although knowledge of Spanish is a plus for these students, it is not required. A significant number of people in Costa Rica speak English at some level. Students are exposed to the cultural, as well as the business, aspects of Costa Rica. They are provided with opportunities to visit private and national banks, free-trade and non-free trade zone companies, artisans, and governmental agencies, to name a few.

The presenter will Provide insights and details of all aspects of this student Adventure.

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DEVELOPING OVERSEAS LEARNING EXPERIENCES (*Continued*)

Richard Slovacek, North Central College

ACADEMIC STANDPOINT

The dramatic and rapidly changing global business environment has created the need for graduate business students to see for themselves how businesses compete within an international context. Given the limitations on students enrolled in part-time MBA programs, and the limited resources normally available to provide this exposure, foreign visits of short duration as part of a capstone or project course tend to be excellent educational methods.

PRESENTER'S POSITION

The presenter has found that significant value is added to MBA students' views of their education through the use of learning experiences in an international competitive environment. This activity is most effective if it involves a linkage between educational and business organizations in the foreign country, and if the students are able to conduct the visits as small teams. These experiences provide students with the opportunity to compare and contrast the similarities, as well as the differences, in international management practices. This opportunity is exceptionally enhancing for MBA students. While both graduate and undergraduate business students will normally have sufficient preparatory academic course work as they approach the culmination of their degree programs, the graduate students typically have more extensive base work experience as a base on which to draw in making their observations, and thus will gain more from a visit to a business in a foreign country.

APPLICATION

The focus of this presenter will be to address the steps involved in developing contacts with international businesses and educational institutions, as well as the inter-

nal and external marketing of the opportunity and dealing with the logistical challenges in taking a group of MBA students on a 9 or 10 day trip to another country.

A VISIT TO BRITISH BUSINESSES

While international business practice is usually encountered in one or more courses in the curriculum of an MBA program, often the traditional MBA student, especially the part-time MBA student, does not have the opportunity to experience, first-hand, how businesses operate in another country. A significant international experience, one which involves week-long immersions into British businesses (including Rolls-Royce) and visits to classes in an English graduate business program, has been developed for part-time MBA students. Exposure to and involvement with the competitive environment in England an exciting opportunity for these students. During a 10-day period as part of their capstone project course, students fly to England and stay at a guest dormitory at a university near Manchester. During the work week, students spend eight-hour days with host companies, usually working in the areas which correspond to their own business expertise, such as marketing, finance, production, or some other area. In the evening, students sit in on classes in the university's part-time graduate business program. At the end of the week, student teams provide managers at the host companies with a report on the students' observations, reactions and recommendations for changes, if any, in how the businesses operate. Students then have the opportunity to experience the urban cultural elements of England during a three-day stay at a hotel in Central London. Upon their return to the United States, students complete their capstone course by writing an extensive paper, based on their experiences in England.

The presenter will provide insights and details of all aspects of this graduate student adventure.

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DEVELOPING OVERSEAS LEARNING EXPERIENCES (*Continued*)

Regina A. Greenwood, Kettering University

Kettering University, formerly GMI Engineering & Management Institute, offers two overseas programs in which my department, the Department of Business and Industrial Management, is involved.

GERMANY

Our program with the University of Reutlingen was developed three years ago through a collaboration between a professor of finance in our department and the director of a center for international studies in Reutlingen. The two were brought together by the University of Reutlingen's rector during his visit to our school. From that, the two developed the curriculum and began the program autonomously; approval was later given.

The purpose of the program is to provide our students with an overseas experience, through education as well as through travel and visits to businesses. Therefore, the program includes many components and experiences outside the traditional classroom. All faculty in our department who are interested can visit the German university, teach from a week to year, and assist in curriculum development. Administrators and faculty from Reutlingen visit our campus as well, although no faculty have taught at our institution. Due to the small size of the department, only during the fall quarter do students attend the program in Reutlingen. Each year, about ten to twelve students attend university in Reutlingen. All their courses are taught in English and conform to the courses required in their major areas of study.

The study abroad does not create a lack of progress toward degree completion. Each weekend is a three-day weekend, to encourage travel. There is also a two-week break in midsemester for a lengthy trip. The program incorporates visits to corporate sites and organizations.

One of our students was even hired by Daimler-Benz as a result. The students receive the same number of credits: two courses are given as independent study courses to be completed before and/or during the time in Germany. They students pay the same tuition, and are reimbursed \$1500 to cover the travel expenses.

German students can come to Kettering for a quarter also. Many stay another quarter for cooperative work experience. They do not pay tuition; the program has reciprocal tuition agreements between the schools.

RUSSIA AND THE NIS

Kettering University also has overseas learning experiences in Russia and the NIS. The programs have been developed with 22 universities and involve instructional support for the universities in those locations. As yet, few Kettering students have studied in these overseas programs although we have hosted students on our campus and hosted many faculty members. So, the programs are more overseas learning experiences for others. The program was developed with the assistance of the USIA and is funded by the USIA and the Mott Foundation.

The support consists of six series of video tapes, each series is about 12 to 14 lectures in length. They are similar to the lectures given in MBA classes. These tapes are used in conjunction with native instructor's lectures and exams to train students, and managers in organizations, in business practices. All the universities involved have received the tapes with native language subtitles; some have created successful programs around the taped lectures and have used them in degree program both in their universities and in money-making ventures in local companies.

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ADMINISTRATION ISSUES, PROGRAM REVIEW, MERIT PAY AND ACCREDITATION

Julie Toner Schrader, North Dakota State University

CREATING AN ASSESSMENT CULTURE FOR THE BUSINESS SCHOOL

As accrediting agencies such as AACSB—The International Association for Management Education and the North Central Accreditation Commission on Institutions of Higher Education increase their interests in assessment of student learning, business schools need to create an environment which is conducive to assessment activities. Contrary to the desires and hopes of many faculty, assessment of student learning is not a fad. The assessment movement is in fact building momentum and becoming increasingly important for a successful accreditation and/or re-accreditation effort.

Assessment is a very simple process with much political baggage. Many of the speakers at the 1998 Outcomes Assessment Seminar presented by AACSB maintain that unsuccessful assessment programs are not a result of technical problems, but instead a result of cultural problems. Senior faculty often feel that they are being expected to do additional duties without additional pay while junior faculty often feel that being involved with assessment activities does not “count” toward tenure and promotion. Others feel that assessment is too time-consuming or that learning is not measurable or that there’s just not enough money available to do it right. Still others are afraid that the results will be used against them or that no one will care about or use the results of this challenging process. Therefore, it is often difficult to show an accreditation agency that you have truly effective assessment procedures in place when many faculty are not supportive of assessment.

According to Richard E. Boyatzis, one of the speakers at the recent AACSB Assessment Seminar, four of the biggest de-railers to assessment are: (1) making assessment an administratively-driven process rather than a faculty-driven process; (2) doing assessment to achieve a regulatory compliance objective; (3) doing big, comprehensive assessments; and (4) forcing everyone to live with assessment. Instead, he suggests the following process: (1) start small with a group of intellectually intrigued faculty; (2) have them do a number of small, successful projects; and (3) sharing successes with other

intellectually-intrigued faculty who will want to join the action. In addition, faculty need to have shared trust concerning assessment. The assessment of programs appears to be less threatening to individual faculty than the assessment of individual departments or courses.

Thomas A. Angelo suggests that effective assessment in academic programs includes the following:

1. Assesses what we actually teach — and what we expect students to learn.
2. Provides information for improving learning.
3. Focuses on process as well as on inputs and outcomes.
4. Actively involves teachers and students.
5. Uses multiple and varied measures.
6. Is carried out at various key points.
7. Provides feedback to those most affected.
8. Is an intrinsically educational activity.

D.W. Farmer (1988) provides the following implementation procedures for assessment:

1. Commitment from the top.
2. Communicate the change process effectively.
3. Establish a change agent.
4. Understand what reasons exist to resist change.
5. Participatory change strategies should be used, not exclusionary or selective.
6. Move forward with a plan.
7. Pilot test.
8. Implement incrementally.
9. Reward and provide incentives to implementors.

AACSB does not have a “magic formula” for assessment. All assessment activities should be tied to the individual school’s mission. The focus of assessment needs to be on learning rather than on teaching. Although this is a simple statement, the teaching paradigm is deeply rooted into the culture of most colleges and universities. For most, it will take much effort to move toward a “learning” paradigm. The paradigm shift will not occur overnight, and it is important not to rush the process. Those who are involved with the assessment process need to feel that they are a part of a “learning

community” with shared trust, shared language, and shared goals. The recent report from the Boyer Commission on Educating Undergraduates in the Research University, *Reinventing Undergraduate Education: A Blueprint for America's Research Universities*, suggests universities should foster a community of learners. Those faculty and administrators involved in assessment procedures need to feel that they are a part of a larger

community which is concerned with providing the best possible environment for learning to take place on the part of both students and faculty. In the short-run intrinsic rewards will keep the members of the assessment community going, but in the long-run administrators must also prove that they value the work of these individuals by providing extrinsic rewards to those who have taken on the task of assessment.

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ADMINISTRATION ISSUES, PROGRAM REVIEW, MERIT PAY AND ACCREDITATION (*Continued*)

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ADMINISTRATION ISSUES, PROGRAM REVIEW, MERIT PAY AND ACCREDITATION (*Continued*)

Terry Sutton, Southeast Missouri State University
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MERIT PAY AND A SHIFT IN FACULTY BEHAVIOR

- ◆ A change in the behavior of faculty was observed: they concentrated more on getting scholarship published than teaching effectively.

- ◆ To validate this casual observation, the literature on merit pay at other universities was reviewed which affirmed the observation was not unique.
- ◆ Basically, it is easier to count publications than to evaluate teaching effectiveness. Furthermore, if a

paper is accepted for publication, someone else has performed the evaluation so local individuals do not have to do it.

- ◆ The primary mission of our university has always been to provide learning for its students; since merit pay began, it is believed that faculty have not been working 100 percent to fulfill this mission.

CULTURAL IMPACT ON FACULTY OF MERIT PAY

- ◆ The literature maintains that merit pay results in the following: scholarship is more rewarded than teaching, the quantity of research is more important than quality, higher stress levels and divisiveness are created for faculty, and effective teachers are paid relatively less than researchers.
- ◆ In short, merit pay causes a cultural shift among faculty: in the past, faculty, in general, were concerned with the quality of their work; with merit pay, faculty focus on activities that earn them more money.
- ◆ A cultural shift similar to this was first discussed by Thorstein Veblen in **The Theory of the Leisure Class** which was a criticism of capitalism. Veblen argued that people are instinctively concerned with what he called workmanship and try to produce high quality goods. With the pervasiveness of capitalism, people become concerned with activities that earn money—they live in a pecuniary culture.
- ◆ It can be argued that merit pay has created a pecuniary culture at universities where it is used. In this culture, effective teachers become victims of a social degradation of their labor and an invidious social ranking. In such a culture, there is a shift of blame from the system to the individual who, if they are nongainers, experience a loss of self-esteem and self-confidence.

BRINGING ABOUT ANOTHER CULTURAL SHIFT

- ◆ If it is true that faculty have turned away from teaching effectiveness toward scholarship even a little, the logical conclusion is that the previous iterations of merit pay have contributed to that. What should be done?
- ◆ Since it is politically unlikely to have merit pay rescinded at our university, a previous idea of the lead author concerning the basis for faculty salaries was revisited. The idea has been previously aban-

doned because there was no overall objective to attach it to.

- ◆ The idea uses an economic principle that explains how a return to a resource like labor is determined in a market economy.
- ◆ The name of this principle is Marginal Revenue Product (MRP) where Marginal means extra, revenue means dollar value, and product means the output a resource contributes to a firm.
- ◆ Example: assume a worker at a hamburger stand contributes 20 hamburgers per hour that are sold at \$1.50 each or \$30 of gross receipts. Other inputs (raw materials, ovens, the stand, etc.) contribute \$25 toward the 20 hamburgers so the extra revenue the worker contributes is \$5; this is the worker's MRP and is the most the firm would be willing to pay to hire that worker.
- ◆ MRP is the value of the resource to the firm.
- ◆ For a resource with value realized on into the future, the present value of the future values after discounting must be determined to find the value of the resource to the firm.
- ◆ In reality, MRP can be viewed as a value that pinpoints the range of negotiation in which the actual compensation will be determined.

VALUE OF FACULTY ACTIVITY TO SOCIETY IN GENERAL

- ◆ Faculty engage in three activities, each of which generates extra value for society. These are teaching, scholarship, and service.
- ◆ Increasing earning capacity of students over and above what they would earn over their careers as just a high school graduate. In the last census this amounted to \$558,770 of which 20 percent can be attributed to native ability and ambition. Using a conservative discount rate of 6 percent this makes the present value of the extra benefit of another graduate in the last census to be \$170,976. This is not the only extra benefit of another graduate, just the easiest one to measure.
- ◆ Assuming an institution has its graduates earning the present value of \$170,976, it is necessary to determine what faculty contribute to that value. A formula should be established to estimate faculty MRP of teaching effectiveness.

- ◆ MRP for scholarship and service: an institution's faculty must agree upon criteria ahead of time to evaluate the extra benefits of scholarship and service. Then review committees should be established to perform the evaluation. Extra benefits must be worthwhile to the real world to avoid pursuit of "trivial" research and service.
- ◆ Reward for scholarship and service should be spread across an institutions entire faculty because individuals who do scholarship and service rarely do these things entirely on their own—rather the product is more truly a team effort.
- ◆ Faculty must decide how to split the MRP between the individual and the rest of the faculty. MRP for scholarship and service would be best handled as a stipend rather than an increase in base salary.
- ◆ Would provide faculty incentive to pursue activities which increases their MRP—effective teaching and quality scholarship and service which would be in line with institutional mission.

A NEW MERIT PAY MODEL

- ◆ First-year results of the application of our new merit pay model are mixed, at best. The model is designed with a department team-building component whose partial value is ultimately determined through assessment by an appropriate College Council. (see model)
- ◆ In addition a portion of the department merit monies are received directly from a university merit pool (which represents approximately 25 percent of all new salary dollars) and from a balance of new salary base dollars not awarded to some faculty within a respective college who did not achieve basic merit. An appeals process was in place for those faculty who did not agree with their recommended merit salary increase. The appeals process however allowed for appeal of the process only and not the merit award.

ADVANTAGES OF A MRP APPROACH TO FACULTY SALARY

- ◆ Would provide administrators a fact-based, justifiable reason to request additional funds.

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ADMINISTRATION ISSUES, PROGRAM REVIEW, MERIT PAY AND ACCREDITATION (*Continued*)

Susan M. Petroschius, Bowling Green State University

ACADEMIC PROGRAM REVIEW

Periodic program review is a common practice in many colleges and universities. Initiated by administrators as a means of monitoring the educational quality of degree programs in liberal arts and sciences, the process has traditionally been used to identify academic programs whose focus has been more akin to a program "audit." That is, the emphasis of the review has been on the number of students/faculty, qualifications of faculty, class size, etc. In recent years, however, there has been a trend towards program reviews going beyond the dimensions of a program audit to examine curricular and pedagogical issues as they relate to the quality of teaching and learning.¹

Despite the prevalence of program reviews in arts and sciences, Colleges of Business have typically bypassed such reviews in favor of the review process involved in the AACSB accreditation process. It is likely, however, that academic program reviews will become more commonplace in the future. Reviewing educational programs is a natural by-product of the national trend towards outcome assessments and other expected trends in marketing/business education such as:

- ◆ improved faculty teaching through-post-tenure-review
- ◆ external publics who increasingly demand accountability in measures of teaching effectiveness
- ◆ greater emphasis on productivity and efficiency from public policy makers
- ◆ increasing pressure for more teaching and service of faculty and greater struggle to balance teaching and research
- ◆ changes in curriculum, content and delivery of courses as a result of information and technology.²

Periodic program review is consistent with current AACSB emphasis on contiguous improvement. While accreditation examines the overall undergraduate and graduate degree programs, an internal university program review can focus on individual in its and their relative contribution to the programs. This provides a greater level of specificity to the review and holds the

individual unit accountable for its contribution and productivity. For instance, in an academic program review in the College of Business, this would involve individual review of various departments such as Marketing and Finance as well as any other more traditionally "support" departments such as Statistics or Legal Studies.

While AACSB accreditation focuses on the contribution of the Marketing curriculum and faculty on the business degree program, a university program review focuses on the contribution of the unit (i.e., department, center, institute) to the mission of the university. For instance, marketing courses typically attract a number of students in other non-business related disciplines such as communications, sociology, sport management, education, etc. A program review of the Marketing department will, therefore, consider the contribution of the department to the business programs as well as non-business programs/students, including interdisciplinary programs.

By examining a unit relative to its role within the university, the review process enables administrators to encourage interdisciplinary research/programs, as well as examine duplication of programs. For instance, a program review of all mathematics and statistics units across a university allows faculty and administrators to consider the best possible structure and housing of degree programs in the field as well as the most efficient and effective means of delivering courses across a number of disciplines.

Unlike accreditation, program review provides specific recommendations and goals for the individual units to facilitate their continuous improvement. Since the emphasis of the review process is educational quality, it is necessary that faculty engage in program review focus on clearly specifying the desired educational outcome/goals and the methods/ process to achieve these outcomes, as well as gathering evidence of their achievement. The very process of program review, since it occurs typically at the department level, engages individual faculty and encourages an outcome, goal-directed perspective. Faculty are encouraged to accept responsibility for the entire efforts and contributions of the department to student learning and the mission of the university, rather than just their own teaching and research activities. In contrast, AACSB accreditation typically occurs at the college level with the majority of

those involved being administrator, chairs and program directors, thus having little direct impact on individual faculty.

Program review will no longer be option in Colleges of Business as the public increasingly makes faculty accountable for the quality of their educational programs and administrators are forced to respond to boards of trustees. Rather than resist this process, faculty are encouraged to embrace program review as a means of facilitation departments long range planning.

ENDNOTES

¹ *Program Review and Educational Quality in the Major* (1992), "Liberal Learning and the Arts and Sciences Major," Volume Three, Washington: Association of American Colleges.

² Kelly, Craig A., Jeffrey S. Conant, and Denise T. Smart (1998), "Experts Insights on the Future of Marketing Education" paper presented at the 1998 Western Marketing Educators' Association Conference, (April).

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NEW TECHNOLOGIES – IN THE CLASSROOM/IN THE CURRICULUM

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NEW TECHNOLOGIES – IN THE CLASSROOM/IN THE CURRICULUM (*Continued*)

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INTERNET ENHANCED MBA PROGRAM: AN INNOVATION IN DISTANCE LEARNING DELIVERY

The UM – St. Louis School of Business is a leader in high quality innovative education. A distinguishing characteristic of the school is its “Professional MBA On-Line” program. This on-line program is the result of years of practical experience in delivering distance education.

Highlights of the program include:

1. **Redefines quality business education.** Traditionally students attended campus classes for access to professors, laboratories and libraries. Now, these can be Internet delivered at a distance without the need to be time-bound and place-bound on a conventional campus. Working business professionals can earn a MBA degree while continuing their career. Such flexibility makes graduate education in business available to many persons for the first time. It can radically change business education. Such a program can be international in its scope.
2. **“Best of the Best” delivery.** The program combines intensive monthly campus face-go-face con-

tact with Internet interaction among faculty and fellow students. Internet enhanced instruction is not “second rate” education. Rather, when properly done, it is a premier offering from the perspective of learning effectiveness.

3. **Interned education is student centered rather than presentation centered.** Focus is on student learning rather than a faculty member’s classroom performance. Yet, personal interaction is an important part of the program too. Students form “learning teams” that enhance their performance and learning experience.
4. **Technology binds rather than separates students and faculty.** Rather than technology coming between the students and faculty, the immediacy and availability of faculty and fellow students causes learning to be similar to a tutorial experience. Students report that they feel that learning is *more* personal using the Internet.
5. **Quality and quantity of interactions increase.** Because persons have the time to carefully think out their comments, the contributions of students and professors are of generally higher quality than in the

typical conventional classroom. While a student may “hide” in the back row of a classroom, there is no place to hide on the Internet—thus, participation increases.

6. **Rigor is maintained.** The scope and depth of learning is at least as great as in conventional classrooms. Faculty members report that students are more

motivated, more capable, and bring more experience to bear on assignments and discussions.

In summary, the Business School at the University of Missouri – St. Louis is at the forefront of Internet distance education. The School has had an excellent initial response to the program. The result has important implications for effective adult and graduate business education nationwide.

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BRING THE “REAL WORLD” INTO THE CLASSROOM

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BRING THE “REAL WORLD” INTO THE CLASSROOM (*Continued*)

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OVERVIEW

The project described below was created for use in an upper-level, undergraduate course titled, Marketing on the Internet. It can also be used in the Internet marketing or electronic commerce component of the Principles of Marketing course. The purpose of the project is to give students an understanding of how the World Wide Web is used as a marketing tool by requiring that they plan, create, and execute a Web site for an actual business.

THE WEB SITE PROJECT

Step 1: Finding Clients

For this project, each student was required to find a business to create a Web site for. To qualify as a client, the business only had to agree to provide the student with all the information necessary to complete the Web site and to formally critique the finished Web site. The business did not have to agree to actually use the Web site though they were asked to consider doing so.

Step 2: Writing the Web Site Plan

After the client had been approved by the instructor, each student was asked to write a plan containing the following sections:

A. Defining Web Site Objectives

In collaboration with their clients, the students were to define the specific objectives of their Web site. This section is important as it establishes the criteria the instructor and client will use to formally evaluate the Web site. To assist students and their clients in defining appropriate objectives, the instructor provides examples of Web site objectives commonly used by on-line marketers.

B. Storyboard the Site

Once the objectives have been defined, the students were required to create storyboards for their sites. The storyboard is a series of drawings used to present the proposed Web site. It consists of illustrations of all the pages being planned for the Web site showing the kinds of text presented, the graphics and navigational aids

used, the internal and external Web links provided throughout the site, any checkboxes or interactive forms made available to the visitor, and, most importantly, how the various pages of the Web site will be connected. The storyboard is a practical step between the planning and production stages of the project. It gives the student, instructor and client a common visual starting point for their discussion. Upon client approval, the storyboard goes into production.

C. Promotion Plan

Because the World Wide Web is a pull medium, the promotion strategy for a Web site is perhaps one of the most important sections of the Web site plan. For this reason, the students were required to include a detailed promotion plan in their Web site plan. This promotion plan must include the promotion objectives as well as the strategy being considered for achieving these objectives. To assist students in this phase, the instructor provides them with links to Web sites containing information on promoting a Web site.

D. Evaluation

In this section of the plan, the student specifies how the Web site is to be evaluated. They were required to define the evaluative criteria and methods to be used as well as planned frequency of the evaluation. The students were also required to discuss the rationale for the evaluation plan being proposed.

E. Budget

To assist their client in determining whether to establish a presence on the World Wide Web, the students were required to establish a budget for their Web site. This budget included cost estimates for all the hardware and software necessary to support the site as well as the projected costs of maintaining the site and using an Internet service provider.

The students were given approximately 7 weeks to complete these five parts. During this time each student was required to meet periodically with the instructor - about every two weeks - to provide an update on the progress being made on the project and to discuss any problems that had arisen. Each student was also ex-

pected to contact their client on a regular basis to keep her/him apprised of the work being done on the project.

Step 3: Developing the Web Site

To prepare students for this phase of the project, at least one class meeting was devoted to teaching the basics of HTML (HyperText Markup Language), the tool used to build a Web site. Toward this end, the students were required to access one of the many HTML primers available on the Internet and asked to read it in preparation for an in-class exercise on creating a Web site for a fictional business. After completing this exercise, the students will have learned enough about HTML to create a Web site containing the design elements required for the class project.

At this stage of the project, students often ask why it is necessary that they learn HTML since software is available (Netscape Communicator, Adobe PageMill, and Claris Homepage to name a few) that makes it possible to create a Web page without having any knowledge of HTML. While true, it is important for the students to have a working knowledge of HTML so that they are not restricted to using only those HTML tags that are supported by the software they are using (for example, students who are using PageMill and want blinking text in their Web site, will have to insert the HTML tag for this design feature since it is not supported in PageMill). Also, with an understanding of HTML the student is able to make any necessary changes to the HTML source code and to verify the naming of the objects or links contained within the site.

While the client's needs will determine the specific requirements for the Web site, it is important that the instructor set some minimum requirements to ensure that students have an opportunity to create a Web site that contains standard design features.

The **minimum** requirements for this Web project were as follows:

- ◆ The Web site must contain at least five Web pages.
- ◆ At least three graphic images must be used.
- ◆ The site must contain a minimum of four external links and five internal links.
- ◆ A navigational aid must be used on each page of the Web site.
- ◆ The site must contain at least one interactive form.

Step 4 - Presenting the Web Site

In the final phase of the project, each student was required to give a 30 minute presentation of their proposed Web site to their client during which they discussed their Web site plan and demonstrated their pro-

posed Web site. These presentations were open to the college community in order to give the students an opportunity to showcase their work for a large audience and to provide them with more feedback on the quality of their work.

At the conclusion of the presentations, the clients and other members of the audience were encouraged to orally critique the proposed Web sites and offer recommendations on how they could be improved. The members of the audience, including the clients, were also given an evaluation form to use to evaluate the proposed Web site and the quality of the oral presentation. These written evaluations were shared with the students.

OUTCOMES

Based on the evaluations received from the students, this project was very successful. The overwhelming majority of the students commented that the project gave them a better understanding of the marketing potential of the Internet as well as the many challenges it poses for marketers. The students also indicated that being required to learn HTML to create their Web sites, as opposed to simply using page-authoring software like PageMill, gave them a much better understanding of how World Wide Web works.

The students were especially appreciative of being required to formally present their Web sites in front of an audience that included not only their clients and classmates 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 project and less concerned about the quality of their work if they had not been assigned a real client to work for.

As hoped, a few of the clients decided to use all or parts of the Web sites designed for them by the class. In fact, one client was so impressed with the Web site created for him, that he wanted to pay the student who designed it what he would be charged by a professional. Another client offered to hire the student who created his Web site to maintain the Web site and to develop future Web sites for his business. This feedback was, obviously, well received by the students and provided them with as much, if not more, positive reinforcement as a high grade.

While the project proved to be a success, it was not

without problems. The biggest problem was that several of the students had little understanding of Internet technology and/or possessed a strong fear of technology. The instructor had naively assumed that the students were "Web savvy" and would embrace the project they were assigned. To address this problem, additional class time was devoted to discussing Internet basics and the instructor "walked" the students through the process of planning and creating a Web site for a fictional business. Upon completion of this assignment, the students felt much more confident in their ability to complete the project.

FUTURE PLANS

This project will be used in future sections of the Marketing on the Internet course. However, to ensure that students are better prepared for the project, the prerequisites for the course have been changed to include an additional course in computer information systems in which the students learn about the Internet technology used in the project. With this prerequisite, less class time is devoted to discussing Internet basics and more time is spent discussing the marketing applications of Internet tools.

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BRING THE "REAL WORLD" INTO THE CLASSROOM (*Continued*)

Jeri Mulling-Beggs, St. Louis University

INTRODUCTION

As an instructor, I have always been an advocate of bringing the "real world" into the classroom, using the traditional methods of guest speakers, videos, newspaper clippings and magazine articles. This summer I had the unique opportunity of working with the Better Business Bureau (BBB) while teaching a graduate Consumer Behavior class at Saint Louis University (SLU). The BBB wanted students to create a series of short cases to be used as examples of consumer complaint, customer satisfaction, and customer service issues. This opportunity resulted from the most recent in a series of collaborative efforts between the BBB and the Emerson Electric Center for Business Ethics (EECBE) at SLU.

EECBE is an interdisciplinary effort involving the School of Business and the College of Business and College of Arts and Science, housed in the School of Business and directed by Dr. James Fisher, a marketing faculty member. The mission of the Center is "to improve the practice of business by engaging in dialogue, teaching and research to explore the application of ethical principles to

business decision-making." The Center has encouraged the use of case studies in the classroom in order to facilitate discussion of ethical principles in decision-making. The joint project focuses on those industries that make up the BBB's *Top Ten Industry Complaints* and includes archival analysis, focus groups with business and customers, survey research, and the case studies from my class and another MBA class at SLU.

Although a consumer complaint behavior Project was a natural fit for a graduate consumer behavior course, the "real world" never fits into the classroom setting without some coaxing. One restriction was an extremely limited amount of time due to the 6-week summer schedule. The other consideration was that the usual Consumer Behavior textbook contains only one chapter on consumer complaint behavior, which meant that the students would need additional information.

PHASES OF THE PROJECT

In hindsight, I see that this project can be broken down into 4 phases. The first phase involved laying the foun-

dition for the project by exposing the students to the history and purpose of the BBB and explaining the desired outcome of the case studies. A representative of the BBB, Mr. Jim Schmitt, gave a 30-minute presentation, followed by a question and answer period. Many of the students were not familiar with the BBB and were amazed at the scope of the agency's efforts, which serves eastern Missouri and southern Illinois. Mr. Schmitt also provided the class with case histories. These case histories reported the name of the complainant, a contact person from the business and a brief description of the complaint and outcome of the complaint. The industries included auto dealers, dry cleaners, floor covering stores, telephone companies, and others. Students were paired and three to four case histories were distributed to each group to ensure one usable case per group.

During the second phase, students were provided with article on complaint behavior, which were discussed in class. We also had a brainstorming session during class to generate a set of questions to ask the customer and the business representative. This was an important exercise which encouraged students to think through the entire process. They were able to go beyond the obvious questions of who did what to whom, and developed questions that got to the root of the problem, such as discovering customer's expectations.

The, third phase was Performed by the students outside of class. The students contacted the businesses and the complaints to augment the information provided by the BBB. The students were also encouraged to seek outside information on the business and the industry. Each class period I invited students to discuss any problems they might be having with the interviews or data gathering.

The final phase was the presentation of the case studies during the final class period. Dr. Fisher and Mr. Schmitt were present and took the opportunity to question the students on specifics of the case.

OUTCOME

I think that this project proved itself to be worthwhile for my students and the BBB. The students had the invaluable experience of seeing this process from 3 separate points of view: the BBB, the business, and the customer. They learned much more about consumer complaints, customer service and customer satisfaction than could be learned from a textbook. The students seemed genuinely surprised by how the customer service policies and procedures that create often don't fit the situations they are designed to cover. The majority of the case studies revolved around situations that were "exceptions to the rule" or were based upon communication problems. In other words, the consumer did not understand what they were paying for. Another interesting discovery for both the BBB and myself was that the students were so caught up in judging who was right and who was wrong that they lost sight of the ultimate goal—keeping the customer.

CONCLUSION

Although I don't think that bringing the "real world" into the classroom is the easiest way to teach, the rewards are many including: (1) the application of textbook principles, a feat that is very difficult to achieve in the classroom; (2) an experience for the students that is readily applicable in their jobs; and (3) an opportunity to further the connection between the university and an outside agency, the BBB.

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BRING THE “REAL WORLD” INTO THE CLASSROOM (*Continued*)

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It is the job of every university professor to help prepare students for life in the “Real World.” By bringing the “Real World” into the classroom, students get a clear understanding of how Theory applies to Practice. This increases the relevance of the subject matter, which leads to an increase in attention, comprehension, retention, and motivation to continue to learn throughout ones lifetime.

The “Real World” can be brought into the classroom through hands-on projects and by drawing upon your vast experience as Researchers, Marketing/Business Consultants, and Business Persons. At least one hands-on, “Real World” project should be incorporated into every business course. Examples include:

1. Projects that develop Computer, Verbal, and Group Interaction Skills. Businesses are clamoring for employees who have computer skills, as well as good interpersonal communication skills. Marketing professors can incorporate the computer into their courses with The Internet, statistical packages, word processors, and graphic packages. Group presentations of cases or research provide students invaluable communication skills.
2. Empirical Research Projects that involve defining a business problem, determining information needs, questionnaire design, data collection, data analysis, problem solving, and communications. Projects that are relevant to students such as cafeteria dining, Greek organizations, or the possibility of adding a university football team will increase motivation and learning.
3. Case Analysis involving “Real World” companies enhance problem-solving skills and provide a format to develop communication skills. Additionally, case discussions provide the Instructor with an opportunity to incorporate their “Real World” experiences into the course.

4. Small Business Consulting Projects. Consulting projects that are supervised by a Professor provide students with “Real World” experience on a variety of topics (i.e., research, promotion, planning, etc.). An additional benefit of having students help small businesses is a strengthening of the university-business community relationship.

5. Projects that involve developing Promotional Materials (i.e., a brochure or print ad) for businesses and organizations give students a chance to apply promotional techniques that they learn in class. These types of projects also provide the opportunity to enhance computer (i.e., graphic packages) and communication skills.

Finally, business Professors should bring the “Real World” into the classroom by drawing on their vast experience and knowledge as Researchers, Consultants, and Business Persons. We derive many benefits from formal research including advancing the discipline, promotion and tenure, merit raises, etc. But possibly the most important benefit of our research is that we impart our increased knowledge of marketing to our students.

Marketing/Business Consulting give professors current, hands-on experience. In addition to the benefits of consulting fees and enhanced business-university relationships, consulting provides professors with experience in planning, promotion, research, legislative dealings, etc. on local topics that are relevant to students. We bring the “Real World” into the classroom when we draw on our consulting and research experiences to show students how Theory applies in Practice.

Hands-on projects, Formal (i.e., journal articles) and Informal (i.e., The Wall Street Journal) Research, and Consulting Experience allow business professors to stay current, which allow their lectures to be relevant to generation after generation of student.

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INTERNATIONALIZING THE BUSINESS CURRICULUM

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INTERNATIONALIZING THE BUSINESS CURRICULUM (*Continued*)

David J. Brennan, Webster University

INTERNATIONALIZING THE BUSINESS CURRICULUM THROUGH ESTABLISHING FOREIGN CAMPUSES

Establishment of foreign campuses by American universities can be a most helpful approach to internationalizing their business curriculum. In these times of increased globalization, expansion of American universities is logical and appropriate to exploit our competitive advantages in post-secondary education and pursue business teaching opportunities in foreign markets. This position paper will investigate this method by providing a clarifying definition and examining the advantages and disadvantages of such efforts. It will also describe the continuing internationalization activities of Webster University of St. Louis which has campuses in the United States, Europe and Asia.

DEFINITION

A foreign campus implies more than the many "exchanges" or "study abroad" arrangements that are prevalent in American universities today. It is an extension of the main campus to a foreign market and may range from a joint venture or to a wholly-owned independent site. It

involves ownership and control of academic assets, both physical and personnel, in the foreign country and offering of the same academic programs worldwide. These provide American universities many advantages to internationalize their business programs but can be difficult.

ADVANTAGES OF FOREIGN CAMPUSES

The primary advantage of foreign campuses is the opportunity to **broaden course offerings and 'internationalize' academic programs**. The ability to provide study abroad facilities in several countries expands and diversifies a university and develops overseas learning experiences for students and professors. Education through an American academic program, in a foreign culture and business environment, can be a powerful and lasting learning experience that extends far beyond the classroom.

Opportunities for American students to travel to several different foreign campuses and cultures provide the foreign exposure and experiences so necessary in today's global marketplace. Opportunities are also provided to foreign students to travel to the main U.S. campus to

experience American academic life, our culture, and to share their cultures with U.S. students. Foreign students may also “feed” into senior programs in the U.S. home base and provide a new market segment.

Foreign campuses also provide **opportunities for professors** to teach at foreign campuses and experience foreign academic environments and cultures. These experiences can then be used in class to broaden course content and increase awareness of international markets. Opportunities can also exist for professors from the foreign campuses to visit and teach at the U.S. home campus, or other global campuses, and share their unique experiences with a new group of students. Establishment and operation of a global network of campuses provides for **consistency of academic programs and curriculum** so that American and foreign students can take the same programs and courses on a global basis. Registration, payment and transferability of courses are simplified and standardized.

In today's global market, the ability to offer academic programs in several international locations throughout the world significantly **enhances the global image of a university** as a truly global institution. It can also lead to new programs, such as a global MBA, involving business education in different world locations.

DISADVANTAGES OF FOREIGN CAMPUSES

Notwithstanding the advantages described above, the establishment of a foreign campus and its continued presence **requires funds, personnel, management** time and a strong global commitment from university leaders. It is not a simple process but demands market research, patience, flexibility and foreign sensitivity. **Multiple accreditation** must be obtained from the U.S. certifying boards as well as from the foreign country Ministry of Education and other agencies. **Control processes** are needed to ensure academic excellence is maintained through selection of qualified instructors and academic course content. Concerted efforts are necessary to **coordinate academic offerings on a global basis** and to facilitate the movement of students and professors between campuses.

UNIVERSITY EXPERIENCE

Webster University, in St. Louis, has utilized foreign campuses for the past two decades to internationalize its academic programs and establish a global image. It currently has campuses in the United States, in Europe and in Asia. In the U.S., Webster has its main campus in **St. Louis** but has other metropolitan campuses in Orlando, Kansas City and San Diego as well as many sites on U.S. military bases. In Europe, campuses were founded in **Geneva, Switzerland** in 1978; **Vienna, Austria** in 1981; **Leiden, Netherlands** in 1983; and, **London, England** in 1985. All are wholly-owned independent sites except London which is a partnership on the campus of Regent's College. All locations offer a wide range of full undergraduate and graduate programs, mainly business curriculum, in English. The Asian campus, in **Shanghai, Peoples Republic of China**, is a joint venture set up in 1996 with the Shanghai University of Finance and Economics. It offers an American MBA to Chinese students in English. Several students have studied for a semester at the main St. Louis campus while long-term plans call for increased movement of students and professors between campuses. Efforts are currently underway to establish a full service campus in **Cha'am, Thailand**. Future locations being considered include Latin America (Mexico, Chile) and Africa (South Africa).

These campuses allow Webster University to offer identical programs and courses in several global locations. Students and professors move between sites broadening their education and global experiences. The university's global presence and image facilitates the internationalization of its business curriculum.

Establishment of foreign campuses are an effective way to internationalize business curriculum for American universities. Entry modes are flexible ranging from joint ventures to independent sites. They offer many advantages for broadening academic programs, opportunities for students and professors and enhancing the global image of an institution. However, the costs must be kept in mind as well as resolution of certification and quality control issues. American universities should seek such opportunities, commit themselves and pursue them.

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INTERNATIONALIZING THE BUSINESS CURRICULUM (*Continued*)

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DEVELOPING OVERSEAS LEARNING EXPERIENCES: EFFECTIVE MARKETING OF PRE-DEPARTURE IN-CLASS PREPARATION PROGRAMS TO FACULTY GROUPS

An increasing number of universities are in the process of internationalizing their business curriculum (Ghose 1996). Certain universities, more than others, are taking the lead to prepare faculty from other universities to sharpen their international knowledge in their respective disciplines. Academic and experiential exposure are the means used to achieve rapid faculty development. Such preparation usually involves intensive training in various aspects of the target country or countries to be visited. In an attempt to provide a foundation of knowledge on the target country or countries under study, universities providing the foundation are more likely to use a multidisciplinary approach in determining the content of the intensive training sessions (Terpstra and David 1991). Faculty from various departments within the training university enlighten the visiting scholars.

This paper addresses the need for some careful considerations in the attempt to improve the structure of the preparatory curriculum for participating visiting scholars. Despite all the good intentions training universities have in the offering of their preparatory curriculum, the effectiveness of the program is greatly affected by its structure and delivery. Quality marketing of the programs to the visiting faculty will likely result in increased satisfaction and appreciation of the efforts and the program. These results will in turn increase the prestige of the program and will enable the host university to acquire additional funding for continuing and increasing the size of the program.

THE PREPARATORY CURRICULUM

The preparatory curriculum for faculty development in the area of internationalization varies from host university to host university. However, there are some similarities between most programs. Usually the preparatory curriculum includes sessions on language, culture, politics, business, and economics (Terpstra and Sarathy 1994; Starling 1996). Sessions are mostly conducted by faculty from the respective disciplines. The presenta-

tions usually avail of traditional and modern facilities. Traditional facilities are the use of chalkboard, handouts, and question answer sessions. More modern facilities include the use of multimedia and the Internet.

CONCERNS ABOUT STRUCTURE AND DELIVERY

There cannot be one and only one structured curriculum or one and only one system of delivering that curriculum which would most efficiently and effectively effect the learning experience of all faculty from every university (Cavusgil 1993). However, keeping in mind that effective marketing can provide the best value to a sizable segment, some very important marketing concerns should be visited.

MARKETING ISSUES

Product: The curriculum should be positioned for the benefit of the participating visiting scholars. Although a general introduction of the different disciplines is required, a swift transition to topics of interest to the participants is most desired.

Price: Participants should feel that their attendance and attention is worthwhile. As soon as participants lose interest in the presentations, their attitudes towards the program becomes negative.

Promotion: Promotion of the program is most effective through word-of-mouth. Relations with past, present, and prospective participants is most crucial in creating interest in the program.

Place: The meeting room facilities should be easily accessible and comfortable. These programs are often long and intensive. All attempts must be made to arrange for facilities that are liked by participants.

CONCLUSIONS

There are many approaches to internationalizing the business curriculum (Lyn 1994). However, many programs understand the importance for faculty to participate in overseas learning experiences as an important part of their development (Ball and McCulloch 1993;

Ono 1995). Careful consideration needs to be placed to ensure higher efficiency and effectiveness of the preparation programs.

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INTERNATIONALIZING THE BUSINESS CURRICULUM (*Continued*)

Gayle White, Southern Arkansas University

INTERNATIONALIZING YOUR CAMPUS AND YOUR SCHOOL ENVIRONMENT

1. Have one or two **classrooms that look international** i.e., maps on walls, 5 or 6 clocks with times around the world (we chose our computer lab since all students are in this room at least every day.)
2. Use **bulletin boards** to feature students and faculty member's trips abroad. They are pleased to share photographs, brochures of places visited, post cards collected, stubs of tickets to events in foreign countries, etc. Bulletin boards can be used in many other ways—price of items in dollars, pesos, yen, etc. (SIFE sponsors tour abroad each spring during our spring break.)
3. Hold an **international day** or an **international fair**. Have an international student speak for 10 minutes telling a little about his/her country (imports, exports, GNP, religion, etc.) or have an international resident of your community speak. Many retired executives have had foreign assignments.

4. On same day ask the international student to bring items from their country for an international display. Have the student stand by the display to field questions. Students can include photographs, native dress, books, magazines, etc. International business executive is **luncheon speaker**.
5. Promote an **exchange program**. It can be your school and a school in a country of your choice. We chose Mexico and the University of Anahuac del Sul.
6. Let the international student **cook** for your business organization. Could call this cultural night. Many times stores, faculty, and students will donate ingredients. This is a great **banquet** idea with appetizers from one country, entrees from another, vegetables from another, dessert from another, and drinks from another.
7. Have students build an international display or collection for your library. The CIBER Centers will send you information, American Chamber of Commerce in various countries will share material, AIDC will share international material, faculty and townspeople will add, etc. You could feature a different country each semester. Your librarian might add a bibliography each time of sources available in your library on the country featured during the semester. Also an Internet search could be demonstrated.
8. Get your **food service professionals** to agree to one authentic international meal each semester. They will be stimulated by the change and can make a dull school day festive. Students could dress in something from the country.
9. Ask SIFE to do an international program. The SIFE programs are all involved in the international and if you have ever viewed the regional and national SIFE winners you will note that many of the team members are international students. (Find what colleges have SIFE chapters in your state.)
10. Plan a group of your teachers to attend a CIBER Conference. This will give you a wealth of source material in a hurry. (I will share samples.)
11. Feature international speakers yearly from business and industry. In our small town the general manager of Albermarle, a subsidiary of Ethel Corporation, came to Magnolia directly from a foreign experience and left us last year to go to Japan. I'm finding this typical, Alumax, another Magnolia industry, was American owned, then French owned, and sold a third time to a large conglomerate. Personnel from these organizations can really help you to internationalize your campus.

Personally, I believe students respond more favorable to executives who have actually had an international experience than to U.S. Trade Administration personnel, AIDC personnel, intercultural persons from universities, and so on. They want to hear from businessmen and women.
12. Organize an Import/Export Seminar for area businesses.
13. Downlink conferences like Europe 92 or Managing Technology in the Global Marketplace for all School of Business students.
14. Have marketing research class conduct research for companies wishing to become involved in international – "Marketing Columbus County Products Internationally"—one for Alumax, Humco, etc. (Carmen Stiles with U.S. Trade Administration valued the work at \$20,000)
15. Take students to U.S. Trade Center – Dallas – tour Japanese company, hear panel of international experts.
16. Have teacher representation on the Import/Export Council.

Now let's take a moment for you to share how you have internationalized your campus or environment.

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INTERNATIONALIZING THE BUSINESS CURRICULUM (*Continued*)

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TEACHING ETHICS IN THE BUSINESS CURRICULUM – “WHO, WHAT, WHY”

Daniel A. Wren, The University of Oklahoma

THE ROLE OF HISTORY IN THE TEACHING AND STUDY OF BUSINESS ETHICS

I. Does this field of Business Ethics have a history:

- a. De George states that “Business ethics is so recent a phenomenon that many might claim it is too young to have a history. . . (if it had one) it would be very brief.”¹
- b. Vogel disagrees, pointing out that concern with business ethics has a long history, but aside from a few “obligatory references to Kant and Mill. . . The writings of Aristotle as well as those of the medieval and Protestant theologians who thought long and hard about the ethics of business are rarely cited.”²
- c. McMahon takes issue with Vogel and traces the history of usury and the “just price” with an emphasis on St. Thomas Aquinas to illustrate that business ethics existed as a concern between the time of Aquinas and Max Weber.³
- d. To check these varying positions I took a totally unscientific sample “off the shelves” of the texts available. True, Aristotle and Aquinas are mentioned, then the eighteenth century philosopher Immanuel Kant, with bows to utilitarians Jeremy Bentham and John Stuart Mill, occasional mentions of Adam Smith, Max Weber, and Richard Tawney, before we see modern writers such as John Rawls and Lawrence Kohlberg.⁴

II. What is missing here?

- a. For years I have been bragging about a book we have in our Harry Bass Business History Collection at the University of Oklahoma as the first book published in business ethics. Written about 1430 by Dominican Friar Johannes Nider, it was titled *De Contractibus Meratorum* (*On the Contracts of Merchants*) and published circa 1468.
- b. My listeners were astounded that a book on business ethics was over 530 years old. Isn't

ethics a more recent issue? My answer has been that concern for virtuous conduct in business began at least with Aristotle (if not before), continues today, and will endure as long as people are in exchange relationships with other people.

- c. As I began to probe, I found that business ethics is not only an ancient subject, but an interdisciplinary one, drawing upon philosophy, law, theology, and economics for the underpinnings of our business disciplines.

III. Johannes Nider⁵

- a. In Nider's book, and perhaps I can discover more, I find a gap in the evolution of our study of business ethics. Nider build upon earlier Scholastics (“Schoolmen”) such as St. Thomas Aquinas and John Duns Scotus. The era of the Schoolmen covered roughly the twelfth to the fifteenth centuries. Rather than these medieval times being barren of unproductive thought, profound secular forces were bearing upon the teachings and traditions of the Roman Catholic Church.
- b. Following the Crusades the expansion of trade was creating a merchant class that often found its practices violated the precepts of the Church. Could these be reconciled?
- c. Nider's merchants were capitalists. (I believe that capitalism existed long before the views that Weber expresses.).
- d. In Nider I find a Dominican Friar, a Scholastic, who tried to provide a moral guide to merchants. How could they conduct their business dealings. Virtuously?

IV. Summary

- a. This is not the time nor place to go into more detail about Nider, but I feel history can provide us with a sound underpinning that what we study and teach today is not new as we might think.

- b. We have barely touched the rich heritage of theologians, philosophers, jurists, and others who can enrich our study and our teaching.
- c. Usury means something different now than to earlier writers (then all interest was usury). Fraudulent dealings were quite well known to the Scholastics; these writers shared (about the only place they were unanimous) a fear of conspiracies in trade, both monopoly by merchants, and restraints of trade by craft guild workers; they were concerned about "just prices"; about property rights; and about "fair gain" profitability.
- d. In Nider, at least, we find a guide to merchants on how to act virtuously in conducting their affairs.
- e. In the Scholastics we may find new fuel for the Weber-Tawney debate; learn more about our heritage; and better understand that virtuous conduct need not be alien to our roles as citizens, church members, community participants, scholars, and successful business practitioners.

ENDNOTES

- ¹ Richard T. De George (1987), "The Status of Business Ethics: Past and Future," *Journal of Business Ethics*, 6 (3), (April), 201.
- ² David Vogel, (1991), "The Ethical Roots of Business Ethics," *Business Ethics Quarterly*, 1 (1), 101.
- ³ Thomas F. McMahon (1991), "A Reaction to Vogel's 'The Ethical Roots of Business'," *Business Ethics Quarterly*, 1 (2), (April), 211-222.
- ⁴ Works sampled: John R. Boatright, *Ethics and the Conduct of Business*, Englewood Cliffs, NJ: Prentice-Hall, 1993; Gerald F. Cavanagh, *American Business Values* (3rd edition), Englewood Cliffs, NJ: Prentice-Hall, 1990; O.C. Ferrell and John Fraedrich, *Business Ethics* (3rd edition), New York: Houghton Mifflin, 1997; Richard T. De George, *Business Ethics* (4th edition), Englewood Cliffs, NJ: Prentice-Hall, 1990; and Tom L. Beauchamp and Norman E. Bowie, *Ethical Theory in Business* (4th edition), Englewood Cliffs, NJ: Prentice-Hall, 1993.
- ⁵ Johannes Nider, *De Contractibus Meratorum*, Cologne: Ulrich Fell, CA, 1468. See also Johannes Nider, *On the Contracts of Merchants* (ed. By Ronald B. Shuman, trans. By Charles H. Reeves), Norman, OK: The University of Oklahoma Press, 1996.

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TEACHING ETHICS IN THE BUSINESS CURRICULUM – "WHO, WHAT, WHY" (*Continued*)

Jeri Mullins Beggs, St. Louis University

ETHICS IN THE BUSINESS CURRICULUM

Saint Louis University (SLU) has made a significant commitment to ethics in the Curriculum by starting a university-wide task force called Ethics Across the Curriculum. This initiative, combined with other research efforts, is designed to explore how ethics is taught at SLU, particularly in view of its Catholic Jesuit background. Saint Louis University has also established, with the assistance of Emerson Electric Co., the Emerson Electric Center for Business Ethics (EECBE). EECBE is an interdisciplinary effort involving the School of Busi-

ness and the College of Arts and Science. The Center is housed in the School of Business and is directed by Dr. James Fisher, a marketing faculty member. The mission of the Center is "to improve the practice of business by engaging in dialogue, teaching and research to explore the application of ethical principles to business decision-making."

INTERVIEWS

In order to better serve the faculty of the School of Business in teaching and researching business ethics, the

Center arranged for interviews with faculty members to ascertain their interests and needs. A convenience sample of approximately 1/3 of the business faculty were interviewed and at least one member from each of the 7 departments was included. Two research assistants from the Center, including this author, conducted the interviews and each faculty member was asked the same set of questions. To provide the flavor and tone of the interviews, a sample of the questions and a synopsis of the answers follows:

When You Hear the Term “Ethics,” What Comes to Mind?

Answers ranged from the general (“appropriate behavior,” “right and wrong,” “standards of behavior,” “law”) to the specific (“businesses that mislead people with advertising”). Some faculty spoke of specific values such as integrity, fairness, etc. Other faculty members mentioned ethics in terms of a framework of good behaviors.

How Do You Approach the Topic of Business Ethics in Your Class?

Many faculty members answered that they rely on the ethics chapter of their textbook to cover the topic and designate one class period devoted solely to ethics. One faculty member admitted that since the ethics chapter is at the back of the textbook, if time becomes an issue, that is the chapter he eliminates. A few faculty members said that they discuss ethical issues whenever appropriate throughout the course. Several mentioned that they did not feel that they were adequately trained to teach ethics.

What Are the Implications, If Any, of Being a Catholic Jesuit Institution in Terms of Teaching And/or Researching Business Ethics?

The consensus was that teaching and researching business ethics is a natural outgrowth of being a Catholic Jesuit institution, not a mandate. Many faculty members expressed the belief that SLU attracts a certain type of student, often Catholic, who is informed about and respects ethical traditions. They also believed that because SLU is a Catholic Jesuit institution, students expect to talk about ethical issues.

What Resources Would Be Helpful to You to Facilitate Teaching and Discussing Ethics in Your Classes and Seminars?

Several faculty members expressed an interest in additional training in ethics. Most indicated that they would be interested in videos and cases. One suggested a list of guest speakers from the university who would be willing to present material on ethical issues. Another wanted a complete “ready to go” packet including a video, a case

and teaching instructions.

Do You Think the University and the School of Business Does a Good Job in Teaching Ethics? Should We Be Doing More?

Although most of the faculty members thought the School of Business was doing a good job, several either did not feel they were qualified to answer or were not aware of what was being taught. Of those who believed the School of Business was doing a good job, most based that remark upon the fact that the curriculum requires a course in ethics for both the undergraduate and graduate degrees. A few faculty members did indicate that the School should be doing more.

RESULTS

After relatively few interviews, recurring themes emerged. The three themes that are most relevant to this session are as follows:

1. Many of the faculty members did not feel that they had the proper training to teach ethics. A few indicated that they had never had a formal course in ethics or that they had a course in ethics but it was many years ago.
2. Most faculty members indicated that there is only so much time in a semester and it is difficult to cover all of the technical material, not to mention ethics. Many textbooks cover ethical issues in only a cursory fashion. One faculty member in the finance department put it like this. . . “If I only have time to cover derivatives or ethics, which one do you think I should teach?”
3. Most faculty felt that because the School of Business required a course in business ethics in both the undergraduate and graduate degrees, the topic was being covered elsewhere.

Upon further exploration, it became clear that most faculty members rely upon a formal ethics course to give students the background in business ethics, due to the faculty members’ perceived lack of training and time. Despite this observation, most faculty members were genuinely interested in the topic.

CONCLUSION

First of all, I appreciated the honesty of the faculty members who admitted that they did not feel that they had enough training to teach ethics. Many were almost apologetic about their lack of knowledge of ethics. However, I don’t think that they were referring to professional ethics, but to the well-defined branch of

philosophy. This is an important distinction because I believe that most business faculty need a seminar that meets them in their functional area to discuss professional ethics and a general framework for ethical decisions, not a seminar to make them ethics experts. Most indicated they would be interested in receiving training in business ethics. I consider this to be a positive indication that faculty members are interested in the subject and would like to improve their teaching in this area.

On the other hand, I was disappointed to hear that

because the curriculum requires a course in ethics, then the faculty believe that the School is doing a good job. I do not believe that doing a "good job" in teaching ethics can be diminished to one course and a checkmark on the list of AACSB accreditation requirements. As business ethics becomes an increasingly important area in curriculum decisions, I believe the minimum action is to require a course. It is certainly the easiest course of action. However, it is not enough. One required course in business ethics should in no way free faculty members from including substantive discussions of business ethics in their courses.

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TEACHING ETHICS IN THE BUSINESS CURRICULUM – "WHO, WHAT, WHY" (*Continued*)

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TEACHING ETHICS IN THE BUSINESS CURRICULUM – “WHO, WHAT, WHY” (*Continued*)

Newell Chiesl, Indiana State University

TEACHING ETHICS THE EXPERIENTIAL WAY WITH UNAIDED PEDAGOGY

More and more business schools have incorporated the subject of ethics and ethical behavior into their core curriculum. Many schools either offer an entire course in corporate ethical behavior or integrate ethics into their course offerings. Both methods utilize aided instruction. That is, students are made aware they will be faced with ethical and non-ethical scenarios. This paper suggests that corporate ethical behavior be integrated into the entire curriculum and taught with an unaided pedagogy.

INTRODUCTION

Numerous reasons abound concerning the need for the teaching of ethical behavior in the business school's curriculum. Potential motivation for this recent attention in ethical behavior stems from corporate behavior, politicians and the AACSB.

Ethical Standings

Kotler suggests First, society must use the law to define, as clearly as possible, those practices that are illegal, antisocial, or anticompetitive. Second, companies must adopt and disseminate a written code of ethics, build a company tradition of ethical behavior, and hold their people fully responsible for observing the ethical and legal guidelines. Third, individual marketers must practice a “social conscience” in their specific dealings With customers and various stakeholders.

The American Marketing Association has established a Code of Ethics stating, Marketers must accept responsibility for the consequences of their activities and make every effort to ensure that their decisions, recommendations, and actions function to identify, serve, and satisfy all relevant public: customers, organizations and society; Marketing areas include: The area of product development and management; the area of promotions; the area of distribution; the area of pricing; the area of marketing research; and organizational relationships. Marketers should be aware of how their behavior may influence or impact on the behavior of others in organizational relationships. They should not demand, encourage or apply coercion to obtain unethi-

cal behavior in their relationships with others, such as employees, suppliers, or customers.

Delivery Aided Methods

Professors mainly teach ethics by one of two methods. The first entails a complete ethics course, usually three semester hours. The second consists of processors integrating ethics material into their classroom, through case analysis or problems. Usually, the professor announces here is an ethical exercise, what should have the manager done differently to make the situation more ethical.

UNAIDED PEDAGOGY

With unaided pedagogy, professors teach ethical behavior by integrating the material into their courses. Unaided Pedagogy can be defined as an experiential technique where an unmentioned ethical dilemma is embedded into a student exercise.

New Product Example

The professor lectures on pre-screening variables and how to use a scoring matrix on a 0-10 scale. A zero score results in a no-go decision and the pre-screen stops for this product, An example is illustrated on the blackboard.

Students are then provided with detailed descriptions of 5-10 new product ideas. The professor breaks the class into groups of three to four students and requires the group to pre-screen new product ideas using five to ten variables, such as demand estimates, product uniqueness, level of competition, amount of capital needed, environmental concerns, etc. Students by using a matrix, score each product, as seen below.

Pre-Screening Matrix

Variables	Products				
	A	B	C	D	E
Demand	9	2	7	2	10
Uniqueness	5	3	6	3	8
Competition	3	5	7	2	8
Capital	7	6	8	3	8
Environment	9	3	6	1	6
	33	19	34	11	40

After computed, students present their summarized findings on the blackboard. The professor asks students to defend their results. Typically, the student results appear like these five groups reported below.

After the students' defense, the professor proclaims, 4 groups receive an "F" for their efforts, and only one group passes, Why? Because product E's description presented an unethical product and the entire exercise

Products	Group #1	Group #2	Group #3	Group #4	Group #5
A	33	40	37	29	41
B	19	10	12	11	22
C	34	30	32	27	35
D	11	20	15	14	17
E	40	0	33	30	32

was to determine if you (the students) would act ethically if not prompted to do so. Students are amazed, shocked, laugh and some even try to defend their unethical position. (It's probably a good idea to observe these managers' decisions in a few years.) However, 90+% of the students admit they made a mistake and have learned a valuable lesson.

Promotion Example

Students are broken into groups, and are requested to determine promotional budgets for five products, one of which is unethical, Students present their findings on the blackboard and defend their decisions. However, once again one product is unethical and should not be promoted.

Other Marketing Examples

Ethical behavior can be integrated into every marketing

class using unaided pedagogy, Major areas include: pricing, research, selling, advertising, channels, direct marketing, and product strategy.

TEACHING SUGGESTIONS

- ◆ Develop experiential exercises for important topic areas
- ◆ Groups of 3-4 are highly recommended
- ◆ Have students select new student groups for each experiential exercise
- ◆ Use the group decision-making format before ethical scenario problem
- ◆ Develop multiple ethical situations for different subject areas
- ◆ Rotate ethical problems on a four semester basis
- ◆ Be a friend and mentor during ethical exercise and not an autocrat
- ◆ Have fun, go with the flow

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GAMES, SIMULATIONS AND CASE STUDIES

Brian T. Engelland, Mississippi State University

BOARD GAME APPLICATIONS IN THE CLASSROOM: INTERNATIONAL MARKETING STRATEGY AND PARKER BROTHERS' CASTLE RISK™ GAME

There's usually an extra surge of excitement in the air as I walk into class carrying something other than my usual text and notebook. My students know that means there's a demonstration, game or other in-class activity planned to help illustrate a marketing concept we're covering. Many of my marketing students are "hands-on" people, and they remember principles and relationships much better when they can apply the information to something they can see. Besides, there's a little bit of showmanship required in all good marketing teachers.

I've heard other professors describe how they use Monopoly® to illustrate real estate and accounting transactions, or a modification of Trivial Pursuit® to illustrate the power of brand identity. My favorite board game for in-class demonstration is Parker Brothers' Castle Risk™, a "game of daring strategy and conquest" (just like marketing!).

It's a game in which competing players select countries to enter (market segments) and commit resources to battle competitors for domination (market share). The winner is the player who is successful in beating out all the other competitors (establishing a global brand). The following paragraphs outline how I use the game to demonstrate international marketing concepts to my marketing management class.

First, I ask for a couple of volunteers from the class to serve as competitors. I project a game board on the screen and I ask each participant which market they will attack first and what strategies they will choose to win the game. We play several rounds, then I begin to introduce the various game cards, and together we see how the cards influence the strategic choices each player makes. For instance, there's the

General Card which can be played offensively to add one point to the high die roll. It's analogous to having an exceptionally well-conceived offensive deployment of the marketing mix that offers strong appeal to the consumers in the target market. A military example of

this action is the "end-run" strategy employed in Desert Storm; a marketing example is Nike's celebrity endorser strategy which enabled it to surpass Adidas. Other cards include:

Admiral Card: Used to transport assets a great distance, this card is analogous to having a superior logistics capability (fleet, warehouses, distributors, dealers, etc.) which allows the firm to enter markets that may be at great distance from the home market. A military example is the successful British defense of the Falkland Islands; a marketing example is Caterpillar's parts delivery capability that allows it to guarantee parts availability within 24 hours — worldwide!

Spy Card: Used to eliminate a card of choice from the opponent's hand, this card is analogous to the use of effective environmental scanning to provide a comprehensive understanding of the opponent's strengths, weaknesses, and future strategic actions. A military example is the breaking of the "enigma code" during World War II so that the Allies knew in advance where Nazi forces would attack; a marketing example is Volkswagen's hiring of a top GM manufacturing executive to learn detailed information about GM's future manufacturing initiatives.

Diplomat Card: Used to force a truce with a powerful competitor, this card is analogous to a variety of business agreements including joint-ventures, consortia and licenses, which allow firms to neutralize threats or develop synergistic cooperative efforts. A military example is Hitler's war pact with Italy and Japan, and truce with Stalin, which allowed Hitler to attack the West without fear of counterattack from the East or South. A marketing example is Ford's joint venture with Nissan for the development and manufacture of the Mercury Villager/Nissan Quest mini van.

Marshall Card: Played defensively to add one point to your high die roll, this card is analogous to having optimal deployment of defensive assets. A military example is Athens's defeat of Xerxes' naval force during the Greco-Persian War; a marketing example is Harley-Davidson's successful bid for tariff action that thwarted the Japanese incursion into the U.S. large-motorcycle market.

After playing a few minutes more and examining the effects of each card on strategy, I ask the class to draw some parallels relating the Castle Risk™ game to the real game of international marketing. Following are some of their key conclusions:

1. You must play if you want to win.
2. The game is competitively ordered.
3. It takes greater assets to attack than it does to defend.
4. Assets available for deployment are limited.
5. A well-conceived strategy can help you win, but it doesn't guarantee success.
6. An effective logistics capability (international distribution system) is an important asset.
7. Knowledge of competitors' strengths, weaknesses and tendencies is essential.
8. Collaborative relationships (relationship marketing and strategic alliances) reduce risk.
9. The same strategy may work with little modification in every target market.
10. The advantages of scale are significant.

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GAMES, SIMULATIONS AND CASE STUDIES (*Continued*)

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GAMES, SIMULATIONS AND CASE STUDIES (*Continued*)

James Ricks, Southeast Missouri State University

A QUALITATIVE ANALYSIS OF THE PEDAGOGICAL VALUE OF BUSINESS SIMULATION PROJECTS A STUDENT PERSPECTIVE CASE ANALYSIS

Students were surveyed in a focus group after completing a capstone business simulation course that required 13 major decisions in all areas. The students professed that they learned more from this simulation consisting of 3 firms competing globally in one industry than in any other single course in the College of Business. The simulation game forced them to consolidate their knowledge of all the different areas of business. One student stated that she wondered if she would ever use the financial management material. Then she discovered that on a biweekly basis decisions from her force the utilization of financial management. Another older student responded that he felt the competitive pressure to such a degree that he would gather previously used business textbooks for assistance. He needed the reference material for courses taken long ago and the relevant

material somewhat forgotten. He felt that the forced review was beneficial in integrating and accelerating the learning process.

Secondly many of this group felt a new appreciation for competition had been developed. They had the concepts of entrepreneurial competition covered in economics and business discipline classes but they never fully appreciated the concept until the game. Some said that the process of using the expected demand for the product and having to anticipate what the other firms (formed by other groups of students playing the simulation) impact on demand would be gave them a much deeper insight into business competition. They were forced to try and develop an understanding of what the other firms would likely do in the next decision year. They stated that this made them analyze their strategy in light of what they forecasted was the other firms stratagem.

They concluded that being successful in business was determined by strategic planning and most of all being

able to determine the optimal level of each activity. This includes activities such as the appropriate stratagem and spending levels for advertising and managing inventory levels to avoid stockouts without paying more for inventory than necessary. It included searching continually for the optimum on quality ingredients, automation, employee incentives. It also included financial matters they stated such as buying back stock and maintaining the optimal levels of cash on hand and debt management. They perceived business as a quadratic curve where you must spend or increase activity until you

reach the optimum plateau. Any further spending will take you down the reverse side or downward slope to increased cost and less effectiveness.

They found that making these decision was hard work and stressful. Examples of internal group conflict were discussed. THEY ALL FELT THAT THE "GAME" HELPED TO CONSOLIDATE THEIR BUSINESS KNOWLEDGE FROM ALL THE DIFFERENT FUNCTIONAL AREAS.

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GAMES, SIMULATIONS AND CASE STUDIES (*Continued*)

Michael R. Luthy, Bellarmine College

DESIGNING THE CASE STUDY EXPERIENCE: INTEGRATING ANALYSIS, TEAMWORK, COMPETITION, CLASS PARTICIPATION, PRESENTATION SKILLS, AND FEEDBACK

Background

The accumulation of knowledge is only one part of a well-rounded business education. Equally important is the development and refinement of skills necessary to function in the business world. As educators, we are continually searching for the best methods and strategies to build in students not only the knowledge base important to the field of marketing but also the skill set that will serve them beyond the classroom.

Among the skills that are most highly prized by companies and employers are: the ability to insightfully analyze situations confronting the firm, the capacity to work well with others in a team setting, and a facility in developing presentations. The importance of these skills are not limited to any specific type of firm or industry. Rather, they represent abilities that both for-profit and nonprofit organizations desire in their employees. And whether a firm is in the private or public sector, com-

petes in domestic or global markets, or is good- or service-dominant, these skills are highly valued.

The skills and abilities identified above are ones that can be learned, and learning to analyze and present case studies is a major step in their development. Analyzing case studies develops diagnostic skills as well as teaches how to solve complicated business problems in a methodical way. In analyzing case studies, students have an opportunity to grapple with middle- and senior-level marketing situations and make important decisions.

As educators, our principle task involves designing and implementing the course experience. Among the way, fostering active class participation and instilling in students a sense of the importance of feedback in the continuous improvement process are important goals. Below are the instructions to students describing a case analysis and presentation project that incorporates all of these facets. On the following pages are sections of a form developed to involve and engage student audience members while providing detailed feedback to team members presenting their case analysis. A completed example is used to show the wealth of information that is generated; numerical evaluations on content and interpersonal presentation skills, as well as written com-

ments. This form has been used and refined in both advanced undergraduate and MBA level marketing courses over the past five years. Distributed on the first day of class when the project is discussed, it allows students to see how they will be evaluated on their efforts and develop a checklist of sorts as the project develops toward its in-class presentation stage.

STUDENT INSTRUCTIONS

Early on in your career you may be called upon to undertake a substantial project or analysis with little or no direct supervision. You may be asked to draw on the knowledge, skills, and talents you have developed and apply them to a specific project or task. It may involve some individual effort as well as your participation on a team, and it could require you to present findings and/or recommendations to a number of your peers (or bosses).

With those very real prospects facing you, an opportunity to work on such a project while in school, where the financial and non-financial consequences of your analyses and recommendations are not the same as they would be within a company should be appealing. Your participation in the development and presentation of this project will allow you the chance to work on these skills in a setting similar to one you will either encounter upon graduation or are facing in your employment situation currently. The focus of the project is primarily on developing and refining your skills in the areas of critical thinking, analysis, and oral presentation.

PROJECT DESIGN

- ◆ For this project you will be part of a three to five person team responsible for an in-depth analysis and oral presentation of one of the cases required for this course.
- ◆ Two teams will be assigned to each case and will work independently of each other throughout the academic term culminating in presentations in front of the class.
- ◆ Each team is to design a 30 to 40 minute presentation. The presentation will be followed by a 10 to 15 minute question and answer session where students in the class will challenge, explore, and seek elaboration on the content of the presentation from team members.
- ◆ All team members are expected to participate fully and equally in all facts of the project; from analysis activities to the development and presentation of the oral presentation.
- ◆ The presentation you make in front of the class, including the question and answer session, will be videotaped. After your team has finished their presentation, this videotape will be given to the team for their later viewing.

CASE PRESENTATION EVALUATION FORM (PART I)

Case Presented: Stubblefield Industries
Reviewer: Ryan Smith

Presentation Group: _____#1 ✓ _____#2

Please rate each individual speaker on their interpersonal presentation I communications skills by filling in the blanks below the criteria with a numerical score. Scores of 90 and above will be interpreted as "excellent," between 80 and 89 as "above average," and between 70 and 79 as "average." If you evaluate an individual's performance as between 60 and 69, this reflects a "poor" rating, with any score below 60 considered "unacceptable."

	Body Language	Eye Contact	Vocal Qualities	Smooth Delivery	Style
	Posture Movement Gestures	Varied All Areas of Room	Projection Pace Non-Monotone	Confidence Rhythmic Flow No "ahs, ums"	Excitement Professional Appearance
Name: <u>Jane Adams</u>	85	88	92	90	92
Name: <u>Chris Caldera</u>	78	83	80	81	83
Name: <u>Rob Menon</u>	87	87	91	89	90

CASE PRESENTATION EVALUATION FORM (PART II)

Next, please rate the content of the team's case presentation "as a whole" on the scales provided by circling the appropriate numbers for the criteria listed below. As before, scores of 90 and above will be interpreted as "excellent," between 80 and 89 as "above average," and between 70 and 79 as "average." If you evaluate the team's performance on a criterion as "unacceptable," i.e., any score below 70, simply check the box immediately to the right of the criteria.

Was the situation analysis thorough and sufficiently detailed?	<input type="checkbox"/>	Seventy 0 1	<u>Eighty</u> 2 3 4	Ninety 5 6	One Hundred 7 8 <u>9</u>
Was the problem statement accurate and not confused with the symptoms?	<input type="checkbox"/>	Seventy 0 1	Eighty 2 <u>3</u> 4	<u>Ninety</u> 5 6	One Hundred 7 8 9
Were all reasonable alternatives identified?	<input type="checkbox"/>	Seventy 0 <u>1</u>	Eighty 2 3 4	<u>Ninety</u> 5 6	One Hundred 7 8 9
Was the team's discussion of the pros and cons of the alternatives complete and insightful?	<input type="checkbox"/>	<u>Seventy</u> 0 1	Eighty 2 <u>3</u> 4	Ninety 5 6	One Hundred 7 8 9
Did the group reach a clear, logical, and defensible (i.e. implementable) decision?	<input type="checkbox"/>	Seventy 0 1	<u>Eighty</u> 2 3 4	Ninety <u>5</u> 6	One Hundred 7 8 9
Did the presenters make good use of case facts, financial data and other quantitative information?	<input type="checkbox"/>	<u>0</u> 1	<u>Eighty</u> 2 3 4	Ninety 5 6	One Hundred 7 8 9
How well did the team integrate appropriate concepts and ideas from class discussions and readings into their analysis and presentation?	<input type="checkbox"/>	Seventy 0 <u>1</u>	<u>Eighty</u> 2 3 4	Ninety 5 6	One Hundred 7 8 9
Were the team's responses to class questions adequate and did they supplement their answers with additional details where needed?	<input checked="" type="checkbox"/>	Seventy 0 1	Eighty 2 3 4	Ninety 5 6	One Hundred 7 8 9
How effectively did the team use overhead transparencies, handouts, video, blackboard, and/or other visual presentation aids?	<input type="checkbox"/>	Seventy 0 1	<u>Eighty</u> 2 3 4	Ninety <u>5</u> 6	One Hundred 7 8 9
To what extent was the <u>overall</u> presentation polished and practiced, organized, equally shared among team members, and within set time limits?	<input type="checkbox"/>	Seventy 0 1	<u>Eighty</u> <u>2</u> 3 4	Ninety 5 6	One Hundred 7 8 9

CASE PRESENTATION EVALUATION FORM (PART III)

For the questions below, please provide comments and note any observations you make concerning the team's presentation. Please write/print legible and in complete sentences.

In your opinion, what was the strongest part or parts of the case presentation? (please be specific)

The introduction of the case and what the team identified as the problem at the heart of the case were very strong. Also, Chris' portion illustrating the sales and market share trends in the situation analysis was more informative than the table in the case containing the raw data. From a sheer presentation perspective, both Jane and Bob seemed at ease talking to the class. It was apparent that all of the speakers were organized and well rehearsed.

In your opinion, what was the weakest part or parts of the case presentation? (again, please be specific)

Although generally the team's analysis and discussion of the alternatives were insightful, they glossed over alternative #3. The question of whether or not the firm could reach 40% market share within 2 years was not addressed fully. What about the other two major competitors? Their reaction to the firm's new marketing efforts was not discussed. Furthermore, on alternative #4 very little quantitative support was given – even though data in tables #2 and #6 would have shed light on the limitations of this alternatives for the firm. So even though the team didn't pick #4 the quantitative analysis would have helped us see why more clearly.

Q&A period was very poor. It seemed as though you were not at all prepared to elaborate from your prepared answers – even at one point restating what you said in the main presentation and stopping there. You lost some of the credibility you built up earlier with me (and others). Remember, the Q&A is part of the project – you should prepare for it as much as you did for the main part.

What would have made the presentation better, or more persuasive to you?

Additional quantitative analysis – especially of alternative #4, but also on alternatives #1 and #2. If you only do the most analysis of the alternative you select it raises issues of objectivity and completeness. Also, some presenters need to watch out for nervous habits like saying "um" a lot and/or not looking at the audience (Le. reading from a prepared speech). More practice can help with this and the eye contact with the audience keeps our interest better.

Questions for Q&A period, uncertainties, and/or other issues that occur to you during the presentation.

- ? *You seem to favor one of the alternatives over the others throughout the presentation – how early did you come to that one as the one you wanted to pursue?*
- ? *If the returns policy was hurting the company why didn't you recommend changing it?*
- ? *How long do you think it will take to implement your recommendation? I what about competitor reaction – they won't just sit still will they?*

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TEACHING CAPSTONE COURSES

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Over the years the marketing faculty have been assigned to teach a wide variety of courses primarily in the area of marketing, both at the graduate and undergraduate levels. My personal favorite always varied with the time as well as the situation. Among the factors that were considered in coming up with the course preference list included: popularity with student, current research interests, enrollment, course taught in the preceding term, area of consulting and the nature of the term in question. While we are expected to routinely put forth a great deal of effort towards all our classes, the faculty often looks forward to teaching courses on global marketing, consumer behavior, marketing strategy and entrepreneurship. I have always found switch hitting between courses increased the overall teaching effectiveness as well as student satisfaction ratings. Students tend to get more out of the classes when the concepts are well integrated into the broader areas of business decisions such as budgeting, planning, resource accumulation, compensation, and control.

Recently, I attended some workshops on teaching the capstone course in the business curriculum, viz, the business policy. Subsequent to those workshops, I sought help from my professional colleagues who teach business policy, to guide me to achieve success with my first experience in teaching the undergraduate business policy course. The preparation paid off. The student feedback

from the policy class was very gratifying. The role and importance of various marketing concepts in business policy formulation became crystal clear. The insight gained from teaching of theory and practice of business policy helped significantly in teaching other marketing classes such as global marketing and marketing strategy. The issues addressed in strategy curricula such as market entry barriers, market entry strategies, sustaining competitive advantages, enhancing core competencies and balancing the product/market portfolios enabled me successfully integrate the specialized marketing classes into general policy making framework.

Finally, the opportunity to teach the business policy class at the graduate level (the student ratings from the undergraduate policy class probably exceeded the administrative expectations!) awaited. I needed sometime to be sure that the product could be delivered at the expected quality level. At the first try, the syllabus was probably too demanding and rigid. I was right after all on this one as evidenced by subsequent customer feedback. This oversight was corrected subsequently by incorporating some flexibility in the syllabus to accommodate uncertain work and travel schedules of our adult part-time students. In summary, teaching the capstone course such as the business policy does everything to enhance a marketing professor's stock.

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TEACHING CAPSTONE COURSES (*Continued*)

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EVOLVING WITH THE BEST AND WORST OF TIMES IN TEACHING A STRATEGY CAPSTONE COURSE

These reflections on teaching the capstone strategy course at a small four-year liberal arts campus are made at a time of personal transition as I move to a larger university where I will now teach in the accounting department. Since I will not be teaching strategy in the near future, I have pondered my strategy course classroom experience of the last six years, while boxing up old books and notes. An initial brainstorm brought forth the obvious categorization of the “best” and “worst” of times. Further digging through paper and brain cells conjured up old artifacts from former group presentations, and different faces and events flooded back, allowing a view of the evolving processes that had taken place.

A cautionary preface is necessary for the reader as the strategy course teaching experience varies with the environment. This experience took place in a small college environment, with a predominantly traditional-aged student population. Students knew there was only one teacher for this course, and tended to take the course in one of the last two semesters of their senior year. The course consisted of lecture, written and oral case analyses, and had a strong component of team analysis. With substantial group work outside of class, the course was often perceived as a hurdle standing in the way of graduation. News traveled fast among students; the course would close quickly in the fall semester as students would flood it, with the aim of not having to suffer in the spring through two courses with the same dreaded professor. Class size was typically 12-22 students, with an ideal size of 15-18 students. Most of the time the course was taught in three class meetings of 50 minutes each, but a 75 minute course period was the preferred length, especially for group presentations.

The student’s major field determined the likelihood of whether the recommended prerequisites of marketing, management, finance, production operations, and MIS had indeed been taken. Because of tight general education requirements pertaining to the liberal arts, it was customary that accounting, finance, and economics majors would generally be missing most of the preferred prerequisites. Certainly this was anxiety provoking for some students. One technique I used to defuse student anxiety and reduce the untrue rumors about the course was to go around the room on the first day before the

syllabus was distributed. I had students introduce themselves and state their majors, and then tell me something that they were either dreading or looking forward to in the course, or just rumors they had heard. Thus I could respond that the “required 25 page single spaced paper” was a myth, and that those who didn’t have all prerequisite courses would still be given suitable exposure to background concepts to accomplish course aims. Beware of this technique though; when students are honest you may hear things you don’t expect. For example: “you made my roommate cry last semester” or “I will not like you by the end of the semester.” I handled these instances with a sense of humor and thanked respondents for their honesty. I might add that such brief views of one’s self through this different type of lens can facilitate changes in temperament and personal teaching strategies.

The “worst” of times fall into several categories. The worst time overall was the first semester of teaching the strategy course, simply due to unfamiliarity of both teacher and students. Student expectations under the previous teacher were that the course involved a computerized simulation, and that was about it. I unfortunately selected a text more suitable to graduate level work and required six full written case analyses, two group presentation, and oral in-class analysis. My methodology evolved by changing the text, and reducing the number and scope of assignments by the next semester.

A time of struggle was present in the first three years especially in terms of grading written case analyses. At least one comprehensive corporate analysis was required of every student, in addition to shorter case analyses. High levels of frustration were the norm for all involved, due to procrastination tendencies, or lack of effort and/or ability. Over time, the requirements for the company analysis evolved, including drafts with students writing different sections at interim points in the semester. One result of requiring drafts, was a tendency of some students to see my role as an editor or proof reader. While I never graded in red ink, some comments I made on papers were quite pointed.

What helped me personally was my attendance at some workshops that highlighted the role of the professor in evaluating student written work sponsored by the Organizational Behavior Teaching Society in Macomb, IL. Here I saw my role to be one of facilitating improved student writing from wherever varying student abilities presently found them. In class, I discussed the iterative

nature of writing. I stopped using the word “draft” and noted that writing submitted should have gone through several iterations before I saw it. While we were writing the paper in portions, each portion was to be submitted in as best “final” form as the student could achieve. Also the inclusion on the syllabus of the statement “Once the instructor finds five grammatical errors, she reads no further” assisted in having most students take their writing more seriously. This allowed me to more clearly delineate on the first day of class what my role in facilitating their writing would be. Other changes I implemented included requiring all students to do some peer review, encouraging use of the campus writing center, and withholding a grade until a minimum level of competence was attained. The results over the years were more acceptable, and while reading huge stacks of corporate analyses is not necessarily enjoyable, there were some students each semester that produced impressive works. To be honest though, one area that I would work to improve if I ever teach the course again would be to get the students to think more of issues of implementation and evaluation and control of strategic initiatives - it is not enough just to come up with good ideas. How do you get students to take implementation concerns seriously in hypothetical situations? Most likely this is where computerized simulations would assist in projecting outcomes.

Another area of occasional challenge included instances of teams with problems; this usually involved the “free rider” syndrome inherent when all team members receive the same grade, regardless of the amount of individual effort exerted. These problems were minimized when I was clear up front that the students were to manage the situation themselves, just as they would in the real world. I never gave a failing grade to a group, although low grades were given. Students usually knew when they had not done well by comparison to other groups. I know of some students who resisted and suffered anxiety during team projects; however most of the students ranked it as a rewarding learning experience.

A final challenge involved the isolated instances of plagiarism that I encountered. These were dealt with individually and my teaching style evolved so that I discussed in class what constituted plagiarism, and what consequences would result. Students were required to turn in a duplicate file copy of their comprehensive company analyses, which served as a deterrent to plagiarism for students taking the course in subsequent semesters.

If those are the negative points in teaching the strategy course, what counterbalancing forces made it among my favorite courses to teach? Seniors and upperclassmen are generally more motivated (unless “senior-itis” has

hit). They tolerate more ambiguity, and are more comfortable in speaking up in class.

A classroom event that typically made for the “best” of times was related to group work, in particular the synergy within groups and learning that resulted from interaction with peers in bringing a corporate analysis to life. Creativity and the development of professional skills were exhibited in integrating video, interactive Power Point presentations, developing skits inclusive of props (one turned the classroom into a restaurant drive-through to illustrate training, pricing, MIS, demographics, and customer service concepts), or mock games (trivia pursuit, tic tac toe, or college bowl). These were not only effective but made the learning fun for everyone. Usually the first team presentation tended to set a norm in terms of peer expectations, so I usually monitored the first group’s efforts prior to actual performance; not active interference, just asking if the group needed any help or direction. Videotaping group presentations was beneficial to me in providing a fair evaluation of individual contributions, plus it had the added benefit of groups taking their efforts more seriously. Related to students taking other group presentations seriously and to give exposure to performance evaluation, mandatory evaluations of teams and individual members were required using special forms I provided. These were reviewed for credit to ensure that students maintained objectivity in their peer appraisals. I provided my narrative comments and individual feedback to all team members simultaneously, so they could see similar standards were applied across the board. If I thought someone didn’t pull their fair share, the entire team knew it.

One positive and lingering outcome that resulted from group work was unexpected and the result of timing, which in subsequent semesters I maximized by purposely scheduling the comprehensive individual written paper to follow group presentations. While this resulted in more of a “crunch” in getting the papers graded by the end of the semester, the reward was that students had learned (from one another through the group work) how to do the report in a more thorough manner. What they had been told in lectures didn’t always sink in until they were engaged with peers in the act of doing.

One of the more unique tools incorporated into the course was administering the Myers-Briggs Type Indicator (MBTI) in the course prior to midterm. This took a maximum of two and one half hours of class time. The objectives were to show how a relatively nondiverse classroom still had great diversity in terms of values and perceptions, how different preferences affect the way group members view case facts, and to illustrate how understanding personality type differences assists in resolving conflict within teams. For ten semesters I

requested feedback on my evaluations whether to continue using this tool. Fewer than one in twenty students expressed in this anonymous feedback that class time could have been used more effectively otherwise. In fact many expressed a desire to have had exposure to this model earlier in their education.

Teaching strategy is challenging but worth the effort. Semesters were fast paced, energetic, and over too soon. I'm presently still experiencing some of the "best" of times due to feedback that I receive from former students after graduation. Some write to tell me how they use SWOT analysis in their jobs, or how my demanding rigor is helping them write better, take employer feedback more easily, or prepared them for graduate school.

A few that didn't have much work experience let me know that they referred to my course during job interviews in responding to questions about their experiences with teams. In conclusion, I have realized that it was when my teaching methodology moved beyond concern for theoretical coverage and assimilation by the student to include more awareness of the unfolding processes associated with student learning, that I became a better strategy teacher. Finally teaching strategy helped me learn in several ways. It is a good way to keep current with different companies, industries, and practices. Also observing student groups using computer technology so effectively in their presentations has strengthened my commitment to stay abreast of this technology.

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TEACHING CAPSTONE COURSES (*Continued*)

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SHADOW DAY: OUT OF THE CLASSROOM AND INTO THE WORKPLACE

As professors, we continually try to prepare our students for the reality of the workplace. In my efforts, I often bring in outside professionals to talk about their specific jobs. Students are quite interested to hear their perspectives and advice on how to succeed at a career that they may be considering. While students have numerous questions, there exists one question which is asked religiously, no matter what specific occupation is being represented. That question is: "What is a typical day like for you?" While all guest speakers tend to have more or less the same response – "there really is no one typical day" – Still I can see the true need and desire of the students to have a more clear understanding about what is really involved in the occupations that they are considering as their careers. With this in mind, I have incorporated into my classroom an out-of-class learning experience that students cannot seem to grasp from any other source. It's called Shadow Day.

SHADOW DAY

Shadow Day is a day when students leave the comfort and security of the classroom and go to work. Specifically, the student is paired with an outside professional

and follows him/her around all day (i.e., becomes his/her shadow) for the purpose of experiencing just what a day might be like for an account executive of an advertising agency, the buyer for a major retailer, etc.

BENEFITS OF SHADOW DAY

There are numerous benefits of the Shadow Day exercise (see Figure 1). First, it provides a hands-on experience enhancing the student's understanding about the job he/she is considering as a career. Although the student can read about professions and can ask questions, this allows the opportunity to truly see what is involved. Second, it allows the opportunity to meet professionals in their chosen field. We all know the importance of networking. We teach it in our classes. This exercise, however, forces the student to practice it. In some cases, the experiences have even led to internships and job interviews after graduation. Shadow Day also allows students to see things they have been learning about actually put into action.

Shadow Day benefits the university and department as well. Cooperative relationships with companies and professionals in the community are very important in establishing goodwill. Such relationships can foster stronger future ties such as potential corporate sponsors

of internship programs and/or scholarships. It also gives the professionals a chance to participate in the education process which can result in more favorable attitudes about the quality of education being provided by the university - a perception critical for companies to view your students as a potential employee pool from which to fill positions.

HOW IT WORKS

Although Shadow Day is a good concept, there can be some problems in implementing such a project. The biggest obstacle is finding good professional participants. I have been fortunate in having the ability to call upon the personnel resources from local professional organizations in our city. For example, to assist with my advertising classes, I see the help of volunteers from our local American Advertising Federation and Women in Communication chapters. Organizations such as these are often eager to help, as one of their purposes is to help develop the education and professional image enhancement of their industries.

I suggest meeting with organizational committee officers during the summer to arrange for support. Once volunteers are available, you're ready to go. At the beginning of the semester, have students list three career choices. This gives you a more flexible opportunity to

match students with appropriate professionals, although efforts to match students with their first choice should be made. Employers should provide you with a time period for participation based on a potential 4-week schedule. It is suggested to have the Shadow Day take place during the 8th to 12th week of class. This allows the student to gain more working knowledge about the subject prior to the experience. Upon completion of Shadow Day, have the student turn in a paper that outlines their experience, emphasizing what they learned and how their perceptions about the job were changed or enhanced in any way. The last few weeks of class, have each student present a 5 minute discussion highlighting their experiences. As a final note, I also suggest having the students rate their Shadow Day experience and use the information to help recruit professional volunteers and make useful revisions for future experiences.

CONCLUSION

In conclusion, Shadow Day can be a very useful out-of-the-classroom experience if properly coordinated. Students find Shadow Day a useful learning experience that can be realized only through this type of hands-on involvement. Employees also find Shadow Day rewarding, as who wouldn't enjoy having someone follow them around for a day, wanting nothing more than to be in their shoes.

FIGURE 1
THE BENEFITS OF SHADOW DAY

STUDENT	UNIVERSITIES	COMPANIES
<ul style="list-style-type: none"> ◆ Hands-on experience ◆ Increased understanding about a potential career choice ◆ Network with professionals ◆ Potential internships and job interviews 	<ul style="list-style-type: none"> ◆ Establish goodwill with local businesses ◆ Potential leads to corporate sponsors (i.e., internship programs or scholarships) 	<ul style="list-style-type: none"> ◆ Chance to participate in educational process ◆ Opportunity to give back to industry ◆ Recruits ◆ Employee morale enhanced

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TEACHING CAPSTONE COURSES (*Continued*)

Uday Tate, Southeastern Louisiana University

HOLISTIC APPROACH IN TEACHING CAPSTONE COURSES: INTEGRATION OF CONCEPTS, APPLICATIONS, SKILLS AND VALUES

Traditionally, capstone courses, be it strategic management or marketing, have been taught as courses that would help students integrate and synthesize all they have learned in other management and marketing courses. Generally the focus has been on the integration of knowledge of respective subject areas. For example, the marketing capstone course attempts to bring together “four” Ps, marketing research, consumer behavior, and market segmentation strategies. Typically, this singular goal is achieved via semester-long projects. While this approach has proven useful, we must adjust or change

our philosophy of teaching capstone courses to reflect the demands and challenges of our modern times.

The proposed approach advocates that we must focus not only on the integration of knowledge, but also help students develop skills (analytical and communication skills), relationship skills (including human relations, leadership, and negotiation skills), and professional values (for example, punctuality, perseverance, ethical behavior, etc.). These skill sand values are crucial in preparing our graduates to face the ever dynamic and challenging global world.

During the panel discussion, a detailed framework will be outlined for further elaboration.

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INCREASING STUDENT MOTIVATION

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TEACHING THE CLASSICS: BRINGING FREDERICK HERZBERG'S MOTIVATION- HYGIENE THEORY TO LIFE IN THE CLASSROOM

Professor Frederick Herzberg's career stands among the seminal work in the area of work-related human motivation. Accordingly, Herzberg's motivation-hygiene theory and corresponding job enrichment are standard fare in courses dealing with motivation. Beyond traditional lecture methods, however, it is not obvious how Herzberg's ideas can be taught in a manner which engages and involves students directly. This brief paper outlines three teaching techniques which the author has successfully employed over the years to engage students with the ideas of this great thinker.

INTRODUCING MOTIVATION-HYGIENE THEORY

I begin by listing Herzberg's 16 motivation-hygiene variables on the board, giving each student a printed list of the variables presented in the same order. Their assignment is to list the variables in order of their overall power as sources of work-related motivation (1= most powerful variable motivating individuals at work, 2= second most powerful variable...16= least powerful variable motivating individuals at work). They do this first as individuals, and then in small groups (producing a list based on group consensus). Group responses are then posted on the board.

Learning Objectives. The learning objectives here are threefold:

1. To define work-related motivation. Herzberg's definition given to his own students is that motivation is the "will to achieve," which is internal, deep and long lasting, borne of the need of normal people to grow psychologically, and in contrast with mere movement.
2. To sharply distinguish between motivation and mere movement. Here, two points are emphasized. First, I underline the six factors in the list of 16 on the board, commenting on their basis in psychological growth rather than pain avoidance. Second, I advocate the importance of the 10 pain avoidance/hygiene variables (the second of Herzberg's two fundamental needs systems), while noting that the

pursuit of salary (etc.) produces "movement" rather than "motivation."

3. To set up a discussion of Herzberg's normal and abnormal (i.e. inversion based) profiles. This takes students to the next stage of the theory -- an understanding of the dynamics by which people falsely attempt to satisfy one set of needs with variables related to the other need system.

My experience with this technique of individual reflection, followed by group discussion and consensus, followed by my class-wide discussion has consistently produced a lively session on Herzberg's motivation-hygiene theory. I do not exaggerate in saying that the session is regularly inspiring for many students. The experience is both highly philosophical (in dealing with the essence of the human spirit/nature) and deeply personal in a practical sense (with students exploring their personal responses in pursuing money, etc.). Students typically respond that this is a powerful way to consider what human motivation truly is.*

INTRODUCING JOB ENRICHMENT

Herzberg's motivation-hygiene theory is quite controversial, of course. Nevertheless, although his theory and methods are regularly attacked, the purpose to which his theoretical work is put -- job enrichment -- is critically and nearly universally acclaimed.

In my classes, "job enrichment" is introduced by having students working in groups analyze ways to improve (i.e. raise the motivational capabilities of) a job in a case constructed for that purpose. Students work from a base of their own common sense (having not yet read Herzberg's answer), finding some improvements rather obvious. Generally, though, they tend to respond that they lack focus on approaching the case analysis from any comprehensive perspective. Having them "open in the dark" is intended to have students probe their beliefs and experiences, while readying them for Herzberg's model. At this point, I pass out copies of Herzberg's "ingredients of a good job" and lead a class discussion through them, point by point.

Accordingly, students are able to clearly see that the job occupant in the case has little or no direct feedback from his or her supervisor, little or no direct client relationship, opportunities for new learning, control over sched-

uling, opportunities to develop unique expertise, direct communications (with clients) authority, control over resources or personal accountability. The job in the case is un motivating in Herzberg's terms, not because the employee holding the job is a bad person, but because it is a "bad" job -- the job is sick, not the employee.

Learning Objectives. I use the case analysis method at this point for two primary reasons:

1. To demonstrate the theoretical relevance of motivation-hygiene theory for the very practical interests in making jobs better vehicles of human motivation. The case directly demonstrates this important linkage between theory and practice.
2. To interest students to ask the next key questions about job enrichment, "What is it?" and "How is job enrichment accomplished?"

Copies of the case I use are available from the author, although it would be relatively easy to construct your own. Simply write a case featuring an unmotivated employee holding a job lacking the eight ingredients of a good job.

CRITICAL INCIDENT METHOD INTERVIEWS (ADVANCED LEVEL).

In the course I took for Ph.D. credit with Professor Herzberg (University of Utah, early 1980's), students were required to conduct a critical incident methodology research project with a group of their choice. I selected Communist Party USA activists for my project, and was granted access to 13 western states activists and organizers with extensive CPUSA experience. The project was quite worthwhile and has been reported elsewhere.

Learning Objectives. This experiential project, which is most appropriate in graduate-level courses, would be done with two primary learning objectives:

1. To instruct students in the pro's and con's of Herzberg's Critical Incident Methodology, and
2. To instruct students in the content analysis methods

by which these CIM stories are interpreted.

This project requires considerable pre-interview training in the methods of Herzberg's work. Properly done, it is an excellent closure project for courses on motivation-hygiene theory.

These exercises, then, constitute three activity-based ways to engage students in Frederick Herzberg's classic and path-breaking ideas on the nature of work-related human motivation. In my experience, all three are energizing approaches which positively impact student learning and enthusiasm.

*In fairness to Professor Herzberg, I should add that he would undoubtedly be opposed to the aspect of this assignment which has students "rank" the motivators, as though one is more powerful than another. Clearly, he believes they are of equal power regarding motivation and cannot be ranked. Professors who use this technique must emphasize that the ranking is done for learning purposes and is inconsistent with the theory itself. Having engaged in the ranking process and group discussion, students tend to readily understand Herzberg's point that each variable ties into one of two fundamental need systems, and that each variable has its own power.

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INCREASING STUDENT MOTIVATION (*Continued*)

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MOTIVATING STUDENTS STARTS ON DAY ONE

The first meeting of a course offers an opportunity for the instructor to influence student motivation to learn and perform. Though each individual and each class of individuals might respond differently, there are some general guidelines for creating a motivating first meeting. In general a motivating first class session will be characterized by: an enthusiastic instructor, relevant course material, a well organized class and course layout, active involvement of students, and rapport between teacher and students. Instructors have at least some influence over all of these factors and can greatly influence student reaction to an entire course through their activities on Day One.

The student motivated to learn and perform is an asset to most any class. Some students begin a new class confident and driven to learn and perform. However, many students face the first day of a new class with feelings of uncertainty and even fear and trepidation. While some concern about the first class may be in order, an undue amount of uncertainty, fear, or feelings of stress is not conducive to maximizing student learning or class performance.

A carefully planned and well executed first class session provides an opportunity for the professor to allay unfounded student anxieties, pique student interest for learning, and motivate students (Wright 1989). Each student who attends the first session of a class is demonstrating at least some level of motivation or commitment to complete the course. "Effective learning in the classroom depends on the teacher's ability. . . to maintain the interest that brought students to the course in the first place" (Erickson 1978, p. 3). During the first class session, the instructor has the opportunity to reinforce and bolster students' motivation and commitment to learning and performance.

In a study to ascertain from students what makes a class more or less "motivating," Sass (1989) reports eight characteristics that impact how motivating a given class session is perceived to be by students. At least five of his identified factors can be related specifically to the first session of a course: the enthusiasm of the instructor, the relevance of the course material, the organization of the course, active involvement of students, and rapport

between teacher and students.

Instructor enthusiasm actually incorporates three separate factors: enthusiasm for the particular course and class, enthusiasm for the specific topic being addressed, and enthusiasm for the role of teaching. The professor sets the tone for the course each and every class session, but the first class session establishes the climate for the entire term. Both verbal cues and non-verbal behaviors will be evaluated by students as they form an impression of the professor and the course.

Most people want to believe their time is not being wasted and students are no exception. During the first class session, the professor can help the students establish the relevance of a given course to their individual personal objectives. Student objectives may vary, but most want to complete their degree requirements and achieve career success. Tying successful course completion with the attainment of career success can be a strong motivating factor for students. The use of "real world" scenarios and the scheduling of an outside speaker in a related career field are two suggestions for establishing course relevance during the first or any class session.

A well organized course provides structure and helps eliminate some of the ambiguity associated with the start of a new term. One of the most effective tools for providing organization is the time honored course syllabus, which sometimes does not get the respect or attention it deserves. The discussion of a course syllabus that includes student assignments and deadlines, what students must do to succeed in the course as well as administrative information is a valuable first class activity. One alternative to the professor "professing" the contents of the syllabus, is to divide the class into small groups of at least four students and ask each of the groups to generate a particular number of questions related to the syllabus. This activity allows students to become acquainted with each other and generates far more student inquiries.

Active participation increases learning and passivity dampens students' motivation (Davis 1993). Therefore, the first session of a course should involve students in activities related to orientation for the term as well as activities that engage the students in course related work.

A successful first class session establishes the tone and norms for the entire term. A climate of mutual respect, trust, and openness should begin during the first session of a class. One suggested first class activity involves students establishing individual goals for themselves related to the class and/or their professional goals. Another option, when appropriate, is to allow student involvement in making decisions related to the course such as when or if to take a break, what order to cover particular materials, what topic(s) to explore in a research paper, or allow individual students to select which particular questions to answer on an exam.

In recognition of the fact that there is no one magic formula for motivating students, and that different people are motivated by different stimuli and incentives, it is suggested that professors glean such information from students at the start of a course. Ask students for example, to think of a situation when they were highly motivated to achieve an objective. The situation need not be school related. Then ask them to write what specifically motivated them to work towards the objective, and the source of the motivation. The ensuing discussion should reveal to the class yet another facet of diversity and can offer the professor valuable insights into motivation tools that might be adaptable for use in that particular classroom.

The first session of a starting course offers an opportunity for the instructor to influence student motivation to learn and perform. Though each individual and each class of individuals might respond differently, there are some general guidelines for creating a motivating first meeting. In general a motivating first class session will be characterized by: an enthusiastic instructor, relevant course material, a well organized class and course layout, active involvement of students, and rapport between teacher and students. Instructors have at least some influence over all of these factors and can greatly influence student reaction to an entire course through their activities on Day One.

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INCREASING STUDENT MOTIVATION (*Continued*)

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OVERCOMING LEARNED HELPLESSNESS IN THE MANAGEMENT CLASSROOM

It's 7:30 p.m. on a Wednesday night. My class is largely filled with non-traditional students who work full time during the day. We're about half way through the semester for Management 431 – a survey course on human resource management. Tonight, our topic is performance appraisals. I've just finished guiding my

class through a discussion about the effects that measuring outcomes versus behavior has on employee performance. We're beginning to consider the benefits and drawbacks of various approaches to performance appraisal including graphic rating scales, behaviorally anchored rating scales and management by objectives. Students have brought in forms that are used to help measure performance at their own workplaces and we are beginning to critique them. A weary looking student

raises his hand and poses that dreaded question, "So what? Even if we know how performance appraisal is supposed to be done, we're stuck with the system we're given. I'm a supervisor and I want performance appraisal sessions to have a motivating effect on my employees but the materials they give me to work with are worthless and there's nothing I can do."

This isn't the first time "I've heard this kind of complaint while teaching management students. Students describe their frustration over the lack of influence they have on their work organizations. Even students in supervisory positions lament that they can't hire or fire people when necessary, they have little or no power to reward or discipline employees, that incentives for quality performance is practically nonexistent. They have learned to feel helpless at the workplace and management principles and techniques taught in the classroom seem irrelevant.

The theory of learned helplessness helps to illuminate this dilemma. Peter, Maier, and Seligman (1993) describe learned helplessness as containing three essential components:

1. *Contingency*: the objective relationship between the person's action and the outcome he or she experiences. In a learned helplessness situation, the individual feels that the contingency is uncontrollable, that is, whatever he or she does, doesn't matter. Behavior does not reliably predict outcomes.
2. *Cognition*: the way in which a person perceives and interprets the contingency. Does the individual perceive that outcomes are controllable or uncontrollable? Individuals who have learned helplessness

perceive events as uncontrollable and use this perception to form the expectation that other events in the future will also be uncontrollable.

3. *Behavior*: the observable consequences of noncontingency and the person's cognitions about it. Usually, feeling helpless leads to passivity. The individual concludes that since nothing he or she does matters, it is best to do nothing.

Discussing this phenomena with colleagues and scanning the helplessness literature had led me to some strategies for dealing with the effects of learned helplessness in the classroom.

First, I find it helpful to talk to students about the idea of learned helplessness and see if they think it applies in their work situation. We discuss the factors they feel led up to their feeling of helplessness. We observe that perceptions of uncontrollability are likely to occur in organizations with centralized bureaucracies and formalized rules and policies.

We then try to develop ways in which individuals can influence their organizations positively at least within a limited sphere. For example, the student supervisor who complains that he's stuck with a lousy evaluation system can develop an addendum or add comments to the form he's given that will enhance the evaluation process. We also brainstorm about non-monetary ways to reward and motivate employees.

Since the literature suggests that experience with controlling outcomes can help immunize people against the effects of uncontrollable events, developing an improved form is an excellent in-class exercise that can be done within student groups.

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INCREASING STUDENT MOTIVATION (*Continued*)

Cindy Byrd, Illinois Central College

THE IMPLICATIONS OF SPIRITUALITY AND REFLECTIVE ASSIGNMENTS IN LEADERSHIP EDUCATION

"At the core of becoming a leader is the need to always connect one's voice and one's touch."

Max DePree

While many teaching methodologies may be used to assist educators in meeting the challenge of leadership development, reflective thinking assignments stand apart because they provide opportunities for students to gain a powerful understanding of both sides of the leadership equation – the internal (self) and the external (others). Traditional methods such as case studies and lecture are very adequate for teaching the *how* and *why* of leadership, but reflective assignments lead to learning about the *who*. For students to actively engage in the *how* and *why*, they need to first come to terms with *who* they are. Because spirituality concerns consciousness of the internal world and an awareness of its complex interactions with the external world, reflective thinking in leadership development can help students to see that they can consciously use the power of the human spirit to connect with and impact the common good. There are three areas that influence my belief in this: readings about reflective thinking, student and faculty perspectives, and my personal experience with reflective thinking assignments as a student in the management program at the University of Illinois – Springfield.

READINGS ABOUT REFLECTIVE THINKING

Several sources support the value of reflective thinking in creating awareness of self and connectedness to others:

1. A Social Change Model of Leadership Development, Higher Education Research Institute

Consciousness of self is a fundamental value of the Model because it forms the basis for realizing the other values in the Model. Enhanced self-awareness is essential to effective group process or collaboration, because it fosters a clearer understanding of others and aids in the development of trust. By asking what are my values, skills, strengths, concerns, and passions, individuals will be more aware of how they can contribute to the group's goals or purpose, to group process functions, and even to

social change (1996, p. 32). Answering these questions can lead to greater commitment, because self-awareness combined with commitment to something you really care about can lead to experiencing greater meaning and purpose in life (1996, p. 41).

2. The 7 Habits of Highly Effective People, Stephen R. Covey

Covey states that "self-awareness enables us to stand apart and examine even the way we 'see' ourselves – our self-paradigm, the most fundamental paradigm of effectiveness. It affects not only our attitudes and behaviors, but also how we see other people" (1989, p. 67). Self-awareness is one of the key human endowments in Covey's proactive model. As with the Social Change Model, a connection is made between self-awareness and commitment. Self-reflection creates awareness of talents, weaknesses, and strengths. Having this awareness leads to actions such as setting goals and making promises – positive components to building character and developing potential (1989, p. 92). Commitment is also a part of what Covey refers to as spiritual renewal, because it deals with finding meaning through purpose or contribution. Because it is the core or center of our value systems, spiritual renewal through reflective meditation can lead to a "sense of knowing what you're about" (1989, p. 294). This sense of knowing will in turn cause "public victories" or those times when we focus on others to naturally follow.

3. Learning to Lead, Warren Bennis and Joan Goldsmith

Bennis echoes Covey's belief when he relates advice given by a Harvard Law School professor: "...it's important not to have any specific ambitions or desires. It's more important to have ambitions in terms of the way you want to live your life, and then the other things will flow out of that" (1997, p. 144). Knowing the way you want to live your life requires self-reflection on ideas and feelings that lead to patterns of behavior. Reflecting on past experiences and observing ourselves in the present can help us to see the relationship between the decisions we make and our life circumstances. As with the Social Change Model and with Covey, a correlation is drawn between self-knowledge and action. Enhanced self-knowledge not only leads to

a greater awareness of our values and beliefs, it also provides a way to examine any differences between our intentions and abilities. Knowing your sources of satisfaction and being clear about your goals are prerequisites to taking action (1997, p. 146). Having a clear self-awareness will help us to make the connection between what we believe and what we do or say – “the internal and external consistency of the self” (1997, p. 70).

4. Spirituality and Leadership: A Conversation with Parker Palmer

Parker Palmer has expressed concern about the absence of self-awareness and spiritual centeredness in leadership development. Our culture is very tied to realities of the external world, such as structures and profits. As previously noted, we tend to focus on *how* and *why* more than *who*. We have the power to affect the conditions under which others live – consider CEOs and employees, parents and children, teachers and students – but consciousness or self-awareness should occur at the same time. As Palmer puts it “who is this self from which this leadership activity is coming?” (Breeze, 1996, p. 4). Vaclav Havel, president of the Czech republic, linked spirituality and leadership when he talked about the creation of remarkable change by oppressed people through consciousness, awareness, thought, and spirit. Thus, Palmer concludes that the spirituality-leadership connection is a “conscious use of power to create conditions that uplift the human experience towards the goals of justice, peace, and common good.” Palmer incorporates this concept into a program called “The Courage to Teach.” K-12 teachers are invited to reflect on and explore issues in their inner lives that impact their teaching ability. Issues such as fear and overwhelming responsibility are explored through solitary reflection. This reflection helps them to create a reality of spiritual centeredness, i.e., their sense of identity is not dependent on how society regards them, on how many resources they have, or how popular they are with their students (Breeze, 1996, pp. 3-4).

STUDENT AND FACULTY PERSPECTIVES

Alison Breeze, former director of the National Clearinghouse for Leadership Programs, teaches leadership classes, directs a leadership development program, and advises a student organization. Her belief that the inclusion of spiritual components in leadership development can assist students in becoming aware of reality, of their internal worlds, and of their abilities to have an impact on the external world has led her to incorporate reflection papers into her teaching. These assignments complement course readings and class discussions by providing

students with the opportunity to explore their personal experiences and values and the relationships to the topic. While Breeze used to have students read the biographies of famous people to analyze leadership lessons, she now has students write and analyze their own biographies. Breeze emphasizes that in order to educate students to lead with integrity and commitment, we must first help them to practice self-understanding (“Connections” 1996, p. 2). Reflection also can be a powerful tool for student volunteers to have a more profound learning experience. After visiting a nursing home, a community college student wrote in depth about the experience in her journal. Through reflecting and the self-introspection that comes with it the student was able to see the connection between her actions and making a difference in someone’s life. Another example of how reflective thinking can help students to see the connection between self and others is that of Robin Grain, a non-traditional student in the Phi Theta Kappa International Honor Society leadership development course at Leeward Community College in Hawaii. Through her journal writing, Grain reflected on a presentation about being an effective leader and what meaning that had for her. She recounts how she had been struggling with the implications of knowledge and character with regard to leadership. The presentation suggested that a true leader must develop authenticity and be a leader in thought and action. As character develops, the individual’s qualities and ideals will show through in his or her actions. Grain’s reflection helped her to realize how vital it is to be self-aware, to know “the person I am” in order to develop as a leader (Westbrook, 1994, p. 5).

PERSONAL EXPERIENCE

Although I have had many leadership development opportunities, two have had a more profound impact because they involved reflective thinking. Completing *Learning to Lead, A Workbook on Becoming a Leader* (Bennis and Goldsmith) and writing a dialectic journal of Covey’s *The 7 Habits of Highly Effective People* have helped me to achieve greater self-awareness and to see how who I am impacts the world around me. While I had a fairly good sense of my strengths, talents, and weaknesses prior to participating in these assignments, I believe I was floundering from an epistemological standpoint. Conducting active interpretation and attempting to make sense of my past and current experiences caused me to think at a much deeper level. The power of delving into past experiences with family, friends, co-workers, teachers, supervisors, and others cannot be underestimated. For me it was not only extremely revealing with regard to why I respond as I do in certain situations, why I hold certain values and beliefs, and why I am driven to do what I do, it was also a healing experience, a catharsis. Through this healing I believe I achieved greater acceptance of who I am, clearer goals, and a better appreciation of the power of the human spirit. The

reflective thinking increased my self-worth, self-confidence, and correspondingly my psychological growth.

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INCREASING STUDENT MOTIVATION (*Continued*)

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LET THE STUDENTS DO IT

As professors, we continually seek ways to improve our classrooms. The most logical place to begin is the area where we receive the most complaints. For us, that area is in developing the coveted "more fair," "relevant," "accurate measurement of knowledge," also known as the "exam."

LET YOUR STUDENTS WRITE IT

After years of trying to develop the perfect exam, we have determined the best idea is to let the students write it. How can they complain about their exams if they are the ones who prepared them? For those professors worried about the rigor of the student-written exam, all we can say is for whatever reason, students are consistently tougher on themselves.

HOW IT WORKS

At the beginning of the semester, students are given the option of writing their own comprehensive final exam. If they choose to write the exam, the class is required to write a total of 400 multiple-choice questions with "a"

through "e" answer options. For example, if you have a class of 40 students, each student would be responsible for writing 10 questions. Approximately 10 to 12 weeks prior to the final exam date, a class leader volunteers to divide up the work and chapter assignments. All questions are submitted to the student leader approximately five weeks before the end of the semester. The leader collects and collates all questions, their answers and corresponding text page reference numbers. Students are then responsible for verifying the accuracy of all questions and answers. Copies of the exam packet are made and distributed for students to use as a study aide. The students also turn in the 400-question, student-generated exam guide to the professor. The professor selects approximately 50 questions from the exam bank to serve as the comprehensive final exam. We should note that this method has been used for a variety of marketing classes, including Principles of Marketing, Consumer Behavior and Marketing Research.

BENEFITS TO THE STUDENTS

There are a number of benefits as identified by students who have elected to prepare their own comprehensive final exams (See Figure 1). First, students learn by being

held responsible for developing fair but challenging questions from their assigned materials. Students are much more conscious of peer review of their efforts, and consequently, devote more time and energy to reviewing the material thus aiding in the learning process. Second, this exercise provides an opportunity for cooperation with other students in achieving a common goal. Third, for most students, this process reduces the stress level they experience during the week of finals. While students encounter other comprehensive exams, they report feeling that this type of exam increases their confidence levels due to their ability to have input and control of the final exam. Fourth, although students are required to learn the material covered in the 400-question exam guide, this procedure is perceived as far more desirable than reviewing the entire text plus a semester's worth of class notes.

Fifth, past exam scores have shown that students perform better on a comprehensive exam which they have written. For example, students who may only need a 60 percent to maintain their current grade still score consistently in the 90th percentile. Lastly, students also demonstrate a more positive attitude about taking comprehensive finals when they are involved in the development process. Where moans and groans often drown out a professor's discussion about the comprehensive final exam requirement for the class, a discussion explaining the alternative option of having them write their own exam in lieu of one written exclusively by the professor

is welcomed with exasperated sighs and expressions of relief.

A student-written exam provides benefits to the professor as well. First, and foremost, students must complain to other students about the "tricky" questions on the exam. What professor hasn't read student evaluation comments concerning their dislike of the exams prepared by the professor. With this method, comments like this can be minimized, virtually eliminated. We are realistic enough, however, to know that they will never completely go away. Second, this type of exam can help project the image of a professor who is more positive to the students. For example, the professor may be seen as more "fair," "reasonable," and "willing to listen to the students" images all of us desire and believe we possess but images that may not be perceived by our students.

CONCLUSION

In conclusion, one way to improve your classroom may be to increase student involvement by allowing students the option of writing their own comprehensive final exams. The overwhelming response we have experienced is a sincere appreciation on the part of the students for including them in the exam-writing process. This is an involvement that does not reduce the rigor of the learning process, but rather it increases the confidence and performance level of the student.

FIGURE 1
THE BENEFITS OF STUDENT-WRITTEN EXAMS

STUDENTS	PROFESSORS
<ul style="list-style-type: none"> ◆ Value of student input as perceived by peers ◆ Opportunity to cooperate and coordinate ◆ Stress reduction ◆ Builds confidence ◆ Motivated to perform to potential ◆ Positive attitude toward comprehensive final 	<ul style="list-style-type: none"> ◆ Reduces student complaints about exam ◆ Enhances image of fairness
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MORE ON TEAMS, CASE STUDIES AND SIMULATIONS

Joseph W. Leonard, Miami University

EVALUATION OF TEAM PROJECTS

As a member of the panel, I will explain one method of evaluation teams of students, both as a collective team and individually (evaluation forms {handed out to participants at the session} and discussion about the problems of evaluating business student oral team {four or five members} presentations of company cases). Each student provides numerical and narrative feedback about each of the other team members. The evaluation forms include a "confidential peer rating" form which includes five numerically weighted categories: quality of contribution, quantity of contribution, acceptance of responsibility, dependability, and initiative and imagination. There is also a section for specific open-ended comments about each student.

A method of utilizing class and peer evaluations as grade inputs will be illustrated. Ways of dealing with troublesome (unmotivated, senioritis, personal problems, disruptive, conflict, etc.) individual students will be discussed. NOTE: Session participation will be solicited!

The evaluation and grading process of student team presentations is a difficult issue of fairness and being equitable to each of the individuals of the team and to the

class as a whole (Menger and Weider 1996). Creating "a level playing field" is a goal that is often difficult to fully achieve. Achieving students' perception of reasonable, objective, and impartial methods of grading are critical to effective teaching (McKeachie, 1986; Chickering and Gamson 1991).

Over several semesters of teaching business seniors and MBA students in their capstone required course, I have many experiences with this process. Fortunately, in well over ninety percent of the individual student cases, the system works reasonable well without sign of significant student opposition. BUT, negative feedback about the process does occur . . . some students don't like to evaluate their peers, many students are overly kind to their peer team members, and a few students are too critical of their peers. Occasionally, there is a major problem with the process or with the grossly unacceptable performance of one of the team members. It is not uncommon for student remarks to include comments such as "Joe missed two meetings, was not prepared for two others, and we didn't know what he was going to say in class." In extreme situations, I've given individual students a failing grade or a zero, or forced them to drop the course.

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MORE ON TEAMS, CASE STUDIES AND SIMULATIONS (*Continued*)

Debrah Jefferson, Chicago State University

DEVELOPING A DIRECT MARKETING CASE ANALYSIS

The case method of teaching places students in a simulated business environment as the business manager or decision maker (Bernhardt and Kinnear 1997). Through examining cases, students arrive at a decision by identifying what is important and determine ramifications. The instructor hopes that through examining a case, students will develop the ability to communicate more effectively orally, visually and through written documents. The students will develop an ability to make decisions with appropriate supportive analysis and learn to communicate those ideas.

A true case analysis takes planning, including the preparation of students and clearly conveying the level of sophistication and depth of the analysis expected. In an introductory level course a case study may simply be identification of one general problem of course of action. In an upper level course the case analysis may require varying levels of background and secondary data or information searches leading to analysis. The graduate student may actually conduct an investigation based upon initial inquiry and hypothesis.

At any level the case analysis may be for a real or simulated action by a real or representative company. Fewer problems, however, arise when the case study involves an actual company. Learning the final outcome is good, but not necessary for the case. In real companies the event causing a case study may be a continuing activity without true closure. In this instance, the case study is a snapshot examination of a company and/or its activity during a specific period in time.

WHAT IS THE CASE METHOD?

To start, Charles Gragg is the *Harvard Alumni Bulletin* (19 October 1950) says a case is "typically a record of a business issue which actually has been faced by business executives, together with surrounding facts, opinions, and prejudices upon which the executives had to depend" (Bernhardt 1996). Instructors use cases to teach students via discussions what action should be taken in a given situation. Cases offer educators opportunities to challenge students to think creatively at the strategic and tactical level of problem solving (Brown, Sanders, and Buskirk 1996). In the case method of learning students

study real and "particularized" cases for analysis, open discussion and decisions on action to take (Bernhardt and Kinnear 1997). Through the case method of learning, students develop means for dealing with specific problems, hopefully to transfer those skills into actual practice.

The case does not; however, provide the definitive right or wrong answer but is a process in a controlled or managed situation to show alternative solutions to real or plausible situations. Cases do this by providing a vehicle through which instructors use group investigation techniques. Faculty can assign one or multiple business stories or highlights for students to work in teams to examine. Through the team or group investigation, students learn to share information, discuss issues and learn from each other through natural social inquiry. The case discussion promotes learning by helping students process the information. This aspect of the learning process enables students to recall class and textual information, re-align it and apply it in new settings. Some of this is seen through the application of business models and simulations, which cases play an integral part.

WRITING THE CASE¹

Developing cases for the classroom involves research into a factual situation, which may be modified or narrowed to meet classroom topics. Use the following when preparing to write a case scenario for students:

Situation: Identify a situation and base it on reality; then make it action oriented – dilemma or problem to solve; complex vs. one-dimensional issues. From the preliminary research into a company, extract sufficient information to provide background, perception of situation, decision/action and consequences/evaluation to be written by students.

Key Player: Develop characters germane to the case with varying levels of depth – sympathetic, real, complex, understandable. Have one or two lead figures in mind around which to center the action.

Focus: Decide on a perspective, one of the student vs. the primary actor in the case. Remember, this character is the one in which responsibility rests, the primary decision-maker in the case. The case should illustrate a

theory, principle or concept covered in the course.

Point of View: Select a method of presenting the case. Determine the voice of writing – first person, third person (disinterested, omniscient, limited perspective); multiple first-person.

Time Line of the Case: Determine a beginning and end point for the action and the content and where the case and its discussion should begin and end within that time line.

Case Writing Flow Chart: Research an idea to gain facts; develop a story line or recapturing of the events; frame teaching/learning objectives; write a broad outline as well as writing and research plans for students; conduct additional research then revise material; establish case time line, difficulty cube, point of view; create title, teaching notes and “what actually happened” paper; try it out; revise it.

PREPARING THE CLASS

The case method of teaching is an interactive activity, which requires preparing the class before starting. Interactive activities can be fun or spell disaster. The size of the class, scope of the activity and whether or not the activity involves individuals or teams determine how much explanation should take place. An appropriate case must be selected to cover specific points in the course content. Covering some short cases in class prior to assigning individual or group projects helps prepare students for the assignment.

Initially, the instructor should discuss the merits of team work and the grading system. Ideally, individual as well as group grades should be given or some other internal check and balance to measure individual progress. If the project is long, consider breaking it into graded components which will encourage students to work progressively and provide them with guidance and feedback before the project is due.

An Example of a Short Case: “*When Your Star Performer Can’t Manage*”

A Lone Ranger: Sam Jones, head of product design at Wilcott, Inc., is perceived as being essential to the success of the company. He operates as though he is a “one-man department.”

Where does that leave the rest of his staff? His employees – a group of very talented engineers and designers – find him difficult to work for.

What should Wilcott’s CEO do? Common managerial dilemma – employee asset and liability.

Concrete Solutions: Training in listening, management style, organization restructure, do nothing, show how to work as a team or stop team approach.

Discuss ramifications of solution alternatives.

The written, as well as presentation guidelines should be clearly explained to the students. When writing the case, six key elements should be covered: identification and specification of the problem or objective under study; appraisal of facts and opinions; development of alternative solutions; discussion of the implementation schedule and organizational responsibilities recommendation of a plan of action; and potential ramification or consequences of actions. In addition, the following points should be explained to the class:

- ◆ Students should read the case quickly to gain a feel for the problem presented, identify the company and major players.
- ◆ Students should read the case again to identify the basic facts and missing data or facts. Students must be told that not all facts carry the same weight or relevance to the issue and their job is to shift through the data to the key points. They should also be told that they may need to re-read the case several times and draw charts, make list, separate facts, and to identify relevant supporting data.
- ◆ Students must conduct an inquiry and examine the issues and facts prior to reaching a solution. Not all of the pertinent facts or data may need to be included in the written case study, or students may need to gather more information. They should be told that a decision may have to be made based only on what is given, or under what time and search constraints because in a “real” situation a decision may need to be reached only with what is given. If there are hidden issues, they should be able to separate problems from symptoms, causes from reactions, and create assumptions or hypotheses.
- ◆ Students should be informed about how to identify the issues, where to locate more information if needed, the format and structure of the response if it is a lower level class.
- ◆ Students should be given steps to complete the analysis, including those just listed. After identifying facts, students should identify issues and problems the manager should consider then prepare alternative courses of action.

TEACHING OBJECTIVES

Prior to creating a case study assignment, the instructor

should have a clear image of what the assignment is to accomplish. Perhaps, even before locating a company or case to examine, the instructor should develop a short list of objectives – then pare the list down to a primary and secondary goal. Depending upon the level of the course, these objectives may be broad or narrow.

The following are examples of objectives for an intermediate level marketing course looking at direct marketing. The company selected was a database marketing company in the direct marketing industry:

1. To provide students with understanding of the insight into direct marketing services.
2. To learn basic terminology relevant to database and direct marketing.
3. To enable students to learn about the role of computer technology in direct marketing.

4. To learn how one company operates internationally through its shifting philosophy.

ENDNOTE

- ¹ Concept for the Case Writing Flow Chart were taken from a presentation (October 25, 1991) by William Welty at the annual meeting of the Professional and Organization Network.

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SAMPLE OF A CASE IN DIRECT MARKETING*

Abstract for a Case

During its 50-year history, Conner, Inc., has moved from being a private company, based in Saratoga, NY., to an international, public corporation, purchased by R.J. Miller and Sons Co. (a multinational, fortune 500, publishing empire), in 1987. To being taken-over by a Stockholm-based catalog retailer in early 1998. After, acquiring Conner, Inc., R.J. Miller also acquired other marketing/database operations in the United Kingdom. In 1995, Miller added a London-based developer of direct-marketing information and lists services, Lexus Media & Data (LMD) and merged its International Software Corp. with Networks, Inc. The merged company became Rivers International Inc. By 1996, Miller had transferred the management of its international holdings in the United Kingdom over to Conner. Following a short transitional period, Conner became vulnerable to a takeover by the London retail cataloger, Whitehall Communications, and was bought out in March 1998.

Uses of the Case

Instructors can use the Conner, Inc., case to illustrate the intricacies of operating internationally in the direct marketing field, and the complexity of corporate structure. It also is an excellent example of how technology has played in the development of marketing's emergence into the computer age.

The case study can be used for team projects as well as individual activities. These can include:

1. Use the Internet to look for information about: international operation; financial transactions, news reports, United Kingdom operations or competitors; search for database services; examples of marketing campaigns for direct marketing products and services.
2. Compare Conner and a competitor in Sweden, England, France, Germany or other countries.
3. Look into the potential for Conner to expand into more developed countries in Asia, Africa or South/Center America; is there an equivalent to Conner in Canada? If so, who is it and how does it operate?
4. Have students bring in examples of each of the categories of service that Conner provides, such as database marketing, direct marketing or reference marketing.
5. Have students prepare sales presentations for one of the marketing services Conner offers. These presentations

could include a written component such as an executive summary as well as an oral presentation in which charts, graphs or other visual support is used. The idea is to have the students sell Conner to a potential client. The client can be international for one team and domestic for another.

Questions to Assign Students

1. Why did Conner begin its services overseas? Identify and analyze its overall strategy for operating internationally.
2. Do you think Conner should expand, maintain or release its international market? Why?
3. Analyze and describe Conner's relationship and position to competitors in the international market?
4. What is the major problem in this case?
5. Is Conner's structure adequate for operating internationally?
6. Develop a strategy or campaign Conner could use to expand its operation in the United Kingdom and/or Europe (or elsewhere, state where).
7. Select a database service and develop a strategy for moving it into an international market.
8. Discuss the factors that lead Conner to enter international markets.

Analysis

When developing lecture material on this case, the instructor may want to discuss issues such as paradigm shifts that occur when a U.S. company enters the international market place. One crucial shift is the relationship and world view held by both the workers and the organization.

*The name of the actual case was changed for this session.

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MORE ON TEAMS, CASE STUDIES AND SIMULATIONS (*Continued*)

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MANAGING GROUP LEARNING AND EVALUATION OF TEAM PROJECTS – ALTERNATIVE TECHNIQUES

In real life, it is rare that an individual will be working in an environment where there is no group interaction or

participation no matter how big or small the organization. People working in most medium or large organizations often hear the term team or team building (Recardo, et al. 1996). In order to successfully accomplish team projects, team members can play a variety of roles. Identifying the right role that a team member can play is

often difficult because there may be many members in the same team who would like to play the same role. Some of the roles that can be played by a team member are: knowledge contributor, process observer, collaborator, challenger, listener, mediator, etc. (DuBrin 1997). Each of these roles are designed to target a specific task. Knowing the difference between these tasks is vital for the success of team projects. One way of knowing these difference is by providing a preliminary knowledge in this subject area to business students in colleges before they go out into the real world.

Working in teams requires proper training, experience, skills, and motivation. Team projects are now becoming an integral part of undergraduate and graduate business education. Almost all colleges of business have at least one course which incorporates the team-project concept. Though these projects are very valuable for student learning, they do have pros and cons, some of which are discussed below.

PROS OF TEAM PROJECTS

Team projects can help in increasing student's and instructor's view of the subject/topic area as it brings in the thoughts and ideas of several individual. The critiquing of thoughts and ideas of each other among the members of the team often help in generating new thoughts and ideas which can in fact be the best possible solution for the problem in hand.

One major pro for the instructor is that he/she not only have fewer reports to evaluate, the quality of these few reports will more than likely be relatively high. And, high quality report in turn will require less evaluation time leaving more time for other scholarly activities. These high quality reports will also help in providing some interesting and intriguing factors related to the project that may have earlier eluded the instructor.

Instructors can also use team projects as a means of conducting authentic research projects. However, it has been observed that at times student participants do not get adequate acknowledgment and recognition for their participation in the research project. Instructors should not only give credit to members of the team for their contribution but they should also encourage students to try to publish their work in journals and/or present at conferences. Student participation at conferences can be beneficial to all parties involved.

Besides the many major pros that can be observed in these team projects, there are some relatively minor pros as well which can help in enhancing the quality of the project, such as the written report. The combined efforts of the team can help in reducing/avoiding the various grammatical and/or punctuation errors that can easily be overlooked if a single individual is writing the report.

CONS OF TEAM PROJECTS

One major con of team projects is that it often tends to make team members "enemies" of each other by the time the project is over. However, this often is dependent upon the size of the team. If there are too many members in a team, there is a greater chance of internal conflict among its team members. Almost always in large teams there will be members who think that their contribution in the project was more than that of other members of the team. In theory it may seem logical that since there are more members in the team there will be greater division of labor among team members and hence less work for each member. This may not be the reality. The reality may be that determining meeting times, distribution of labor, compilation of thoughts and ideas of each member, and other similar issues, may become a logistical nightmare.

On the other hand, though the distribution of labor and determining meeting times may not be as difficult a task for small (2-3 member) teams as it will be for larger teams, small teams have their own disadvantages. They may not have as great a diversity among its members which in turn may adversely affect the quality of the report. Also, if even a single member of the small team is not as intelligent and/or as hard working, it will potentially have a negative affect on the overall project outcome or report.

Another con of a team project is that it is quite difficult for the instructor to accurately assess the participation, efforts, and contribution of each member of the team. Though this may seem to be a minor problem for the instructor, it often happens that the instructor involuntarily becomes involved in the internal conflict of teams because students who make extra effort in the project go and complain to the instructor regarding the non-contribution and/or lack of participation by others. This information at times tends to fog the judgment of the instructor towards the student against who the complaint was being made. Hence, alternative evaluation techniques should be adopted in order to be fair to all members involved in the team project. Some techniques for evaluating team projects are provided below.

EVALUATION OF TEAM PROJECTS

Evaluation of team project assignments is not as easy a task as it may seem. Instructors not only have to be unbiased and nonjudgmental towards each team member in their evaluation process, but also they should not penalize the whole team if they want to penalize only one or two individuals in the teams. At the same time they should not overly reward one individual based on the efforts of the whole team. There are several alternative techniques that an instructor can adopt in order to provide the best possible score to each individual mem-

ber of the team. Some of these techniques are provided below:

Determine and Inform the Evaluation Criteria: Students should be informed in advance regarding the evaluation criteria that the instructor intends to use. The criteria should also include items such as attire, quality of verbal and non-verbal presentation skills, time management, appropriate use of presentation tools, quality of the report, the percentage of score that the instructor will assign, the percentage that peers will assign, etc.

Read and Re-Read the Report: Before a grade/numerical score is assigned to a team project report, the instructor should first read ALL the reports and then re-read these reports. The first round of reading should be fast and minor errors should be ignored. However, notations should be made where major errors are noticed. Notations for minor errors should be made during the second reading. The grade should be assigned after the second reading because then the instructor has a better comparative picture of the quality of all reports. The instructor should assign one grade to the whole team for the report.

Peer Evaluation: Peer evaluation should also be an important part of the final grade. This is what makes a difference in grades among team members because they are more aware of the level and amount of contribution by their peers in the completion of the project. For the peer evaluation process, the instructor should develop a form as it suits them and their course. This form should also include a category for self evaluation. Honesty in self evaluation should be encouraged and honest self-evaluation scores should be rewarded. It is quite easy to

spot whether an individual has evaluated himself/herself honestly or not by comparing the scores that they gave themselves with the score that other members of the team gave them. In peer evaluation, it should also be made clear to the students that they should not give ALL members of the group the same and/or the highest score. They should also be asked to rank the contribution of each member of the team and no more than two people should have the same rank.

CONCLUSIONS

Team projects are going to exist for a long time and there is no doubt they will make valuable contribution in all organizations. Hence, it is imperative that business students be exposed to some of the intricacies associated with this type of project assignment before they find out about these while performing their jobs in the real world. This initial exposure can be accomplished by have team project assignments in class. The pros, cons, and evaluation techniques provided paper in this paper should be used by instructors to guide them in developing there own team project assignments.

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MORE ON TEAMS, CASE STUDIES AND SIMULATIONS (*Continued*)

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LINKING BUSINESS THEORIES TO REAL- WORLD EXPERIENCES UTILIZING MOCK WORK SITUATIONS: THE PAPER AIRPLANE EXERCISE

Utilizing mock work situations in business classrooms can enhance the learning of students by allowing them a hands-on approach. The airplane factory exercise forces students to use a wide range of business theories, and thus helps them to determine the linkages between the classroom and the real world. This session will show participants how to establish a paper airplane exercise that is fun and rewarding for the instructor and the students.

INTRODUCTION

In today's business classroom linking many management, marketing, and other functional theories to real-world experiences is a task for instructors. What is needed is a hands-on exercise that involves students in their learning instead of them merely sitting back and listening to a lecture. Utilizing mock work situations can be the stimulation needed to get students involved, and thus, enhance their knowledge about these theories. Producing paper airplanes in an assembly line format is a mock work situation that can easily be incorporated into one or two class periods. All phases of the management process: planning, organizing, staffing, leading and controlling are addressed in this exercise. Theories of total quality management, accounting, production management, corporate finance, entrepreneurship, the phases of the communication process are also important to the success of this endeavor. Establishing a paper airplane exercise that is fun and rewarding for both the instructor and the students is the focus of this paper.

THE PAPER AIRPLANE FACTORY EXERCISE

The paper airplane factory exercise can be broken into two segments for use in two class periods, which generally works better. Breaking the exercise allows students to utilize one day to select work teams, design their individual aircraft, plan strategies, organize facilities, and train workers. The next day they will buy supplies, produce and sell the planes, pay the bank and workers, and figure the profits (hopefully). It all sounds really cut-

and-dried and easy, but students soon find that making a profit is not as easy as it seems!!

DAY ONE EXERCISE

The first day of the exercise, students should be broken into work teams of 5 or 6 people (depending on class size), which make up individual organizations. Students may be allowed to choose their own team members, but the instructor may want to randomly divide the students into groups to enhance competition by placing friends into different teams. Also, one group of students (or possibly other instructors that may be interested in participating in the exercise) will be needed to act as an evaluation team which consists of a banker, materials supplier, buyer, and two or more test pilots. (The instructor can substituted as the banker, materials handler and buyer to save time. If this is the case, each team has their own test pilots.) The teams will be given the information in the appendix about the exercise as a whole either in a handout or orally while writing key costs on the board.

The goals on day one are to choose a group, create an airplane that will fly 15 feet, design a logo (the marketing phase), and determine the amount of supplies that are needed for the actual production. Special attention should be given to quality and uniformity of design since all planes produced during the production time will have to be as close to exact as possible.

The students should be given a blank photocopy of a mini-business plan to follow. Computer applications can also be utilized such as shareware business plans or one of the many financial packages on the market. When the computer is utilized, it may be necessary to give the business plan as a homework assignment to be turned in prior to production the following class period.

To complete this exercise, team members will find that they must utilize break-even analysis, as well as other cost accounting, corporate finance, and production management formulas and designs. Producing a business plan requires that students have a knowledge of cost and financial accounting, corporate finance, and management knowledge. Communication skills are also of the utmost importance. Many times the demise of profits of a work team is directly linked to members not effectively communicating their strategies.

DAY TWO EXERCISE

At the beginning of the class period, teams should be given ten minutes to buy supplies, communicate their strategies and create their production layout. The instructor should not give them any tips on how any of this should be done, just allow each group to function independently.

Production time should not exceed 20 minutes. At the end of the production time each plane will be examined by the evaluation team and flown by the evaluation test pilot or the team's test pilot. Planes that meet the quality and flight tests will be purchased for \$2.00, and the others will be discarded. No rework or fly-overs are allowed. Each team will calculate their profits and the best management team will be determined and announced.

Students should be given a written assignment due the next class period. Each student should write down their individual feelings about why their team was successful or not. They should also be required to state how this exercise related to each phase of management, and tell whether a leader of the group emerged. If the exercise is used for a discipline other than management, questions should also be asked as to how the exercise related to that discipline. For example, "explain how this exercise relates to the areas in cost accounting that have been covered in this course."

Students generally view this as a fun exercise and fail to understand how it relates to what they are studying and the linkages with the real world. Giving them this

assignment helps them to make the connections. This assignment may carry the weight of a regular test grade, with the assumption that the students will place more emphasis on determining these linkages.

The reasoning behind the leadership part of the assignment is to see if all members agree that they were working for the same leader, or if there are differences of opinion. The instructor should be able to determine who the leader is in each group during the second day's activities. It is revealing to find that students do not always believe they have the same leader, and not the leader the instructor had pinpointed. An interactive discussion of the outcomes during a later class period can enhance their understanding of leadership roles.

UTILIZATION OF WORKSHOP TIME

To demonstrate the usefulness of mock work situations in teaching business theories, in my session, I will take participants through an abbreviated game of making paper airplanes. The prototypes will be discussed and the difficulties of producing them at a profit will be examined.

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APPENDIX

STUDENT INSTRUCTIONS

PAPER AIRPLANE EXERCISE

During our next class period, the production teams will be given twenty minutes to produce as many quality airplanes as possible for sale. Quality will be based on the uniformity of design, the accuracy with which each plane flies, and the distance of the flight when tossed. No reworking of faulty planes or fly-overs will be allowed. Quality must be assessed prior to flight. Each plane that meets the qualifications, and flies at least 15 feet will be purchased by the buyer for \$2.00, which will be used to repay the costs involved in producing the planes. The amount left will be profits, and the team with the most profit will be declared the best management team (the winners!). Each team may choose a pilot from their group to fly their planes or utilize the services of the evaluation team's test pilots. The plane must be made from 8 ½ by 11 inch paper which will be purchased from the supplier for \$10.00 per 25-sheet stack. workers must be paid \$5.00 each and "warehouse rental" (a box to store planes in) must be paid at a rate of \$10.00 per hour. To obtain your money, you will borrow from the banker at an interest rate of 10 percent per hour. Each plane must display a unique team logo which will be registered with the evaluation team prior to production time.

Your task for today is to design a prototype of an airplane that the team can build at a profit. You must decide how many of these planes your team will build, place an order for your materials, lay out work flows, and train employees. At the end of the class period, you are required to turn in a business plan containing a mission statement, strategies that will be utilized to insure their mission is complete, material requirements, costs involved in production, the production layout plan, estimated profits, and your prototype plane with the team's logo.

Instructor's note:

Prior to the next class period, enough 8 ½ by 11 inch paper to cover each team's orders must be supplied, along with boxes. It is wise to supply extra paper because students often find that they misjudge their needs and will often need to buy more paper. This extra paper should be sold at a higher price, possibly \$15.00 per stack of 25 sheets as a penalty for poor planning. Monopoly money may be used to symbolize actual cash, or letters of credit from the banker may be utilized as an easier method of payments and exchanges.

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MORE ON TEAMS, CASE STUDIES AND SIMULATIONS (*Continued*)

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INCREASING STUDENT INVOLVEMENT – CLUBS AND COMPETITIONS

Gary Ernst, North Central College
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STUDENT INVOLVEMENT THROUGH CLUBS AND COMPETITIONS STUDENTS IN FREE ENTERPRISE

ACADEMIC STANDPOINT

Today's students need to develop sound knowledge and hands-on experience to be successful in the dynamic business environment. A winning combination provides exposure to and involvement with hands-on activities, which stimulate thinking, problem solving, and communicating. Club memberships and competitions tend to provide excellent educational methods.

PRESENTERS POSITION

The presenters have found that interaction with business executives in class, simultaneously with real world experiences outside the classroom provide more opportunity for students to develop needed workplace skills and talents. These experiences can be provided through participation in co-curricular groups, such as Students In Free Enterprise. Interaction between students and busi-

ness board advisors, linked with application/integrative experiences give students such opportunities.

APPLICATION

The focus of the presenters will be to address the active learning and action-oriented student activities provided by competition through a co-curricular organization, Students In Free Enterprise. Some of the techniques utilized by the panel discussants will be detailed.

Students in Free Enterprise Development of A Team and Its Presentation

- ◆ Recruitment
- ◆ Motivation and Development
- ◆ Retention
- ◆ Preparation
 - The Written Report
 - The Oral Presentation
 - The Special Competition
- ◆ Regional Competition
- ◆ National Competition

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INCREASING STUDENT INVOLVEMENT – CLUBS AND COMPETITIONS *(Continued)*

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HOW STUDENT ORGANIZATIONS CAN ENHANCE MARKETING PROGRAMS

Student organizations can significantly enhance a university's Marketing Department's program in several ways. It also takes resources of a department to support a student organization. The positive factors of a department supporting student groups as well as the need for administrative support are discussed in this paper.

THE ROLE OF A BUSINESS FRATERNITY

Social fraternities are formed to provide a social life for the college student. As part of the social fraternities survival, they conduct fund raising projects to help augment the financial needs of the fraternity's social agenda. On the other hand, a business fraternity's primary mission is not to provide a social life for college students but to provide a training platform on which the student can apply the business skills he/she learns in the classroom to a real life project. In essence, **a social fraternity conducts fund raising projects to survive while the business fraternity survives to do fund raising projects.**

The types of projects a business fraternity attempts should be more sophisticated than the types of projects social organizations perform. For example, when I was an advisor I discouraged the business fraternity from doing car washes and bake sales. Instead, for example, one of our projects was marketing valentine flowers to parents of students by mail and then delivering these on valentines day to students on campus. This involved establishing a source of supply, creating an attractive mailing piece, establishing prices, gathering orders, collecting money, assembling the orders and delivery. This was a fairly sophisticated project that provided the opportunity for the students to use a variety of business skills.

BENEFITS TO A MARKETING DEPARTMENT

The benefits of a marketing department sponsoring a student organization are numerous. A list is included below.

- ◆ Gives department visibility among students looking

for a major.

- ◆ Gives majors opportunity to practice business skills learned in the classroom in a project setting.
- ◆ Provides a multi-facet training ground for students, such as oral presentations.
- ◆ If departmental faculty get involved, it provides another point of contact and interaction between students and faculty outside the classroom.
- ◆ Makes the students feel closer to the department.
- ◆ Through research projects can contribute to information to the university.
- ◆ A ready base of students are available to help with social functions sponsored by the College of Business.
- ◆ Projects (such as career days) can contribute to helping students and the university make better ties with the business community.
- ◆ Can provide a link with the business community.
- ◆ Many of these students become supportive alumni and contribute to the university and department.

BENEFITS TO BUSINESS STUDENTS

The benefits to students are significant. A listed is included below:

- ◆ Helps students apply material from class to a business setting, depending on how the project is carried out.
- ◆ Provides a opportunity for public speaking for all members at one time or the other.
- ◆ Provides an opportunity for leadership experience.
- ◆ Provides the opportunity to assume responsibility for a project including financial accountability.
- ◆ Provides a social outlet.
- ◆ Provides a tie to the business community and chance to meet with business leaders.
- ◆ Provides an opportunity to interact with professors outside the classroom.
- ◆ Provides closer ties with the department and professors.
- ◆ Provides the opportunity to practice various functions of business.

TIME

In order for an organization to be successful, a department faculty member needs to be the chapter advisor. The faculty input is necessary to give direction and keep

the organization moving in the proper direction. A faculty members office always needs to be open to the students to facilitate communication. The president and the faculty advisor should be a team and meet before the meetings so that the advisor can assist the president in efficiently conducting the meetings. They need to discuss major issues confronting the fraternity so that they can help resolve these before they become major problems. I have found that working with a student organization can easily take seven hours a week when averaged out over the academic year. Much of this time can be in the evenings, outside the traditional work day. I found I needed to meet with the officers (executive board) for 1-2 hours a week and attend the general business meeting once a week. After the general meetings, many times a good advisor will coach the officers on how they presented themselves in that meeting. Many interactions can take place during the week depending on how active the group is.

If the group is active enough to be competitive for national awards, then there is added time needed for the faculty advisor to work with the students to create competitive award entries. The editing, directing, and creating the final copy of award entrees can really create a togetherness between the students and the advisor, but also it is very time consuming.

ADMINISTRATIVE SUPPORT FOR BUSINESS ORGANIZATIONS

As an academician for over 20 years, outside of my primary mission of teaching, I have not done anything more significant or of greater benefit for students than to be an advisor to a business student organization. Watching the students enhance their public speaking abilities, assuming leadership roles, making things happen, preparing for and winning national competitions, and playing competitive business simulation games have been greatly satisfying and has significantly contributed to the overall improvement in quality of business education at my university.

How is this significant contribution to a students' educa-

tion viewed by upper administration? The answer at most universities is that it is not viewed as a significant activity for a faculty member to be involved. A dean once told me that some of the most rewarding things you do in your job just is not rewarded financially. You just do those things because they are personally rewarding.

I have found very little support for faculty members working with student organizations by college administration. I do not know of any universities providing release time or extra compensation to faculty member for being a chapter advisor. If a faculty member does get release time and financial reward for working with a business organization instead of publishing, he/she may not have job mobility because of lack of publications. If a new Dean arrives he/she may change things and that advisor now does not have a competitive publication record.

THE FUTURE

I have seen some very successful organizations around the country. When working with Pi Sigma Epsilon, 600 students would gather at their national convention and participate in a variety of competitive events, attend career enhancing workshops, and have the opportunity to interview for jobs. However, almost all the faculty advisors I met worked with the students because they just enjoyed doing it. Many could not even get travel funding to attend this conference because it did not involve a paper presentation.

I do not think the future is very bright for profession business student organizations. New faculty members are encouraged to publish in order to achieve tenure. Older faculty members have to assess the time spent with students versus the same time spent on journal articles and which activities will gain them more recognition and raise money. Unfortunately, the time spent with students is not as valued as much as a journal article by most college administrators. Until administrators financially supports faculty to be chapter advisors, students organizations will not flourish in most colleges and universities.

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INCREASING STUDENT INVOLVEMENT – CLUBS AND COMPETITIONS (*Continued*)

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INCREASING STUDENT INVOLVEMENT – CLUBS AND COMPETITIONS (*Continued*)

Melissa Burnett, Southwest Missouri State University

COMPETITIONS: INVOLVEMENT THAT BENEFITS EVERYONE

Professors often struggle to find ways to get students more involved and interested in their classes. As an Advertising Professor, one way I have found to help promote high levels of student enthusiasm and performance is through competitions.

COMPETITIONS AVAILABLE

Over the past ten years, my students have entered a number of competitions including: the AAF (American Advertising Federation) National Student Competition, the MasterCard National Student Competition, the Visa National Student Competition, the NNA (National Newspaper of America) Newspaper Competition, the One

Show Competition, the Anheuser Busch “Know When to Say When” Competition, the Direct Marketing Association National Student Competition, and the AAF ADDY Awards. Competitions are relatively easy to access, are often held at different times throughout the year (enabling students to enter several of them), and offer various degrees of involvement for students and Professors alike—an aspect critical for Professors incorporating competitions into their classrooms.

BENEFITS OF COMPETITIONS

Integrating competitions into the classroom provides a variety of benefits to everyone involved (see Figure 1)—the students, the Professors, the department, the university, and the sponsoring industries. Students benefit first from experiencing team-oriented projects that are real-

world driven. They benefit from the pride of representing their university. Too often, students do not realize whether or not they have selected a good program in their major area. Allowing students to compete against students from other institutions across the country provides them a means to see how well they size up against those students—with whom they will soon be competing for jobs. Students also benefit from recognition by organizations who carry meaning and weight (i.e., professionals in their industry). Potential employers may never have heard of North Southeastern ABC University, but they do know what the AAF Student Competition is and the level of work necessary to achieve honor and recognition from this organization. Consequently, the student's ability is recognized through a means other than a degree (which every other job applicant will also bring to the table). Another student benefit is the comradery that often develops through competitive scenarios. Friendships and business relationships are made which may very well turn into important network connections further down students' career paths. Competitions are judged by experts in students' fields of study, thus offering students an outlet in which to present their work that often results in leads, references, even jobs. I have personally witnessed this time and time again, as many top, national Advertising Firms have contacted me to arrange interviews with students whose work they saw at a competition. In some cases, competition winners receive internships and/or cash prizes. Last year, two of my students won the Visa National Student Competition, rewarding them with the experience of paid summer internships at Chiat Day in New York, along with \$5,000 in first-place winnings. (Believe me, \$5,000 creates student involvement!) As everyone knows, however, there is only one winner. Or is there? Possibly one of the greatest benefits that can be realized from student competitions is the sometimes gut-wrenching reality that everyone doesn't win. The cruel realization that getting the job or winning the account doesn't necessarily happen to the individual or the team that works the hardest or that almost everyone else seems to believe is the clear winner. In fact, competitions are just like the real world—often teaching students that they may receive far more rejections than pats on the back.

Competitions also provide rewards for the Professors who oversee student efforts. First, competitions provide a great source for classroom projects. Cases are often outlined in detail with parameters and time frames already established. Competitions allow for greater bonding opportunities between students and Professors.

Students are not the only ones who receive recognition from competitions. Professors are also recognized at local, regional and national levels. This recognition comes from industry leaders, professional organizations, the Professor's own university, department and peers, as well as recognition from students. After years of developing a winning (hopefully) track record for the university, national recognition and credibility results, ultimately enhancing the opportunity for career moves if so desired.

The department and university can also benefit from students becoming involved in competitions. Since my students first started participating in various competitions, our school has been the subject of numerous press releases and news articles in publications ranging from our own university newspaper to the local newspaper to the *Wall Street Journal* to one of the leading, nationally-recognized industry news publications, *Advertising Age*. This type of publicity results in helping establish national recognition and credibility for the university's programs. In addition, some competitions offer grants and/or prize rewards (matching those awarded to the students). Examples of this type of benefit are the grants from sponsoring companies (over \$20,000 in value) and the Macintosh computer lab awarded as a first-prize win in the Macintosh Higher Education Purchase Program.

Finally, student involvement in competitions also helps sponsoring industry businesses. Specifically, sponsors take full rights to all ideas and materials presented in the competitions. This allows them to use, implement, and/or build from the fresh, new thoughts of students—students who often represent the sponsoring companies' target markets. Competitions also allow companies a forum to see the nation's best work from potential new recruits, and consequently, allow them to take their pick of the crop. Competitions also provide an avenue for industry professionals to give something back to students—people in a position they can still (or at least once could) relate.

CONCLUSION

In conclusion, competitions not only increase the involvement of students due to their many potential benefits, but they also benefit all those involved—the Professor, the department and university and the sponsoring industry and its professionals. Competitions are clearly win-win situations for all.

FIGURE 1
THE BENEFITS OF COMPETITION

STUDENTS	PROFESSORS	UNIVERSITIES	COMPANIES
<ul style="list-style-type: none"> • Team orientation • Real-world projects • Pride in representing university • See value of education • Recognition • Network with professionals • Comradery • Cash rewards & prizes • Jobs & internships • Learn how to lose gracefully 	<ul style="list-style-type: none"> • Source of class projects • Stronger relationships with students • Industry recognition • Recognition from university, department & students • Credibility • Enhance career opportunities 	<ul style="list-style-type: none"> • Public relations • Program recognition • Increased enrollment • Grants 	<ul style="list-style-type: none"> • New ideas & information sources • Outlet for reaching markets • Recruits • Opportunity to give back to industry • Gifts

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TEACHING SALES AND SALES MANAGEMENT

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EXPERIENTIAL TRAINING IN PHARMACEUTICAL SALES AND MARKETING: AN ACADEMIC PERSPECTIVE

Improvements in health care products and services have helped in increasing the average life span of Americans. According to the U.S. Census Bureau, in 1990, 12.5 percent of the U.S. population belonged to the 65 or older age category (*U.S. Bureau of the Census*). It also estimated that at present (1998) the U.S. population of 65 or older is almost 12.7 percent of the total population which is further expected to grow to be almost 13.2 percent in the year 2010. Vestal (1985) suggested that by the turn of the century, the elderly (almost 12.7% of the U.S. population) will consume about 40 percent of all medications. Hence it is essential that these population statistics be continually evaluated by marketing personnel. As the baby-boomers join the 'elderly' category, consumption of medication by elderly will continue to increase. Hence, there is no doubt that effective pharmaceutical marketing can play a significant role in the success or demise of a drug product or even a drug company.

Pharmaceutical products marketing has grown exponentially in the past 15 years. Direct-to-Consumer Advertising (DTCA) of prescription drug products is a relatively new concept which was first introduced in the early 1980s (Madhavan 1993; Shuler 1984). There is no doubt that DTCA has had a significant impact on the sales of drug products. Based on the trend analysis of the money spent on DTCA of prescription drug products *only*, it can be inferred with a great degree of certainty that pharmaceutical companies have seen positive effects from such advertising efforts. Competitive Media Reporting, a New York-based marketing research firm, found that there was a ten-fold increase in the DTCA expenditure of prescription drug products which rose from \$35 million in 1987 to \$357 million in 1995 (Mirken 1996). In the first six months of 1996, pharmaceutical companies spent approximately \$323 million on DTCA, and at this rate of increase in spending on DTCA, one can estimate that it will easily surpass the amount spent for advertising of tobacco products (\$504 million in 1995) and soaps/cleaners/polishes (\$596 million in 1995),

making it one of the top 20 advertised product categories (Mirken 1996).

In order for graduates to succeed pharmaceutical marketing and sales, educators and industry representatives must identify the best possible techniques to prepare these graduates for the real world. It has been observed that there are many individuals in the pharmaceutical marketing field who do not have a pharmacy background. It has also been observed that multidisciplinary learning is now becoming a common part of the business world. Academicians have long realized that learning needs to be a continuum: from inside the classroom to the real world outside. Although many steps have been taken in this regard, there still is a need for improvement and innovation in accomplishing this goal.

The pharmaceutical industry offers abundant opportunities for motivated pharmacy and non-pharmacy students. The pharmacy students usually are those who choose to pursue careers/interests in areas other than the traditional retail and/or institutional pharmacy practice (*The Pfizer Guide: Pharmacy Career Opportunities* 1994). Similarly, non-pharmacy students who are interested in healthcare-related fields have often successfully chosen to pursue employment and careers in pharmaceutical sales. It is very important for both the pharmacy and non-pharmacy professionals involved in pharmaceutical marketing and sales to encourage the appropriately use these products, considering the potent nature of these drugs (Davis and Madhavan 1991; Waldholz 1992).

In an attempt to create unique experiences for pharmacy students interested in pursuing careers in marketing, the participants of this panel session have developed a "Pharmaceutical Sales and Marketing Practice Experience Program." In addition, with minor modifications, this program can be tailored for training business majors who have an interest in Pharmaceutical Sales and Marketing.

PROGRAM DESCRIPTION AND RATIONALE

This program is a structured, one-month intensive experiential program, designed to reinforce student's didactic learning through exposure to the various aspects of

the pharmaceutical and healthcare industry. Pharmacy and non-pharmacy students in their senior year will be able to develop their knowledge and skills necessary for pharmaceutical sales. The initial training, to be offered starting Summer 1999, will be geared specifically towards pharmacy students only at the College of Pharmacy, Xavier University of Louisiana, New Orleans. Following this initial training students will work with professionals in specific pharmaceutical marketing settings.

The goal of this program is to expose students to the real world scenarios involved with the business aspects of the pharmaceutical industry. To achieve this goal, students must meet the following objectives at the completion of the program:

1. The student should have a better understanding of the channels of pharmaceutical marketing.
2. The student should have a better understanding of the strategies used by contemporary pharmaceutical companies to market successful therapeutic products.
3. At the completion of the course the student should be able to identify a therapeutic and market niche for a new (hypothetical) drug product and develop a strategy to market that product.

PREREQUISITE KNOWLEDGE

Students should have successfully completed the following courses: introduction to economics, health ethics, and the introduction to healthcare systems.

TENTATIVE TOPICS

- I. Customizing the Practice Program for Non-Pharmacy Students.
- II. The Marketing of Health Care Products and Services:
 - ◆ Current Trends in Health Care;
 - ◆ History of Pharmaceutical Marketing;
 - ◆ Third Party Payers.
- III. Ethics and Professionalism.
- IV. Assessing and Developing Effective Personal, Leadership, and Marketing Skills:
 - ◆ Time Management;
 - ◆ Organizational Skills;
 - ◆ The Motivational Process;
 - ◆ Team Approach;
 - ◆ Total Quality Management;
 - ◆ Interpersonal Interactions;
 - ◆ Multicultural Aspects.
- V. Focus on Pharmaceutical Sales and Marketing:
 - ◆ Drug Approval Process;
 - ◆ OTC and Prescription Marketing;
 - ◆ Price Competition among multi-source drugs;
 - ◆ Economic Rationale Behind Patents and Brand

Loyalty;

- ◆ Domestic Sales and International Sales;
- ◆ Cost-Saving Methods;
- ◆ Formulary System;
- ◆ Drug Use Evaluation;
- ◆ Quality of Pharmaceutical Products and Services;
- ◆ Generic Substitution;
- ◆ Influence of Pharmaceutical Technology on Marketing;
- ◆ Pharmaceutical Advertising.

VI. Review and Application of Marketing Data:

- ◆ Development of Educational and Promotion Materials;
- ◆ Market Analysis and Monitoring;
- ◆ Drug Literature Evaluation;
- ◆ Research Methods and Design;
- ◆ Budget Analysis.

VII. Customer Identification and Distribution:

- ◆ Types of Customers;
- ◆ Identifying Customer Characteristics;
- ◆ Fulfilling Customers Needs and Wants.

VIII. The Future:

- ◆ The Development of New Breakthrough Drugs and its Affects on Pharmaceutical Sales;
- ◆ The Influence of Pharmaceutical Technology on Marketing;
- ◆ The Future of Pharmaceutical Marketing.

SUMMARY AND CONCLUSIONS

This panel presentation introduces the marketing educators to a unique, intensive, and interesting practical experience program in pharmaceutical sales and marketing. The presenters believe there is great potential for such a program in order to meet the current industry needs for highly trained pharmaceutical sales professionals. With the current trend towards the increase in drug use among Americans and the significant role that technology is playing in the development of new chemical entities, it is estimated that pharmaceutical sales will further grow. In order to capitalize on this future demand for quality pharmaceutical products and services, there is no doubt that these highly trained professionals can make a difference.

This program is designed to introduce the student to various aspects of pharmaceutical sales and marketing. Currently, this introductory training program is devised for a one-month period. In future, the panelists intend to offer this as a two-month training program in which the student will have to undergo an extensive one-month training at a designated pharmaceutical company.

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TEACHING SALES AND SALES MANAGEMENT (*Continued*)

Charles Pettijohn, Southwest Missouri State University

TEACHING PERSONAL SELLING: ERADICATING STUDENT MISPERCEPTIONS

While many of my colleagues seem to disagree, I believe that one of the most rewarding classes to instruct is the introductory sales class. This class provides an opportunity to accomplish numerous goals, including: (1) reducing prejudices against salespeople; (2) increasing the prestige of a sales job (necessary since many marketing majors discover that their first position is a sales position); and (3) preparing them for sales positions. It would be presumptuous to suggest or imply that each of these objectives are accomplished for every student in the sales course. However, these are a few of the major objectives I have as I teach the course.

Since the course is not required for all marketing majors or minors, I often discover that most of the students enrolled in the course have at least a superficial interest in the topic (although, students may enroll based on either ease of scheduling or perceived ease of the course). However, many students still perceive salespeople as a cross between Kurt Russell (in *Used Cars*) or as Al Bundy. Nevertheless, through discussions of what a professional salesperson should be doing and the role of business-to-business salespeople this stereotype can be

reduced. Unfortunately, discussions are often a nice word for lectures and readings, and this method is limited to the degree that the students believe their professors and/or their textbooks.

One of the better ways of reducing the negative stereotypes has been through the use guest lecturers. Having in a guest lecturer, who either has a position that a graduate may aspire to in the near future or one who is a sales manager for a highly regarded company, can have a profound impact on the student. Guest speakers can be especially effective when they are professional in appearance and demeanor. It seems that some of the best guest speakers are recent university alumni because the students can easily identify with these individuals and consequently are more candid in their questions and responses. Guest speakers can also be valuable as role models for the students and can provide some valuable reinforcement for the sales professor, by validating points the professor has made during the semester.

One of the potential problems with guest speakers is their preparation, which is sometimes extremely limited. When the speaker has not prepared adequately, the class session can be quite long, and the stereotype may actually be reinforced. Another problem may arise when

a guest provides information regarding unethical sales tactics. When this occurs, the professor is required to admit that some salespeople may engage in tactics that are less than ethical and that this should not serve as an indictment against the profession. A final potential problem with guest speakers entails the time limitations that may exist in the course. When too many students are enrolled, guest speakers can limit other activities that may be desirable in the course.

An effective alternative to the guest lecturer (or perhaps supplemental to the concept) is the salesperson interview. Two alternative methods of interviewing have been tried with some success. The first method entails having students identify two or three salespeople, interview those individuals, and write a "short" paper regarding the results of their interview. The second method involves requiring students to accompany a salesperson for a day, and observe the salesperson doing his/her job. Again, this assignment is accompanied by a short paper detailing the activities of the salesperson's role.

The positive aspects of the general sales interviews are that the student is required to learn from two or three individuals who are actively involved in sales activities. Further, the student who has an interest in a specific area of sales (e.g., consumer packaged goods or financial services) can interview individuals in these areas and gain specialized knowledge to supplement their classroom instruction. Third, students may also make contacts with sales professionals which can aid them in furthering their careers.

Some negative aspects of the interview assignment can be difficult to overcome. Students occasionally regard the assignment as "busy work" and tend to interview salespeople who can reinforce the negative stereotypes. For example, students may choose to interview car, insurance, or retail salespeople due to their availability, and avoid the more difficult to contact salespeople. While there is nothing inherently wrong with a car salesperson, for example, these individuals may provide little information which will correct the typical perceptions of sales positions. One method of preventing this from occurring would entail requiring students to submit the names of potential interviewees in advance. How-

ever, when a faculty member has large class sizes, this method can create numerous logistical challenges and can also increase the professor's workload. Speaking of workload, the second problem with the interviews arises when students submit their written reports. For example, if 100 students each submit a five page report, the result is 500 pages that must be evaluated by the professor. However, when a paper is not required, then the professor has difficulty determining whether the student met with a salesperson (a problem that is not totally addressed through the written project) and in determining whether the student actually spent time discussing sales-related topics during the interview.

Similar benefits and deficiencies arise in the case of the assignment in which the student is required to spend a day with a salesperson. One of the more profound potential benefits of this assignment is that after spending a day with a salesperson, the student gets a semi-realistic job preview. The 'semi-realism' is attributed to the fact that the salesperson may be biased in his/her selection of customers and daily activities due to the presence of the student. Nevertheless, if the salesperson is well-chosen, the benefits of this project can be significant.

However, the negative aspects of this assignment can be very significant. As was the case with the interviews, poorly selected sales representatives can often result in an assignment that is little more than a wasted day. Further, the student may easily "fake" the completion of the assignment by requesting help from a friend who is employed in the area of sales.

In conclusion, this paper has discussed methods which have been used to improve the accuracy of the students' perceptions of sales careers. Modifications of these methods have been used to eliminate some of the weaknesses of the techniques, but the use of each method still adds significantly to the professor's workload. Thus, the successful use of these methods is predicated on a hard-working, motivated, competent and confident sales professor (a given) and a similar student. When either of these factors is lacking the effectiveness of the method may be reduced substantially.

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TEACHING SALES AND SALES MANAGEMENT (*Continued*)

Jack L. Sterrett, Southeast Missouri State University

ACTIVE LEARNING ACTIVITIES IN SALES AND SALES MANAGEMENT COURSES

As the new millennium approaches, many unprecedented changes—computer/communications technologies, globalization of business—will continue to significantly impact the sales profession adding to the already many ongoing complexities facing sales professionals. Although these unprecedented changes continue to modify the very nature of the selling job, sales professionals remain responsible for developing effective solutions for customer problems, and effective long-term relationships. And to this end, our responsibilities as teaching professionals must be focused on teaching practices engaging students in active-learning activities which

provide them with the appropriate knowledge-base and skill-sets necessary to become successful sales professionals.

In an attempt to ascertain the degree in which various active-learning activities are utilized by sales academics in the process of involving students in their preparation of becoming sales professionals, questionnaires were mailed to 667 AACSB member schools. A cover letter directed the questionnaire to the appropriate individual(s) for response. 142 completed questionnaires were returned for a 21.3 percent response rate. The active-learning activities along with their perceived levels of effectiveness are indicated as follows:

Active-Learning Activities	approx. when use started					Effectiveness		
	0-3	4-6	7-10	11-20	21&over	very	some- what	not
Role playing sales presentations	4	6	4	12	6	35	11	0
Sales simulation	3	2	2	7	4	11	13	4
Video taping sales presentations	1	4	3	12	1	27	6	4
Mentoring/shadowing	0	4	1	4	1	8	12	5
Internet activities	8	2	3	0	1	6	13	11
Case studies	5	2	2	11	4	16	22	4
Sales software mgmt. activities	3	1	2	2	2	6	12	8

In addition to the above active-learning activities, the following question attempted to ascertain current structure of sales/sales management course(s).

At the undergraduate level, my school:

- | | N | % | |
|----|-----------|-------------|---|
| a. | <u>7</u> | <u>4.9</u> | has a separate sales (emphasis on personal selling techniques) course |
| b. | <u>30</u> | <u>21.1</u> | has a separate sales management course |
| c. | <u>35</u> | <u>24.6</u> | has a combination sales/sales management course |
| d. | <u>26</u> | <u>18.3</u> | does not have any of the above courses |
| e. | <u>37</u> | <u>26.1</u> | has both a separate course |

In terms of the active-learning activities, role playing

sales presentations, video-taping sales presentations, and case studies are perceived to be the most often utilized active-learning activities, the most effective, and those active-learning activities which have been established for the longest period of time.

Findings concerning the current structure of the sales/sales management course(s) at the undergraduate level indicate that 26.1 percent of the responding schools have both a separate course in sales and sales management while 4.9 percent and 21.1 percent respectively have a separate sales course only or a separate sales management course only. Approximately one-fourth (24.6%) of the responding schools indicated having a combination sales/sales management course.

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TEACHING SALES AND SALES MANAGEMENT (*Continued*)

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TEACHING SALES AND SALES MANAGEMENT (*Continued*)

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DEVELOPING AN INSTITUTE OF MARKETING: RETAILING AND SALES

The Department of Marketing and Quantitative Analysis (MQA) is proposing the creation and establishment of an Institute of Marketing: Retailing and Sales. The Institute will be a privately funded organizational unit of the MQA Department within the College of Business Administration.

Today, retailing accounts for over \$2.2 trillion in annual sales. There are more than 1 million retailing companies operating over 1.4 million retail sites. Retailers are thought to be “on the front line” when dealing with customers. They provide feedback throughout the channel for improving the shopping experience of customers.

As retailing companies continue to expand domestically and worldwide, there is an increased demand for students interested in a retailing career.

Personal selling and sales management are critical ingredients in the success of all organizations. In terms of promotional allocations, personal selling has more resources devoted to it than does advertising, sales promotion, or public relations. Given the magnitude of the expenditure and the importance of the function, it would benefit the global economy to focus significant attention at the academic level.

However, often retailing and personal selling courses are relegated to secondary levels. This is NOT the case at Southwest Missouri State University. SMSU is one of

the 'leaders' in terms of its attention to the retailing and the sales function. This has provided SMSU with a competitive advantage in the market. For example, prospective employers are often impressed with the fact that SMSU offers a Marketing degree with an emphasis in both Retail/Merchandising and Sales and Sales Management. The purpose of the Institute is to provide an environment for the advancement of knowledge, practice, and appreciation of the retailing and sales professions.

ACTIVITIES OF THE INSTITUTE

The Institute would provide a point of interaction between all contingencies. Too often, the integration between theory and practice is tenuous. The Institute is designed to be a facilitator of this integration. Integration would be achieved by providing a means for businesses, students and academics to work jointly in the retailing and sales areas. Businesses would find that the Institute provides them with opportunities for attracting well-educated prospective employees. The Institute would also provide opportunities for training seminars and research concerning practical problems. Students would discover that the Institute is an excellent place to learn about the retailing and sales fields, develop practical skills, and to obtain either short-term or long-term career opportunities. Faculty could be involved by participating in the Institute's seminars (as students or as leaders), by making contact with the various businesses involved in the Institute, and as a result of this contact perhaps discover opportunities for research.

PLAN OF ACTION FOR THE DEVELOPMENT OF THE INSTITUTE

1. Obtain approval from SMSU administration to explore the development of the Institute.
2. Visit selected Institutes/Centers to determine their operations and further refine the proposal and operations of the Institute.
3. Solicit funding for the Institute from businesses.
4. Develop an advisory board from the list of sponsors.
5. Write grant proposals for the Institute.

IMPACT OF THE RETAILING AND SELLING INSTITUTE ON SELECTED PARTICIPANTS

Impact on SMSU; the College of Business and the Department of Marketing

1. **Exposure/Image**

SMSU will confer the first Retailing and Selling Institutes in the United States. This will provide the University, the College and the Department with a high level of visibility in the professional community. Since numerous students obtain their initial employment in either retailing or sales, and since their success in these positions often dictates their future in business, the Institute will provide the University with the opportunity to be well-respected and well-known in a practical endeavor that has major financial implications for business.

2. **Relationship with industry**

Since a the RSI will be practically based, it seems that it is necessary to have a high level of involvement and guidance from industry participants. Thus, an Advisory Board consisting of prominent members of the business community and other members of the SMSU community would be created. This would allow SMSU to attain a level of exposure and contact that may facilitate a relationship with the Institute's participants that extends beyond the initial intentions of the Institute.

3. **Relationship with Alumni**

Alumni of SMSU who participate in the program may recognize and appreciate the efforts that SMSU, the College, and the Department of MQA have taken to help enable them to obtain employment and be successful in their chosen endeavors. As a result of this recognition and appreciation, they may be willing to offer their support to the university in financial and nonfinancial ways.

4. **Recruitment of Students**

Publicity, corporate recognition, and academic reputation should all be enhanced by the creation of the RSI. Thus, the Institute may be used as a very viable recruiting tool for both the University and the College of Business.

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