Marketing Management Association
2002 Educators' Conference Proceedings

Steve Corbin and Larry Zigler, Co-Editors
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Marketing Management Association

ACKNOWLEDGMENTS

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September 26–27, 2002, Memphis, Tennessee

We are grateful for the financial support provided to the conference by our co-sponsors, McGraw-Hill/Irwin and South-Western/ThomsonLearning. We also appreciate the time and effort expended by the 2002 Program Committee in order to make this year's program successful. Special thanks are expressed to the individual efforts of Marie Steinhoff, Proceedings Manager! The Harrison College of Business, Southeast Missouri State University continues to provide support to this conference and we are grateful for their participation. Kudos are extended for the support offered by the Co-Editors' and Co-Chairs' employers, University of Northern Iowa and Highland Community College. Finally, we greatly appreciate all those who are participating in this year's conference as presenters and participants; thank you! Founded by Peter Gordon seven years ago, the primary focus of the Fall Educators' Conference has been and continues to be to enhance the quality of teaching in all business disciplines in an informal atmosphere, conducive to discussion.

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

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- The title of the paper should appear on the first page of the manuscript, followed by a 100-word abstract, single-spaced. The remainder of the paper should be double-spaced and should adhere to the reference style used by the *Joumal of Marketing*.
- Papers must not have been published or accepted for publication elsewhere or be currently under any other review. A statement to this effect should appear in the cover letter or transmittal e-mail.
- A self-addressed, stamped post card should be included with each paper or proposal submitted by mail. This card will be used to confirm receipt of the submission.
- For all accepted papers, at least one author must pre-register and attend the 2003 conference to present the paper. Authors of accepted papers must agree to return the revised papers on a diskette to the editor of the Proceedings.
- Submit your work to only one track. If you are unsure of which track, send your paper to Dr. Brian Engelland, conference program chair (see contact information below).
- To volunteer as a paper reviewer, discussant or session chair, please contact the appropriate track chair.

DIRECT ALL QUESTIONS ABOUT THE CONFERENCE PROGRAM TO:

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CORPORATE FINANCE: THEORY VERSUS PRACTICE

Lyle Bowlin, Southeastern College

One of the common complaints about corporate finance classes is that the material covered in the classroom is very different from the skills needed by today's financial officers. In fact, a recent article (Copeland 2002) addresses these very concerns.

While it is important for students to understand the principles underlying net present value it is even more important today to spend time teaching students to think in terms of investment programs over time and not focus on comparing mutually exclusive projects one at a time.

A discussion of real options is a relatively easy way to meet these needs. Real options analysis is easy to teach today with the understanding of algebra and an Excel spreadsheet. Incorporating this into the classroom helps students understand the value of flexibility in the face of risk and uncertainty.

The next issue that needs to be tackled in the classroom involves performance measurement. Why spend a significant amount of time teaching a dividend pricing model that was never particularly relevant. Firm value is created when company performance exceeds expectations. Take time to go over how a firm finds the hurdle rate for capital budgeting projects as this is the foundation of corporate budgeting theory, but don't neglect to spend class time going over how stock prices will react to performance relative to expectations and not by some technically defined spread over the cost of capital.

Lastly, we need to spend more time on discussing risk management. It is important to cover capital structure issues and investment decisions but recognize these decisions to not occur in isolation. In fact, it is imperative that we add the notion of hedging to this topic. If we assume that value maximization is the goal of the firm then the expected benefit of any hedging a firm does should exceed the expected cost. Once we broach this topic it is much easier for students to understand why the derivatives market has exploded over the past 15 years.

Lastly, adequate time needs to be budgeted each term to cover the topic of working capital management in more detail than is typical. This topic is under represented in most textbooks today and therefore does not receive much attention in the first corporate finance class. However, any student who will ever have to make decisions about extending trade credit to customers should be able to do more than just look up the client's Dun and Bradstreet. A firm can accept a lower credit rating for trade credit if the product line is very profitable for the company. This is an important point to make for all majors.

The prescription offered in this article means that class time must be spent going beyond the topics discussed in corporate finance textbooks on the market. However, our students will have a better understanding of how finance can be applied and not just memorize how to punch in a time value of money problem into their calculators or how to manipulate an Excel spreadsheet.

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TEACHING BUSINESS ETHICS IN THESE TROUBLED TIMES: TEN POINTS

John Cherry, Southeast Missouri State University

Some of my students in Business and Ethics, especially the brighter ones with a thorough grasp of the neoclassical economics we teach, become very impatient sooner or later in the course. I can see them thinking: if these things are so WRONG, then such activities of course won't be sustainable from an economic standpoint, and we can expect to see less of them. So why do we need ethics? Ulrich and Thielemann (1993) call this tendency among businesspersons to see their activities as autonomous and *ethics-free* "metaphysical economism," with its best-known exponent being Milton Friedman (1970). Unfortunately recent events once again leave us to conclude that the invisible hand is not as free to operate as we would like it to be: *laissez faire* sometime requires a little help.

Putting ethics back into business instruction is not as simple as it seems however, because so often the theories and their development seem arcane to our students. Occasionally, the abstract principles we teach in ethics need concrete examples as proof of their value. With that in mind, below are several concrete applications of ethics arcana.

1. *Utilitarianism:* While the relationship between business financial performance and good ethics is spotty, the effect of bad ethics on share prices will kill you. This point needs no elaborating, 2002 has already produced about a dozen very good examples of this.

2. *Kant's First Categorical Imperative:* we teach that it is illogical to tell a lie, because if everyone did this, then (in the long run) no one would have any reason to believe anything our accountants say, and lying would therefore be pointless. As Keynes famously observed: ". . . well, in the long run we'll all be dead." Kant's law is not a universal truth, but a contingent one – a matter of SEC enforcement. Also this is the best possible example of the fallacy of economism: nothing stays the invisible hand more effectively than the document shredder.

3. *Quality of Living (QOL):* In Chapter I of Principles of Marketing, we always establish two things: (1) Marketing delivers a standard of living to society, and (2) it is founded on the concept of "exchange" or an informed transaction that leaves both parties better off. Do business decision makers sometimes choose *for us* with respect to food additives, pharmaceutical products, and product safety, with "ends-in-view" that have nothing to do with improving our standard of living? What's free about a market where local authorities in California can't ban MTBE from gasoline?

4. *Kant's Second Categorical Imperative:* never use another person as a means to an end. Persons are intrinsically good, and should be considered as ends in themselves. Each and every exchange should leave the buyer/shareholders and the seller better off. If allegations about Enron's manipulation of utility prices in California in 2001 are true, however disturbing, they show students precisely why Kant's second law is so important.

5. *Rawls' Original Position:* Participants in a process where gains and losses are distributed unequally, but in a reasonably fair manner (i.e., the labor market, higher education) are willing to continue their participation if they feel that distributional justice is present, or when they get their Cs. In other words, they can't know beforehand whether their starting salary/grade will be high or not so high, but are "okay" with inequities if the difference between the salaries of say, an airline pilot and a baggage handler, or between a "star" and an average sales rep reflect real differences in skill, responsibility, performance, and training. While insider trading and golden parachutes provide a tasteful and elegant décor to accentuate any lifestyle, they are hurtful to the public's sense of justice in the marketplace.

6. *Kant's First Categorical Imperative* (again): If it's true then why do advertisers continue to lie, deceive, and use weasel words if it is self-defeating? Reason is that consumers have short memories, and the long-run operation of *KFCI* won't show up in the balance sheet for another three quarters, if at all. In a market where Charles Revson sells hope, hopeful consumers will remain faithful – even credulous – after being jilted almost on a daily basis. That's why they call gambling "gaming" and the lottery is positioned as "fun and excitement." Common sense, pivotal to

Kant's formulation, as we all know, is a rare commodity.

7. *Organizational Ethical Climate/Egoism:* In a recent New Yorker article, Malcolm Gladwell (2002) discusses *The Talent Myth.* Enron apparently was a prime example of some management precepts which fit neatly with the economism way of thinking: hire the very best MBAs from the best schools, pay them more than they're worth, and leave them alone to pursue special projects. In other words, to think outside the box, trading in broadband futures, creating accounting profits, etc. As Gladwell concludes, if everyone is supposed to think outside the box, maybe the box needs fixing.

8. *Bribery and Facilitating Payments:* Promotional Push strategies are a well-recognized part of any marketer's promotional budget; for many industries, they far surpass promotional activities such as consumer advertising and sales promotion. Companies must be careful that their push strategies don't trump or sidestep regulatory procedures.

9. *Public Relations:* Students should understand that public relations is more than window-dressing. Every organization engaged in ethically sensitive operations should have an independent Public Relations Counsel who should be the most ethical person in the firm.

10. *Most Marketers Don't Do These Things.* And while they're not doing these things, they're going to have to continue not doing them for quite some time to recover their portfolio losses, and more important to restore the confidence of consumers and investors. For many, this literally means delaying retirement for several years.

It's probably not realistic to attribute the miserable performance of the stock market and the sluggish economy solely to an ethical malaise in corporate America. To examine the full scope of the problems however, and to wait for answers, is not a luxury that business in America has time for. A recent discussion within the marketing community – via its ELMAR list server – called special attention to the responsibilities (and failures of) business ethics educators. The discussion is refreshing, but it's only a beginning: as someone observed elsewhere "we've only scratched the tip of the iceberg."

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TAKING SIDES IN THE CLASSROOM: HARNESSING CRITICAL THINKING IN CONTEMPORARY MARKETING CURRICULA

Abhijit Roy, Loyola College in MD

EXTENDED ABSTRACT

The paper argues that the essence of critical thinking and fostering open dialogue regarding controversial marketing issues should be an integral part of any marketing curriculum. Even the latest edition of one of the best textbooks on marketing by Kotler (2003) has a section at the end of each chapter on "Marketing Debates." Bestsellers like Clancy and Krieg (2001) focus on counter-intuitive marketing strategies that are likely to work better than conventional ones.

Such issues are perhaps best synthesized in Macchiette and Roy's (2001) "Taking Sides: Clashing Views on Controversial Issues in Marketing." The purpose of the book is to involve the reader in a spirited debate concerning macro-marketing issues that are not only fundamental to our discipline, but also germane to our lives as consumers, concerned citizens, and future practitioners.

The issues are basically of two types. Some raise the debate of appropriate descriptive strategic choice issues such as "Is Relationship Marketing a Tenable Concept?" "Has the "Keep It Simple" Concept become "All Change, All the Time?" "Does Cause-Related Marketing Benefit All Stakeholders?" "Will E-Commerce Eliminate Traditional Intermediaries?" "Is Communications Technology 'Death of the Salesman'?" "Are Consumers Dominating the Balance of Power in the Marketplace?" and "Is the Traditional Development of Brand Loyalty Dying?" as some examples.

Others debates have a normative and ethical focus which raises the issue of right vs. wrong. Such examples are: "Should Classrooms be Commercial-Free Zones?" "Should Marketers Target Vulnerable Groups?" "Are Marketers Culpable for the Culture of Violence?" "Should Alcohol Advertising Be Regulated Further?" "Is It Appropriate for the Government to Market Lotteries?" and "Is the Practice of Multilevel Marketing Legitimate?"

We conclude by proposing why a controversial issues discussion should be an important element of any marketing curriculum and suggest methods and formats of conducting such discussion as proposed by Kelly (1989) and Stradling (1984). Evaluation and grading formats as well as flowcharts for instructors using debate formats are also provided.

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CURRENT EVENTS FOR RESEARCH PROJECTS: THE CASE OF SEPTEMBER 11TH AND CONSUMER BEHAVIOR

Michelle B. Kunz, Morehead State University

I'm always looking for ways to generate student interest in a class research project. The obstacles I face are finding topics or projects which provide sufficient research effort for the students to actually "work" through the assignment, while still engaging the students in the discovery process and making the connection with the course content. Not only do I become bored with the same old topics during consecutive terms, I do not want to make it too easy for students to recycle previous semesters' papers. Thus, each semester I attempt to devise something new, interesting, and relevant to the course. Sometimes it proves relatively successful, while other times the experience seems to require greater effort than the resultant student learning gained.

As I discussed my personal travel experiences during the fall of 2001, I stumbled upon the "Ali Hah!" factor. My first conference travel was a flight one after the September 11th attacks. Why not investigate attitudes and opinions of consumers regarding travel and flying post September 11th? Upon returning to class following a trip, I was frequently citing examples of my "opinions and perceptions" regarding safety practices at various airports when I traveled. No one could miss the frequent news items appearing at a minimum once a week in the newspaper regarding security measures, or consumers' fear of flying, or changes in recreational activities, etc. This list goes on and on. So I decided this was worth a try in my spring semester Consumer Behavior class. Why not have the students themselves investigate how consumers perceived air and other forms of travel, and how had they changed their consumption behavior?

With my plans to travel again in the spring for several conferences, I introduced the topic in the first week of the semester. I approached the project in much the same way I had during previous semesters. I basically gave the students an overall objective of surveying a convenience sample of consumers, with the intent of determining how or if they had changed their travel patterns and behaviors after September 11th. In addition, the student teams would need to research some background information regarding the current status of the travel industry and air safety regulations and restrictions. As with previous semesters, students submitted intermittent progress reports on their research work, and teams took some in-class time to consult with their teammates, and with the instructor regarding how to progress through the project. The culmination of the assignment was a team research paper and presentation to the class. It quickly became evident what an impact September 11th had on students, as I watched their presentations, and the phenomenal level of multi-media enhancement many teams had employed in their presentations. Following the week of presentations, we had a "debriefing" day on the project's effectiveness. This was really a behemoth project as I presented it to the class. Just trying to get a handle on the background information was overwhelming. Should the student examine air travel regulations, the travel industry's statistics, and hospitality and tourism numbers? I really needed to divide this portion of the project into more manageable units and then assign teams to specific topics. I also allowed the students to devise their own survey instruments, while having all teams include some specific items and address certain questions. However, this rather open format resulted in difficulty reporting the findings, as teams didn't really understand what data they had, or how to analyze it. Furthermore, it was virtually impossible to make comparison across the teams' results. This debriefing session proved very beneficial for both the students and myself. It provided clarification of the research papers and reports, while providing me with the opportunity to refine and revise the project format for future classes. Thus, when I taught Consumer Behavior again during the four-week summer term, I decided to refine this project, and see if I could provide the students with a good learning experience, relative to the course and its topics, while not overwhelming them with a full-blown research project in a shortened summer term.

This time, I divided the background research into areas and assigned one team to each. This interim report was actually delivered as a preliminary research paper to the class, which provided all the students with the necessary background on federal/government regulations and agencies, air travel safety restrictions, and consumer travel statistics since September 11th. This time I designed the survey instrument for the students to use when they surveyed their sample subjects. Again, I allowed them a convenience sample, but set a higher minimum number

of responses. As I designed the survey, I included general demographic items as well as attitudinal and behavioral questions. This is when I finally discovered how I should have been developing research projects all along!! I set up Likert and semantic differential scales to measure affective, cognitive and behavioral components of attitudes. Additionally the survey captured business and pleasure travel habits, as well as future intended behaviors. As the teams presented the results of their research, they effectively made links between various aspects of class discussion with the results of the survey. Additionally, the teams made comparisons of results and findings across the various team's reports based upon age and occupation characteristics of their respondents.

As I conducted the debriefing of the summer class projects, I was able to discuss age cohorts, occupation and lifestyle segmentation, elaboration of attitudinal components and behavioral responses, internal and external influences on consumer behavior and attitudes, as well as address market regulation. Finally, the project integrated perception, memory, situational influences, and the overall consumer decision process. While I don't think it's terribly practical to fully integrate every component of the semester course content, this project provided good coverage. In addition, background research information was readily available, so students didn't get bogged down with finding pertinent resource information for the background portion of the project.

In conclusion, the enthusiasm exhibited by the spring term students encouraged me to further refine and develop this project. As a result, I think I've now found a "hook" to developing research projects for future classes. In particular, making a link with something current in the lives of students, definitely encouraged their engagement in the project. While September 11th was an event the magnitude we hope to never see again, I believe other events, perhaps even regional happenings, could be developed in much the same way.

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THE TRINITY OF TEACHING, RESEARCH, AND SERVICE: DO WE WORSHIP FALSE GODS FOR PROMOTION AND TENURE?

Frederick B. Hoyt, Illinois Wesleyan University

Like most universities, mine believes in the trinity for promotion of teaching, research, and service. The handbook language reads: "Faculty members are evaluated for tenure on the basis of competence and experience in classroom teaching and responsibilities associated with classroom teaching, completion of professional training, scholarly/artistic ability and achievement, and constructive contribution to the University."

The question we wish to raise is whether this trinity consists of false gods.

Take teaching. We have spent almost as much time trying to identify good teaching as we have (academically speaking) quality, with similar results. Perhaps we know it when we see it – but have we ever seen good teaching? On faith, we believe it exists – and thus we pray for promotion and tenure committees, students and alumni to believe we have it

Service? Committees (and senior administrators) can tell if you are on committees, and truth be told, there might be precious few who take on committee work without the promise of promotion in the hereafter. Have you noticed how many committee slots go begging after faculty get to the promised land (tenure)? Interestingly, professional work, such as being an officer in this organization, or advising student organizations, are not usually considered the quick route to heaven.

Scholarly ability? As with teaching, we identify quality journals, and give relatively short shrift to conferences and other venues where there may be more interaction – and dare we say it, more learning? Frequently, there is a number of "hits" in top tier journals to transubstantiate from mortal to god-like.

Ask a basic question: how many articles get read? One of my favorite graduate school games was to think what books and articles might be placed in it to withstand the test of time.

Sobering Thoughts

We do not wish readers to believe we favor philistines or irresponsible faculty behavior. Rather, we wish to question the status quo. After all, as the ministers remind us, without questioning, there is no faith.

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INTERNATIONAL MARKETING VIA THE INTERNET: SUCCESS OR FAILURE?

Katharine A. Bohley, University of Indianapolis

The first two years of using the Internet as a tool in this International Marketing, Claris Home Page was used to provide a collection of web resources to ease the anguish of international research for the students. Providing an index of web resources for the students was an obvious time-saver for the students; however, it was a time – consuming task for the instructor to continually update the course web page. In the second year, students were required to provide web resources that would help their peers in their international research. This allowed students to share resources, but again, it took an enormous amount of time for the instructor to update the web pages on a weekly basis.

After two years of providing a starting point for students, the instructor was ready to increase the online interaction; hence, the implementation of a web-based conferencing tool, Alta Vista. Even though a web-based conferencing tool was implemented in the third year of teaching International Marketing, the resources on the former course web pages were still available for the students and students could update the web pages weekly for extra credit. With the availability of a web-based conferencing tool, the expectations were higher the group project, final marketing plan. Since the expectations of the project had increased tremendously, the students only met 85 percent of the time in the traditional classroom. Students did much of their research and communication online for the final project. The results were positive. The papers were of a much higher level of learning and the students were able to interact online asynchronously, which they enjoyed.

Since the students enjoyed and excelled using the web-based concerning tool, the use of the tool increased the following year to include detailed online discussions. With the addition of online discussions as a requirement for class, the students only met 75 percent in the traditional classroom setting. Even though, the instructor and students were satisfied with the tool, both were overwhelmed with the online requirements for the course.

In the following years, Blackboard was the main Internet tool for teaching and learning in this course; however, many additions to the online component occurred. Presently, course lecture notes in html, pdf, and MS Word provide the students with more resources. Students are to prepare before each class and to take a quiz online before each class, which raises the level of learning in class. Moreover, frequently asked questions are answered using Real Presenter and PowerPoint in order to incorporate videos of the instructor answering the questions online. Furthermore, each group has at least one international student in order to add different perspective to the online discussions.

In conclusion, creating an online component to your course can be effective. It is essential to take small steps to determine what mix of online requirements and in-class requirements works for you as an instructor, for your students, and for your educational institution. Teaching and learning online is definitely more work for the instructor and the students respectively; however, it raises the level of learning in the course.

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PROFILE OF MARKETING AND MANAGEMENT STUDY ABROAD

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ABSTRACT

This paper profiles the Marketing and Management Study Abroad Program for the University of Central Arkansas' College of Business Administration. The author has been conducting a study abroad program during the past eight years that includes visits to European Union countries and universities with which the College has student exchange agreements. The paper outlines the three phases of the student experience and explains how the program is administered.

This program has led to a very unique and rewarding experience for both the students and the author. It combines the theoretical with the practical. Student comments have been very favorable in regards to the travel, global business and cultural exposure. Many of the students taking advantage of this field study have left the College of Business saying it has been the "opportunity of a life time."

COURSE DESCRIPTION

During the last eight years, groups of students accompanied by the author have traveled to the European Union for a three-week study of the cultural aspect of marketing and management practices. In the five months prior to traveling to the European Union, the students meet once a month to study business etiquette, business communications and cultural differences. The students also review course expectations and discuss their personal goals.

Students either at the undergraduate or graduate level earn a total of six hours of college credit. Half of their total credit hours are earned in Special Topics in Marketing and the other three hours are earned for Special Topics in Management. Courses are divided into thirds while in Europe. One-third is classroom and textbook oriented, another third is spent visiting businesses and government agencies on field trips and the final third is spent participating in local cultural activities. Term papers are due two weeks after returning to the University.

The countries that are targeted for field studies are countries in which the University of Central Arkansas has a study abroad program exchange. These countries include the United Kingdom, France, Netherlands, Germany, and Ireland. Due to time restrictions, two to three of these countries are randomly selected each year to be studied by the students traveling during the May Intersession or during Summer I or II.

In addition to observing the countries' government bodies, businesses, universities, and the communities at large, students are assigned specific chapters from global marketing and international management textbooks. Once assigned a chapter, the student is then responsible for being the class discussion leader for that particular business topic. Their leadership must also include facilitating the class to discuss the similarities and differences in the way that the countries they have visited relate to American business on the national, state, and local level.

The students are also exposed to local university professors that offer guest lectures on the local business climate and culture. In addition to guest lectures, the students are given oral exams by the author during this classroom segment of the field study.

Small to medium sized businesses, as well as large corporations, are visited in the various countries. The local university in the selected country assists in selecting the most advantageous businesses for global learning. Students are exposed to manufacturing, retail, and service oriented businesses. The framework of the courses allows the students to interact with the management team, as well as the actual workers. The course also helps students realize the importance of understanding marketing differences, managerial strategies and the total work environment, as well.

From a cultural aspect, the students are given free time to explore other local businesses and to mingle socially with the community. In addition to the free time, the students are also given one free weekend to visit other countries or to further explore their host country. In the past, students have chosen to visit Buckingham Palace, Big Ben, Westminster Abbey, the Cliffs of Mohr, Blarney Castle, Dingle Peninsula, the Ring of Kerry, Eiffel Tower, the Louvre, Notre Dame Cathedral, Musee de Montmartre, the Hague, the World Court, Amsterdam, Rotterdam, Brussels, Van Gogh Museum, etc.

Upon the students return to the University of Central Arkansas, course requirements have the students creating two term papers the first being marketing related the other management related. The papers include the students' field study experiences, research on each of the functional areas of study. While the students are in the field study they are required to collect research data and items that will help them in the preparation for their papers.

This field study has led to a very unique and rewarding experience both for the students and the author. It combines the theoretical with the practical. Student comments have been very favorable in regards to the travel, global business and cultural exposure. Many of the students taking advantage of this field study have left the College of Business saying it has been the "opportunity of a life time."

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THE *WALL STREET JOURNAL* ANALYSIS: ONE ASSIGNMENT, MULTIPLE ASSESSMENTS

Nancy Danner Marlow, Eastern Illinois University

One of the major assignments I use in my senior level international marketing class is a student analysis of relevant articles in the *Wall Street Journal.* To complete this assignment students must read the *Wall Street Journal* on a regular basis – at least weekly. They select one international business-related article per week for a total of twelve articles. For each article they prepare a one or two page essay that briefly summarizes the article and thoroughly evaluates the relevance of the article to the material in the textbook. This assignment requires them to use critical thinking skills to synthesize information from the textbook, from class presentations, and from the news.

Students are required to submit this assignment periodically throughout the semester; I evaluate their analyses and make suggestions for improvements. At the end of the semester they are required to turn in these analyses as a written project. The final project is much more than merely stapling these twelve article analyses together. They are required to proofread, revise, edit, and rewrite; in addition, they are required to prepare a one to three page self-assessment of the project in which they discuss what they have learned from the assignment.

This project is used as an assessment tool at three different levels. First, it is used as a tool to assess what students have learned in the international marketing course. Second, this assignment is used in our assessment of the marketing major. Third, it is used at the University level as a tool to assess students' writing abilities.

ASSESSING LEARNING IN THE COURSE

Students are informed of the learning objectives for this assignment. In addition, they are provided with a scoring rubric for the assignment. This allows them the opportunity to determine how effective the project has been in allowing them to meet those learning objectives. In addition, I evaluate their learning as represented by this project.

Anecdotal evidence from the students suggests that the project has been successful in achieving the learning objectives. Most students report that the project has encouraged them to read the *Wall Street Journal*, to become aware of international economic issues, and to better understand the textbook material. An added benefit of this project is that it can be used semester after semester on a regular basis because it does not lend itself to recycling of previous projects.

ASSESSING THE MARKETING MAJOR

One of the goals for the marketing program at this University is that marketing majors should be able to recognize the integrated relationships among components of a marketing system.

Projects in each course assist in the development of a student's ability to integrate the components of marketing. All marketing professors prepare an evaluation of their respective projects in which they discuss the strengths, weaknesses, and overall success of the project.

It is expected that faculty will alter their projects to improve student learning, and, in fact, this project has been modified over the semesters in which it has been used. Further, faculty review of the projects and their relationship to the major encourages the creation of projects that are both relevant and thorough in providing an opportunity for students to achieve appropriate learning outcomes.

ASSESSING GENERAL EDUCATION GOALS AT THE UNIVERSITY LEVEL

One of the learning goals of general education at the University is that students will demonstrate the ability to write effectively. The assessment tool used in relation to this goal is the Electronic Writing Portfolio. Submissions to the writing portfolio consist of four essays:

- The first document comes from a writing-centered course in the General Education Curriculum – one of the basic freshman English courses.
- The second document comes from a writing intensive course at the 2000 level – either a general education course or a course in the major.

- The third document comes from an upper-division, writing-intensive course – either a general education course or a course in the major.

- The fourth document comes from the Senior Seminar (a writing-intensive General Education course).

One of the precepts underlying the use of writing-intensive courses in the major is that discipline-based writing is best taught – and most fully understood – in the context of the distinct goals and requirements of each discipline, though a fundamental understanding of the qualities of good writing can be introduced to all students in specialized writing classes.

In writing-intensive courses several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses the quality of students' writing should constitute no less than 35 percent of the final course grade. International marketing has been designated a writing-intensive course, and this assignment can meet the requirements for the third document in the Electronic Writing Portfolio.

As the emphasis on assessment continues to grow at Universities throughout the country, it is important for professors to develop assessment tools that are both relevant and useful. This assignment continues to be a valuable assessment tool for several purposes. It is useful in assessing student learning in the classroom as well as providing assessment measure for the marketing program and general education at the University level.

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TEACHING VALUES IN A ROUND-ABOUT WAY: THE VIRTUES OF STUDENT ORGANIZATIONS' COMMUNITY SERVICE PROJECTS

Janie R. Gregg, Mississippi University for Women

Almost every day *The Wall Street Journal* carries a new story of another company gone bad. It seems that the very foundation of our economy is eroding, largely due to the decline in business values. As business professors, what can we do to slow the process? There are several ways that we can work to tackle this seemingly run-away problem, but this session will discuss the merit of using community service projects as a part of student organization activities.

Most universities encourage their students to become part of the student business organizations which represent their fields and their scholarship, whether it be Phi Beta Lambda, Society for the Advancement of Management, Phi Kappa Phi or others. These organizations can have a profound usefulness in a student's career in many ways, but when these organizations teach ethical values and community spirit, the lessons can become priceless to the student in the future world of work (Nassutti 1998; Nigro 1998). Properly orchestrated and focused community service projects can have a profound impact on students by showing them how business people can give back to the community in positive ways.

Many different service projects can be used for a myriad of causes, but this session will discuss three different projects that are useful to three different recipient groups: animals, children and the elderly. Only the animal fundraiser is discussed here, but the other two, with time permitting, will be discussed in the session.

As student organization advisors, we are often approached by many worthy causes that would enjoin us in fund raising for their organization, but many times, the city's animal shelter is overlooked as a potentially needy institution. Animal shelters provide a valuable service to communities, but often are grossly underfunded, which causes them to prematurely dispose of animals that could be adopted. A student organization can choose to support a certain kind of animal (cats or dogs) or to support the shelter as a whole, but raising money can be easier than one would imagine. Almost every household in the USA has an animal, and many homes have several, making us one of the most animal-loving nations in the world. Most people are very proud of their pets and relish the thought of showing them off in many ways; so an animal show can be a lucrative fund raiser for a student organization to assemble to raise money for a shelter. Arguments abound about where this event should be held, but the shelter may be the best place to set up the show (if there is room), because participants get to see the shelter during the event and learn more about it. And, someone may want another animal, so the fund raiser could be good for adoption, as well.

These events should be scheduled during the fall when the weather is nice, and animals should be required to be caged or on a lease for their protection. Some of the most effective awards that should be given at the animal show are ribbons or small trophies for such categories as: best dressed dog/cat/other animal; pet-owner look-alikes; best animal trick; and cutest pet. Nominal entry fees should be charged, but owners should be required to bring canned or dry foods, animal toys or some other animal item as part of the entry fee. Participants should also be given printed information about the shelter to carry home.

Advertising will be key to this event, so the students need to prepare posters to display around town, announce the event in the local newspaper, and on the local tv and radio stations, and give out flyers at schools in the area. If possible, have the tv, radio, and newspaper present at the event for pictures and publicly announcing winners. This will build enthusiasm for future fundraisers for the shelter. Depending on the size of the community, a Saturday afternoon animal show can bring much enjoyment to everyone involved and raise a nice sum of money for the shelter.

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USES OF THE DISARMAMENT GAME: AN EXPERIENTIAL EXERCISE IN WAR OR PEACE

Tim R. Miller, University of Illinois at Springfield

In their textbook titled *An Experiential Approach to Organization Development* (5th ed., 1996, Prentice Hall), Don Harvey and Donald R. Brown outline a dynamic experiential exercise which I have conducted over 50 times in classroom and consulting situations with what I believe have been exceptional learning outcomes. In these pages I briefly outline the exercise and a few of its possible uses.

Procedures

- Students are placed into groups of four to eight members, with one student assigned as the leader/facilitator, two negotiators (which may be rotated through the game), and one recorder (to keep score as the game develops). Either myself or other students serve as referees, who help bring structure to the game (students never oversee or referee a team they belong to, however) by keeping events on schedule, verifying scoring, and communicating to the other group.

- Teams are paired off to play with (or "against") each other, acting as two countries with equal military capability (symbolized by 20 armed nuclear missiles at the outset of each game; each group receives 20 3x5 cards, each with a bold X – signifying that it is armed – on 1 side. Missiles that are disarmed during the game are flipped over). Teams are separated so they cannot see or hear one another during team deliberations.

- Before the exercise begins the instructor reviews procedures in a mass discussion with all players. Ideally, the written instructions are distributed a day earlier to lessen confusion and anxiety. Teams are advised that the goal of the exercise is for each team to make as much money from the scoring as is possible, based on the strategy they employ.

- Each game is composed of a series of ten 2-minute periods called "moves," during which students working in their teams must quickly make two decisions. Decision 1: Do they want to disarm one or two missiles (no more) or none? With each game consisting of ten 2-minute "moves," it is therefore possible for teams to completely disarm across the game; or not, depending on the strategy employed. Decision 2: Each team decides whether they want to negotiate with <u>or</u> attack the other team (they may not do both during a given "move" period), <u>or</u> neither (Note: at the end of moves 3, 6, and 9 teams must negotiate and may not attack, although teams may attack during any other move, even at the end of "move" ten, the end of the game). At the end of each move, the student recorder writes down the teams decisions on a score sheet, including the number of actual armed missiles they have after that move (flipping 3x5 cards accordingly, bringing a sense of visual power to team members as they make their decisions regarding disarmament).

  When both teams decide to negotiate and so instruct the referees (as required for moves 3, 6, and 9), the referees ask the two negotiators from each team to join them for an additional two minute negotiation at a neutral site (e.g., in the hallway) away from their teams. These two minute negotiations are additional insertions between the scheduled "moves." Negotiators meet for brief conversations, then, which is where the primary "dynamics" of the exercise take place. After two minutes, referees send the negotiators back to their respective teams to begin the next scheduled move.

  After the instructor's review of the exercise and response to questions, teams are given an additional 15 minutes before move one to plan strategy, assign roles, and generally get organized.

- The exercise ends in one of two ways.

  If either team attacks the other (by telling the referees they are doing so), the game ends and scoring takes place. With an attack, the advantage is to have more armed missiles than the other team has (according to

the official numbers on the recorder's score sheet for each team, as verified by the referee after each move. Notice, this is the scoring reality, regardless of what negotiators have said during negotiation). The team with the advantage receives $.50 per armed missile over that of the competing team. e.g., Team A attacks at the end of move eight and has 20 armed missiles. Team B has disarmed two missiles each move and has four armed missiles. Twenty – 4 is a difference of 16. Sixteen X $.50 means Team A makes $8.00 while Team B loses $8.00. If there is an attack and both teams have the same number of armed missiles, both teams lose $.50.

The game also ends at the completion of move 10, if neither side attacks the other. In that case scoring is done within each team, the advantage being to have more disarmed missiles than armed missiles. Each team compares their own number of armed and disarmed missiles, receiving $.20 for each disarmed missile over the number of armed missiles, e.g., Team A has disarmed two missiles each move, producing 20 disarmed missiles at the end of move ten (no attacks took place). Twenty X $.20 means Team A made a profit of $4.00. Team B was more hesitant in their strategy and ended with 12 disarmed and eight armed missiles. The difference is 4. Four X $.20 = a profit of $.80.

- When the first game ends, we take a 10 minute break. Afterward, we play a second and third game, beginning each time with 20 armed missiles. The scores (profit or loss) from the previous games carry over as the "history" of the team or country.

- Instructor led debriefing should follow.

Comments

For my instructional purposes, this exercise is outstanding. It produces a lively – and regularly powerful – session, indeed. Students become actively engaged participants in events. And, rest assured, they "pick up" the game rather easily. It is simpler than it appears at first glance.

The Disarmament Game (which parallels the X's and O's game of an earlier era) can be easily adapted to compliment any number of learning components on topics such as ethics, trust and trustworthiness, and competition, conflict, and decision making. In particular:

- I have long used the exercise to establish a reasonable amount of real conflict between groups in order to set up family group diagnostic and team-building sessions in my management courses on organization development.

- The exercise readily sets up a learning experience on a range of ethical issues, particularly the consequences of the loss of trust. During 15-minute team strategy sessions at the outset of the game, students quickly realize that they can meet the objective of "making money" by disarming but that they, like their counterparts, can make <u>more</u> profit (at least in the first game) by being deceptive (i.e., lying) in falsely claiming to be disarming. Note: participants may not show the other team their official score sheet during negotiation; negotiations are entirely based in trust, without any firm verification of what negotiators pledge.

  In my opinion and experience, the foremost power of the exercise for students is in the feelings generated from being lied to. Note, too, that participants do not merely listen to a lecture on trust (although I regularly do summarize Stephen Covey's ideas on building trust from *The 7 Habits of Highly Effective People*). They experience first hand what it feels like to lie or be lied to, all in a safe context. Over the years, I have received dozens of letters, cards and phone calls from students after the exercise telling me that this experience with trust and trustworthiness has caused them to reevaluate their philosophy of management and public service. It seems to me like a natural exercise regarding ethics and the loss of trust for students of marketing.

- Another use of the exercise I have successfully employed it in is to explore the nature of competition. Here I have led a discussion, with corresponding lecture material taken from Alfie Kohn's *No Contest: The Case Against Competition*.

- The game is also useful in setting up discussions of organization goal setting, decision making, and culture. In particular, I emphasize that the stated goal of making a profit can be accomplished by working together or "defeating" the other team. This is the potential competitive dynamic mentioned above. As a goal-setting and cultural matter, the game sets up the experience of people within and across teams saying and even believing that they are pursuing unified or agreed upon goals, when in fact some people are pursuing profit regardless of what the other teams are doing, while other people are simultaneously pursuing profit by defeating competitors. Students experience the fact that members of organizations may take it for granted that they are pursuing the same organizational and cultural goals, when in fact they are not.

Overall, I have had a series of positive experiences with the Disarmament Game and encourage your consideration of it as well. For a more complete set of instructions, contact me or the publisher directly.

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ENHANCING MARKETING EDUCATION WITH SAP R3

Randi Priluck, Pace University

SAP is a software program used for Enterprise Resource Planning (ERP) in companies such as Gillette, Nike, Unilever, Kodak, Pratt and Whitney, and many more. An ERP system is defined as "an enterprise-wide application software that can provide a centralized repository of information for the massive amount of transactional detail generated daily. It integrates core business processes from planning to production, distribution and sales" (Turban et al. 1999, p. 226).[1]

The purpose of this paper is to discuss a method for integrating SAP into marketing courses to help students understand distribution and the "back end" of marketing systems.

Over 30 Universities have adopted SAP to teach students to work with the software to prepare them for the working world. Most applications of SAP in schools are in the area of accounting as many firms have moved their accounting systems to SAP for record keeping. However, SAP also has a sales and distribution component that can be taught to students within the marketing curriculum.

In order to teach SAP in a course the school must buy the program and the IDES database from SAP and provide access to faculty members. The IDES database is SAP's training tool for teaching their own clients the system. It is a relational database which consists of information pertaining to a fictitious motorcycle parts company that can be accessed by faculty to create demonstrations and exercises for students.

Faculty who wish to use SAP in a course have to be trained to understand how the database works and how to maneuver within IDES. Additionally, faculty must test the system to make sure that they are able to create sales orders and perform other operations. Since the system is role based faculty may be assigned to limited roles and they must check to make sure they have adequate access to run key aspects of the software.

The first step is to create a sales order. This can be done in class with students, but must be tested in advance so the teacher knows which sales organizations, sales areas and distribution centers are available in the system. The teacher may have to try a number of different configurations because SAP does not provide information about exactly which transactions are possible and how to execute them.

The teacher can lead the students through the SAP menus to explain how a company would handle the distribution process from the moment the customer calls in an order through the point where the payment is made. The steps that are outlined in the menu are: sales order, outbound delivery, picking, packing, shipping, shipping point, post goods issue, and accounts receivable. Another option is to create a series of exercises for students to complete using the SAP system. This requires that students have access to a computer with SAP.

How do students feel about learning SAP? Do they feel they better understand the distribution process because of the SAP demonstration? Twenty-eight students in a Principles of Marketing course responded to a short survey regarding SAP after the professor demonstrated SAP in class. Most of their reactions were fairly neutral. While they felt that SAP is useful to organizations (3.9/5.0) and would like to learn more about it (3.8/5.0), they were not enthusiastic about the idea of working with SAP in their careers. Further, when asked if they used SAP to answer an open ended question regarding distribution on the final exam, most indicated that they did not. Students in a graduate class who did a series of exercises using SAP were more satisfied with the learning experience. In conclusion I recommend that when you teach SAP you use the hands on approach of creating exercises and having students complete them. Additionally, I found SAP was more appreciated at the graduate level than at the undergraduate level. More research is required to determine student response to SAP.

ENDNOTE

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STUDENT RESPONSES TO A VIRTUAL CLASS

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ABSTRACT

The chat room can be an effective method for introducing technology into a course. Chat rooms have been found to increase communication between students and faculty, particularly among quieter students. Some preparation is involved in teaching in a chat room including: making sure all students can log on, developing team assignments, practicing with the software and reminding students often. The research presented examines student responses to a chat room class that was held when the professor was at a conference. Students were asked to meet with their teams to work on an assignment and to log on to Blackboard to discuss the assignment with the professor. In the following class the students responded to a short survey. The results indicated that students enjoyed the chat room, but would not prefer this as a teaching method over a regular class with the instructor. However, it was an effective method for covering a class as most students attended and indicated they liked the chat room more than meeting with a substitute teacher.

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CORPORATE WEBSITES AS A VALUABLE TOOL TO TEACH MARKETING MANAGEMENT COURSES

Rene Desborde, Kentucky State University
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ABSTRACT

Market-oriented strategic planning, i.e., the process of developing and maintaining an optimum fit between the organization's objectives, skills, and resources and its changing market opportunities is arguably one of the most important concepts to master in a marketing management course. This paper demonstrates how the "Company History" section of many corporate websites can be used to vividly illustrate the challenges and opportunities faced by management over time, thus providing students with the ability to witness and reflect on the dynamics of a constantly changing environment and its implications. The web based history of at least two well known companies is presented and discussed. Emphasis is placed on identifying information and events relevant to the market-oriented strategic planning process, and it is argued that such an approach is particularly valuable when students are assigned cases to analyze.

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ACADEMIC ETHICS WEBSITES: RESOURCES FOR INTEGRATING ETHICS INTO THE BUSINESS CURRICULUM

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ABSTRACT

Stories like WorldCom and Enron dominating the news illustrate the crying need for the improvement of ethical behavior in business. As strong a case as these companies make for the development of moral integrity in our future business leaders, the real blow to confidence in the trustworthiness of financial reporting was the indictment and subsequent conviction of Arthur Andersen, the example of integrity in business. The importance of ethical behavior among business people will only increase in importance because the success of a market economy depends upon the trust of the participants.

As the negative consequences of unethical behavior are felt in the devaluing of the economy, the treatment of ethics in business in higher education needs to be examined. Pressure to incorporate ethics education into the business curriculum will increase. This paper addresses a valuable set of resources, academic websites, which can be of great value to those integrating ethics into a business curriculum.

INTRODUCTION

Stories like WorldCom and Enron dominating the news illustrate the crying need for the improvement of ethical behavior in business. As strong a case as these companies make for the development of moral integrity in our future business leaders, the real blow to confidence in the trustworthiness of financial reporting was the indictment and subsequent conviction of Arthur Andersen, the example of integrity in business. The importance of ethical behavior among business people will only increase in importance because the success of a market economy depends upon the trust of the participants.

As the negative consequences of unethical behavior are felt in the devaluing of the economy, the treatment of ethics in business in higher education needs to be examined. Pressure to incorporate ethics education into the business curriculum will increase. This paper addresses a valuable set of resources, academic websites, which can be of great value to those integrating ethics into a business curriculum.

IMPORTANCE

The subject of ethics has developed over centuries, but only recently has *business ethics* **emerged as a distinct inquiry (**http://roger.babson.edu/ethics/). The importance of integrating ethics in the business curriculum is recognized in the literature (Hanson 1987; Hoffman and Monroe 1982; Hatton 1996; Martin 2001). With the growth of electronic commerce and Internet-based business activities, new ethical issues are arising that need to be addressed in the business programs (Silverstein 2000). The literature reflects that incorporating ethics into the business curriculum is an international issue, as important in Hong Kong (Chi-Kim 1998) and Australia (Stewart and Felicetti 1996) as in the United States.

RESEARCH DESIGN

This exploratory study sought to discover the best websites to support teaching business ethics at the university level. The study includes only academic websites. The starting point of the study was Urbancic's (1998) article that analyzes ethics websites. Since 1998 is considered ancient history in cyberspace time, updating of the links to ethics websites in the article is an important contribution to accessing easily the information on the Web. This study focused on business ethics sites, rather than including general ethics sites. Several other sites, St. Louis University (http://ecbe.slu.edu/), Harvard University (http://www.ethicsandbusiness.edu) and the University of British Columbia (http://www.ethics.ubc), provided the avenue of examining more websites through their great links to business ethics sites. Below are the websites included in the study, and information on the content of the site. Every effort has been made to give accurate Internet addresses however, the rapid changes made to websites, including locations, may result in some unusable addresses.

DISCUSSION

When developing an ethics course or an ethics module to integrate into a business course, the resources on the Web have sample course syllabi and extensive descriptions of courses that can be very helpful. On Wharton's website

there is a discussion on the process of incorporating ethics into various disciplines including accounting and marketing (http://ethics.wharton.upenn.edu/Home.html).

Various pedagogical approaches may be enhanced by use of Internet resources. **The available resources on the Internet can provide a means to combine study of ethical principles with the case method (**http://roger.babson.edu/ethics/). Case studies are a useful technique for incorporating ethics into business curriculum (Urbancic 1998) since they provide a means for the students to discuss complex issues, apply their knowledge of ethics to a problem.

Other tools are available on the Web. Several sites have essays that could be assigned as readings, videos, and discussion forums. Timeliness is one of the greatest potential values that the Internet can bring to the teaching of ethics. Several sites have the latest ethics news posted on them. At the Santa Clara University, Markkula Center for Applied Ethics website, (http://www.scu.edu/ethics/) one finds articles, cases, and briefings in business ethics, technology ethics; and ethical perspectives on the news. These materials are worthwhile additions to many courses.

IMPLICATIONS

Business ethics is important to business managers, marketers, and professional services. The explosion of news of the many incidents of serious breaches of ethics and criminal acts by business people leads to the logical conclusion that something has gone wrong. The business school has some responsibility for developing an awareness in the student of ethical decision-making.The academic community must look to the curriculum, and evaluate the ethics content in the business courses. Professors need ethics resources for effective teaching. The Internet provides information on actual ethical situations in a timely manner. Dealing with real issues that are today's front-page news can enliven the interest of the students in a class. Identifying what the best websites have to offer is valuable to the professor who is designing a module, or a course in business ethics.

Future research is needed in the area of non-academic ethics websites. There are many sites such as, the Better Business Bureau that can be a great resource for the ethics course in the business curriculum.

CONCLUSION

This paper provides a resource for the professor developing an ethics course or an ethics module in the business curriculum. Many of the sites identified and described have content, course information, and pedagogical tools such as, case studies, videos, and essays that can contribute to teaching ethics business.

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COVERAGE OF MARKETING IMPLEMENTATION IN MBA MARKETING CURRICULA FROM THE PERSPECTIVES OF MARKETING PROCESSES

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ABSTRACT

Over the years marketing curricula has focused on marketing strategy formulation at the expense of its implementation. The managerial notion that "execution could often be everything" does not seem to be reflected in curricula (Noble and Mokwa 1999). The extent to which marketing strategy implementation was covered in MBA marketing curricula was reported in a recent study. The study included a brief review of MBA marketing management course syllabi and textbooks. It found very little space allocated to marketing strategy implementation, at best, one short chapter in a typical marketing management textbook and one half of a three hour session out of a typical 14 week semester on the subject in MBA marketing management (Kono 2002).

The conventional model for marketing strategy implementation requires organizational structure, effective action planning, resources, metrics, and executive commitment (Piercy and Morgan 1994). It was pointed out that the conventional model did not fare well, because marketing activities, broken down from marketing strategies, are performed by employees throughout an enterprise, far beyond those in "marketing department." Poor execution of marketing strategy occurs for many reasons. A few of them are political power struggle, lack of knowledge on the value of other functions, and misaligned functional objectives. One way to improve the conventional model for strategy implementation, the author proposes, could be to consider recent progress in the process-based management approach (Johann 1995; Graham and LeBaron 1994; Melan 1992).

The author proposes an in-depth discussion of marketing processes in the MBA marketing curricula. The basic notion of process management would help equip MBA students with the knowledge and skills required to implement marketing strategy more efficiently and effectively. Many marketing processes cut across various functions and organizations both inside and outside an enterprise. This makes the marketing strategy implementation complex. The author proposes mandatory coverage of key marketing processes such as those for demand management, order management, customer service and relationship development. In addition, the coverage of other marketing processes such as these for new product development and integrated marketing communication is left to the needs of each marketing course and students.

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MODULARIZATION AND CUSTOMIZATION: A MANUFACTURING CONCEPT APPLIED TO GRADUATE EDUCATION

Beverly J. Jones, Kettering University
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In manufacturing, one of the most successful strategies is modularization; it allows firms to deliver products that are responsive to customer demands for delivery speed and can provide high levels of customization. An excellent example of such success comes from the operations of Dell Computers. Customers request a certain computer, in any of a wide variety of different configurations; customers actually can choose from a menu of options for keyboards, peripherals, memory, processing power, etc. to create their own customized, ideal computer. At that point, Dell pulls the components from its warehouse and assembles and ships the final product. How can Dell do this? It has that warehouse of modules available for customers; all it needs to do is pull and assemble the modularized components.

The challenge in today's world is to match the successful strategy employed by Dell in other areas, particularly in service organizations. Dell has been able to operate with low costs, standardized components, and scarce resources, but, at the same time, be exceptionally responsive to customer demand. At Kettering University, we are adapting the lessons learned from Dell and similar operations and applying the principles to graduate education. We are offering students the ability to earn customized degrees, highly articulated to their career/workplace needs, and at lower costs, despite our scarce resources. We use modularization in higher education.

At the present Kettering University offers a variety of Master of Science degrees. (We do not offer any MBA degrees because the university believes the M.S. degree relates better to our technically oriented undergraduate programs in engineering, science, and business. At the undergraduate level we only offer Bachelor of Science degrees.) The configuration of each degree has a similar structure: a base of prerequisites, a core of business-oriented course that meet accrediting guidelines for graduate management program, and modules of courses that allow students to take "a deeper dive" into a technically focused topic. Most of our students enter the graduate school with undergraduate degrees in Engineering.

Among the concentrations we offer students are Lean Manufacturing, Industrial Engineering, I.E. specialty topics, Mechanical Engineering specialty topics, and Automotive Engineering specialty topics.

For example, a student in the Master of Science in Engineering Management could choose to have a Lean Manufacturing Concentration. That student would take a total of ten classes after fulfilling the accrediting board's stipulated base of prerequisite classes. Six of the graduate level classes would be a module of graduate level business courses that all students in management-related M.S. programs take. The other three courses would be in the Lean concentration module; that module is comprised of a Lean Principles class, a Lean Tools class based primarily on laboratory work and simulation, and a capstone Lean Seminar related to implementation and supply base issues led by Executive Speakers. The Lean Manufacturing module is shared with students in the Masters of Science in Manufacturing Engineering program. Students also complete a Master's project related to their concentration. By the end of the year, students have a basic portfolio of business knowledge and a deeper understanding of their technical specialty to offer employers.

The same approach is used for our distance-based graduate programs, without the masters' project. Even though these courses are offered on videotape or through video streaming, their curriculum mimics the modularization of the full-time, on-campus degrees. Through Kettering, students can earn a Masters of Science in Manufacturing Management, and Operations Management; they can also earn Kettering degrees in Manufacturing Operations through General Motors and Delphi. All these programs use the basic package of prerequisites, core business courses, and technically specialized modules. All programs that focus with the term "management" in the program title fulfill accrediting board guidelines and can be accredited as management/business programs.

A new innovation on this formula is our program jointly offered with the University of Reutlingen in Germany.

With them, we offer Masters of Science programs in Global Logistics and in Global Management of Technology. All the programs follow the modular concept. At Kettering, the basic core of business courses are offered while the technical specialty courses dealing with global logistics and technology are offered through the German University.

A unique aspect of education at Kettering is the foundational belief that learning is best achieved through application. Therefore, all full time programs require internship experiences with sponsoring organizations. It is assumed that part-time students are in the workplace and well able to apply the concepts leaned in the classroom to their workplace experiences. Thus, another module of every full-time student's education is the alternating work term with the academic term that allows for application of what has been learned in the classroom.

Never could our university, with its shortage of resources and typical lack of speed in making significant incremental changes in staffing, be able to offer such a wide variety of programs that are geared to the current, ever-changing, marketplace. But, modularization allows us to meet student and market needs with rapid response and high levels of customization.

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RESEARCH IN SAVANNAH AND CHATHAM COUNTY, GEORGIA

E. James Randall, Georgia Southern University

Savannah News-Press – Conducted a study about the elderly in is region to determine if the infrastructure is in place to accommodate the growing older group. This was an important study since the region is becoming a retirement destination be many. Almost 800 surveys were conducted that included all the counties in this region. The class participated in the creation of the instrument along with the newspaper. Several stories have been running using the survey results in the Savannah Morning News.

Savannah News-Press – Conducted a study that compares the elderly and the general population in this region to determine their political activity in the region and what political issues are important. The class participated in the creation of the instrument along with the newspaper. Seven hundred forty telephone surveys were conducted. Several stories have been running using the survey results in the Savannah Morning News.

a. *Savannah News-Press* – Conducted a study about educational issues in Chatham County to determine the public's feeling about the education system and what areas do the public like and dislike. The class participated in the creation of the instrument along with the newspaper. Six hundred fifty telephone surveys were conducted. Several stories have been running using the survey results in the Savannah Morning News.

b. *Savannah News-Press* – Conducted a study that questions the citizens of Savannah about their opinions relating to Water Issues. The class participated in the creation of the instrument along with the newspaper. Six hundred forty telephone surveys were conducted. Several stories have been running using the survey results in the Savannah Morning News.

c. *SAVANNAH NEWS-PRESS* – Spring 1995, worked with the *Savannah News-Press* to develop and conduct a survey on local political issues for the mayor's political race. Supervised the collection of data from over 500 respondents. Supervised the preparation of a report that the newspaper used for their basis of election coverage for the mayor of Savannah.

SAVANNAH NEWS-PRESS – Spring 1994, I worked with *Savannah News-Press* to develop and administer a questionnaire on the topic of "race relations in Chatham County." We surveyed over 500 residents and prepared a report of which the newspaper used as a foundation for investigative reporting. The newspaper ran a series of articles on race relations. **This series of articles received the prestigious 1995 Hammet Award, given by Presbyterian College in February 1995. This series of articles was identified as "an example of responsible, ethical, and courageous journalism that inspires the public to take action."**

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SOMETHING FISHY: ORGANIZING GROUPS, CHANGING ATTITUDES, FOSTERING LIFE-LONG LEARNING, AND DEVELOPING SOCIAL SKILLS

Julie Toner Schrader, Bellarmine University

Undergraduate students enrolled in the two sections of my Spring 2002 B.A. 410 Entrepreneurship course were surprised to see a *Fish!* Party listed on the course syllabus. The sections were comprised of 19 students enrolled in a Tuesday–Thursday section and 29 students enrolled in a Monday night section of the course. The party takes its name from the book *Fish!* by Stephen C. Lundin, Harry Paul, and John Christensen. The *Fish!* Party experiment turned out to be a very successful adventure in developing more energetic teamwork from student groups who produced semester-long business plan projects. Student benefits included:

- Discussing a book that helped the teams.
- Learning about current thinking on entrepreneurship.
- Improving speaking skills.
- Improving listening skills.
- Mentoring of communication skills.
- Choosing business plan teams with a greater knowledge of potential teammate personalities.
- Practicing networking skills.
- Practicing social skills.
- Fostering life-long learning.

I developed the *Fish!* Party by taking the best parts of a couple of assignments used in previous semesters and adding an element of fun. As the book jacket for *Fish!* says, "Work made fun gets done!" The story told in *Fish!* helps to "boost morale and improve results." I find this to be particularly important to groups working on semester-long projects.

In previous semesters, I had required an oral book review on a book pertaining to entrepreneurship. This assignment was used to improve oral communication skills and to increase the likelihood of students reading business books as part of life-long learning. The second assignment used in previous semesters involved students bringing articles pertaining to entrepreneurship (less than six months old) to class and then discussing them in small groups. I used this assignment to keep students current on the field. Although these two assignments were acceptable, they took considerable class time. An additional problem with the entrepreneurship class was that the groups were not functioning as well as I would have liked.

So how does this new and improved learning experience work? The party takes place during the third week of class. On the first day of class students are told to read the book *Fish!* prior the *Fish!* party. They are also told to find three articles (newspaper, magazine, or internet) that are less than six months old, they find interesting, and pertain to some aspect of entrepreneurship. Students are given four sheets of paper (one for each article and one for the book) on the first day of class. They are told to fill out the sheets prior to the party. Questions for the book include:

1. What are the four big ideas in the book?
2. How did the book get its title?
3. What happens to the main character at the end of the book?
4. What do you like most about this book

Questions for the articles include:

1. What is the big idea in the article?
2. What sub-area(s) (accounting, management, marketing, etc.) of entrepreneurship are covered?
3. What can you use from the article in your business plan?
4. Explain why you would or would not like to read more articles by this same author
5. List the publication from which your article came.

I use these questions in an effort to gain higher-order thinking from the students. I instructed the students to be prepared to discuss the book and the articles with their classmates at the *Fish!* Party. On the day of the party, I brought Pepperidge Farm fish crackers and soft drinks to class. I wanted the students to be up and out of their seats juggling food and drink in a "cocktail party-like" situa-

tion. In addition to the refreshments, I also brought five "speaking forms" and five "listening forms" for each student. Each student was required to turn in these 10 forms at the end of class. The speaking forms were similar to business cards to be given out at a cocktail party. Thus, a "speaker" would give the form to a "listener" who would then evaluate the speaker, much like writing a note on the back of a business card. Listening forms included the following five questions:

1. Something interesting about the person.
2. Something you have in common.
3. Something the person said about *Fish!*
4. Something the person said about entrepreneurship.
5. Would you like to be on this person's business plan. team? Why or why not?

The party began with students obtaining refreshments and then swapping their "business cards," followed by discussions of the articles and book. The students also had to practice gracefully leaving conversations and entering new conversations. They were told to attempt to meet new people they previously did not know. The activity was worth 75 points out of a possible 1035 points possible in the course. Students received up to five points for each article sheet, each of the speaking forms and each of the listening forms. Students could receive up to 10 points for the sheet on the book.

The results of the *Fish!* party indicated that students both enjoyed the experience and learned from it. They met fellow students prior to deciding on groups. The book was uplifting for the students. They learned current events material related to entrepreneurship. The students also learned life-long learning skills. In addition the students had the opportunity to practice their social skills. From my perspective, I had fewer group problems this semester and better business plans were produced. In addition, course evaluations were positive and a number of students remarked informally that they appreciated the chance to practice their social skills in class as well as the chance to get to know their fellow students better prior to selecting groups. Finally, the amount of class time for this activity (one class period in the Tuesday–Thursday class and one-half of a class period in the Monday night class) was far less than I had spent on the projects in previous semesters. The students learned more in a shorter amount of time.

The activity described in this article could be used in a number of marketing classes. If you would like copies of the forms or syllabus instructions, please contact me.

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TEACHING IN AN ONLINE MBA PROGRAM: THE FRESHMAN-YEAR PERSPECTIVE

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Teaching in an online MBA program can be just as educational for the faculty member as the student. The obvious concerns and challenges of navigating the technology and delivering content effectively in the electronic medium come to mind immediately. Yet, after my first year of teaching is this venue, I find those concerns and issues were really not as bad as I had expected. However, what I was not prepared for were the student perceptions and expectations. My first thought about teaching an online graduate course was, "Now I can really get to some meaty issues, after all, this is graduate school. Now I have the opportunity to delve more deeply into research projects and integrate my research interests into class discussion." That was my view, but I don't think the students looked at the classes the same way. Let me share some of my insights and discoveries during this first year.

Many students haven't graduated to graduate school! Why would any graduate student think he or she could take 12 hours in an MBA program, work full-time, and have family obligations? Well – some over-achievers would, but I don't think many "traditional" graduate students would approach their course load that way. I think the problem is two-fold, and perception plays a big role. First, they don't really understand what expectations are for graduate level work. Second, as an online course, without time and place restrictions, they think they can "fit it in" on the weekend, or a couple evenings a week. In reality the online environment requires a greater investment of time by the student. More importantly, blocking the needed time is the student's responsibility, as they don't have to appear in a classroom at an appointed time. Even if the student is completely current on reading assignments, in person, they can follow the in-class discussion and make some contribution, even on an "off day." In the online environment however, they don't get that in-class interaction, and therefore, really do have to keep up with the assigned readings and materials, while getting outside sources to support their contributions to the class discussion board or other assignments. I have found that several students didn't have realistic expectations of the time and effort commitment expected of them. They determined about three weeks into the term they couldn't begin to keep up with the workload, or that they don't have the background to participate effectively. Finally, many students just don't "get" graduate school. It's different. It's a higher level. It's HARDER!! They have a hard time grasping that when in the online environment. Perhaps I didn't sufficiently "intimidate" them that first week online.

Elective courses draw a different crowd. This first year, I was teaching courses that serve as electives in the MBA curriculum. As such, they have few, if any prerequisites. Students from Communications and Adult and Higher Education signed on for one course. However, having no business courses in their background, it was a great struggle for many of them to comprehend marketing strategy, the online business environment, and managerial implications. Rather than understanding that this course was part of an MBA program of study, these students were constantly reminding me that they weren't MBA students, or didn't have a business background, etc. Thus, perhaps I could "take it easy on them." Why do we have prerequisites for courses? I thought it was to set a minimal baseline of preparation needed to successfully complete the course. Students however, along with some faculty, see them as unnecessary roadblocks to taking a course that they think "sounds sexy." Let me be clear, these prerequisites were undergraduate courses, NOT graduate level classes. Again, I think perhaps this virtual environment encourages students to perceive a less rigorous course environment.

What have we done preparing undergraduates? I never in my life thought graduate students would not be able to write research papers. Even worse, they don't know how to cite references and format according to any standardized publication standard. I require APA format for all papers, and they expect me to give them a tutorial on how to format correctly!! What have we done in the undergraduate curriculum to prepare them for graduate school? Obviously it's not enough. I admit that students in my 300- and 400-level courses have difficulty, but I prod them through the process, somewhat begrudgingly. I really think they should have learned this in their basic writing general education courses. I certainly expect graduate students to have the personal fortitude to find the appropriate resources and follow the manual – on their own. After this first year, I'm considering listing the APA Manual as supplemental text for my courses!

The online student may prefer solitary work. One of the obvious advantages to me would be the opportunity to work at my own pace, at my own convenience. However, when the university stresses the need to develop team skills across the curriculum that means in the graduate and online courses as well. Thus student evaluations come in saying they would rather take exams, write additional research papers, just about anything to replace the team project and it's frustrations. One came so far as to say that teams couldn't be implemented in online courses. So now the task is to find ways to implement teams effectively online, when about half the students specifically think this environment prevents it. What a challenge. As if teams in the undergraduate traditional classrooms weren't a big enough challenge. And for that student who adamantly proclaimed the instructor was completely responsible for preventing and eliminating social loafing, I say – "Tell me how!"

They still want face-to-face meetings! Forget the fact that there is a student in Indonesia, one three states away, and another who travels to Europe on a regular basis for work; those traditional graduate students on campus gave low scores on the class evaluation and included comments stating it should be mandated that there be regular, face-to-face class meetings and sessions. PLEASE!! What's the prime directive for the online environment? It's not to be place and time bound. It is hard enough getting things coordinated across a couple of time zones, forget trying to conference call or virtual classroom meet across multiple continents and the international dateline.

CONCLUSIONS

The online environment presents the students and the professor with many challenges. I believe after this past year, most of our problems are perceptual, not technical. I'm also wondering if there is a perception that the online environment lacks the rigor of the traditional graduate classroom? If so – and the press might be fueling this perspective – what do we have to do to overcome it, or at least maintain our professional standards in this environment?

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SEGMENTING STUDENTS BASED ON ABILITY AND PERSONAL VARIABLES: IMPLICATIONS FOR MARKETING INSTRUCTORS

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Two sets of variables influence the academic performance of students: ability variables such as critical thinking skills and intelligence, as well as personal variables such as motivation, learning styles, optimism, and persistence. A student that is high in ability but lacks motivation is unlikely to perform well. Similarly, a student even though highly motivated who lacks ability is not likely to perform well either. If both ability and personal variables influence student performance why do individual instructors focus most of their efforts on developing abilities among students and not the personal variables that may be critical in influencing student performance? Is it that most instructors assume that all students are eager to learn, highly motivated, and well inspired individuals?

Traditionally, instructors focus most of their energies and efforts on curriculum, delivery, and assessment. However, these efforts will accomplish little if the student doesn't possess those skills that are prerequisites for learning such as ability, motivation, listening skills, persistence (Bluen et al. 1990; Schaubroeck and Williams 1993; Northam 1994; Barling and Charbonneau 1992; Spence et al. 1987). While most institutes of higher education have some mechanism for measuring the ability of students prior to entering college (i.e., high school GPA, ACT, SAT, etc.), only a few measure the personal variables of students that could have a huge impact on their performance. Failure to use personal variables to better understand students can be an opportunity missed. If students do not perform well in a course, it may be due to a variety of reasons. The instructor should be able to reasonably identify the cause so that he or she can provide accurate feedback to the student to rectify the situation. However, if there is a reliable way of identifying a deficiency in a student before the problem occurs, this can then be clearly communicated to the student as a way to anticipate and develop strategies for dealing with it. In addition, the instructor is able to use this information to formulate an appropriate response to student statements like, "I studied so hard for the test but still ended up with a low grade," or "I feel like I really know the material but am not doing well in your course." Having additional student information allows the instructor to better understand the source of the student's problem.

Based on the ability and personal variables of students, one way of classifying them is provided below. Students that are high in ability and high in personal variables are classified as "winners." These are the students that possess all of the necessary skills to succeed. At the other end of the spectrum, students that are low in ability and low in personal variables are classified as "challenged." These students possess none of the necessary skills to succeed and will find the academic side of college life extremely difficult. The remaining students are either high in ability and low in personal variables, the "slackers," or high in personal variables and low in ability, the "strivers." These two groups either fail to use their potential because of poor motivation etc., or lack the ability/basic skills to match their strong desire to succeed. Clearly different strategies should be suggested based on where a student falls in this classification system. A student lacking motivation should be advised in an entirely different manner than the student lacking basic skills/ability. The following scenario describes the process used by one professor to identify and advise the assortment of students found in class each semester.

At the beginning of the semester each student is provided a short survey that measures motivation/achievement striving, self-efficacy, optimism, and ACT or SAT score. The ACT or SAT scores are used as a surrogate for ability, and are later validated with university records. The instructor then tabulates the information and provides the student with their results along with the median and the standard deviation for each variable measured as a way of comparing individual results with overall class.

At the time the results are distributed, the instructor communicates to the students the empirical evidence about the moderating effects of personal variables such as motivation and optimism on the relationship between ability and performance (Robins 2001; Schulman 1999). General strategies can also be provided for each of the

Ability Variables			
	High	**Slackers**	**Achievers**
	Low	**Challenged**	**Strivers**
		Low	High

Personal Variables (i.e., motivation, self-efficacy, optimism)

four categories. Achievers probably need the least from the instructor, "Keep up the good work, you're doing great" may be all that is necessary, sometimes even less. Those students low in ability need guidance to increase their skill level. Tutoring, extra practice sets, remedial course work, one-on-one attention are all ways to help the student low in ability. Those students lacking motivation, particularly those that have the necessary skills/ability, need to understand the role that their attitude plays on their ultimate performance as well as how their low motivation is manifested in the class and study behavior. Students who are approaching graduation or are beginning college to please their parents or who simply are facing burn out may all be candidates for this position. These students need encouragement and realistic expectations about the potential results of their current attitude. Some may need advice about taking a semester off or even putting college off until they have a personal desire to attend. Those students lacking motivation and ability many times receive a disservice when they are not advised to find a course of study or employment best suited to their individual skills, college isn't for everyone.

Beyond general strategies, student scores are kept for individual consultation when a student's performance makes them seek out the professor for more individualized strategies as to how they might improve their course performance. Knowledge of individual scores, as mentioned earlier, also allows the professor to better diagnose the source of poor performance. Understanding students allows the professor to provide better, more responsive advice. This professor's experience suggests that when students have their own data, a diagnostic of where they stand in the grid, they take more responsibility for their work.

After collecting this type of student data for one year, a discriminant function was created using the ability and personal variables. The function was able to predict 75 percent of the differences in student academic performance. It controlled for demographic differences (age, gender, marital status, etc.) but did not take into account instructor differences. Having personal and ability information on our students allows the professor to do a better job. Schools whose mission emphasizes teaching over other academic pursuits should be especially concerned about their ability to provide personalized advising for each student. Schools with "open-door" admissions standards are also likely to find more students in the lower two quadrants in their classrooms. For the striving student, skills that are lacking must be identified and enriched. For those who are challenged, academic institutions must be willing to provide the best guidance for potential student success, even if it is found outside the institution's walls.

The more we understand the performance of our students the better we can diagnose and improve our product for their consumption as well as shift the appropriate responsibility to the individual student, when it belongs there. This paper describes a year long effort to better understand the challenges facing students in our classrooms and their impact on performance. Any effort to this end should improve the product that we provide to each and every student. Other models may also be constructed; you are encouraged to find one that fits your needs to understand those factors that help explain the performance of each of your students.

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CRITICAL SUCCESS FACTORS FOR INTEGRATION INTO UNDERGRADUATE BUSINESS PROGRAMS

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Employers have certain expectations when they hire newcomers with business degrees, and most business undergraduates pursue their degrees for the diploma, knowledge, and learning capabilities necessary for success in the competitive and dynamic business environment. This paper identifies and discusses five critical success factors indispensable in preparing students for a global marketplace and encourages integration of these factors throughout the business curriculum. These five critical success factors are communication abilities, interpersonal skills, creative problem solving, ethics education, and technological and analytical competence. While many of these competencies are traditionally addressed more in certain disciplines, they should be integrated and emphasized throughout all business disciplines in order to improve the business student's overall value to future employers.

First, every business student should possess and exhibit the ability to *communicate* effectively in both written and oral formats. Students must learn to communicate clearly and concisely using both technical and more abstract language to a variety of audiences (of extreme importance are the interviewers in their job search). Instructors should increase focus on communication in disciplines where it is typically given cursory treatment such as accounting, finance, and economics. Research shows that business schools have begun to realize the indisputable importance of communication. Post-secondary educational institutions who are currently revising or have recently revised their core business curricula have augmented the requirements and standards for communication through various measures such as required upper division communications courses, increased focus on communication skills in existing upper division courses (Knight 1999), and mandatory writing portfolios.

A second important factor that must be integrated throughout a business degree program is *interpersonal skills*. The business world needs employees who can effectively work with a variety of other people especially with the ever-increasing importance of teamwork in business today. Single inventors may conceive a new idea, but teams encompassing all functional areas of a business are needed to bring it to market. Students must discover the benefits of diversity and practice dealing with those who have a different perspective on the situation. As globalization continues to impact even the smallest of businesses, students should develop a more international perspective by working with individuals of various backgrounds. At a minimum, students should gain a fundamental understanding of how differences in culture impact business transactions and relationships. The United States seems to lag behind in this area as Saltz and Foster report that Japanese students tend to be much more familiar with American customs than Americans are with Japanese customs (1994).

Next, aspiring business students must develop *creative problem solving capabilities*. The educational process should provide opportunities for students to use creativity to develop solutions for ambiguous problems. Some of the more traditionally analytical disciplines such as accounting often focus on solving problems where all the necessary information is given and solutions are solely financial in nature (Cage 1997; Engelbert 1993). In reality, circumstances force managers to make decisions without knowing all the variables. There is also an entrepreneurial component involved with creative problem solving regardless of what type of business organizations students will work for. Dorothy Moore coined the term intrapraneur to describe an entrepreneurial spirit within the framework of a corporate structure (Moore 2000). Students must be encouraged to think like entrepreneurs and be initiators through somewhat ambiguous assignments, case studies, and simulations.

A fourth factor critical for success in business is a solid foundation in *ethics*. Students should learn to recognize and effectively deal with ethical components of decision-making. By discussing the basic theories and concepts of business ethics, students can personalize their own framework for consistently making ethical decisions (Frederick and Hoffman 1991) and develop an appreciation for the ethical foundations of others. Recent scandals involving companies such as Arthur Andersen, Enron, Tyco, and WorldCom have brought new light to the importance of ethics in business. Practice helps students to become more

sensitive to ethical issues in situations where they may not have previously recognized the ethical components.

Technological and analytical competence is the final critical success factor that must be presented and emphasized throughout an undergraduate business education. The goal is not to create a world full of network designers and financial analysts, but rather to provide each student with the basic technological and analytical skills necessary for success. Technology is the application of knowledge and employers expects college-level educated employees to be able to use technology to solve business problems. Students must learn analytical skills including integrating financial analyses and appropriate research into decision making in all areas of business. Themes of performing cost-benefit analysis, reaching financial targets, and adhering to constrained financial resources should be presented throughout the business curriculum. Marketing provides an example of losing focus of the finances because without the financial backing, the most brilliant and creative marketing ideas will not work.

In conclusion, five critical success factors that graduating business students should have were identified. Integrating these critical factors throughout the business curriculum will lead to increased learning and preparedness for the future. Just as the various departments of a business must communicate and collaborate, so must the various disciplines of the business education, and this can be facilitated by a consistent emphasis on these success factors in all business courses. By providing students with these critical success factors, we can instill in them a sense of life-long learning that will be the driving force of their future success.

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THE FOUR POSTER METHOD OF MARKETING INSTRUCTION: A SUGGESTED APPROACH TO A CAPSTONE COURSE IN MARKETING

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SUMMARY

In recent years marketing enrollment at college and universities has declined. The demands of marketing managers are increased several fold. In most disciplines there is a capstone class offering a summary of the individual core classes to have the student take on a project offering applied experience and practical application.

What is suggested in this paper is a possible approach to a capstone class in marketing utilizing the state of the art teaching techniques offering a wide range of experience and application for the marketing students. This would be an interdisciplinary approach to a capstone class.

The capstone class in marketing would run for one semester, 16 weeks 2.5 hours per week. It would be divided into four sections: (1) Classroom orientation or a review of the all the courses in the marketing sequence. (2) A programmed learning program offering a test of the terminology, principles and a few short cases studies. (3) This phase would be a simulation portion of the class, where actual problems were given to the students to solve. This problem solving method could use research, computers, personal investigation or a computer orientation of option. (4) The last four weeks would be working several hours per week in a marketing company. This could be a promotion, research or any firm that would take an intern for about three weeks, to observe and then report back to the class on what each student learned from their experiences.

The capstone class would cover all the essentials of the skills a marketing manager would need to perform his or her job.

Marketing is no longer limited to traditional functions such as finding the market, researching the market and developing advertising and printed materials. Marketing today has a scope that is unlimited. The traditional marketing department may not exist as a stand alone department as conceived years ago. Marketing departments take on various non traditional functions. Some corporations place marketing functions as part of sales, communication or customer relations departments. The modern marketing manager needs to become familiar with supply chain management, customer service, sales service, publicity and public relation, crisis management, and several more talents that are not covered in a full course in the marketing sequence.

The four poster approach is a suggested method to accomplish all that a marketing manager would need to perform his/her job. The structure of the course offers the flexibility of adding new modules without having to reconstruct a course.

What would be needed is additional research to determine if there is an elective or a marketing course that can be added to the program. The course should be designed to attract management and other business students into the course. Additional information on the availability of software and presentation to business owners is necessary.

An outline of the four poster approach is offered in an outline version at the conference.

This is a concept paper offering a unique approach to a capstone class for marketing and business students.

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INCORPORATING EXPERIENTIAL LEARNING INTO LARGE PERSONAL SELLING SECTIONS

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INTRODUCTION

Imagine you have never learned to ride a bike. In an effort to change this embarrassing fact about yourself, you enroll in a beginning cycling course. During each class period, the professor delivers interesting and complex lectures about the various aspects of riding a bike. For example, she spends several class periods discussing the concept of balance, which, she says, is "explained by the laws of momentum. When a bicycle is in motion, only rotational friction reduces the momentum (mass x velocity). Pedaling to maintain velocity demonstrates how much energy is needed to overcome rotational friction to sustain constant velocity. Falling when in motion results from inability to maintain the bicycle erect, and falls will be to either the left or right, in which directions there is no momentum to overcome."

After hearing such lectures for several weeks, you feel that you are mastering the process of riding a bicycle. At the very least, you can rest assured that you would never fall while riding. At the end of the semester you take your final exam and receive the highest grade in the class. This confirms in your mind that you are indeed a competent cyclist. To reward yourself, that afternoon you purchase a brand new Cannondale 800 road bike. You take it home, set it on your driveway, strap on your helmet, mount the seat, make three revolutions of the pedals and promptly fall and crash into the mailbox. You immediately wonder if training wheels would have been in order.

This presents a baffling question. How could someone that knew so much about cycling, be so incompetent at it? The answer is very simple. In learning to ride a bike, the learning takes place in the experience of doing the activity not in passively learning the concepts behind the activity.

Most would agree that in selling, as in bicycle riding, the learning is in the doing. However, most personal selling courses are taught in a lecture format with the exception of a single role play at the end of the semester where students select a product and sell it to either another classmate or the instructor. Many instructors grumble that they would do a lot more if only they didn't have such large class sizes. The purpose of this paper is to present some of the experiential exercises that the author has crafted to enhance learning in his personal selling course. Many of these processes work especially well in large sections as students are either mingling in a group or interacting with a partner next to them.

Clearly, good communication in the personal selling context is imperative. Several exercise have been created to enhance this, including eye contact, listening, shaking hands, learning names, and giving compliments. Each are discussed below.

Mingle Exercises

Eye Contact. After discussing the importance of eye contact, students are instructed to walk around the room, as if mingling at a party, and make solid eye contact (not just glance into someone's eyes) with as many students as possible. They are free to smile, but no verbal communication is allowed. Throughout the process, the instructor asks them to observe the thoughts and feelings they are having. At the conclusion of the process, students share their experience and insights from the exercise.

Learning Names. After discussing techniques for learning names, students have ten minutes to mingle with their classmates and meet and learn the maximum number of names. They are reminded to use the name learning techniques such as: repeating the name in conversation or internally, associating the name with something else – i.e., (imagine a duck bill on Bill's face), etc. At the conclusion of the ten minutes, each class member stands up in front of the class and students are tested to see who did the best job learning names. To motivate them further, students maybe receive bonus points based on their performance. Students really enjoy this process.

Dyads

Handshake. After discussing the importance of a proper handshake, students for dyads and each dyad designates a partner A and a partner B. In this process, each pair will shake hands eight times. A sheet of paper is distributed to each partner instructing each dyad partner on the type of handshake to give and at what time. For example, for handshake number one, partner A is instructed to give a limp handshake, while partner B is instructed to give the

"death grip" handshake. Since neither partners knows the other partners instructions, the spontaneous nature of the exercise makes it one of the most fun parts of the course. For the second handshake, one partner is instructed to give an overly long handshake with five or six pumps and not to let go. In the third handshake, one partner puts his or her left hand on top of their right hand while shaking, while the other partner gives a simple firm handshake. Readers are encouraged to create their additional handshake combinations for use in their classes. At the conclusion, the students share their impressions of receiving each of these handshake types.

Complimenting. After discussion the importance of giving sincere and specific compliments in selling, students are asked to turn to the person next to them and form a dyad. They are instructed to observe the other person and look for things they like about that person. Then, partner A is instructed to give a compliment to partner B. The roles are reversed for the next phase. Students discuss their experience and any difficulty they had in receiving or giving compliments.

Listening. This works best after students have learned something about active listening skills. Again, students form dyads with a partner A and partner B. Partner A starts by giving a two minute account of the best thing that has happened to them in the past month. Partner B practices poor listening habits during the telling of this story. The roles are then reversed and partner B is the storyteller. Next, partner A tells another story, only this time it is about the worst thing to occur in the past month, and partner B practices active listening skills. Again, the roles are reversed with partner B telling the story. At the conclusion, students share their experiences with each other and later voluntarily to the class. Most get a sense of the difficulty of speaking to someone that isn't listening.

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CHALLENGES AND OPPORTUNITIES IN TEACHING THE SALES MANAGEMENT COURSE

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INTRODUCTION

Students who have decided to pursue a career in personal selling generally seem to possess characteristics that coincide with the stereotype of the "typical" salesperson. Sales students tend to be more "socially skilled" and less analytical in their orientations. To the degree that these students tend to excel in any particular area, they seemingly tend to excel more in the discussion of general concepts and tend to be challenged more by more concrete and scientific topics.

Arguably, sales faculty may generally have some of the same stereotypical traits of the both salespeople and sales students. While this is not a major challenge for either the student or the professor in the personal selling course and in the more advanced sales courses, it may present challenges in the sales management course. One of the key challenges entails determining "what the sales management course is and how it fits into the sales curriculum." The purpose of this paper is to identify five significant challenges involved in teaching the sales management course and to discuss opportunities that may be realized as one meets these challenges in the sales management course.

FIVE CHALLENGES AND OPPORTUNITIES

Challenge 1: Topics That Seem Far-Removed from the Student's Realm of Experience

The first challenge in teaching sales management entails the fact that many of the concepts included in the course are those with which the students have either minimal experience or ones that the students may believe are irrelevant to their anticipated careers.

Opportunity

The fact that these concepts are divorced from the students' experiences provides the professor with a chance to expand the students' horizons. For example, discussions of topics such as discrimination, organizational structure, marketing strategy can facilitate the students' realization that these topics are ones that might be pertinent at some point in their careers. Additionally, the student often fails to recognize that his/her future opportunities probably lie in areas which they have not previously considered. Thus, the fact that the topics represent distinct areas of thought provides an opportunity for the student by expanding both their knowledge base and their business acumen.

Challenge 2: The Use of a Calculator

Many sections in the typical sales management text have a considerable quantitative focus. For sales students who often experience difficulties in calculating their grades, this represents a considerable challenge. For example, chapters dealing with sales forecasting and quantitative aspects of sales management seem especially challenging.

Opportunity

The sales position has undergone a transition. A salesperson's success in not totally dependent upon his/her ability to golf effectively, instead salespeople are increasingly being required to resolve customer problems. These resolution often include quantitative problem solving. In fact, many former students state that they "wish that they had paid greater attention to the financial aspects of business during their college days." Consequently, the opportunity to provide the students with some exposure to resolving issues quantitatively rather than intuitively will not only add value to their educational experiences, it may also increase their ability to sell effectively.

Challenge 3: Void Between Management and Sales Concepts

Many of the concepts that one discusses in sales (persuasion, relationship selling, etc) are distinct from the concepts discussed in the management course. Concepts such as training, interviewing, motivating, and determining compensation are topics which are addressed more frequently in management courses.

Opportunity

Salespeople, like professors are affected by the actions taken by their managers. In many (some?) circumstances these actions are well-conceived and easily supported by an understanding of their rationale. Learning the supporting rationale underlying managerial decisions as they relate to compensation, selection, and training may facilitate a greater acceptance of managerial prerogatives in the sales position. Further, as either an applicant or an employee, an understanding of the thought processes of management may facilitate an individual's ability to better position him/herself for selection, promotion, compensation increases, etc.

Challenge 4: Concepts That Have "Corporate" Implications Rather than "Individual" Implications

In the sales management course, focus is often on factors such as marketing strategy, organizational structure, and resource allocation. Each of these factors often are determined by the corporation's upper echelons and implemented by lower level workers, e.g., salespeople. Consequently, students may find that the knowledge of the strategic concepts has limited relevance to their careers, unless they reach top level management.

Opportunity

Students may fail to realize that opportunities that are available. As they develop their careers, they may discover that their career paths lead them to positions as entrepreneurs or senior level managers. With a move into these positions, the corporate concepts discussed will become increasingly relevant and perhaps critical.

Challenge 5: Making These Concepts Understandable, Interesting, and Valuable

This is a major challenge for the professor. For many "sales faculty" members, their training, interest, and expertise resides in the area of marketing generally and sales specifically. For some, studies in quantitative areas, and in strategy and management may be limited or dated. Thus, the professor is often required to do "extra" preparation to enhance his/her level of competency in these areas. Further, these areas may not lend themselves to the practical applications found in the discussions of many of the sales concepts.

Opportunity

The professor has an opportunity to enhance his/her level of business expertise and practice. Too often faculty can get "niched" and lose sight of the proverbial forest. By taking the opportunity to teach sales management, faculty are "encouraged" to recognize some of the interactions that affect the well-being of both the sales force and the organization. Additionally, the teaching of sales management requires some innovativeness in terms of developing case exercises, simulations, outside readings, guest lectures, and discussions. Each of these activities further enhances the sales professor's competency.

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LEGAL AND ETHICAL ISSUES IN THE USE OF ONLINE PLAGIARISM DETECTION SERVICES

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Plagiarism has always been an issue that educators have had to struggle with. However, with the explosion of the internet, plagiarism has become easier than ever before. A new form of plagiarism, often referred to as "cut and paste plagiarism" is spreading rapidly. With electronic sources, and new word processing technologies, it is no longer necessary for the student to even retype the words they are copying. Add to this another internet phenomenon, online paper mills (sites where you can download term papers, either free or for a fee), and a professor's job has gotten a lot harder. "A 1999 study by the Center for Academic Integrity found that 69 percent of professors catch one or more instance of plagiarism per year" (Young 2001). The other 31 percent may be missing plagiarism, or may not even be looking for it. With so many easy sources to plagiarize, how is a professor to identify stolen words? One solution to this problem is to select phrases from a paper, and run them through an internet search engine. One site which has been reportedly used with success is Google.com (Young 2001). Another solution is to use a sophisticated meta search tool, like Plagiarism.org, and their site Turnitin.com. This site, and others like it, begin by creating a "digital fingerprint" of a document, and then comparing that to an enormous database of published papers, and past student works, submitted to the site (Mayfield 2000). This however, brings up some legal and ethical questions, that must be looked at when considering the use of these services. In this paper, I will briefly discuss the paper mill sites, and then the plagiarism detection sites, and the issues associated with them.

Paper mill sites, or online "cheat sites" as they are sometimes called, are blossoming into a large, and lucrative business. These sites, which make their money off a combination of fee charges and advertising revenues, are popping up with increasing frequency. These sites include the following: Schoolsucks.com, Cheater.com, Dorian's paper archive, The Essay Depot and The Evil House of Cheat. The revenues of Schoolsucks.com, a FREE paper site, is reported to be in the six figure range, mostly from advertisements (Mayfield 2000). These sites claim to be for informational purposes only, even offering disclaimers, and warnings, such as "This website was created for research purposes! Don't turn these papers in, unless you wish to be failed for the act of plagiarism . . ." (warning on the Essay depot, quoted from Mayfield 2000). Of course with names like "The Evil House of Cheat," it is clear, in this author's view, that these disclaimers serve only to protect the sites from liability, and their true purpose is obvious.

In order to counter these sites, a new type of site has emerged; the plagiarism detection software site. Sites such as Turnitin.com, the Essay Verification Engine, Copycatch, Eve2, and Integregaurd, all offer to find plagiarized works in student papers submitted to the site (Mayfield 2000; Foster 2002). As previously mentioned, this involves the arduous task of digitally mapping the paper, and comparing that map with thousands of other catalogued essays, and published papers, books, etc. (Young 2001). The process by which these papers are submitted, and examined, has caused a number of legal concerns to surface.

The site causing the most concern, Turnitin.com, has raised some intellectual property rights issues, by keeping a copy of each submitted paper in a database, to be used for future comparisons. Some legal experts suggest that, at least for papers submitted by the professor, this may be a violation of intellectual copyright law. Since the law automatically rewards copyright of written work to the author, unless specifically waived, this could cause a problem. This is particularly true in cases in which the student is unaware that their work has been submitted, or they have not consented to have it sent. This has caused some colleges, such as University of California at Berkeley to decide not to use this site (Foster 2002). However, The founder of Turnitin.com, Mr. Barrie, contends that this is a petty criticism, and that there is no violations of copyright law, because the papers are not being distributed. He does however, suggest that faculty inform their students that the papers are being submitted, and that the students be required to submit the papers themselves. This would avoid any legal quandaries over whether they were aware, or agreed to the use of their work by the service (Foster 2002). However, there is another issue, more ethical in nature than legal that needs to be examined.

The argument has been presented that, by requiring the students to turn in their works to a site like Turnitin.com,

professors are coercing students into giving up their property and/or privacy rights. They are not given a choice as to whether or not they submit their works, and therefore it is forcing them (Foster 2002). However, this author believes, having this as a course requirement is no different than requiring that students show up for class, or submit to exam proctors, watching their actions during a test. Courses require that students fulfil certain requirements. Some writing courses require students to publish their works, often in a student journal, which involves turning over copyright to the work, in order to pass the course. If this type of requirement is viewed as coercive, then any requirement for a course could equally be argued to be so.

Most institutions who are using Turnitin.com, are reporting positive outcomes. Plagiarism is reported to be reduced, and students seem to actually be appreciative of the service. "Duke (University)'s *The Chronicle*, called this service 'unobtrusive' and said that it 'comes closest to maintaining academic honesty without damaging the trusting environment that administrators have attempted to foster' (Foster 2002, pp. 5–6)." The faculty who use the service are pleased with the service and it's results. However, because of these problems, some schools are reluctant to use these services, and those that do have found less than universal acceptance by faculty (Foster 2002). This author examined this situation from the perspective of a Faculty Senator, who was involved in his university faculty's decision to recommend the subscription to this service. These issues were of concern, but the benefits seem to greatly outweigh any potential problems.

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HOW TO MINIMIZE PLAGIARISM IN RESEARCH PROJECTS IN BUSINESS COURSES

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I have had several incidents of plagiarism in my classes over the past few years. Some were so obvious that students could not argue at all. For example, one student copied another student's paper without reading it carefully, so that a quotation mark usage mistake was identical (They both used opening double quotes with a single closing quote on the same term). In addition their papers had too many similar sentences for them to deny copying. With this clear evidence, they had no choice but to admit cheating. Most other incidents are much more difficult to detect because they elaborate their papers after copying inappropriately.

It maybe true that some students copy other paper(s) without proper citation to produce a term paper as quickly as possible. They could copy papers from the Internet or from their acquaintances. Even though plagiarism is not a new problem among college students, it is a recent phenomena that plagiarism is executed in massive scale among students due to the Internet. In addition students keep their work as computer files (word processor files, spreadsheet files, and so on). Thus, copying a friend's paper is much easier these days. A student simply sends it as an attached file and a receiving student simply prints it with or without modification to submit. Without asking for a friend for help, they can copy a paper or purchase a ready-made paper or a specially made paper for their taste from the Internet.

There are several well-known term-paper selling sites on the Web such as Evil House of Cheat (www.cheathouse.com), Research Papers Online A+ (www.ezwrite.com), A1 Termpaper (www.a1termpapers.com), Genius Papers (geniuspapers.com), PaperCampus (www.papercampus.com), DueNow (www.duenow.com), ResearchPaper.com (www.researchpaper.com) and 4TermPapers (www.4termpapers.com). Unfortunately this is not a complete listing of term-paper sellers on the Web. There are tens of sites selling term papers on the Web if you type "term paper help" or "research paper help" in a Yahoo search engine. As you can guess some free paper sites offer papers that are so poor in quality that any instructor can hardly give it any grade at all. These sites charge differently depending on the site and length of the paper. For example, PaperCampus charges about $9 or $10 per page (around $145 for a 15 page paper). In addition, there are several sites that try to help researchers for faster references but students may take advantage of these sites. Those are, ERIC Digests (www.ed.gov/databases/ERIC_Digests) and Brookings Policy Briefs (www.brookings.org/). Due to many reasons, it is practically impossible to block these sites from being accessed by students. It would be a more effective remedy if a faculty was fully aware of the existence of these sites and used some methods of preventing or detecting plagiarism in term papers.

There may not be a perfect solution to recognizing so-called "elaborating cheaters" but I have a few guidelines I follow. I use commercial software, the Internet, and the traditional face-to-face approach.

First, it is very important to clearly specify what constitutes cheating and the consequence of cheating (grade F and possibly expulsion from school) in class syllabi. In addition, it will help them understand what they should do to avoid the accusations of cheating. Often students assume instructors are not aware of the Internet sites that they can use to download or purchase a term paper. I clearly inform them what sites are available and that my assistant frequently checks those sites for what paper topics are available. If I explain too much in detail and demonstrate the purchasing process, I may be accused of promoting term paper purchase. More importantly I clearly demonstrate to them how to detect a paper copied inappropriately from any source (the Internet or other students papers) using a Web search engine or software packages. The explanation session gives them a clear idea what and why they should not copy or purchase a paper from the Internet. It also makes them aware how much the instructor cares about plagiarism. If you want to use a Web service for detecting plagiarism (with a small pay), you may visit Web sites such as Glatt Plagiarism Services (www.plagiarism.com), Plagiarism.org (www.plagiarism.org), TurnItIn (www.turnitin.com), and WordCheck (www.wordchecksystems.com).

Second, it is effective to search for words that are not commonly used among college students. In addition, I usually pay attention to terminologies that are not easily available to them. For example, if they use terms that are not discussed in class or are not in a textbook, it is a suspicious paper. I usually make remarks on those terms and ask for explanations with proper examples to the paper author.

Third, one of the most effective approaches I use is having them present their papers in a class. When they have a presentation, peer students evaluate their presentation and ask questions. This approach is effective to minimize the "blind copy" (copying without knowing the content) because a presentation and answering questions have more weight in my class instead of the actual paper itself. As an instructor, I also prepare questions that students could not answer directly from reading only a paper. Their grade is mainly based on presentation and how well they answer the questions from students and instructor. When I first tried this method, there were a few cheaters who copied from other textbooks, the Internet, or company white papers without understanding the content. As my approach is well known to students, they know that they should know the subject when writing a paper to get a good grade these days. I collect papers early enough so that I can prepare my questions because I am not familiar with all paper topics.

Fourth, I require two different formats of submissions. One of them is a hard copy of a paper. The other is a digital copy submission. If we have a digital copy of a paper, it is more convenient to check it against a database of anti-plagiarism Web site or software. Students are required to submit a soft copy of their papers using a digital drop box of a Blackboard course page. Before I used Blackboard, I asked them to send a soft copy as an attached file of an e-mail. To identify if a paper is copied from other student papers (in the same semester or previous semester), commercial software packages are available. For example, WordCheck, Inc (www.wordchecksystems.com) offers a software program that can compare documents against a database you created. To implement this approach effectively, a good quality scanner and a CD-writer (to save students term papers for building your own database that will be huge in size eventually) are necessary equipment to have.

Unfortunately, even though I tried all of these approaches, it cannot guarantee to block copy and paste papers because sometimes it takes too much time to examine every single line of every paper. To minimize the effort, I sometimes rely on my guesswork based on each student's characteristics and background knowledge. To obtain students information, I require them to provide me with personal information such as age, ethnic background, affiliation with any college clubs, GPA, similar courses taken before, work experience, and others. This information gives me a hunch for paying special attention to certain papers. For example, there was a study that most popular offenders of academic honesty are single male younger students (Haines et al. 1986). Student information helps me so much when I randomly choose papers to examine thoroughly to save time. It is true that fighting against plagiarism requires an ongoing effort but it truly does make students write papers in their own words.

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ISSUES FOR FACULTY TENURE AND PROMOTION: DISTANCE EDUCATION, RESEARCH, AND PUBLISHING

Panelists
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Bert Kellerman, Southeast Missouri State University
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ABSTRACT

The purpose of this symposium is to (1) identify issues and approaches faculty who provide distance education may consider as they develop and present their case tenure and/or promotion review and to suggest factors that university governance committees and administrators may consider to effectively and fairly assess faculty performance given the technological sea-change taking place at colleges and universities today. Panelists will address the topic from their own experiences and perspectives. Time will be provided for discussion, including questions for the panel. A two-page paper addressing the issues of distance education has been submitted for inclusion in the conference Proceedings.

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DISTANCE EDUCATION AND THE TENURE OR PROMOTION REVIEW PROCESS

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From 1995–1998, enrollment in distance education courses by degree-granting institutions almost doubled to 1.6 million students. Over the next three years, the percent of public 4-year institutions to offer courses using distance learning technology is projected to increase to 91 percent (NCES 2000–013).

Higher education will continue to develop distance education courses and degree offerings. Faculty are a necessary ingredient for achieving this objective. Seemingly, technologically competent faculty should be valued assets. However, a headline in the April 28, 2000 issue of the *Chronicle of Higher Education* reads "Rewards Remain Dim for Professors Who Pursue Digital Scholarship." This headline (and story) seems to contradict the evolving direction of higher education in today's marketplace

What actions can a faculty take to ensure their distance education teaching efforts are cast in the best light during personnel review processes (e.g., tenure or promotion)?

Document excellence in teaching. A well-constructed online/distance education course allows the instructor to capture and preserve not only course materials, but also contemporaneous interactions and events – what actually occurs in the online or distance education classroom. It can provide authentic documentation as opposed to secondary information about the course, such as student evaluations and a faculty's personal narrative about the course and course events. One can capture student development/learning over time to demonstrate the value added by the course. Further, expert assessment on pedagogy and content is an option *ex post facto*.

In addition, one may want to identify the obstacles you had to overcome and the steps taken to do so (e.g., time requirement, training requirements, energy taken away for traditional research/scholarship efforts, etc). Also, one can demonstrate how their effort to extend educational opportunities to place-bound students can be directly linked with the mission of the university. Further, one can indicate particular incentives that motivate the effort to teach via distance learning (e.g., desire to provide innovative instruction, apply new teaching/learning techniques, possible peer recognition, fulfilling personal/self gratification, etc).

Issues about access to course materials remains such as the following:

- FERPA-Family Educational Rights & Privacy Act (www.ed.gov/offices/OM/fpco/ferparegs.html).
- Breadth of access. Should access be given to entire course or only parts therein?
- Means of access. Access to actual course or by floppy disk, CD, video tapes, or printed course materials.
- Directing/Controlling the review. If access given to certain portions of the course, how will efforts be directed and/or controlled to ensure appropriate material is reviewed?
- Motivation issues. Will reviewers make the effort and take the time to review the materials provided?
- Competency issues. Can the outside reviewers/decision makers for the personnel decision gain access to and understand what is being provided to them in order to analyze/judge/assess what is presented?

Issues about faculty research, creativity and publication also remain, such as the following.

- Changing meaning of research. Have computer-based communications altered the way research is conducted, affected how it is organized, and impacted the lives of faculty doing the online research?
- Has individual research transformed to networked research due to computer-based communications?
- Do online electronic journals have the same reputation as hard copy journals among tenure and review committees, often populated by faculty and administrators who know little about online, refereed journals? Are a faculty's chances for P&T impacted who has several such publications?

In addition, other issues broadly associated with scholarship and creativity can affect a faculty members professional development path such as:

- Scholarship is often over-simplistically equated with research and publication.
- A faculty member's performance can be evaluated by peers without reference to his/her position description – as if all faculty positions were identical.

- In describing and assessing faculty contributions, form and activities are easier to document and evaluate than are substance and consequence.
- Publications are often inward looking, directed predominantly at specialized peer audiences, are not particularly relevant or responsive to social problems which tend to be complex.
- When considering electronic vs. traditional print journal publishing, review committees may consider reputation, stability/instability of the journal and/or its newness as well as how accessible the journal publication will be when assessing the value of the article.

What is the status of distance education within higher education administrative/governance decision making systems? Research evidence shows that faculty suggest that "knowing that their efforts would contribute to promotion and tenure would be recognized by the university community" is an important factor (Spotts, in Frayer 1999, p. 2). And, for faculty that use of the Internet in teaching and learning, 68 percent of faculty surveyed list recognition in tenure and promotion decisions as important issues (Bonk 2002, January). Though faculty concern over processes for tenure and promotion remain, faculty advancements in distance learning have not been matched in the administrative governance arena.

It appears the surge in distance education has occurred outside the efforts of planned change by higher education administration. Most campuses do not have a strategic plan for the development of educational technologies (Colloquy Live, Chronicle of Higher Education, April 28, 2000). As a result, faculty who adopt such technologies may not be a part of the mainstream.

A recent study of 373 faculty from 117 institutions representing forty-one states, five provinces and two foreign counties shows that the top eight reasons for participating in distance education were items that describe a faculty members intrinsic motivations while the four strongest items of disagreement were as follows: "earned credit in performance reviews with tenure/promotion committees, earned credit toward improving my record of scholarship, earned credit toward improving my record of university service," and "has/will help me get tenured and/or promoted" (Wolcott "Faculty Beliefs About Rewards for Distance Teaching" Utah State University, November 2001). These results support the general belief that, in their role as early adopters, the work that distance education faculty are doing may not necessarily be familiar to or be understood by their colleagues or administrators – those who potentially will be on personnel review panels or will be administrative decision-makers in tenure or promotion decisions. The evidence suggests that there is a gap in knowledge, understanding and perhaps even appreciation between those who use the technology and those who evaluate the users of the technology.

Furthermore, institutional policies and procedures have not adapted to with changes in technological opportunities. Contrast the significant changes in course delivery options allowed with educational technology with the static personnel review polices the authors found in a review of 57 university tenure and promotion policies available online as of July 2002. Three promotion and tenure policy documents contain a hint about electronic publishing (i.e., "newer" or "non-traditional creative efforts") while only one specifically includes electronic publishing criteria.

The result of this preliminary investigation suggest that the fundamental change in the delivery of education that has allowed millions to take courses via distance methodologies has not made a ripple of difference in the academic policies and procedures arena.

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WEB ENHANCED MASS SECTIONS: THE USE OF DIGITAL LECTURES

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Improving the learning environment for mass sections of principles of marketing has been extensively studied. The literature over several years has offered a variety of tools to improve teaching and learning. As early as 1981, Murphy suggested that multi-media was important in effectively teach large classes. Miller (1987) suggested increasing the number of exams to significantly improve student performance. The instructor was found to be the key component in explaining student satisfaction with mass principles sections with the knowledge of the professor being the most important variable (Hise, Conant, and Gwinner 1989). Thompson and Lee identified the benefits of a note taking guide (1991). Using class exercises of the marketing mix tended to create a better learning environment, increased student understanding, and lead to better attitudes toward the instructor (Butler and Laumer 1992).

As technology developed, marketing professors began to incorporate additional tools to improve the learning environment. Visual presentation with power point replaced traditional transparencies and illustrations using spreadsheets began to emerge. Rayport and Sviolka (1995) suggest that this type of technology use, mirrors current teaching functions. Certainly e-mail, web based teaching software such as WebCT and Blackboard, course web sites, and internet connected classrooms provides a dizzying array of choices for the mass section marketing instructor. By using a variety of media, including text, graphics, animation, digitized sound, video clips along with a web site that offered the course syllabus, schedules, current grades, and printable class note outlines, Karakaya et al. (2001) determined that class size had no effect on overall course grades.

One such tool available for the mass sections, is audio lectures via the internet. By using a digital recorder, the lecture is recorded as it is given. The lecture is then placed on the web for use by the students. This tool can aid the student by providing a means of checking notes or facts for better understanding of the material. The lecture is always available and usually easy to access. It also assists the students that must be absent from class. It is a tool that can be used to help the students help themselves.

THE PROCESS

The process for placing the lecture on the web takes several steps:

- Record the lecture as it is given on a digital recorder.
- Download the lecture file to a computer.
- Transpose the file to a wav file.
- Transfer the wav file to a media file using Real Producer
- Upload the file on a web page for access by students.

EVALUATION

Audio lectures were made available through WebCT for a mass section of 192 students in the Principles of Marketing course Fall 2001. However, only 29 (15%) of the students attempted to use the audio lectures as a study tool. Use of the lectures was tracked using the tracking tool available on WebCt. Most of the students (11) used their off campus home computer, followed by computer labs (8) and dorm rooms (6) to access the lectures. About half (15) primarily used them when they were absent from class and about half (14) used them to verify information. Students that used them basically felt they were helpful. They would like to see them attached to the SlideShow used in class. See Table 1 for student responses, 1= strongly disagree and 7 = strongly agree.

While most students did not try to use the lectures, those that did use them, liked them. An additional 21 (11%) signed on to see what they were like but did not use them. They cited the amount of time to download as the main deterrent.

CONCLUSION

Digital lectures are an additional tool for the mass principles sections. Table 2 illustrates the positive and negative aspects of the tool.

TABLE 1
Student Opinions of Bus 3470 Audio Lectures Fall 2001

Audio lectures were a waste of my time.	2.65
Audio lectures took too long to download.	4.63
I found the audio lectures useful in my study.	5.09
I found the audio lectures difficult to listen to.	2.86
I would use the audio lectures more often if they were attached to the SlideShow.	5.50
I would have used a tutor if one had been provided.	3.10

n = 29

TABLE 2
Positive and Negative Results of the Use of Audio Lectures in the Mass Section

1. Convenience to the students.
2. Assists students that must be absent from class.
3. Allows for verification of class notes.
4. Provides another tool to assist in studying.

1. Additional time obligation for the professor.
2. Excuse for students to be absent.
3. False sense of security – it is on the web!
4. Few students actually used it.

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MARKETING TECHNOLOGY: STUDENTS' EXPECTATIONS, ANXIETIES, AND POST COURSE-REFLECTIONS

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Employers of recent business school graduates expect them to be technologically literate. Marketing educators have worked to incorporate technology into the marketing curriculum through a variety of different methods. In the infusion approach, this might be accomplished by incorporating some form of technology into an existing course (e.g., incorporating the use of the World Wide Web into assignment or through the implementation of a course specific software program). A second approach, has been to add a course specific to the issues (e.g., at a general level by adding an E-marketing course or at a specific level by adding course dedicated to marketing technology and applications). Each of the approaches has value and limitations.

This study investigated students' expectations and apprehensions about a dedicated marketing technology and applications course. For the past 6 years such a course has been offered at the authors' university. The objective of this pilot study was to assess student pre-course expectations about the course. Included in this assessment were measures addressing students' past experience with technology, perceived value of different applications of technology, and their comfort level with the application of technology in business situations. Students were asked to complete the same questions after the course was completed. Findings from the approximately 75 respondents will be discussed. Implications for other approaches at incorporating technology into the marketing curriculum will also be discussed.

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LAPTOP UNIVERSITY: WHAT DO THE STUDENTS THINK?

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ABSTRACT

During the 1998–1999 school year, the Marketing Department at Winona State University took part in a pilot program to study the efficacy of moving the curriculum to an entirely laptop mode. At the beginning of the 2000–2001 school year, all incoming first-year students were required to have a laptop and utilize it in the classroom. Past articles described the process of implementation and suggestions for classroom strategies. This paper deals with student reactions to the program and suggestions for improving their perception and the efficacy of a university-wide laptop initiative.

INTRODUCTION

The use of information technology in educational settings is growing at an exponential rate (Driver 2000; Evans 2001). More and more schools are beginning to require students to have a computer and providing in-class Internet connections (see Table 2: University Laptop Initiatives). As a result, educational institutions continually search for the "right" way to implement these technologies without altering the basic student/teacher learning dyad. Most research has focused on the administrative details and the faculty/instructor changes inherent in implementing a laptop program (Boettcher and Cartwright 1997; Gilbert and Moore 1998; Schneider 1998; Kaynama and Keesling 2000). Little attention has been paid to the reaction of an integral player in this scenario, the students.

Positive student perception and reaction is crucial to the successful establishment of a laptop university. Their acceptance or rejection of the idea is much more of a determinant of the program's success (acceptance of curriculum, student retention, enrollment trends, connection to future employment, etc.) than any administrative or faculty efforts. To be proactive, institutional players need to address student concerns before those problems become endemic.

The impetus behind this research is to poll students and discover what they perceive as the advantages and disadvantages of the laptop program. The research is also intended to identify prevalent advantages and disadvantages in order to make recommendations concerning enhancement or extinction. These suggestions will hopefully help any schools anticipating a move to a laptop program.

CONCEPT ORIGINATION

At Winona State University the initial momentum for development of a universal access notebook computer learning environment originated in the president's office. Key issues that influenced the pursuit of a laptop university configuration included (Bovinet et al. 2000):

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

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

The concept was met with a diversity of responses ranging from enthusiastic support to blatant rejection. Of course, the majority of participants were interested in acquiring more information before judging the merits of the program. In the student forums the primary concerns centered on cost issues and the freedom of current students to finish their programs without being forced to participate.

Faculty concerns focused on forced use, platform choice and slowing the process down so that implementation occurred in a controlled fashion. Ultimately the student and faculty input resulted in a program that included dual platforms (PC and Mac), a systematic rollout over several years, and initial financial subsidizing of laptop leasing and faculty training (Bovinet et al. 1999).

The time line involved:

I. Fall, 1998: Four majors (Marketing, Chemistry, Music, graduate Nursing) volunteer to covert their upper-level courses to a completely laptop configuration. Approximately 300 students were involved in the pilot projects.

II. Fall, 1999: All Marketing majors and minors are required to have a laptop.

III. Fall, 2000: All first-year students (university-wide) are required to have a laptop.

IV. Fall, 2001: All four levels (first through fourth year) of students are fully involved in laptop program.

Currently, the students spend $1,000 per year to lease a laptop. All necessary software is provided as well as insurance, printer access, repair/maintenance service, and a new machine every two years. Summer rental is free if the students complete their contract for the fall semester. If they buy their own laptop, they are provided compatible software, printer access, and repair/maintenance assistance for $500 a year. Since possessing a laptop is a requirement, funds can be provided by financial aid. Power jacks and Internet portals are available in virtually every business classroom (classrooms are continually being updated in other areas on campus) as well as the library, dorm rooms, and the student center.

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MARKETING EDUCATION: PERSPECTIVES OF EARLY-ADOPTING E-BUSINESS PRACTITIONERS

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ABSTRACT

Practitioner involvement in education can be beneficial in providing links to test practice against theory, and to offer authentic, current, and relevant examples to students. These links are particularly valuable in the dynamic world of e-commerce. The purpose of this study was to gain insight from early-adopting electronic-business practitioners about their perceptions of the knowledge that students ought to possess for future employability. Results showed that early users of electronic commerce held stronger views about the importance of certain knowledge areas than did other business practitioners.

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IS VIRAL MARKETING ETHICAL?

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ABSTRACT

Viral Marketing started out as individuals forwarded e-mails from one person to another, but evolved into an extreme complex advertising medium that many companies are currently utilizing. Viral marketing includes the use of downloads from websites and promotional incentives. The users of this marketing medium are using local contacts and intimate market knowledge to build stronger relationships than those developed through more impersonal media. The issue at hand, is this an unethical marketing or business tactic?

Viral Marketing

We have all received e-mails from friends or family members telling us about a new product, service, or free product offering. Many of us have forwarded those promotions, or information professing the virtues of the product or service. If marketers can encourage members to spread the information or news of their product or service to others, it creates a potential for exponential growth in the message's exposure and influence.

Viral began as an e-commerce and marketing strategy to use the Internet to promote a product or service. It now describes any strategy that encourages individuals to pass along a marketing message to others. The purpose of this paper is to address some of the advantages, disadvantages and some of the ethical issues concerning viral marketing.

Word-of-mouth publicity is a centuries-old marketing technique. Once consumers had a good experience with a product, they would tell their friends, who would often buy and use that product and then tell their friends, who would often buy and use the product and then tell other friends via this social network.

The term viral marketing was established by Steve Jurveston in 1997 in a Netscape newsletter. Jurveston described the promotional campaign that he was utilizing to promote his new internet based e-mail program, Hotmail. His success did not come from an intensive advertising campaign, but from users and everyday consumers of the internet. At the bottom of every e-mail message that a person was sending was a message stated "Get your free Web based e-mail account at Hotmail.com." When the recipient of the e-mail opened the message they could click on the hyper-link and sign up for free Web based e-mail internet service.

Strategies used by viral marketers vary, but most all utilize a give-away or free item or service. This free concept allows the viral marketer to successfully capture the attention of the public. The public is willing to give their e-mail address to viral marketers if they think they are getting something for free.

Another viral marketing strategy is the exploitation of human motivation and behaviors. Good viral marketers, like any other excellent marketer, must have an understanding of what the customer needs and wants. Additionally, they understand the power of human networks.

Viral marketing strategies attempt to harness the power of trusted recommendations of friends and colleagues. The viral message can spread either intentionally or unintentionally. When consumers find a good or service compelling, they spread the news intentionally when they communicate to others.

Advantages of Viral Marketing

It is an inexpensive way for marketers to promote their goods and services. It is essence an e-mail that is sent to individuals on a mailing list with the intent that those recipients will forward the message to their families, friends, colleagues, and constituents. Viral marketing can be used very inexpensively with e-mail, chat-rooms, and bulletin boards.

It is a very cost-effective way to reach large target audiences. It adds a personal touch with the consumer, because in many cases the e-mail or information was forwarded to them from someone they know and/or trust. This third party endorsement is convincing and powerful because we all rely on the opinions of trusted friends and family.

Encouragement to users spreads the information and creates the potential for exponential growth for exposure, influence and demand.

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Viral marketing is generally used in a discreet, subtle, and unique way. It entertains the recipients and grabs their attention. It encourages e-mail sharing by placing a message in a signature file, as well as, requesting referrals.

Incentives are used as rewards to consumers for using their product or service. This has proved to be an effective inexpensive way to reach their target market.

Disadvantages of Viral Marketing

Viral marketing appears to be an open invitation to spammers to make some quick money by using friendship to sell their goods and services. Another perspective of viral marketing is that it is an e-mail pyramid or e-mail pyramid selling scheme.

What is interesting is if you check out a recent viral marketing message that you have received, the numbers identifying the person who is supposed to get the referral credit is supposed to get the credit were rarely repeated, which indicated that somebody was keeping the spammers under control. Sometimes you will note that there is a list of cancelled accounts, which include some of the identification numbers of those spammed by readers.

Consumers' lack of trust is illustrated by a recent privacy survey conducted by IBM in which 78 percent of responding U.S. consumers stated they did not complete on-line purchases because they were concerned about their personal data might be used by the site or identity theft. A similar survey conducted by Jupiter supported the IBM findings. Jupiter found that 58 percent of respondents worry about companies selling their personal information to others. So how can we as marketers, especially on-line marketers, combat these perceptions?

Marketers face unique challenges created by e-commerce. To overcome this negative perception, marketers must gain the trust of consumers' and identify their privacy policies explicitly on their sites. Their customers should know what the seller plans on doing with any personal information or indirect data such as IP addresses and cookies they divulge as a result of visiting interacting Websites.

Consumers are being overwhelmed by a significant number of viral marketing messages, campaigns and promotions. Consumers are becoming annoyed and frustrated at the number of e-mails addressed to them from viral marketers.

Incorrect or false information can spread like wildfire. This can be very damaging to many innocent marketers as well. Deliberate misinformation can be disseminated by competitors damaging firm's reputation and goodwill.

Viral marketing requires a tremendous amount of computer literate programming support and viral marketers assume that the consumer has the technological skills and know how to react positively to their viral marketing program.

Conclusions and Recommendations

The evidence is overwhelming that there are some serious ethical questions and concerns with viral marketing. One of the biggest is spamming, which is the inappropriate attempt to use a mailing list, or USENET or other networked communications facility as if it was a broadcast medium (which it is not) by sending the same message to a large number of people who didn't ask for it. It is also electronic junk mail, bulk e-mail or junk newsgroup postings; any unsolicited e-mail, and is generally e-mail advertising for some product or service sent to a mailing list or newsgroup, or uninterested individual.

Another ethical issue is privacy, there is some legislation and potential legislation in the works, but the best recommendation is for consumers to be knowledgeable and informed about what viral marketing.

IKEA furniture eliminated their viral marketing program that offered coupons in exchange for distribution of e-mail information. IKEA was adding these e-mail addresses to their database for spamming.

The issue of privacy and spamming will be legislated in the future, but will not be eliminated because of the greed and unethical business and marketing practices by a few who wish to gain economic gain off others.

Every good marketer should make it very clear that their policy of not retaining the personal information of consumers referred, and instead should allow those persons to make an informed decision whether they wish to participate in such a service or program.

Viral marketing will continue to grow and the consumer will lead the charge on the future direction and success of viral marketing.

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APPLICATIONS OF MULTI-DIMENSIONAL SCALING TECHNIQUES TO THE DEIGN OF EFFECTIVE CYBER STORE USER INTERFACE

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INTRODUCTION

Complimentary to the increasing popularity of the Internet and WWW, electronic commerce (E-Commerce) has become a fast emerging industry and become a significant global economic force. In a broader sense, E-Commerce is concerned with not only buying and selling on the Internet, but also working together with business partners, servicing customers, and performing electronic transactions within a company. The online retail stores need to attract more visitors and converting them into the customers who actually purchase the products or services. To achieve this goal, these stores need to endeavor to enhance the customers' satisfaction to maintain the positive relationships with customers. Satisfied customers have a higher chance of purchasing merchandise from the same store and remaining as loyal customers.

Questionnaire Development and Administration

The authors developed questionnaire items using the features similar to those used in the previous studies as a checklist for online store designers. In addition, the authors added a few additional items that might be necessary in enhancing the perceived satisfaction of online shopping customers such as the issues of security and privacy and the currency of information. As a result, the authors generated 27 questionnaire items to measure the perceived satisfaction of online retail store shopping.

The survey instrument was administered to 91 undergraduate and MBA students in a university in Connecticut and 36 undergraduate students in a university in Missouri. Among these sample subjects, 83 subjects (65.4%) are non-traditional students who have full time job in various companies. Some students (61 students) participated in this survey during the class hour while others (66 subjects) are surveyed using E-mail. The return rate of the E-mail survey was very high (66 returns out of 91 which is 72.5%) possibly due to the acquaintanceship between surveyor and respondents. The participation was voluntary even though it was administered in a class.

Analysis of the Survey Result Using MDS

This study demonstrates how multi-dimensional scaling (MDS) techniques can be applied to analyze the survey results so that we can identify the features that possibly influence of the perceived satisfaction of online retail shopping among college students. MDS is a multivariate statistical analysis tool using proximities among any kind of objects as input. Proximity is nearness in place, time, relation, etc measured by a number. The number indicates how similar two objects are. The MDS output consists of a spatial representation of data which shows underlying relationships on a two or three dimensional map. The MDS map help visualize relationships more clearly. There exists a numerous ways of measuring the inter-object similarity. The non-metric data measure the distance via direct ranking the objects from most preferred to least preferred (preference data), using the pairwise comparison (similarities data) to determine which items are most similar/dissimilar to each other (all pairs of these objects can be compared).

The Study Findings and Their Implications

Due to space restrictions, it is difficult to include the details of analysis procedures and results. But they will be presented at the conference. The results of our research imply that the online retailers may need to emphasize on specifying how they guarantee on-time delivery and risk-free, hassle-free return clearly on their Web pages. They should follow what they promised as much as possible to improve shoppers' satisfaction. The clearly specified policies or explanations will perhaps make customers more satisfied and trust your site more.

Most importantly, online shoppers want to know the order status promptly and accurately. In other words, they want to have accurate information of merchandise availability, anticipated delivery date, and confirmation e-mail for a specific order. Most shoppers do not want to contact online retailers again and again to track their orders or to obtain information about returning the mer-

chandise they purchased. Web shoppers responded that on time delivery is the one biggest feature that improves the perceived satisfaction of online shopping. Not only actual delivery on the promised date, but also prompt notice of any delays or changes in the delivery schedule (or reminder of delivery status) may improve online shoppers' perceived satisfaction. In the U.S., it is generally said that most of us maintain our everyday lives based on a preplanned schedule. Thus, having accurate, up to date information on order and delivery status matches our life style in the U.S. well.

It is true that some vendors do not provide the contact information such as e-mail or toll free phone numbers in the easy to find location on their Web probably due to the simple ignorance or the operating cost reduction purpose. Some online vendors mentioned that the toll charge has mounted rapidly when they provided the 800-phone number on the Web (MCCCC 1999). Whatever the reason may be, it will negatively impact the vendor credibility or trust if the contact information is omitted (especially phone numbers). It may be a good approach to utilize the electronic customer relationship management (CRM) applications such as a call center system that collapses queries from various channels – phone calls, E-mail, fax, and the Internet. For example, the retailer, Birmingham, which operates Saks Fifth Avenue, Proffitt's, and Parisian, implemented a call center system to improve customer relationships. The company, had announced the ramp-up had boosted productivity by 40 percent without requiring additional staffing, a savings of $1 million in payroll costs (Songini 2001). In addition, Saks reported that call center in Jackson, Mississippi, was able to take on 16 percent more customer contacts without adding any staff. Additionally, the new system, based on the applications from Aspect Communications Corp., a San Jose ARM software vendor, has resulted in call response times dropping from 45 seconds per call to eight seconds.

It is generally believed that the security issue is one of the most important reasons that some people do not purchase online. However the results of previous studies are somewhat inconclusive. For example, security is one big issue to prevent online shopping for many people (Hoffman, Novak, and Peralta 1999) while security is less concerned issue than other aspects of online shopping. To convince shoppers how secure your site is, an online store may display the security certificate (seal or logo) provided by the Internet security certificate agencies such as VeriSign.

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CREATING EFFECTIVE POWERPOINT SLIDES FOR USE IN THE CLASSROOM

Russell Casey, University of Phoenix Online

To be a high-quality professor we need to use PowerPoint in the classroom. PowerPoint is a great tool to help arm us with another way of communicating and helping to facilitate the learning process. The problem with PowerPoint in my experience is that many professors don't know how to create PowerPoint slides correctly. The purpose of this paper is to explore ways to create PowerPoint slides that will make us more effective in the classroom.

PowerPoint Used Inappropriately Is a Hindrance to the Learning Process

I once knew an instructor that students complained and complained about. This instructor I will name George, would use PowerPoint in the classroom and during his lectures read slide to slide. Never using the board, or looking up. Students complained to the administration that the professor, although very intelligent, would bore them to tears. They even went as far as to state, "He should give us the PowerPoint slides on handouts and we wouldn't even need to come to class." The problem was George did not know how to create an effective PowerPoint presentation.

How do we prevent ourselves from becoming George Jr. in the classroom? There are several things we can do. First, we need to make sure that PowerPoint isn't our only tool that we use in the classroom. The blackboard is still a great instrument that can be used to help students understand information. Here are some guidelines that have helped me create PowerPoint slides that increase student interaction and facilitate the learning process.

Designing PowerPoint Slides

When creating a PowerPoint slide presentation it is important to adhere to the following guidelines: (1) Number of words, I believe that a slide should have no more then sixteen to twenty words a slide. If there are more than twenty words on a slide it is easy for the professor to end up reading the slides to his/her students. Reading slides to a class is a good prescription for boredom. Not only will the professor be reading the words, there is a natural tendency for students to also read the slides ignoring the professor. Also, when the slides are lengthy the students are concerned with copying the information into their notes and ignoring the professor. (2) Remember we read left to right. It is important to put pictures on the right side and verbiage on the left. (3) One picture per slide. The picture whether clipart or a photo should convey the intended emotion. We have all heard the saying, "A picture can say a thousand words." When using PowerPoint we should keep that in mind. (4) Use the same boarder/color scheme. As humans we like consistency so it is a good idea to use the same border throughout the PowerPoint presentation. (5) Use bullets, when presenting your slides whether it is in this class; use bullet points that state the main points and make sure you expand on them. By doing this you avoid reading to students. (6) Avoid using animations/sounds. Animations and sounds although creative tend to take away from the presentation. Students will focus on the animations/sounds and not the main points you are trying to make.

Notice the title of the slide, "What is your inner desire?" Along with the picture the title conveys the emotion that things can be changed.

1. Notice how the text isn't overwhelming? (The text is right to the point and would guide the instructor on what information is to be presented).

2. Notice how everything flows left to right?

3. See how the picture creates an emotion that words do not convey?

This was a PowerPoint slide that was created for a presentation to junior Entrepreneurs. Notice that the top of the slide depicts the topic of the slide. See how the bullets on the left depict a question. The graphic on the right (remember left to right) depicts cash which is what the slide is explaining.

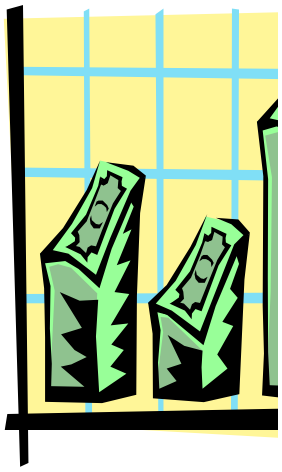
By taking the above tips we will be able to use PowerPoint more effectively in the classroom and avoid being a George Jr.

FIGURE 1.1
Demonstrates a Well Laid out PowerPoint Slide That Was Used in a Presentation Focusing on Career Orientation

FIGURE 1.2
Is an Example That Is a PowerPoint Slide That Requires More Verbiage than Figure 1.1

Purchasing Your Own Business

- Going to purchase a pre-existing business?
- Going to create a need or demand for your product.
- How are you going to get financed?



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PRESENTATION SOFTWARE: DOES IT OFFER ANY PEDAGOGICAL VALUE?

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INTRODUCTION

Over the past few years, many faculty have begun using presentation software such as PowerPoint in their classes. One of the reasons for this is that many publishers are now providing adopters of their textbooks comprehensive slideshows complete with graphs and exhibits from the textbook on a CDROM and/or on the publisher's dedicated Website for the text. For example, Prentice Hall Publishing and McGraw Hill Publishing both provide PowerPoint slideshows for most, if not all, of their business textbooks. Having a ready-made slideshow has greatly minimized the time and effort required to use presentation software which had been a major deterrent to its usage. In addition, more faculty are teaching in multimedia classrooms thus making it easier to use presentation software.

The members of this panel have had extensive experience using PowerPoint in the classroom and believe that it can support and encourage both good and bad teaching depending on how it is utilized. Before identifying pedagogically useful applications of PowerPoint, it should be emphasized that much of what can be done with PowerPoint can be done with blackboards, overhead projectors, flip charts, slide projectors, whiteboards and other technologies. Whether PowerPoint is better for a particular task than other display technologies depends on the goals of the instructor, his/her teaching style, the number of students in the classroom, the physical layout of the classroom and the increased availability of multimedia equipment.

PERPLEXING TEACHING PRESENTATION QUESTIONS

However, is the fact the more students are having to sit through PowerPoint presentations a sign of progress? Does this technology support and encourage good teaching? Does it offer any pedagogical value? Some would argue that it does while others would argue that it doesn't. Still others would argue that because technologies like presentation software are so flexible and can be put to so many uses that it is impossible to identify their intrinsic value. Rather, the value of the technology will depend on the ways in which it is used.

LESS IS MORE

In creating a PowerPoint presentation for the classroom it is tempting to view it as a tool to get more content into a lecture. The thinking is that if you don't have to spend time writing something on the board, you can cover more material in less time. The problem with this approach is that it is teacher-centered and promotes passivity on the part of the students. The assumption is that more is better. This problem is likely to exist when an instructor relies upon a publisher prepared PowerPoint presentation, which is usually a copy of the chapter-by-chapter notes, charts, graphs, and lists, making the classroom presentation no more than a repeat of what is in the text. While this may benefit those students who don't bother reading the text – the work is done for them – it can lead to much frustration among those students who expect the class presentation to expand up what is presented in the text. A better approach is to use the presentation to encourage active learning by including interactive exercises in the slideshow that require students to apply what they have been assigned to read. In other words, the slides would contain a series of exercises designed to stimulate and promote active as opposed to passive learning. Even simple approaches like asking questions on a slide and providing a blank space in student handouts upon which students can enter their answer can keep a class involved, and focused.

CONTENT AND COMPREHENSION

Another problem with using PowerPoint is that some faculty have a tendency to zip through more slides and more ideas than they could previously have covered, but students can't keep up. The result is that ideas that may have been clear to the instructor and clear on the screen are not clear in most students' minds. To minimize the likelihood of this happening, it is important that presenters provide a copy of the slideshow to the students prior to class. This can be done very easily if there is a course Website that the slideshow can be uploaded to. In fact, some instructors that make the presentation available to

the students outside of class never use it during class. If students come to class with a basic notion of the materials to be discussed, the classroom can be used for conversation, debate, practice, coaching and deeper understanding. In other words, the students come class expecting and prepared for an interactive experience.

POWERPOINT – THE GREAT ORGANIZER?

Students regularly comment that a well prepared and presented PowerPoint presentation assists them in keeping their class material organized and prioritized. The same can most likely be said for the instructor presenting the material. Knowing precisely what is to be covered in each class session well before it is delivered, and making this information available to the class at its outset via either handouts, a personal website, or Blackboard can put many students at ease with a course. While this approach can limit subsequent, on-going modifications to course material, the pedagogy can help in keeping a course in line and on track.

USING THE INTERNET TO ENHANCE THE VALUE OF POWERPOINT

When used in a classroom wired to the Internet, PowerPoint presentations offer several advantages. Links can be included in the slides to sites related to the topics being discussed. For example, in a class on advertising, the slides can be linked to sites such as Adforum.com, which contain video clips of TV ads and thumbnails of print ads along with a commentary of each ad. Students can interact with the site by posting their critique of a particular ad to the electronic discussion board. Exercises can also be included on the slides by providing links to sites that allow the visitor to sample a company's services, such as SRI's VALS segmentation tool or by having the students visit the site of a retailer and assessing the effectiveness of the company's customer service tools, such as LandsEnd' LandsEnd' Live! ®chat room.

POWERPOINT ENHANCED "EDUTAINMENT"

With more students demanding an entertaining educational experiences, or "Edutainment," PowerPoint presentations can be used in conjunction with popular sound tracks to make valid marketing points. For example, creating a presentation that links current ads with their "Retro" soundtracks; linking Sheryl Crow's song "Love is a Good Thing" to a PowerPoint presentation can illustrate channel conflicts evident in her battles with Wal-Mart; tying Pink Floyd's "Money" to a PowerPoint presentation can demonstrate prestige pricing and positioning; coordinating a presentation with an NPR news story on the changes in the sneaker market can demonstrate successful PLC extensions; and even using the software package to play a game of "Who Wants to be a Millionaire?" can keep a class involved and entertained while making solid educational points.

A CHANCE FOR FACULTY TO DEMONSTRATE THEIR OWN CREATIVITY

As technology increases the options by which firms can deliver creative messages to the marketplace, PowerPoint offers faculty another option by which they can present to, and involve a class. And like most promotional plans, a combination of mix elements will probably do more than a heavy reliance on a single medium. PowerPoint, when used in conjunction with Internet exercises, videos, music, business simulations, etc. can assist faculty with reaching a wide variety of students possessing varied learning styles in a creative and exciting manner.

TECHNICAL PROBLEMS AND CLASSROOM DESIGN

One of the most significant disadvantages of using presentation software is it requires expensive equipment in the classroom which may not – and probably won't! – always work as expected. Technical problems cause embarrassment, frustrating delays, and a break in the flow of learning. This possibility requires that the instructor have a backup plan such as hard copies of the slides that can be used on the overhead or visual presenter. Another concern is the physical layout of the room and the lighting levels available. Some rooms are better designed for slide presentations than others. In the worst case scenario, the students are seated too far away from the screen and there are only two lighting levels: too light to see the slides or too dark to stay awake. In this situation, the instructor may be better off using another display technology.

TEACHING DILEMMA: QUALITY OF POWERPOINT PRESENTATIONS VS. STUDENT LEARNING

Perhaps the problem encountered by most users is that their emphasis is placed on the quality of the presentation rather than their students' learning. They make the mistaken assumption that adding color, sound, and motion to the presentation will enhance a class. That will only happen if the presentation or any technology being used helps the instructor's teaching goals. The question that should be asked by a teacher when using presentation software, or any instructional technology for that matter, is does it offer any pedagogical value? This will, hopefully, lead to some novel and interesting ways to employ the technology that will result in teaching and learning being enhanced.

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CROSS-DISCIPLINARY MENTORING OF UNDERGRADUATE STUDENT BUSINESS CONSULTANTS: A CASE STUDY OF EXPERIENTIAL LEARNING

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ABSTRACT

Increasing attention is being paid to nontraditional pedagogies in marketing education. Collaborative learning, teaching for transfer, cross-disciplinary education, and experiential learning are being increasingly utilized as educators break away from the tradition of lecture-and-discussion in an attempt to provide greater value in higher education. This panel topic will elaborate on a combination of these approaches, discussing a case study in which a liberal arts student (a psychology major) is mentored by a business school faculty member to become a sales consultant for a small business in a Midwestern university community. The discussion will describe the evolution of the assignment, the business problem faced, the mentoring approach that was used, and a discussion of the benefits for the participants and suggestions for future similar collaborations.

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USING THE ETS MAJOR FIELD TEST IN BUSINESS: IMPACT OF TEST TAKING MOTIVATION

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INTRODUCTION

With increased scrutiny placed on institutions of higher education from state legislatures, accrediting bodies, and the general public, there has seemingly been an increased use of achievement tests to gauge the success of colleges and universities (Alexander 2000). Though the quality of education has been traditionally measured by its "inputs" (i.e., SAT or ACT score, faculty credentials, classroom sizes, etc.), there is a new interest in the "outputs" of the educational process as evidenced by outcome assessment trends. Standardized tests as a method for outcome assessment are widely used, especially when external validity is a concern (Johnson, McCormick, Prus, and Rogers 1993). One such standardized test administered by Educational Testing Service (ETS) is the Major Field Achievement Test (MFAT) in measuring general knowledge in the field of business. ETS has enjoyed a 256 percent rise in total sales of Major Field Achievement Tests in 16 different disciplines over the period from 1980 through 1996 (Sacks 1997).

There are several advantages in using standardized tests in outcome assessment. Perhaps the most important is the ability to compare test scores of different institutions thereby providing some insight into an institution's student ranking in relation to other institutions. Standardized tests have been criticized, too. It is argued these tests may be biased towards certain subgroups within a population (i.e., women, minorities, nationality, socio economic class) in that these individuals fail to score as well as other subgroups (Hancock 1999). Another problem that arises when universities use standardized tests for outcome assessment is the issue of motivating all students to put forth full effort. It is not unusual to encounter this problem when there is neither a clear incentive for high performance nor a clear disincentive for poor performance in the mind of students taking the standardized test.

This issue has important ramifications for colleges and universities. For example, if an institution's mean MFAT score is a 154, that is the 50th percentile. A 158 is the 77th percentile (ETS 2000). In fact, the difference in being ranked in the 50th or 25th percentile is again only 4 points. Under these circumstances, universities that depend on outcome assessment for funding, accreditation, or other resources are understandably concerned about maximizing student effort on MFAT exams. Recently, there is some anecdotal evidence that test-taking motivation is related to test performance (Schmidt and Ryan 1992; Avery et al. 1990). This study investigates the influence of student test taking motivation on standardized test scores on the MFAT test in a AACSB accredited, medium size university in the mid-south.

METHODOLOGY

The business MFAT is designed to assess the knowledge of undergraduate business graduates and consists of 120 multiple-choice questions completed in two back-to-back one-hour segments. The knowledge areas covered include that which is assumed to be part of most business core curricula: accounting, finance, economics, management, marketing, statistics, law, and social and international considerations. The institution used in this study administers the MFAT in the capstone course for all business majors – Strategic Management. Students take this course during their final semester. Therefore, those students taking the tests are almost exclusively graduating seniors who have completed their business core courses. The test is usually given in the middle of the semester. The university has administered the MFAT test since 1992, but only in the last two years has an attempt been made to improve test scores.

Two professors taught multiple sections of the Strategic Management course in the Spring 2002 semester. Both professors informed students on the first day of the semester that it was mandatory for all students to take the test and the MFAT score of each individual student would be incorporated into his/her final grade. However, one professor provided no further clarification as to how the score would be used to calculate students' grades (i.e.,

weight). The students in this professor's sections made up group one (N = 91). The other professor informed students that the MFAT score would be used as a regular test grade (15% of the overall grade) and details were provided as to how the raw score would be converted into a more traditional grade (i.e., numerical grade between 0 and 100). The students in this professor's sections made up group two (N = 73). In summary, both instructors incorporated the MFAT test score into the course grade, but one stated the specific impact of the MFAT on the course grade and the other was ambiguous about the MFAT effect on the course grade.

ANALYSIS AND RESULTS

Information on each student's test scores, gender, and minority classifications (white or non-white) were collected. Data was analyzed using SPSS 11.0 software. The objective of the study was to determine the influence of the instructors' grading structure on average MFAT composite scores of students. As such, the MFAT composite score was treated as the dependent variable and instructors' grading structures (whether the specific impact of the MFAT on course grade was clearly stated or not) were treated as the independent variables. Analysis of Covariance (ANCOVA) was used to determine if the mean MFAT scores for the students in group one were higher than the mean MFAT scores for the students in group two. In the analysis, extraneous variables gender, minority classification, and major were controlled because of the possible influence these variables could have on standardized test scores.

Results revealed the difference between the MFAT means for the two groups to be statistically insignificant ($F = .87$, $p = 0.38$) at the 0.05 level of significance. However, the mean MFAT score for group two was higher (155.41) than for group one (152.56). Of the control variables, only minority classification was statistically significant ($F = 12.94$, $p = 0.00$). Minority students scored lower on the MFAT (mean = 143.5) compared to Non-Minority students (mean = 155.0).

DISCUSSION AND IMPLICATIONS

While the mean score difference between groups one and two was not significant at the .05 level, there are still valuable ideas to be gleaned from this examination. First and foremost is the fact that while those trained in statistical analysis may see this as statistical insignificance, others (e.g., university administrators, external organizations, etc.) may not. These individuals and groups may not understand the implications of a standard deviation of about 7 points when looking at institutional percentiles. So while raising a group's score by 3 points is statistically insignificant in a study such as this, it raises the group's percentile nearly 20 percentage points – a substantial increase in the minds of many.

The relatively small sample size and failure to control for other variables may have had some impact on the study results. This is particularly important because the groups are not assigned randomly (i.e., students select the section in which they enroll) and this may substantially bias results. Future studies should probably also include controls for students' previous standardized test results (e.g., ACT or SAT scores) and/or previous academic success (e.g., grade point average).

As was demonstrated here, making the MFAT score part of students' overall course grades, while not shown to increase scores at a statistically significant level, may still be demonstrated to do so in the future. But other methods of motivation should be examined as well. Would students respond to public recognition of high scores, monetary awards, a minimum required score, or even refreshments during the test break? Studies of these factors should prove very enlightening.

Outcome assessment is becoming more important to colleges and universities and the people and organizations who depend on them. If institutions use motivational methods with non-uniform effects, cross comparisons of test results are highly suspect, and any subsequent conclusions are most likely faulty. This study has only begun the investigation of such matters. Much more study is needed before the relationship between motivational methods and their impact on MFAT test scores is understood.

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SHOULD FINAL EXAMINATIONS BE GIVEN IN MARKETING MANAGEMENT CASE COURSES?

Neil Younkin, Saint Xavier University

This paper addresses an issue in the area of teaching. More specifically, a particular pedagogical style for the teaching of marketing courses that have a heavy case emphasis. Marketing Management is the most typical course that uses the case method of teaching.

Students in case courses are usually asked to do individual and sometimes group case analysis involving actual businesses or business situations. They give their recommendations on how to solve that particular business's marketing problems. Students submit case analyses in writing and they are also discussed and/or presented by students in class. Other assignments might also be given, such as having students put together a marketing plan for a product or service.

One way of teaching the course would be to require all the students to submit written case analyses for all the cases. This teaching method will ensure that all the students have read, and analyzed all the cases. This method also involves substantial reading, grading, and work for the instructor. This workload becomes greater with larger class sizes.

Another pedagogical style is to assign some cases to be read, analyzed, and have classroom discussion. The issue is whether students spend as much time reading and preparing for class in this situation. My experience is some students will not be as prepared if they will not be graded on that material. Like everyone else, a student's time is scarce and has an opportunity cost to it. The student might prefer to spend time studying for another course, or at work, etc.

Instructors can partly overcome this lack of motivation by calling on unprepared students during class discussion, but it is difficult to call on all students during a single case discussion. Professors can also include class participation as part of the course grade. Both of these methods are necessary but not sufficient to eliminate some students' lack of motivation.

A recommendation for professors who don't require all students to submit written analyses for all cases is to require a final examination based on the cases discussed in the course. A questionnaire was distributed to students during winter, spring, and summer 2002. All of the students surveyed were graduate students in Saint Xavier University's M.B.A. program. One hundred four completed responses were received. Some students did not answer all of the questions. Please see enclosed questionnaire.

Fifty-four percent of the students responding either agree or strongly agree that they would pay more attention in class if they had a final which involved the cases presented. Thirty-eight out of 104 responses either agree or strongly agree that they would ask more questions in class because they would have a final involving the cases presented (in class). Sixty-four out of 104 students agree or strongly agree they would keep and study the case analysis readings more because of a final exam. Thirty-six out of 102 students agree or strongly agree that they learned more in the course because they were required to take a final exam, . . . 34 out of 102 responses agree or strongly agree with "I recommend courses, which involve cases, have a final exam based on these cases."

The survey indicates the majority of students would pay more attention in class and 62 percent would study the case analysis readings more if there was a final exam which involved cases presented/discussed in class. Over 36 percent would ask more questions in class. More than 33 percent feel they would learn more in the course. Thirty-three percent are recommending final examinations, which involve cases that were discussed/presented in the course. Students are anonymously admitting that some of them will be more prepared if they are graded or tested on the material. The survey results support the teaching idea that if a professor doesn't require all students to submit written case analyses for all cases, a final exam based on the cases should be given.

QUESTIONNAIRE

Please circle appropriate student status:

Graduate

Undergraduate

In the past semester, cases or problems involving actual business situations were presented and analyzed.

1. I paid attention more in class because I would have a final exam, which involved the cases presented.

   Strongly Agree Agree Neutral Disagree Strongly Disagree

2. I asked more questions in class because I would have a final exam, which involved the cases presented.

   Strongly Agree Agree Neutral Disagree Strongly Disagree

3. I kept and studied the case analysis readings more because of a final exam.

   Strongly Agree Agree Neutral Disagree Strongly Disagree

4. I learned more in the course because I was required to take a final exam, which involved the cases.

   Strongly Agree Agree Neutral Disagree Strongly Disagree

5. I recommend courses, which involve cases, have a final exam based on these cases.

   Strongly Agree Agree Neutral Disagree Strongly Disagree

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MANAGEMENT TECHNIQUES FOR CASE ANALYSIS

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ABSTRACT

Critical thinking and higher-order cognitive skills are essential educational goals for success in today's internetworked global economy, but they are not easily cultivated. The case method is a pedagogical strategy that holds potential for promoting effective learning "when the lesson objectives include analyzing, synthesizing, and judging," (Johnson 1995). This paper will present innovative uses of management techniques in applying the case method as tool for engaging students in active learning. In particular, the use of issue analysis and SWOT analysis techniques in promoting meaningful learning in management education areas will be explored.

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STUDENT TEACHER EVALUATION PROCESS: MYTHS AND COUNTER-MYTHS

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Almost all professors are now evaluated by their students. The results of these evaluations are used in a wide variety of ways, from giving instructors feedback, decisions of promotion and tenure, merit pay calculations, and, in some cases, as customer control.

So many studies have been published about the evaluations that researchers now use the method of meta-analysis to investigate the process, in which each case is a published article instead of an individual respondent.

Still the process remains controversial. So much so, in fact, that published papers have appeared listing the "myths" of the evaluations, followed later by another set of publications noting the myths about the "myths."

The purpose of this panel (workshop) is to look carefully at the research on the evaluation process, and the evaluations themselves. It would be slightly unusual in that there is only one panelist, who would lead a discussion with attendees. Studies would be distributed; a short presentation to introduce and clarify the topic would be made, followed by a discussion. Attendees would be encouraged to add to the discussion and ask question of the presenter, and of each other.

Some questions that would be addressed:

1. Do extraneous variables influence the evaluations? Are students biased by the "grapevine" before attending class? What about class size, major, classes that are either required or elective? The findings from research on these topics generally come as a surprise to many instructors.

2. Does academic rigor lower the evaluations? Surveys have shown that instructors believe that it does. Most research, however, has found no first-order correlations between the evaluations and academic rigor. Are the instructors wrong? What have more sophisticated statistical methods found?

3. Do students evaluate male and female instructors differently? Many instructors have insisted that they do, but much of the research has found no differences. Other research has found profound differences. What is the relationship between the two research findings, and which is most likely closer to the truth?

4. Does the personality of the instructor influence the outcome of the evaluations? Defenders of the process insist that it does not. Individual instructors claim that it does. What does the research say?

5. If personality does influence the evaluations, does this mean that scores of the instruments are hard to change? Is teaching a skill, or a vocation?

6. What do the evaluations actually measure? Some researchers maintain that the evaluations accurately measure students' learning. Other researchers have found little relationship. If one faculty has a higher average score than another, what difference between the two instructors does the averages represent?

7. Does using an extensive system of evaluation improve instruction either individually or collectively? Many institutions justify their widespread use of evaluations based on this premise. Does the research support it?

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TEN SIMPLE WAYS TO IMPROVE YOUR TEACHING

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Most professors want to improve their teaching performance. Some look toward their teaching evaluations for hints or suggestions on ways to improve. One problem with this method is often student comments are focused on general statements like "the tests are too hard" or "the professor isn't very interesting." Certainly, professors can learn from their own mistakes, or conversely, from their own triumphs. However, in this paper, we set out to help professors learn from the standout teachers in our profession. Specifically, we asked students to think about the best and worst professors they have ever had and tell us what made their teaching styles so memorable. Based on discussions and written comments from over 100 business students, here are ten simple ways teachers can improve their performance in the classroom. See how you score on the following.

1. *Be on time* – Several students commented that often professors were either late to class or ran their class over time. As students are quick to note, they are expected to be on time, and so should the teacher. When the professor is late, students feel their time isn't being respected. Professors can also be labeled as the "I need a grand entrance performer." And the ultimate kiss of death, come in late and hold the class over.

2. *Be available* – This suggestion goes beyond holding office hours. It means we as teachers need to be more approachable. One student commented that just seeing a teacher talking to students in the hallway, not necessarily about class, gives a great impression. Other suggestions along this same idea pointed out that too often professors seem to "rush" out of class, folding up notes and books as they head for the door. Students interpret this as the professor's lack of time or desire for students' questions and interactions. Either way, the impression (true or false) says something about how approachable the professor is to the student. So, if you don't have a class back-to-back, let students know you are available and happy to answer questions after class. If you do have another class, be sure to let them know why you are rushing out the door. Other suggestions included requiring students to come by for just three minutes to meet the professor. Students agreed this would make a very positive impression and contrary to our thoughts, would not be seen as an inconvenience by most students.

3. *Use current examples* – Another easy one, but it seems that even the best teachers tend to fall back on comfortable examples they have used over time. The point is, even last year's examples are not current. This reflects on your perceived knowledge, class preparation, and your interest level for the class and students.

4. *Know and use students' names* – Students are very reasonable with this suggestion. They acknowledge that in classes with more than 50 students, it is not easy or expected but, they also say they notice when professors do take the time to learn their names. There is something good to be said about personalization.

5. *Test what you teach* – Several students complained about the teachers who ask questions over material never covered in the classroom or in the textbook. They are not asking for the same information or examples, but at least the opportunity to use the same logic or approach to answering questions. One other student hint: take your own test before you give it. Make sure you covered what you asked. Remember, sometimes we keep the same questions used on previous exams and consequently, we may not have covered or emphasized that material for that specific class.

6. *Keep the class interactive* – Even in large classes, students prefer discussions and interaction with the professor. To put it in the words of a student, "One-way teaching is not teaching at all, it is dictation."

7. *Be enthusiastic* – If you look bored or sound bored, you are. Enough said.

8. *Humor is good* – Students respond well to humor. But remember, humor is relative. You want them to

laugh with you, not at you. Also, do not make fun of students in the class. While sometimes very tempting, more often than not, it is viewed by students as an, "I'm smarter than you" tactic whereby you are perceived as a "jerk." In addition, if you use humor in class, make sure it's relevant to the topic or point you are making.

9. *Treat students like they are your customers* – as one student says, "We just want to know you care, after all, we are paying part of your salary." Other suggestions, ask students what they would like to spend more time covering. If you see a student scoring poorly on an exam, ask if there is anything that is going on or if there is something you can do to help.

10. *Smile* – An integral part of our culture with universal meaning that is easy, free, and requires no additional time.

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BACK TO BASICS IN THE UNDERGRADUATE MARKETING AND MANAGEMENT CLASS

James R. Maxwell, Buffalo State College – State University of New York

ABSTRACT

We as faculty are all dealing with the apathetic student, illiterate graduates, charges of incompetent teaching, impersonal campuses – so on and so forth is the criticism of higher education. Seems as though we can't win many times, but we can review some of the basics from time to time to keep ourselves strengthened and on top of our good teaching skills. The purpose of this paper is a review or refresher of some of the basics we all know and use in our marketing and management classrooms.

Different institutions implement various practices depend very much on their students and their circumstances. What follows are some reminders or descriptions of different approaches we are all familiar with and have utilized. Sometimes we get caught up in the day-to-day activities and lose sight of the various approaches we could be implementing.

We address the teacher's *how*, not the subject-matter *what*, of good practice in undergraduate education. We recognize that content and pedagogy interact in complex ways. We are also aware that there is much healthy ferment within and among the disciplines. What is taught, after all, is at least as important as how it is taught. In contrast to the long history of research in teaching and learning, there is little research on the college curriculum. We cannot, therefore, make responsible recommendations about the content of good undergraduate education. That work is yet to be done. This much we can say: An undergraduate education should prepare students to understand and deal intelligently with modern life. What better place to start but in the classroom and on our campuses? What better time than now?

Communication

For student motivation and involvement, it is recommended that we have frequent contact with our students in and out of the classroom. Students appreciate knowing that faculty members care and are willing to help them when they hit tough times. This relationship with faculty encourages intellectual commitment and values.

Collaboration

Many students are enthusiastic when the activities they are involved with are team efforts rather than individually. Learning is enhanced, collaborative, social and not competitive and isolated when working with other students. Obviously, sharing ideas and response to criticisms and reactions is truly a learning experience.

Involvement

The Socratic method of students only listing to lectures is not as effective as the student being involved. Learning is not a spectator sport. Personally, I find it difficult to learn listening, memorizing packaged assignments, and regurgitating answers, without being actively involved. It is my view that students must discuss their experiences, and daily lives.

Feedback

Knowing what I don't know has been advantage for me when I admit that I don't know. Students as well need feedback on their performance. The challenge is assessing existing knowledge and competence. There are however, many opportunities to perform and receive suggestions for improvement.

Time Management

One thing that I always emphasize to my classes is that the one thing that everyone, including your competition has the same amount of is time. As in everything that we do, effort plus time equals learning. Teaching time management skills is difficult, because for most of us, it is the most difficult task. Allocating the resource of time is critical to student learning because in the real world time can define high performance and success.

Level of Expectations

Set the bar low and we get low performance, set the bar high we get high performance. High expectations results in positive self-fulfilling positive expectations.

Respect for Culture and Diversity

Everyone is different and have different talents. Students learn in many different ways and styles. As teachers we must be able to identify the cultural and diverse methods that each student learns to facilitate their learning experience.

Conclusions and Recommendations

While each practice can stand alone on its own, when all are present their effects multiply. The sum of activity, expectations, cooperation, interaction, diversity, and responsibility. Even though we are marketing professors, we do not know everything about marketing and, of course, we do not know everything about different or creative marketing techniques in every kind of industry or business. If we recognize this fact, we are free to learn many details from our students.

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TEACHING TIPS: USING "RELATIONSHIP MARKETING" IN THE PRINCIPLES OF MARKETING COURSE

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INTRODUCTION

Relationship marketing is important in marketing today. It seems to be very related to the marketing concept – a focus on the customer. Relationship marketing expands that customer orientation idea to a more long run, mutual benefit focus for customers and marketers. The ideas conveyed in this paper will be based on the marketing concept and relationship marketing ideas as they relate to teaching the Principles of Marketing course. This idea can be applied to other courses as well. The purpose of this paper will be to explain the use of certain core ideas as they relate to other concepts. The use of this "relationship marketing" technique will enable the professor (the marketer) to focus on the learning of the students (the customers). Both groups should benefit since the students will be able to retain the concepts longer and the faculty will be able to teach a multitude of concepts using ideas that the students have already learned or have been exposed to in the course.

RELATIONSHIP #1: CONSUMER GOODS CONTINUUM

The consumer goods continuum is based on Leo Aspinwall's earlier concepts related to marketing of consumer products. The consumer goods continuum can be used in the product chapter to provide an overview of the rest of the course since product, pricing, promotion, and distribution dimensions can be covered at this point of the course. It can also be related to the generic product life cycle and to the classification and marketing of organizational products.

RELATIONSHIP #2: GROSS MARGIN

By introducing gross margin at an early stage in the course, perhaps day one, the students can apply the concepts to (1) the Robinson Patman Act's focus on brokerage allowances, (2) trade discounts in the pricing chapter, (3) comparison of competitors, (4) a financial approach, (5) different gross margins for manufacturers, wholesalers and retailers, (6) advertising budgets and (7) pricing of products.

OTHER RELATIONSHIPS

At least three other relationship concepts will be presented. How to use "BADPR" in defining a marketing research problem, "PAIRS" in personal selling and "Pan" in statistical analysis will be discussed.

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CLASS FEUD

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Over the years, I have provided a review day to discuss relevant material prior to the exam in the Principles of Marketing class. While the review seemed to cover the material and encourage 100 percent attendance, I did not feel it required the students to come to class prepared to review the material, but only to show up to write down the potential topics on the exam and also to get "hints" for studying.

Therefore, I set up a "Class Feud" review project based on the game show Family Feud. Prior to class, I randomly divided the students into either Team A or Team B and made a list of marketing questions to be asked during the game. The Class Feud participants include: The Host (the instructor), Team A, Team B, and a scorekeeper. The game began with a toss of a coin to determine which team received the first question. The Host would then randomly select a name from one team's participants (Team A). The premise was to ask a question of each student and assign one point to each correct answer. If, for example, the student on Team A could not answer the question, then all the members of Team B could discuss the question and a spokesperson would provide the answer to The Host. If correct, Team B would receive the point. Therefore, either Team A or Team B would get the point, or if each team missed the question a point would not be assigned.

The game would continue until The Host ran out of questions or class time was up. The team with the most points at the end of the game was awarded four bonus points on the exam. The losing team received nothing. The scorekeeper's points were determined based on the team they selected prior to the game. Class Feud provided the students an incentive to study prior to the review session in hopes of receiving bonus points on the upcoming exam. The losing team saw that additional preparation might help their cause on the rematch game over the next exam's material.

In summary, most students came to the review session having studied the material, looking forward to the competition and, in the end; receive bonus points toward the exam.

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INSPIRING MARKETING STUDENTS TOWARDS SELLING CAREERS

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This paper discusses the process of developing a program where students in a personal selling course voluntarily shadow professional sales representatives. In the program, the majority of these students are "matched" with salespersons in their areas of interest. Other students find their own salespersons to shadow.

In developing such a program, named the *Shadowcasting Program,* the author purposefully sought to create a program that would inspire and empower people (salespersons) in the community to inspire marketing (sales) students about a career in sales. Realizing that professors experience the fulfillment of impacting students' lives on a daily basis, the author wanted to give salespersons an opportunity to experience this

The program was designed to serve four types of marketing students. (1) Those uninspired by the possibility of a career in sales. (2) Those that are open to a career in sales, but aren't sure what type of sales they would like to get into. (3) Those students that think they know what type of sales they would to go into, have reasonably good idea of what it would entail but want more information to validate that and to have a glimpse at their dream job. (4) Those that think they want to work in a particular type of sales but are motivated by an unrealistic and pipedream-like vision of what the job entails.

In Spring 2002, class size dictated that the program's debut required the active recruitment of approximately 25 salesperson participants. Finding salespersons that were willing to participate was especially challenging. To this end, the author spoke at the December 2001 meeting of the local pharmaceutical sales association. When speaking at the meeting, the author encountered the following concerns to which the following responses were made. (1) "My customers might be sensitive to the presence of an outsider during the sales call." In such cases, it was suggested that salespersons allow themselves to be shadowed only on calls made with more open, friendlier customers. Some customers may actually appreciate the salesperson's commitment to making a difference in the life of a college student. (2) "Liability issues may prevent someone from outside the company to riding with me in the car." Consider having the shadowing student provide own transportation between calls.

The talk was successful in enlisting ten pharmaceutical representatives in the program (including reps from such prestigious companies as Eli Lilly, Merck, Abbott, Glaxo-Smith-Klein, Watson, Astra, and Wyeth). This was significant, as students are especially interested in pharmaceutical sales as a career. Through networking, the author also recruited several other salespersons from a variety of other industries that students found appealing, such as technology (e.g., IBM), industrial and consumer packaged goods sales. Students were also given the option of finding their own sales representatives to work with, although most opted for being matched by the instructor due to limited access to reps in their chosen areas.

Students were required to spend approximately one-half day with their respective salesperson, during which time the salesperson calls on accounts and conducts activities reasonably representative of a "typical day." The author found that half-day shadowings are preferable to full-day to many students due to the time constraints faced by today's students and salespersons. It was each student's responsibility to contact salesperson to set the shadowing date. Students were encouraged to dress professionally, be punctual, to not drink alcohol prior to meeting with their match, and not to distribute salesperson contact information without salesperson approval. (Some salespersons are especially sensitive to the final concern).

Since this was part of a personal selling class, students were also required to write a reaction paper addressing issues such as, (1) What they did that day (where did they go, what happened during the calls, etc.). (2) What was their impression of the salesperson, the calls they made, their customers, the job, and anything else. (3) What was the impact of this half-day shadowing episode had on their interest in this types of sales?

Student Comments on the Shadowcasting Program

1. "I found this experience very interesting and I think it definitely could help a person decide if a career is right for them. Going out on a real business trip showed how much our class correlates to real life."

2. "I do believe that this is one of the best things I could have done and I would do it again if given the chance.

Whether or not I go into pharmaceutical sales or not, I at least have the first-hand experience that I can put on my resume. This was a really good idea for future classes and I believe that everyone that participates will get something out of it."

3. "What a neat experience to get a taste of what I want to do for a career. It was so exciting. I called everyone right after I left the house of the person I shadowed. Thanks for the great opportunity!"

4. "I really enjoyed talking to the Merck rep I shadowed and she said that she would love to talk to me again. She also told me that once I graduated, that she wanted me to come and talk to her. I was stunned. I told her that I would love to and then she said what a great idea this was to have students come and shadow them, because so many graduates don't have a clue as to what profession they are going to follow."

Clearly, many of the 35 participating students found the program to be extremely worthwhile, valuable, and inspiring. The program offers a very active learning experience. It impacts lives. Salespersons appreciated the program because it demonstrates to their customers their commitment to community service and gives them a chance to make a difference. The program will most likely be continued in future semesters.

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AN EXAMINATION OF CLIENT PERCEPTIONS OF ADVERTISING AND ADVERTISING AGENCIES IN CHINA

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ABSTRACT

This paper examines the perceptions of advertising by Chinese clients who use advertising in their marketing efforts. This paper builds upon previous work done by Prendergast and Shi who examined perceptions of 200 advertisers in Shanghai. This examination will focus on a broader scope of clients by utilizing the offices of the China International Public Relations Association (CIPRA). The initial survey and preliminary findings will be described.

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STUDENT ANALYSIS OF PRODUCTS FOUND IN OFF-PRICE RETAILERS

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Off-price retailers seem to be more and more popular. Stores such as Big Lots, Pic'n'Save, and McFrugal (depending upon the geographic region) are selling themselves as providing name brands for less. Much of the merchandise these stores feature may be produced directly for them or may represent manufacturer overruns. However, there is still an abundance of expired or unsuccessful products which have arrived at these stores from mainstream retailers.

Through analysis of some of these products, the beginning marketing student can start to see, through hands-on experience, the various aspects of marketing at work. We have used a specific assignment of:

1. Visiting the local off-price retailer in the community.

2. Locating a product deemed interesting.

3. Presenting the product to the class, explaining why, in the student's opinion, the product ended up at the retailer.

4. Encouraging class participation in subsequent analysis to develop other possible reasons for the product's presence and determining how the marketing mix could have been modified to be more successful.

A recent visit to the local Big Lots retailer in Frankfort, Kentucky, found products that could be classified in three major categories:

1. **Seemingly Unsuccessful Products.** Examples found included a grapefruit-scented perfume; a bathroom toilet kit, featuring paper, toilet seat covers, and disinfectant wipes; and, a bubble-gum flavored children's toothpaste.

2. **Promotionally-Expired Products.** Examples found were breakfast cereals with tie-ins to children's movies (Spiderman, Monsters, Inc., and others) and contest-related products for which the contest had already been completed.

3. **Seasonally-Expired Products.** Examples found included spring cookie mixes featuring pastel candy chips and spring Oreo Cookies featuring a yellow filling.

The assignment quickly introduces the student to several key concepts, addressing areas such as:

1. The need for consumer research. While the odor of grapefruit may be perceived by the producer as a pleasant and refreshing one, the producer apparently failed to consider who wears perfume and where it is used.

2. The need for appropriate channels of distribution. The bathroom toilet kit might have been successful if sold through camping goods retailers, but apparently was not successful in its selected channels.

3. The need for creating sales forecasts which are as accurate as possible. Both promotionally- and seasonally-expired products would seem to indicate overly-optimistic projections.

4. The need to match the product to the consumer (packaged dinner mixes).

5. The need to evaluate pricing strategies (a product perceived as too cheap to be good).

6. The need for effective promotion (great idea but too few consumers learned of it).

7. The concept of sunk cost (as illustrated by the need of mainstream retailers to dispose of products which are not selling).

In conclusion, we feel that the assignment of finding a product and analyzing why it is on the off-price retailer's shelves can provide an interesting (and often fun) way of introducing and reinforcing basic marketing principles.

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ECONOMICS IN THE MOVIES

Sid Konell, University of Wisconsin – Barron County

The use of popular films to introduce students to economics concepts and institutions is well established. It can be especially appealing to non-business/economics students who have learned to fear economics as difficult, boring, and largely irrelevant. Films, and film clips, can be used to demonstrate how pervasive economic issues are in many popular film students are continually exposed to in theaters and video rentals. Films can also demonstrate effectively how an increased understanding of economic terms and concepts can be valuable in the students' every day lives, especially in understanding the evening news and discussions on current social events. Popular films also benefit the students as a common background for discussion of economic issues. Recently the movie *Skulls* provided such a framework for classroom discussion. Student reviews of movies encourage critical thinking and spark lively classroom discussions. A panel discussion of classroom experiences with movies as a part of economic education would be a valuable part of an educators conference.

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MANAGEMENT ACCOUNTING: A HANDS-ON APPROACH TO LEARNING ABOUT PROCESS COSTING

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This paper will describe and outline an in-class activity I use in my management accounting principles classes, a core requirement in the majority of business programs. The activity brings to life the ideas behind process costing with emphasis on equivalent production and how process costing differs from job order costing, and gives students a better understanding of how a manufacturing firm works. This leads to an increased understanding of the importance of management accounting concepts in relation to the overall operation and success of a business. Students must think like managers and accountants simultaneously.

To start the activity, students are divided into teams of approximately 5–10 students depending on class size. I generally like to have at least 3–5 groups although two works great in small classes. Each group is given a set of instructions (see Exhibit A) and a paper bag with the necessary equipment to set up their factory. I have tried a couple different products for them to manufacture, but budget constraints have made paper airplanes the most economical alternative that still preserves the learning process. They are given a five minute planning period to discuss strategy for accomplishing their task. After the planning period, Round One of manufacturing begins and typically lasts from 5–15 minutes depending on how well the students are manufacturing and the length of the class period. After Round One, I hand out a sheet with two blank schedules of equivalent production and additional questions on the back. Students are given approximately 10 minutes to complete the first schedule together (see Exhibit B). We briefly discuss their work so far and then move into Round Two. Round Two is the same as Round One, except this time the students have some work-in-process inventory at the beginning. After Round Two, students must fill out the second schedule of equivalent production, and then answer the questions on the back of the paper. These are the questions I typically ask:

1. What are the direct materials in your production line?

2. What are three elements of manufacturing overhead used in producing your product?

3. How many units of beginning inventory did your factory start with?

4. List 2 types of direct labor involved in your production line.

5. What are 2 types of indirect labor that you used or could use in your factory?

6. Describe exactly what a finished good looked like in your factory.

7. Describe the method your group used to determine the equivalent units in your ending inventory.

8. What did you find to be the bottleneck in your factory? In other words, which part of the process slowed your group down the most while trying to produce as many high quality products as possible?

9. Figure out how many different departments or processes you would use in producing your paper airplanes. Draw a simple flow chart of how the product moved from one department or process to the next.

After students answer these questions in their groups, we discuss them as a class. Bonus quiz points are given to the team producing the most finished products of acceptable quality during the period. I also award a couple of bonus points for the team who did the best job on the schedule and questions. This usually ensures focus and effort from the students.

Many learning objectives can be accomplished through this project. Students are forced to work as a team to achieve success, and they are required to communicate and defend their ideas to the class. There is a factor of ambiguity in the project, and students must complete their tasks with little help from me. Certain pieces of information typically given in textbook problems are not given in this simulation, so the students must make additional decisions. As an example, textbooks always tell what percentage of completion the work-in-process

inventory is, whereas the students must calculate this based on what actually happened in their factory.

In regards to choosing a product for the students to manufacture, the important factors are that at least 3–4 processes be involved (for the airplanes the steps include folding the paper into fourths, cutting, folding into airplanes, labeling, gluing, and packaging two planes per plastic baggie), and there are at least two direct and one indirect material used. This functions as a review of the management accounting concepts that students have covered so far in the course. My goals for the future are to find a nonprofit organization that will supply materials that need "manufacturing" or assembly provided by direct labor. This would increase the project's realism and provide the university and its students the opportunity to participate in a community service project. Please contact me if you have any ideas about organizations and/or projects that would accomplish the objectives of this project and benefit a charitable cause.

Overall, this activity has been an effective learning tool. Students enjoy it as a change of pace, develop a greater understanding of manufacturing businesses, and perform well on test questions related to the concepts covered in this project. I find that many students feel intimidated by accounting and are somewhat discouraged about majoring in business during their introductory accounting courses. This activity brings a more holistic view of operating a business that many students desire, and I will continue to use and improve this activity in all of my managerial accounting classes.

EXHIBIT A
ACCT 226 In-Class Equivalent Production Activity

You are starting a paper airplane factory. Your objective as a team is to set up an assembly line to produce as many finished goods as possible during the given time frame. Be careful while you are producing your airplanes because the costs of wasted materials will decrease your profits. However, your factory must also be efficient, producing as many high quality products as possible during the period. Watch out for poor quality products (for example, crooked cutting, uneven folding, poor assembly, and sloppy labeling, unsealed packaging, etc.).

A finished product is provided as a model. Also provided in your bag is one work-in-process unit that can be used as a pattern for the airplane design. The rest of the information you use will be up to your team to determine.

Using every member of your team and the materials in your bag, create your factory.

Bag includes:

Several sheets of 8 ½ x 11 white paper

1 marker	1 pair of scissors
1 Glue Stick	2 large paper clips
Several plastic baggies	1 finished product
1 partially completed product	

You will be asked to perform managerial accounting duties related to your factory.

EXHIBIT B
Schedule of Equivalent Production – FIFO Costing Method

Units-Stage of Completion	Units to be Accounted for	Equiv. Units Direct Matls Costs	Equiv. Units Conversion Costs
Beginning Inventory – units started last period but completed in this period Direct materials costs – complete Conversion costs – complete			
Units started and completed in this period			
Ending Inventory – units started but not completed in this period Direct materials costs – complete Conversion costs – complete			
Totals			

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GET ORGANIZED! COURSE ORGANIZER STRATEGIES ENHANCE TEACHING AND LEARNING

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ABSTRACT

Through decades of research, the University of Kansas Center for Research on Learning has developed a series of strategies designed to enhance student learning. They started this project thinking about K-12 students with learning disabilities, but soon discovered two things: (1) the strategies helped students of widely varied learning styles (not just those with learning problems), and (2) the strategies helped faculty as well.

The course organizer strategy, for instance, helps faculty think more deeply about their course materials, structure, and organization (What's critical? What's a logical progression? How do the parts relate to each other? How do assignments and tests relate to what's critical?). Course organizer strategies also help students see the logic and connections among the parts of the course, thus enhancing their learning. The goal is that learning take place, rather than some quick memory fix before the final, all to be quickly forgotten.

In our years of applying these strategies to our classes, we have discovered that they work for any subject matter or discipline, they work very well at the college level (whether freshman or advanced), and students like them. We've found these strategies to have a very "rich" set of possibilities for use, for both faculty and students.

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USING STATISTICAL CASES TO INTEGRATE MARKETING, COMPUTER, AND BUSINESS CONCEPTS

John E. Knight, University of Tennessee at Martin

INTRODUCTION

Given the traditional nature of most college curriculums, courses are often taught as topics primarily within themselves. Although the relationship to other topics and courses is introduced, the limited time of most courses and the structured nature of most texts force most courses to be primarily one-dimensional. For business majors and more specifically marketing majors, the courses often fail to focus students' attention on the integrative format of actual business processes, problems and solutions. For example, students that don't use the computer and computer programs to analyze marketing databases to segment marketing sectors through the use of statistics fail to see the extensive integration in courses such as statistics, computer science, economics and marketing research. Without realistic and complex cases, students further have limited exposure to the practice of defining problems and proposing multiple solutions in the light of statistical data. Traditional students find great difficulty in even visualizing appropriate questions that one can be asked and answered when presented with a database of quantitative and qualitative data. Additionally and more importantly, marketing majors fail miserably in recognizing and practicing the value of brainstorming for multiple potential solutions to problems, in perceiving how incremental rates of return dictate the hierarchy of alternative selection and in practicing how statistical analysis assists in the economic evaluation of the proposals.

AN INTEGRATIVE APPROACH

At the University of Tennessee at Martin, marketing majors are required to take two courses in statistics. The first course is a general course taught by the Mathematics Department. The second class, Management 320 (www.utrn.edu/~jknight/Mgmt320.htm) has been developed utilizing a complex case presentation method that requires the extensive utilization of the computer for analysis of case data that involves marketing and management concepts. Included in the course is the presentation of techniques of sample data collection and verification, the introduction of computer techniques for analyzing databases, the logical pedagogy developing better problem definition utilizing statistics, the generation of alternative ideas for problem solutions and finally the methodology for economically evaluating and choosing between the alternative proposals for problem solution.

The semester long class requires 45 hours of classroom time in the computer classroom. In this way the students have hands on experience with the computer and computer programs and databases. One of the course objectives strives to insure student familiarization with a variety of computer skills. The course is thus organized around a computerized course platform (Blackboard) to provide assignment feedback, student communication links and related course documents. Further, a course web page allows the student to learn how to search for, retrieve and download statistical programs and databases from the internet, to link to the more expansive world of statistics through other links (e.g., www.statistics.com) and to download a set of cases with associated questions that guide their learning processes in marketing and business problems that they can relate to their own personal experiences. The integrated format means the student feels that the material is all one module.

Students in marketing cannot relate typical business questions to databases. Different cases illustrate the importance of the following issues as each case is presented: the importance of sampling and the method of selecting samples, the importance and necessity for data to be collected that is accurate, repeatable and reproducible, the importance of looking for data outliers, the importance of analyzing simple variables, methods of analyzing comparative variables (two at a time and then three or more at a time), and the importance of drawing "statistical and practical" conclusions based on data.

Finally, students are encouraged to brainstorm for potential ideas that will "potentially improve the performance" of the key variable measures. Once the ideas are developed, the course demonstrates how the statistical database might be manipulated to economically assess differ-

ent ideas. Finally, the student is taught to then implement ideas that follow the principles of economic efficiency through the marginal rates of returns of feasible projects.

CONCLUSION

The students find the information challenging but so integrated that they fail to realize that they are learning "multiple topics." For a statistics course, the ratings are quite good and the students feel that important business-like scenarios are being discussed in a cutting edge technology and integrated business format.

REFERENCES

For those interested in further information about the material, one should visit the course web site at www.utm.edu/~jknight/Mgmt320.htrn. Since much of the material is "protected by a password," please e-mail the author at jknight@utm.edu for passwords.

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TEACHING ETHICS IN INTERNATIONAL COURSES: A CULTURAL CHALLENGE

Monle Lee, Indiana University South Bend
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INTRODUCTION

To respond to the needs of the global economy U.S. business school curricula has increasingly focused on internationalization. Many faculty teaching core courses in marketing, finance, management, and accounting have sought ways to integrate a global perspective. With the challenges of global business scandals making headlines in Italy, Korea, Indonesia, and Russia, this interest also has shifted to business ethics. The accrediting body for schools of business AACSB-The International Association for Management Education (1993) requires that its accredited institutions address the issue of ethics in at least one of two methods, (1) Universities should require their students to take a course in ethics; or, (2) Universities should require that ethics be included as a part of business courses (Peppas and Diskin 2001). A study by the U.S. Department of Commerce indicates that the corrupt practices in international business are "widespread and growing" (Greenberger 1995). Desai and Rittenberg (1997) suggest that multinational managers will be required to be more ethical if they are to be accepted in third world countries. From the corporate perspective no aspect of globalization is more difficult to deal with than business ethics; the struggle for ethical conduct gets more complex abroad (Duerden 1995).

The purpose of this paper suggests that student – and faculty alike – need to understand the broad range of ethical issues in international business and the impact of cultural and religious influences on ethical tendencies. We will examine research on some of the international ethical issues and some of the common moral concerns that permeate differing philosophical and religious perspectives, not only Judaism and Christianity, but also Islam, Hinduism, Buddhism, and Confucianism. Students need to understand the multitude of influences international managers encounter when making decisions with an ethical dimensions

CONCLUSIONS AND IMPLICATIONS

Because ethics primarily involves relationships with people. Donaldson and Werhane (1999) contend there is a set of core human values which are common around the world in the various religions: (1) respect for human dignity, (2) respect for basic rights, and (3) good citizenship. Wattles (1987) contends that if morality essentially pertains to relationships, and if our primary relationship is with good, then a wholly secular ethic is inadequate. He further contends that the golden rule is most adequately conceived as a series of ascending principles about pleasure, sympathy, reason, brotherly or sisterly love, moral insight, and God-consciousness and is expressed in some form by all the major religions as illustrated in the Table I below.

TABLE I
Expressions of the Golden Rule by Different Religions (Wattles 1987)

"Do unto others as you want them to do to you." Christian

"Do to no man that which you hate." Jewish

"To treat one's brother as one wants to be treated is the most fundamental of brotherhood." Islamic

"Let no man do to another that which be repugnant to himself." Hindu

"To all is life dear. Judge then by thyself, and forbear to slay or cause slaughter." Buddhist

"What you do not wish others to do to you, do not do to them." Confucius

Analysis of the above information suggests that truthfulness, justice, and concern for the poor could be added to these core values. In addition to those values listed above, many values are common among all of the religions mentioned: dignity, forgiveness, generosity, honest, justice, stewardship, and truthfulness.

Unfortunately, there are wide variations in the practice of these guiding principles and values. Recent research by Ruhe, Lee, and Davis (1996) suggests that managers from

Confucian backgrounds may practice "Christian" values of compassion, generosity, idealism, and friendliness better than the selected managers from Christian backgrounds. Perhaps the problem lies in one's inability to relate or integrate these beliefs into the practice of business.

In recent years, several U.S. manufacturers of consumer products were often targeted for human rights violations committed abroad by the subcontractors who produced their products in overseas facilities. In 1996 the Walt Disney Company, Reebok, and Nike were criticized for their foreign labor practices and their codes of conduct (Binole 1998). Gradually, under pressure from the U.S. government, labor unions, and human right groups, U.S. multinationals are beginning to accept responsibility for the labor practices and human rights abuses of their foreign subcontractors.

Should U.S. international business be concerned about human rights, labor practices, and environmental protection problems in countries where they operate? There is support for the argument that U.S. or their foreign businesses ought to be concerned about these issues (Howell 1997). When U.S. corporations go abroad, they take more than their capital and technology with them. They also take their brand names, their reputations, and their international images (Spar 1998). If ethical performance is not demonstrated, trust will not be initially developed and success can be limited. As U.S. corporations go abroad, they need to understand how to build trust in their products, brand names, and reputation through effective ethical decisions that consider the cultural and religious backgrounds in those countries.

In order to better prepare their students in the international business world, professors need to teach the core ethical values of the major religions in the classroom. In addition, Ravenscroft and Clark (1991) suggested that differences between culture and ethics can be taught by having students debate, role play, write papers, and possibly Write cases about ethical situations incorporating religious values of various cultures.

References will be provided upon request

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RESEARCHING HEALTHCARE ISSUES IN NEW ZEALAND

Gene C. Wunder, Washburn University

I. A brief Introduction to Healthcare Marketing Research in New Zealand.

II. New Zealand Legal Considerations and the Privacy Act.

III. Constructing the Sample.

   a. Commercial Lists.
   b. Private Lists.
   c. Electoral Roles.

VI. Details, Details, and More Details.

   1. The English Language: New Zealand and American.

   2. Considerations for the Questionnaire.

      a. Wording the questions.
      b. Questions: Don't ask, Might ask, Should ask.
      c. Phrasing the questions.
      d. Printing and Paper Sizes.

V. Mailing the Questionnaire: Some Rules and Considerations.

   a. Addressing the Outgoing Questionnaire: Forget the ZIP Codes.
   b. Mass Mailing Simplified New Zealand Style.
   c. Business Reply Envelopes? Use Free Post.
   d. Other Considerations.

VI. Recommendations and Conclusion.

ABSTRACT

Conducting consumer research relating to healthcare issues in New Zealand often requires unique approaches and offers special challenges. Marketing literature suggests New Zealand have been subjected to excessive market research efforts. The Electoral Act of 1993, New Zealand Privacy Act of 1993, and the Health Care Disability Act of 1994, impose specific constraints, require innovative approaches, and offer unique challenges to the researcher.

Most types of academic healthcare-related research require prior approval of a University Ethics Committee. Specific details are required including a copy of the questionnaire, how the information will be collected, how the information will be used, where and how the data will be stored, and when will the data be destroyed, etc. must be submitted to the Committee for their consideration. Commercial and private mailing lists are difficult to obtain and are generally not available for research in the healthcare area. One alternative is to use government Electoral Roles. Use of Electoral roles imposes specific limitations and restrictions.

Drafting the questionnaire requires sound comprehension of American, British, and New Zealand English. The Microsoft Word Spelling and Grammar checker will offer different options as to what is correct in American and British English. Special attention must be given, among other things, the wording and phrasing of questions, instructions to the respondent, and cultural considerations. A consultant or co-author with a good understanding of the New Zealand national culture is most valuable.

The researcher must consider different paper and envelope sizes used in New Zealand if the questionnaire is to be printed and mailed. In some respects, a large mailing is considerably easier than one done in the United States. Forget ZIP Codes, they exist in New Zealand, but are generally not used. Sorting, bundling by ZIP Code or State is not done. Generally, next day delivery is expected if posted to a New Zealand address. Free Post in used for return mail in place of business reply envelopes. These are but some of the special considerations required of a mailed questionnaire survey conducted in New Zealand.

Conclusions and recommendations are offered for the researcher considering a research project in New Zealand.

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CURRENT ISSUES IN SURVEY RESEARCH: STRUCTURING INSTRUMENTS TO SATISFY DEMANDING REVIEWERS

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Lin Zhang, Mississippi State University
Collin Zirkle, Mississippi State University
Brian Engelland, Mississippi State University

There is ongoing evolution in what reviewers at top journals consider to be acceptable methodological precautions when structuring with survey instruments. It's necessary for scholars and researchers to keep pace with these changes in order for their research projects to meet reviewer concerns and merit publication. This panel session is intended to provide practical, state-of-the-art guidance based upon the latest survey research developments.

The panel is composed of Mississippi State doctoral students (and their instructor) who have completed a survey research and measurement seminar. The following topics will be discussed:

1. Controlling for Bias: Practical steps researchers can take to minimize and control for acquiescence response bias and social desirability bias;

2. Obtaining High Response Rates: Appropriate appeals, forms, and techniques suggested to encourage respondents to return surveys on a timely basis;

3. Selecting Appropriate Measures: Steps to follow in selecting from alternate measurement scales available in the literature and making sure they are appropriate for the current research objective and setting (including the "how to" of content and face validation checks);

4. Assessing Scale Dimensionality: Alternate tests to provide empirical support that measures meet the unidimensionality criterion;

5. Assessing Reliability: The proper use of coefficient alpha and other consistency measures in item purification actions.

The panelists will provide handouts, including examples and cites, that attendees can use for additional information and support.

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