2003 Marketing Educators' Association Conference

Scottsdale, Arizona

MEA Diamond Attractions: Ideas for Innovation

Conference Proceedings

John Schibrowsky and
Beverlee B. Anderson,
Editors

MEA Diamond Attractions: Ideas for Innovation

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PREFACE

This volume contains the proceedings of the third Conference of the Marketing Educators' Association (MEA) held in Scottsdale, Arizona, April 10- 12, 2003. This conference marks the 27th anniversary of the group (formerly the Western Marketing Educators' Association).

The conference theme, **MEA Diamond Attractions: Ideas for Innovation** reflects the outstanding number of papers at this year's conference that focus on new and innovative ideas for marketing education. The submissions introduce new ideas in the areas of technologies, pedagogies, assessment, and student learning. The program includes competitive papers, special sessions and contemporary issues roundtables. Each competitive paper was double-blind reviewed. The authors of the accepted competitive papers were given the option of including their entire paper or an abstract. The editorial board reviewed all special session proposals. The chairs of the accepted special sessions were asked to submit a one-page abstract of their session.

The papers and abstracts are presented in the same chronological order as they are presented at the conference, with the exception of the roundtables, which are located in the back of the proceedings. The competitive paper sessions were as follows:

About Students: Teaching and Learning Issues
Emerging Issues in Marketing
Rankings, Ratings and Giving: Administration Issues
Student Attitudes and Behaviors
Marketing Education Using New Technology
Assessment Issues
Collaborative and Experiential Learning
Pedagogy Issues
Experience and Case Based Learning

Special session topics were as follows:

Perspectives on and Approaches to AACSB International Accreditation
A New Sense of Urgency: Teaching Marketing Ethics
Using Collaborative Learning in a Multi-Class discipline Setting
The Discipline of Marketing in Religiously-Affiliated Universities
The Art and Science of Manuscript Reviewing
Community College Issues
What do you Mean I have to Publish?
How to Run a Successful Internship Program for Marketing and International Business Students
Teaching Internet Marketing
A Relationship marketing Perspective for Recruiting and Retaining Students
A Proposal for a Design of an Agricultural Marketing Textbook
Ethics in Television Advertising: An Assessment
Perspective From Going the Distance: Global Graduate E-Learning
Challenges of Doing Things for the First Time

The success of the conference and the publication of the proceedings are only possible with the help of many individuals. We want to thank the authors, who submitted paper, all the conference volunteers, paper reviewers, session chairs, and discussants. Most of all we want to thank all the individual who attended the conference.

Jack Schibrowsky and Beverlee Anderson, Program Chairs, 2003 MEA Conference

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We are most appreciative of the support and input provided by those who made the conference possible. Special acknowledgement goes to our President, Regina Schlee, who kept everything on track and moving forward. Our secretary, Robert Lupton also deserves our thanks for his tireless work attempting to keep the website conference program current. In addition the program would not be possible without the work of our many volunteers, who are listed below according to the roles they filled.

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ACT AND SAT SCORES AS PREDICTORS OF SUCCESS IN BUSINESS EDUCATION: A CROSS-MAJOR ANALYSIS

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ABSTRACT

Despite the widespread use of standardized test scores such as the ACT and SAT in the college admissions process, it is surprising that there have been no examinations of the predictive ability of these tests for business students. The few studies that have looked generally at the ability of the SAT and ACT scores to predict academic achievement of business students have found no relationship between SAT/ACT scores and academic achievement of first and second year college business students (Barney, et al. 1987; 1985). The objective of this paper is to examine this relationship more closely. The key questions we sought to answer are (a) do the SAT or ACT scores predict academic achievement of business students, (b) is one test better than the other at predicting performance of business students in general, and (c) is one test better than the other at predicting performance in various business majors. We were specifically interested in the ability of these tests to predict collegiate performance of marketing majors relative to other business majors. Despite an extensive literature review, we were unable to find any other study that has looked at these tests in the context of student performance by business majors.

The data used in this study was collected by the National Center for Education Statistics (NCES). The Center is the primary federal organization responsible for collecting data related to education in the United States. This dataset, part of the 1999-2000 National Postsecondary Student Aid Study, is based on information from approximately 50,000 undergraduate students enrolled at approximately 1,000 postsecondary institutions during the academic year. Our analysis of the data finds a significant correlation between standardized test scores and cumulative college GPA. Further, the predictive ability of these tests varies by major. Our study found a relationship that is consistent with the magnitude of correlations shown in prior studies among students in other (non-business) areas of study. We explored this relationship more closely and found that the predictive ability of the SAT and ACT for business student performance is not the same. Overall, the SAT seems to be significantly better predictor of cumulative college GPA than the ACT. Further, the relationship between the test scores and college performance seems to vary across the different majors. The ACT shows a stronger relationship with college GPA for marketing majors, while the SAT scores correlate more strongly with college GPA for other business majors including MIS, finance, and accounting. ACT and SAT perform similarly in their predictive abilities for management majors.

The differences in the pattern of correlations may be based on the fundamental differences between the ACT and SAT tests in overall philosophy, content, and design. The SAT tests academic aptitude – the ability to learn information independent from high school curricula. The ACT, on the other hand, is a test of educational development. It measures how much the student has learned so far. It is more closely tied to curricula covering in the content areas of English, mathematics, reading, and science reasoning.

The paper discusses further implications of these findings.

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LEARNING ABOUT STUDENTS TO ENHANCE STUDENT LEARNING

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ABSTRACT

What do students in college want and need from their educational experience? More importantly, do institutions of higher education respond to the wants and needs of students? These questions consider the *market concept* in higher education and relate to issues of teaching, learning, and student development. The concern is whether or not institutions are focused solely on providing teaching, a one-way type of interaction, rather than supporting learning, a two-way interaction. Consequently, it is important to understand how institutions and administrators learn about their students and how they use that knowledge to enhance the learning process and academic development of students.

This study uses economic and social/psychological perspectives of higher education and relates them to the concept of student-centeredness to address what a college knows about its students and how it uses that information. Specifically, it examines how a College of Business and Economics gathers information about its students and how it uses that information in making decisions that have an effect on the students' educational development. Rationale for this study stems from the lack of research concerning students' wants and needs in institutional decision-making.

Two questions help shape the process of inquiry: How do the administrators identify the needs and wants of students – both informally and formally? How responsive are the administrators to students' needs and wants, with regard to the students' academic development?
These types of questions necessitate the design of a descriptive and exploratory study.

A case study approach was used in an attempt to understand and explain how the administrators identify information about their undergraduates and how they utilize that information in making decisions. This study uses three departments in a College of Business and Economics, and interviews were conducted with the Department Chairs of these departments and with the Dean of the College. A document review was conducted in an auxiliary function in this study for qualitative content analysis.

The interviews and documents were coded to develop themes and these themes follow Bangura's (1998) definition of student-centered to identify: (1) How the College and these three departments gather information about their students (2) How that information is disseminated and (3) How responsive the College and departments are to the information about their students' needs and wants.

Highlights of the results show the following:
A disconnect exists between the mission/vision statements and the College's actions. While the College states that it addresses the needs of its students in these statements, it does not address any response to those needs nor does it use any information to identify those needs. In terms of what the College knows about its students and how it gathers that data, the College lacks a formal or systematic means of gathering of information. For example one Department Chair stated, *"Well, as far as I know, I don't think there's much known about students. I don't think the university knows a lot. We don't. The short answer is we don't do it. In terms of learning about them [students], institutional research has generally not been able to give us much more than demographic data."* Informal data gathering about students was commonly referred to in the interviews and many decisions about the students' academic development are driven by this informal information. In sum, if the College is not generating a great deal of information about its students, then they are forced to use informal data to make decisions. Also, the responsibilities of administrators limit the amount of information they gather about their students. To enhance and support the academic development of students, an institution should learn about their students, while teaching them to learn.

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RELATIONSHIP MARKETING AND STUDENTS: PARTNERS IN EDUCATION

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Abstract

The Enron/Andersen Wall Street scandal underscores the importance of recognizing who is the *ultimate* client. Without the resource support of the taxpaying citizens, American Universities as we know them today would not exist. A customer orientation recognizing the student as customer, ignores the multiple stakeholders in higher education today. This article seeks to examine a paradigm that includes a variety of stakeholders that universities are obligated towards, how marketing models might apply to students and educational institutions, and the importance of students as a subset of relationship marketing. Perhaps, then, higher education might avoid the fiasco that is currently unfolding on Wall Street today.

It is the purpose of this article to examine the impact of treating students as customers, the shift in accountability, and the consequences. In addition, a paradigm will be examined emphasizing how marketing models may apply to students and educational institutions, leading to a view of students as a subset of relationship marketing.

Discussion

A limited example of the advantage of partnerships can be found in accounting. The industry has developed an exam to measure the knowledge and potential success of incoming accountants. This gives accounting faculty an advantage over marketing faculty in conveying the importance of deferring gratification. The accounting industry pays a premium to accounting students who have passed the CPA exam. Consequently faculty, in some schools, can build their reputation for quality instruction on a highly visible measuring tool. Students seek out the faculty members who deliver quality versus the "easy A." This outcome was achieved with a partnership with just *one* constituent. As a starting point, perhaps it is time we investigate an industry driven standard of quality in our professional schools.

In summary, the example of Enron showed that it is not enough to have state or federal standards that can vary in interpretation, and be subject to temporary political whims. It also appears that it is not enough to simply add ethics classes to the university curriculum. In the Enron/Andersen Wall Street scandal, someone forgot about the "other" stakeholders; namely taxpayers and stockholders who provided the resources and environment that allowed them to exist. By including other stakeholders in university decision making and assessment in all areas of the academic/campus life, perhaps we can avoid the fate of Enron.

We do ourselves, our students, and other stakeholders in our educational institutions a great disservice when we capitulate to the "student as customer" model. Rather a "partnership in education" paradigm more clearly illuminates a path that will lead to an emphasis on future successes. The inclusion of stakeholders, of taxpaying citizens, employers and parents who do more than "foot the bill" is essential because they provide not only the resources necessary, but also the reason and the empowerment of our existence.

Our failure as a profession to forge this relationship can only result in an emphasis on short-time horizons and benefits/satisfaction of current desires or wants being mortgaged for future needs. It is our responsibility to lead, in order to develop our leaders of tomorrow, by emphasizing that a "partnership in education" carries with it both responsibilities and privileges on the part of all stakeholders.

FIVE TECHNOLOGIES MARKETING EDUCATORS NEED TO UNDERSTAND

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ABSTRACT

In the year 2015, Alexandra, age 17, sits in her ergonomically correct Lazy-Boy virtual learning station in her home in Paris, France. The Lazy-Boy doors close around her and she vocally calls up the UNL Global web portal. Using virtual reality technology, Alexandra maneuvers to the campus courtyard and greets her personal guide, "Good morning Miss Alexandra. Where would you like to go today?" Alexandra answers, "Dr. Kotler's MKT350 marketing strategy class – hurry, I'm late!" The two don rocket booster shoes and float in hyper speed to Johnson Hall. Alexandra opens the classroom door while instructing her guide to wait outside. Ten other students sitting around a large, translucent table welcome her – all of the students are virtually recreated from their own virtual learning stations around the world. To the left, Dr. Kotler utters, "Late again, Alexandra. Today, we are working on the IBM Demand Forecasting simulation. You are the vice president of research and must decide on one of five new product offerings." Alexandra voice activates her electronic journal on the screen side by side with the electronic version of Kotler's IBM text. After conferring with her classmates, she is ready to meet the simulation's challenge. When class is over, she "walks" over to the financial office to pay her tuition bill, then to the bookstore to buy her mother a birthday gift – a Huskers corn hat. She logs out of her UNL Global portal and exits her virtual learning unit for the day. Such a scenario is fun to imagine but of course would be even more enjoyable as a participant. New technologies emerge every year making it almost impossible to speculate how students will access their education in 2015 and beyond. As stakeholders of higher education, we must better understand technology and be prepared to integrate technology that enhances the learning experience. With change will come better ways to learn, teach and live.

OVERVIEW

Technological advances continue to challenge faculty, students, and administrators. Indeed, not so long ago faculty wondered about the implications of email, Internet access and wireless laptops. These thoughts are almost comical today as we now contemplate the implications of the newest technologies that promise to redefine the future of higher education and the marketing discipline. The latest technologies include but are not limited to web portals, e-books, virtual reality, electronic computer games, and electronic journals. This paper describes each technology, presents examples and discusses their affect on marketing education.

Web Portal Description. Today, it is unheard of for a post-secondary, educational institution of any size to operate without a web site. Educational institutions' web sites usually depict the hierarchy of the organizational structure and are historic in nature. Typically, these web sites provide information with limited services. This type of web model is referred to as "first-generation" web tools. For education and, of course, marketing educators the web portal is the next generation.

E-books Technology Description. E-books are another technological advancement in education, although a concept that has been slow to emerge as a transforming tool for academic delivery. However, e-books deserve the attention of educators as this technology does promise to revolutionize textbook, periodical, and all primary and secondary resource delivery.

Virtual Reality Description. Virtual reality (VR) is a term we hear often but when asked may be pressed to actually describe the concept. The American Heritage Dictionary (2002) defines VR as, "a computer simulation of a real or imaginary system that enables a user to perform operations on the simulated system and shows the effects in real time." In effect, a user is given the illusion of being immersed in a 3-dimensional (3D) space with the ability to interact with this 3D space.

Electronic Computer Game Technology Description. Today, every new computer purchased is pre-loaded with Solitaire and Freecell and every week new PC games are introduced. The electronic computer game and video game industry is strong and an ideal fit for education and learning.

Electronic Journal Description. An electronic journal is an alternative to traditional, privately-kept journals. Students may either email or post journal entries about course topics, reflective learning experiences or other professor described processes.

ORGANIZATIONAL, INFORMATIONAL AND INDIVIDUAL DETERMINANTS OF COST-BASED VS. MARKET-BASED INDUSTRIAL PRICING STRATEGIES

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ABSTRACT

There are two things we know about cost-based pricing. First, it is the most widely used method in industry. Second, marketing academics universally condemn its use. Unfortunately, there is little research about why cost-based pricing is so popular in practice. However, using cost-based pricing is not an either/or proposition. Most managers use a combination of cost-based and market-based pricing strategies. In this study, we examine how informational, organizational and individual factors may lead managers to put more emphasis on cost-based than market-based pricing strategies for industrial products.

INTRODUCTION

Since the Hall and Hitch (1939) study, researchers have consistently found that cost-based pricing is the most widely used method in industry (Diamantopoulos 1991). Academics are similarly consistent in their condemnation of this practice. For example, Monroe (1990) claims that cost-plus pricing ignores demand factors and the consideration of price-volume-cost relationships. Nagle and Holden (1995: 4) suggest that cost-based pricing methods can result in over-pricing in weak markets and under-pricing in strong markets, the opposite of what is desired. While there has been a great deal of research documenting the use of cost-based pricing by managers, there has been little effort towards explaining why managers use cost-based pricing (Diamantopoulos 1994).

The lure of cost-based pricing must be very strong indeed since managers are seemingly unable to resist the tidal wave of normative pricing models in the academic literature which incorporate market factors such as consumer demand characteristics and expected competitive reactions into the pricing decision. In this study, we examine a set of informational, organizational and individual conditions under which a manager is likely to place more importance on cost-based pricing strategies than market-based pricing strategies when making an overall pricing decision for a single industrial product.

THE PRICING WINDOW OF OPPORTUNITY

As most writers on pricing realize, costs have to be an integral element of the overall pricing decision. In fact, Monroe (1990) describes a, "pricing window of opportunity" which is bounded below by a firm's cost structure and margin requirements. This window is bounded above by consumers' reservation prices and the prices being charged by the competition. Between these two boundaries lie the opportunities for pricing managers.

In our empirical study, we operationalize this metaphor by measuring the relative importance of the upper (market-based) and lower (cost-based) boundaries in the pricing decision for an individual industrial product. Respondents were provided with a description of ten pricing strategies. We used the Morris and Calantone (1990) framework to classify these pricing strategies as being either cost-based or market-based. Cost-based pricing strategies included cost-plus pricing, target-return pricing and contribution pricing. Market-based pricing strategies include skim pricing, penetration pricing, experience curve pricing, leader pricing, parity pricing, low-priced supplier pricing, complementary product pricing, bundling, and customer value pricing.

Previous research on pricing objectives shows that managers often use more than one objective in their pricing decisions (e.g., Diamantopoulos 1991). To reflect the similar complexity of the pricing strategy decision, we allowed respondents to indicate their usage of up to three pricing strategies (pre-testing showed that none of the managers used more than three strategies). Their responses to this question were ratio-scaled (importance weights summing to 100%).

Using these data, we constructed a three-level ordinal dependent variable based on the proportion of the importance of cost-based pricing in the manager's pricing decision (none, moderate and high). The "none" value corresponds to an importance of 0% for cost-based pricing and, therefore, 100% for market-based pricing. The moderate category ranged from greater than zero to less than 60% importance for cost-based pricing. Below 60%, the market-based strategies were more important than cost-based pricing strategies. The high level indicates a cost-based importance greater than or equal to 60%.

FACTORS AFFECTING THE RELATIVE IMPORTANCE OF COST-BASED PRICING

In order to implement a market-based pricing strategy, a manager needs a number of different types of information. For example, the manager has to understand the degree of and bases of

segmentation in the market, the elasticity of demand, market growth rates, and so on. In addition, the manager should forecast how competitors will react to a price change. In contrast, the information required to implement a cost-based pricing strategy comes from the firm's accounting system. We expect that the conditions discussed below, the availability or nature of accounting information may affect the relative importance of cost-based pricing strategies.

Information about Demand

In their criticisms of the use of cost-based pricing, most authors correctly point out that this approach to pricing ignores relevant information about market conditions (Harrison and Wilkes 1975). This leads to our first hypothesis:

Hypothesis 1: Managers with less information about market demand will place more emphasis on cost-based pricing strategies.

Bureaucratization

As firms become larger, they tend to become increasingly difficult to control without formal management and planning systems (Tricker and Boland 1982). One by-product of such bureaucratization is an increased interest for detailed budgeting processes and a decreased concern for customer needs (Aplin and Cosier 1980). We expect that the bureaucratic processes which often grow along with the size of the firm will lead to increased reliance on accounting cost data for pricing decisions. This leads to our second hypothesis:

Hypothesis 2: Larger firms will place more emphasis on cost-based pricing strategies.

Size of Pricing Decision Group

Many organizational decisions are made in a group setting including determining pricing strategy. For a group, the task of implementing a cost-based pricing strategy differs greatly from implementing a market-based pricing strategy. Cost-based pricing requires agreement on the correct basis for product cost (which itself might be a difficult problem) and the desired mark-up or margin. Once this number is established, the price is determined by the application of a simple arithmetic operation. Market-based pricing requires that the group share each member's private information on customers and competitors in addition to the evaluation of any common information available. Once this information is shared, it must be operationalized into a price level for the product which is a very difficult task (Morse and Zimmerman 1997).

Comparing the tasks facing groups considering cost-based and market-based pricing strategies, we see that these task vary in their technical as well as social demands (Herold 1979). Cost-based pricing strategies are low on both dimensions while market-based pricing strategies are high on both. As group size increases, the problems of coordinating the inputs from all group members increases as well (Herold 1979). As group size increases, the group may be motivated to focus on the easier problem of implementing a cost-based pricing strategy. Therefore, our third hypothesis is:

Hypothesis 3: The larger the price-setting group, the greater the emphasis on cost-based pricing strategies.

Demands on Manager's Time

Due to their limited information processing capacity as human beings, managers will tend to simplify their decision making where possible (March and Simon 1958). If a manager is responsible for the pricing of a single product, all else equal, s/he can devote more time to gathering information about competitors and customers. Therefore, the more products for which a given manager is responsible for pricing decisions, the greater the demands on the manager's time and the higher the motivation to simplify the process. In such a situation, researchers argue that managers within an organization may notice and attend to only a small proportion of external information (Mintzberg 1973). Their tendency is to focus on information which is more easily accessed and is more familiar (O'Reilly 1990) such as is available from the organization's accounting system. Consequently our fourth hypothesis is:

Hypothesis 4: The larger the number of products being priced by the manager, the greater emphasis on cost-based pricing strategies.

Experience

The main components of a manager's experience in an industry are information about customers and competitors (Porac, Thomas and Baden-Fuller 1989). An inexperienced manager, however, has no such storehouse of knowledge upon which to draw. In the absence of such information, the inexperienced manager might choose to rely more on the available accounting cost data and, therefore, put more emphasis on cost-based pricing strategies. This leads to our fifth hypothesis:

Hypothesis 5: With increasing experience, the manager will place less emphasis on cost-based pricing strategies.

We tested these hypotheses using a survey of marketing managers which is described next.

EMPIRICAL STUDY

Our empirical study examined the pricing decisions of differentiated, durable capital goods in business-to-business markets. Fifteen such industries were identified using 4-digit SIC codes. These industries included heavy equipment, machine and metal working tools, electronic equipment, and transportation equipment.

Contact names and addresses were purchased from Dun and Bradstreet. A total of 1021 firms was selected from this list. Each firm was sent a survey package including a personalized, hand-signed cover letter with a pledge of confidentiality of individual responses, a four-page survey and a $1 incentive. A total of 347 surveys were returned to the authors. Of these, 62 were returned blank and 15 were incomplete or otherwise unusable. This yielded a gross response rate of 34% (347/1007 delivered). The total usable sample was 270 for a usable response rate of 27% which is a similar sample size and usable response rate to recent surveys of marketing managers. Readers interested in more details about the survey administration should contact the authors.

The mean importance of cost-based pricing was 38% and the median was 23%. One hundred and sixteen (43%) respondents allocated no importance to cost-based pricing in their decision. There were 52 (19%) respondents with a moderate level (between 0% and 60%). Ninety-nine respondents (37%) allocated more than 60% to cost-based pricing. Three respondents were dropped due to lack of complete data on the independent variables.

The scales used to measure the independent variables addressed the ease of estimating the market demand for the product, the company size in terms of annual dollar sales, the number of people involved in the pricing decision, the number of products the manager is personally involved with for pricing, and the number of years the manager has been in the industry.

Results

To assess the relationship between the importance of cost-based pricing and the informational, organizational and personal factors, we used an ordinal probit model. The base level was the "no importance" level. Therefore, the coefficients indicate the direction of influence on increasing levels of importance for cost-based pricing. The results of the model estimation are presented in Table 1.

TABLE 1: ORDERED PROBIT MODEL RESULTS

Variable	DF	Estimate	Std. Err.	Chi-Square	Pr > Chi
Intercept	1	-0.326	0.287	1.28	0.26
Estimate demand	1	0.071	0.043	2.69	0.10
Size of firm	1	-0.082	0.046	3.17	0.07
Number of people	1	-0.009	0.025	0.16	0.69
Number of products	1	-0.012	0.007	2.17	0.14
Experience	1	0.015	0.009	2.56	0.10
Intercept (for other level of DV)	1	0.508	0.064		

The coefficient for the ease of estimating demand in the market is positive and significant at the $p < 0.10$ level. This means that managers are likely to place more weight to cost-based pricing when demand is difficult to estimate. Therefore, we find support for Hypothesis 1.

The coefficient for firm size is negative and significant at the $p < 0.07$ level. This result is the opposite of our expectation. It turns out that larger firms place less weight on cost-based pricing than smaller firms. Therefore, we reject Hypothesis 2.

Note that the resources required to evaluate market-based pricing strategies are much greater than those needed to arrive at a price using cost-based methods. One possible explanation for our results is that larger firms make such informational resources more readily available to managers.

The size of the group (Hypothesis 3) and the number of products being priced (Hypothesis 4) had no significant effect on the weight allocated to cost-based pricing. While the coefficient for the number of products is not significant ($p < 0.15$), it is interesting to note that the sign is in the wrong direction. This might be a function of the identifiability of the pricing strategy decision when a single manager is assigned this responsibility. Using cost-based pricing strategies in this situation may give these managers an easier way to justify their decisions to superiors. An interesting future direction for research would be to manipulate accountability and other task characteristics to examine how they affect the usage of cost-based pricing.

Finally, we find that the weight assigned to cost-based pricing increases with the experience of the manager ($p < 0.10$). This is the opposite of our expectation. Therefore, we reject Hypothesis 5. This is the most curious result in our study. One possible

explanation is that less experienced managers are younger and, therefore, closer to the academy which preaches the evils of cost-based pricing strategies. In addition, more recent graduates may be better trained in using the latest market-based pricing methods and the information systems required to support their use. On the other hand, one might argue that more experienced managers build their assumptions about customer and competitor reaction into the margin targets or mark-up levels. For example, a more experienced manager should have a good sense of how his/her own firm's cost structure compares to that of competitors. In addition, long experience in the market provides an experienced manager past data on how price changes, especially price increases, are greeted by customers. By combining this information, the manager may use "target contribution margin" pricing but be able to work with superiors to establish an appropriate level of contribution margin for this specific product facing these competitors. In the absence of understanding how managers actually implement cost-based pricing strategies in their companies, it may be premature to condemn this practice out of hand.

CONCLUSIONS

While the study of pricing remains a very active research topic, there continues to be a disconnect between the normative methods suggested by the academic literature and the pricing methods used in actual practice. Following the release of every empirical pricing paper which shows that cost-based strategies are widely used in industry comes the inevitable response from academics that managers (again!) are being short-sighted or acting sub-optimally.

While there is a blizzard of articles on how managers should be setting prices, there is very little research about how managers actually formulate pricing strategy (for an exception, see Bonoma, Crittenden and Dolan 1988). There is even less understanding of why managers use the cost-based pricing strategies which have been shown to lead to problems in so many situations addressed in the normative pricing literature. This study represents a small step in trying to understand why managers might persist in relying heavily on cost-based pricing strategies. It also provides a starting point for future research into how managers actually establish pricing strategies. Perhaps when we understand more about why cost-based methods are so widely used by managers, we can make more progress in gaining acceptance and usage of more appropriate market-based pricing strategies.

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"WHAT TYPE OF SERVICE ARE YOU TALKING ABOUT?": TOWARD A CLASSIFICATION SCHEMA FOR SERVICES

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INTRODUCTION

There simply has never been one consistently accepted definition of a service. In part, this confusion lies in the variety of contexts within which we use the term "service". Isn't it time to recognize the fact that uses of the term "services" are widely divergent rather than homogeneous? Consider the following six general comments about the delivery of services in today's economy. From these comments we hope to build a case that will show you that there are some basic caveats which should guide and direct professional marketers in their analysis of services as marketing tools.

General Comments

One. Today, all firms are interested in CUSTOMER SERVICE. Services are delivered to a recipient that is either a business or individual consumer. As with all marketing analysis, one needs to define the target market.

Two. Services vary in several aspects. CUSTOMER SERVICE in an organization that sells PRODUCTS is different from CUSTOMER SERVICE in a firm that sells SERVICES. In other words, a service is not a service. There is variation in: A.) who pays for the service. B.) the goal toward which the service is supposed to move the organization offering the service. C.) the quality of service offered. D.) the primary and secondary motivations that underlie the decision to use them.

Three. The lone consistency across SERVICES is that positive customer evaluation and feedback are always goals for any marketing oriented service provider.

Four. Today, a common reason for either an individual or a product manager to employ a SERVICE ORGANIZATION is because the recipient does not desire to undertake or oversee the activity. Thus use of services can be seen as prestige or image enhancing. Yet, use of services can usually be justified on economically sound decision criterion.

Five. It is common to provide SERVICE AFTER THE SALE. Follow-up Services can be used to: A.) generate profits. B.) enhance consumption and thus improve satisfaction. C.) attract new or repeat buyers.

Six. Some SERVICES are free to the recipient while other SERVICES cost money. Sometimes a business can even justify a price for a BUNDLE OF SERVICES. Basic warranty is without cost to the buyer. Extended warranty is only available at extra cost.

Seven. Today, we hear talk of a SERVICE INDUSTRY yet one seldom makes reference to a products industry.

It is high time we call a halt to use of the term "service" in any manner that implies services are generic. Each of the above uses illustrates that there is considerable diversity of goal orientation, bearer of the cost, and target market for services. Naturally, one can argue that the English language is full of confusing words with multiple meanings. For example, one can drive on the right side of the road (in America that means the right side of the road), have the right-of-way and, yet, still end up dead right, when a reckless driver hits them as they make a right turn. However, in our minds this does not provide a logical reason why marketing professionals should be absolved from taking more care when using the term "SERVICE". In short, let's take time to classify services by some schema! We classify products why not services?

CAVEATS

Based on our review of research involving services that has already been accomplished the following caveats are offered for acceptance and consideration:

1. All services are stratified. There are multiple levels of:
   a. recipient need,
   b. input quality,
   c. involvement with the product and
   d. client response.

2. All services are environmentally dependent.
   a. They are co-dependent on both physical and cultural environmental constraints.
   b. These constraints dictate the customer's acceptance of the service.

c. These constraints determine how easily services will contour to consumer feedback and morph to fit new consumer tastes.
d. These constraints define the basis for recipient standards of quality and depth of strata defined in caveat number 1.

3. All services are goal driven. Services can be used to help people or firms reach goals. In particular, services help organizations reach goals that are intended to:
   a. attract more buyers/users to select their offering(s).
   b. gain support from those who have already purchased a product.
   c. help buyers/users achieve expectations
   d. promote the image of the service provider.

4. All services require recipient interaction. (Interaction means activity between two or more parties is taking place.)
   a. Since all services are consumed as they are produced, evaluation can be made only after consumption.
   b. As services morph and contour they are correctively interactive.
   c. The variety of consumers and input quality variations mean that no service is very unlikely to be 100% effective.
   d. Levels of quality of interaction are influenced by competitive conditions.

5. All services are personality or image expressive. Image is projected by the
   a. Professionalism with which the service is offered.
   b. Professionalism with which the service is delivered.
   c. Provider's ability to morph to fit evolving needs.
   d. Provider's ability to gain and interpret client feedback.

6. All service quality is defined by the recipient
   a. Service quality is a function of the recipient's criteria for decision evaluation.
   b. Service quality is a function of the recipient's expectations and perceptions.
   c. Service quality is a function of or sub-set of related product performance.
   d. As services are provided there exists a seamless integration of connection activities and feedback check points

CONCLUSIONS:

1. It is no wonder factors affecting perceptions of service quality depend on the definition of "service". There is no one thing "service". Thus, it is not surprising that researchers look at specific types of services, i.e. health care service (direct service), internet service (B2C or B2B support service), automotive warranty-service (ancillary service), etc. and find variations in the factors.
2. Use of the phrase service providers is confusing and to some degree meaningless. Nobody would ever think of talking about product providers as though they were all alike? It is probably more important that one understand the basic goal for which the service is offered. Services offered to attract buyers, services offered to retain buyers, services offered to gain a competitive advantage, or services offered for social benefit.
3. Services influence product evaluation. Service outcomes are also evaluated. The extent of cost or payment for the service will affect this process. Thus, services need to be classified based on payment. Free, fee per usage or fee with purchase classifications.
4. Marketing people may differ on whether a particular service is free or is based on fee per usage. Competitors may shift to or away from fee per usage as a means of competitive advantage based on periodic feedback. Assessment of service quality will be of greater value when one realizes "What type of Service you are talking about".
5. Possible classification schemas of services should follow the basic rules of development of any classification system. Basically, this implies that each sub-set within the schema provides a unique and unrelated basis for classification. There are five levels in the classification of services.

   Level One: Target Market (Who Benefits from using the Service?)

   i. services for the benefit of society
      1. public safety services,
      2. public welfare,
      3. public education,
      4. religions
      5. monopoly control

   ii. services for the benefit of customers
      1. risk reducing services
      2. health / fitness services
      3. time saving services
      4. speed of ownership services

iii. services for the benefit of businesses
   1. competitive advantage services
   2. profit margin enhancing services,
   3. feedback services
   4. information services

Level Two: Revenue or Cost (Is the Service Purchased (Sold) or Given Away.)

a. Who pays for the service?
   i. services paid for by customers
   ii. services paid for by society
   iii. services paid for by businesses

b. What is the basis for payment for the service?
   iv. Services that are free
   v. Services that are paid for per usage
   vi. Services that are paid for at time of purchase

Level Three: Timing (How and When is the Service Delivered.)

i. Delivered prior to the Sale.
ii. Delivered after the sale
iii. Delivered during the sale as sales factor.

Level Four: Goals (Why is the Service Offered.)

i. To attract new customers
   1. risk reduction services
   2. sharing of expertise services
   3. competitive advantage services
   4. information services

ii. To maintain old customers
   1. communication services
   2. convenience services
   3. education / training services
   4. personalization services

iii To enhance product satisfaction.
   1. maintain quality of operation
   2. educate on proper (effective and efficient use) techniques show multiple uses of the product.
   3. to support expectations

iv. To support the Firm's image.

Level Five: Specialization (The Degree to Which the Service Stands Alone.)

i. Services that are sold as a product.
ii. Services that are provided to be performed on a product.
iii. Services that are sold/provided to support a product.

SUMMARY

By way of helping readers apply these caveats, we would be pleased to send a full copy of the text which has an attached Matrix of Services. Within this matrix are examples which illustrate the effectiveness of these five caveats in supporting classifications based on a.) who benefits, b.) who pays, c.) basis for payment by recipient, d.)purpose for which service is offered, and e.) degree to which the service stands alone. Use of these classifications will assist comparisons of research studies, facilitate strategic planning, and in general make communications about services clearer.

The major issues that were to be clarified by this paper are 1) the need to spread out and stratify the place of service in the mind of the consumer, provider and student, 2) give a "hub and spoke" layout that can properly segment and visually distinguish service issues, 3) provide a resource for writers and educators to build upon and incorporate into future dialogues about service, 4) to give effective definitions and examples to the services dialogue to help bring some "intellectual boxes" that might work better in this debate, and 5) give a different perspective to service concepts, nomenclature and operational positioning.

The authors have desired to bring a new and more detailed perspective to the services dialogue. We hope this paper has accomplished this attempt at "macro" and "micro" dissection of the services area.

A table could be constructed for each of the levels of SERVICE classification. One could use any variety of industries or services to make this set of Charts showing services classified and set forth in matrix format. One example, that of Level Five Specialization is included with this paper.

THE CONTRASTS:

1. SERVICES versus PRODUCTS.
   (Explanation: SERVICES are intangible, not suited for trial usage, consumed at time of delivery (can't be resold), and cannot be stored for later use.

The first contrast is the well-known PRODUCTS vs. INTANGIBLE OFFERINGS. Here we have become accustomed to simply classifying anything that can be termed an intangible offering as a SERVICE. Yet, consider the wide variations that exist even among intangibles:

A. Some intangibles provide a benefit for the customer that the customer could not effectively provide for himself. Insurance, buying cooperatives, museums, etc.

B. Some intangibles require specialized tangible equipment to provide an intangible benefit to the consumer. Travel by train, banking, entertainment, etc.
C. Some intangibles are simply doing something for the consumer that the consumer elects to have done for him by another rather than do it for him/herself. Janitorial support, security, beauticians, lawn and pool maintenance, garbage disposal, etc.
D. Some intangibles require specialized training and even licensing. Real estate sales, health care, education, lawyers, etc.
E. Some intangibles are offered to the community as the customer: landfill collection sites, social security, medical care support, well-fare support, etc.

Some intangibles are a complex combination of all of the above: Military, Police, fire protection, etc.

2. SERVICES THAT ARE SOLD versus SERVICES THAT ARE GIVEN AWAY.
(Explanation: Sold services contribute to the firm's profitability. Services given away are designed to be provided with a goal of improving corporate image or the end user's quality of life.)

This second contrast introduces the distinction that is often made to recognize that there are FOR-PROFIT SERVICE FIRMS and NOT-FOR-PROFIT SERVICE FIRMS. It also addresses the obvious, the basic goal generally accounts for this difference. One group of firms was created with profit as an incentive; the other group may make a profit but was created with a higher objective of assisting people who are in need. Organizations in the for-profit arena could also offer a good or intangible for profit. Likewise, organizations in the not-for-profit sector can be anything from a governmental organization to a Y.M.C.A. Yet, one must be careful to avoid industrial generalizations. It is not uncommon to find there exists a duality of providers as in for–profit-education and in not-for-profit education. Another modern era phenomenon of this nature would be that there are volunteer fundraisers and for-profit fundraisers. Thus, the focus of this distinction is on purpose for which the SERVICE is to be offered, not on intangible nature of the SERVICE.

3. SERVICES PURCHASED versus DO-IT-YOURSELF SERVCIES.
(Explanation: one may purchase for prestige while others do-it-yourself because it gives personal satisfaction and/or saves money.)

This third contrast suggests that SERVICES can be provided by a second party in lieu of doing it for oneself. The simple logic is that by hiring a specialist who provides the service all of the time one can get a better output than could be obtained by occasionally doing it for oneself. Advertising firms, janitorial support, photocopy firms, etc. All of these examples offer to do for a person or a firm an activity that could be undertaken by the recipient. The outsider performs the needed task and simultaneously removes the need for hiring, training, and supplies. Such decisions can be based on economic reality -- less expensive for others to do a specialist ask. Or the decision can be based on image enhancement -- it looks better for someone else to be mowing my lawn.

4. SERVICES PROVIDED PRIOR TO THE SALE versus SERVICES DESIGNED TO MAKE THE SALE EASIER versus SERVICES PROVIDED AFTER THE SALE
(Explanation: some SERVICES are used to induce sales and others are used to help increase satisfaction of use and ownership.)

5. LEVEL OF CUSTOMER SERVICE versus CUSTOMER SATISFACTION.
(Explanation: Customer Service refers to being able to deliver on time, in tact, etc. Customer Satisfaction refers to how well the use of the product meets consumer expectations.)

THE SIMILARITIES

1. Both SERVICES and PRODUCTS can enhance the image of either the consumer or the provider.
2. Both SERVICES and PRODUCTS can be consumed by firms or by individuals.

In short, these two SIMILARITIES between services and products can be summarized by saying, either offering must be aimed at a target market. Further, consumers who by either offering are motivated. However, there is no one motivation that accounts for the purchase of any one product or service. The attraction of either a product or a services is, in part, because there are many opportunities to appeal to large numbers of buyers.

A CLASSROOM WITHOUT WALLS: INNOVATIVE OPTIONS TO EXPLORE WORLD

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ABSTRACT

Student travel is popular in to day's globetrotting society. Many students take advantage of semester abroad programs to extend their educational experience. For the most part, these programs are very expensive. Faculty also are involved in travel through faculty exchanges and sabbaticals. However, for many faculty taking long trips abroad are not feasible with semester teaching obligations and family ties. This paper describes a learning program that eliminates many obstacles in educational opportunities in foreign countries with a dynamic learning structure.

INTRODUCTION

Sixteen days, seven cities/towns, 26 students, two professors, seven lectures by six Irish professors – it all added up to a full itinerary that required months of planning and recruiting. Think of it as an educational marathon – extensive preparation followed by a rewarding but exhausting journey. University lectures by Irish faculty were offered at Dublin City University, and the National Universities in Cork and Galway. There was time for students to explore Dublin, Cork, Galway, and other Irish communities. Other trips, such as to Howth, Cobh, Doolin, and the Dingle Peninsula were to simply enjoy the natural beauty of the island as well as the cultural delights of music, dance, art, and literature. Most of the activities included travel time, the specific activity, and other points of interest in the area. The detailed itinerary is in Appendix A.

Here's how we did it and did it on a budget that appealed to students. Our evaluation of the course has proven that bringing the classroom to the subject is a very effective ways of providing a well-rounded and complete undergraduate education for our students. This paper describes an alternative mode of teaching through travel. The key points postulated to be a beneficial learning experience were:

- A short course, 16 days in duration that is fast paced and concentrated on one country.
- Student and faculty learning is commingled in a nontraditional "classroom" environment where both parties achieve an understanding of the subject as well as an understanding of how they both see the issues.
- An extremely cost effective manner to extend learning academic experiences beyond the walls of the classroom and beyond the college campus. This program cost a fraction of what other travel abroad programs costs without eliminating the synergistic impact of faculty-student involvement in the learning experience.

The college credit earned resides with the students' university, thus eliminating the hassle of transcript transfer. The template for this particular study tour can be applied to other travel experiences.

BACKGROUND

There we sat atop the Guinness Brewery in Dublin, Ireland, enjoying the brew looking out at the panorama of Dublin stretched out below. This was the first stop listed on an itinerary that would include in addition to Dublin: Cobh (Cork), Dingle, Doolin (including the Aran Islands), Galway, and Belfast. The smooth tasting Guinness (here in the states, we drink a pasteurized version that adds a bight to the taste) was just one more reminder of how well the Irish do things. This was an auspicious beginning. The brewery tour was fascinating, the display of past and present Guinness advertisements was humorous and enlightening (what a contrast to American advertising; we make a lot of boasts, but we never claim that American brews are good for one's health) and everyone enjoyed the peaceful easy feeling while quaffing Guinness and surveying this corner of the Emerald Isle which really is very green. Pubs, castles, a thriving economy, historical venues, the Euro, plenty of shopping options; this promised to be an unequalled educational experience.

On a more important note, the purpose of the course was to explore and understand the economic surge the Republic of Ireland has been enjoying. During the tour, students were provided with the opportunity to understand the economic development of the Irish business community and its role in the European Union. Scheduled visits to three universities would feature lectures by Irish professors regarding the historical, cultural, political, and economic underpinnings of the "Celtic Tiger". Also, sessions were scheduled that would enable students to discuss the interaction with the Irish in the marketplaces as well as the "craic" in the pubs.

Also it provided an opportunity for any student interested in gaining a cross-cultural experience in a European country where so many Americans have Irish heritage. There were directed studies each day where student teams pursued specific learning objectives. Some site visits were targeted for in-depth investigation, while other visits were for informational background and perspective. There was ample time to explore some of the historical aspects of Ireland. Some students chose to explore Great Britain and the European continent after the Irish program. Supplemented by our readings, observations in the marketplaces, site visits and informal discussions with the Irish people would lead to a thorough in depth study of an economy and society that has been enjoying an economic heyday.

BUILDING THE LEARNING STRUCTURE

The course was described as a series of lectures and field studies to explore the ancient and recent historical perspectives that have framed the Irish experience. In particular there were lectures on the political, cultural, and economic issues. Additionally, there was a primer on the myths and realities of the 'troubles' that have linked the Republic of Ireland with Northern Ireland, a part of Great Britain. Field visits and directed studies accomplished independently by student teams were ongoing over the two-week period in Ireland. This 4-credit hour course combined classroom activity (28 hours) with field studies (70 hours).

There was a required text, *The Celtic Tiger: Ireland's Continuing Economic Miracle* by Paul Sweeney plus two other required books, *Twenty Years A-Growing* by Maurice O'Sullivan and the *Eyewitness Travel Guide to Ireland* by Lisa Gerard-Sharp. Recommended enjoyable readings included Colleen Rice's *In the Midst of Darkness*, , Peter McCarthy's *McCarthy's Bar*, and Frank McCourt's *Angela's Ashes*,. In addition to the readings, students had had a list of seven recommended movies.

CHOOSING THE TARGET COUNTRY

Ireland's recent economic surge makes it an ideal site for academic scrutiny. Ireland, about the size of Massachusetts, Vermont, and New Hampshire combined or about a quarter of the size of Colorado, is situated between the US and the European continent in a strategic position to be a significant player between the European and North American markets. Given its size, strategic location and the large number of Americans of Irish ancestry, this is the ideal country to base a study tour.

Upon completion of the course, each student was required to turn in a journal s/he compiled that would be a record of personal experiences and observations reflecting his/her understanding of how political, cultural, and economic events have contributed to the development of modern Ireland. To assist students in preparing and structuring these journals, a list of 13 questions was provided before the trip began. The journal would count for 40% of the grade while another 60% was based on the professors' assessment of students' participation in discussions, site visits, and knowledge of the assigned readings.

Ireland has become a vibrant, modern economy and the ideal base for foreign multinationals aiming to penetrate the European market. High tech and pharmaceutical firms such as Intel, Hewlett Packard, Dell, Pfizer, and Warner Lambert have established R&D, manufacturing and distributions bases in Ireland. However, for many Americans, Ireland is still perceived as a tranquil, rural backward country. This myth is exposed by the emergence of the "Celtic Tiger " economy. In a study of top decision makers of foreign companies, it was conclusive that the over riding reason for locating in Ireland was the availability of a highly qualified workforce, both staff and production workers.

Before membership in the European Community, Ireland came under heavy criticism from EU partners for producing too many students coached only in "unproductive" arts and humanities. The Irish government addressed this imbalance in university level education by investing heavily in the technological area. Prior to 1980, Ireland was producing a surplus of doctors, lawyers, dentists and other professionals. During this time, the common talk among parents in Ireland was of their children having to emigrate as soon as their education was completed to be sure of a reasonable livelihood. Irish society was losing the very people best equipped to reverse the country's declining economic fortunes;

those with the necessary capital, initiative and human skills. As those professionals emigrated, other countries benefited from the education provided, and largely paid for, by the Irish taxpayer.

Ireland has recently overtaken industrial powerhouse Germany in churning out super qualified scientist and engineers. The emphasis on technical education has become one of the key building blocks of the "Celtic Tiger" economy where graduates choose to stay in a prosperous Ireland. Additionally, for the first time ever, Ireland is now experiencing the bonus of returning native, Irish professionals.

One student wrote:
"The Ireland we were so fortunate to experience on our trip is a new and improved (economically speaking) Ireland; very different from the Ireland the world once knew. Over the past ten years, Ireland has literally transcended from the brink of being a third world country to become one of the European Union's strongest forces. Although the country is now witnessing wealth, technology and education, job opportunities, and immigration, Ireland now faces dilemmas that were once inconceivable. These issues include poor infrastructure, church corruption, fear of future instability and even racism." – J. Brundage

Ireland is an excellent place on the globe to set up a "classroom" to study the burgeoning market place of the Republic of Ireland. It provided a meaningful, hands-on experience for students to explore and to understand the economic surge that is sweeping the Republic of Ireland.

THE STUDENT BUDGET

The following information is based on 26 students in the program:

Tuition and Fees	$510.00
Airfare	$600.00
Transportation and Admissions in Ireland	$200.00
Hostels	$280.00
Meals	$350.00
Education Fees	$126.25
Contingencies	$100.00
Total	$2,166.25

The education fees covered the expenses of two faculty as well as the honorarium paid to eight Irish professors. Students were responsible for board, meals and transportation. Tuition and fees, contingency (unspent portion will be refunded to students) and education fee were paid directly to the college prior to departure.

A CHECKLIST OF PLANNING ITEMS

Many of these items could be sourced and completed via the Internet. Others, such as syllabus construction, are dependent on your professional skills. Preparation is as important an ingredient for success as are patience and leadership.The longest journey begins with the first step. In this case, that first step is developing a plan.

- Planning the itinerary
- Writing the syllabus
- Developing the reading & movie lists
- Estimating costs
- Recruiting -- Selling the program
- Lining up guest lecturers
- Contacts for transportation and lodging
- Developing curriculum to fit college criterion
- Student teams pursue learning objectives
- Universities in Dublin, Cork & Galway lectures by Irish faculty
- Prerequisites (juniors & seniors)
- Logistics of finding everyone and making all travel appointments and lectures/visits
- Meaningful, related activities
- Grading student achievement
- Evaluation of the adventure

ONE AUTHOR'S THOUGHTS: AFTER THE FACT

Following is some advice for those who might consider conducting a classroom without walls.

Punctuality. The need to be on time for travel and other activities is crucial because the tight schedule leaves no margin for error. The students were warned. "The bus (or train or boat) waits for no one. If you are not there when we leave, you will be responsible for your own transportation to the next destination on the schedule." The penalty for tardiness was explained to everyone before we left home. Anyone who was late for an activity on the agenda would be required to serenade the Irish lad or lass of his or her choice (opposite gender, of course) with an Irish song in the pub that evening in front of the rest of the group. This proved to be a severe enough punishment to discourage tardiness. There was only one close call that resulted in the culprit dashing onto the bus at the last minute before departure. Missing breakfast and having to sit with his duffle bag on his lap for the trip that day served as sufficient punishment in this case. For some reason, the thought of singing *Danny Boy* or *When Irish Eyes Are Smiling* to one of the locals in an Irish pub was not in the top ten of anyone's wish list.

Let's buy the professor a drink. With all the wonderful stouts and ales available, it was not uncommon for students and professors to retire to a local pub to enjoy the "Irish experience". For some reason, many felt a compelling need to buy a round for the "profs". There may be some merit to this from the student's perspective. As one of the authors recalls, many years ago this "rite of passage" (or was it *right to pass*?) was probably the only reason he got through a required statistics course at the University of Pennsylvania. The trick in these situations is to reconnoiter the pub upon entering so as to determine the location of the rest room and any nearby back door. Then enjoy an ale or two. While everyone is engrossed in conversation, head for the rest room; not an uncommon event considering the activity at hand. After a while, quietly, discretely and most importantly soberly, head for that secret preplanned escape route. As enjoyable as the camaraderie and libation might be, on an adventure such as this, sleep is a most valuable commodity. This ploy works like a charm and it seems that the gatherings proceeded perfectly well in this professor's absence.

Rise and shine. Running, jogging, or walking in the early hours of the morning is a wonderful way to experience an entirely unique view of a village or city. It is also a time when one can avoid vehicular or human traffic. For instance, Dublin at 6:00 am is completely different that it becomes two and a half hours later and remains for the rest of the day. A run down a secluded country road outside Dingle after a refreshing morning rain shower that leaves everything damp and cool cannot be duplicated. An added plus is that there is no one around to observe the strange site of an American runner calling out greetings over stone walls and hedgerows to the ubiquitous sheep grazing in rich green pastures. The runner returned to town just in time to observe youngsters on their way to school. This proved to be a fascinating opportunity to listen to snatches of conversation, thus gaining a different perspective of the personality of the region.

The times they have changed. When traveling with students and thus spending close to 16 hours a day in their company, one hears and observes far more than is necessary. This was a co-ed group. As a result, as might be expected, there were what appeared to be some budding romances. No matter how recently you left the undergraduate world as a participant, the times really have changed. Appearances are rarely what they seem to be any more, and we were better off concentrating on travel arrangements and accommodations than trying to figure out who was interested in whom. Daytime soap operas offer more intriguing and credible match ups.

Separate, but definitely not equal. In the interest of keeping finances within reason and to simplify accommodations, the professors shared the same hostels as the students, albeit not the same rooms (let's be reasonable) for the trip. The leader of the expedition had the foresight to book a bed & breakfast for the two authors mid trip down the street and around the corner from where the students were staying. What a blessing. Suffice it to say that different age groups need some time away from one another. And they most assuredly keep different hours.

CONCLUSIONS

At the finish of a marathon, the last thing a runner wants to think about is completing another marathon. The same could be said regarding a study tour such as the one described here. It is an exhausting, nonstop effort but certainly not without the reward of having finished an arduous yet exhilarating journey. Our students benefited from this hands-on opportunity as their horizons were expanded both literally and figuratively. They told us this much. We also were challenged to think differently and there is no doubt that our teaching strategies and methods will be modified as a result of the experience.

Just as is the case with a marathon, there is considerable preparation required long before the journey begins. The marathon (study tour) is really just the culmination of many months of preparation. Without the planning, this learning experience would not have been the success we felt it was for students and teachers alike. The best advice we can give to someone contemplating this type of adventure is to start developing your program as far in advance as possible. Every detail you attend to in advance and every contingency you can anticipate and plan for will pay off in a more smoothly run trip. There will always be surprises, so be flexible enough to adjust as the occasion demands. It is far better to have a plan and be able to adjust than it is to have a loosely structured agenda that changes on its own rather than with your supervision.

This was an experience that neither one of us would have missed and we know the student participants would agree with us. They learned a lot in a very short time frame. Much of what they learned, they probably didn't realize at the time. As this paper is being written, it has been almost five months since we returned. Would the students do it again –from all we have heard, most definitely (assuming of course another country was selected). Would we do it again six months from now – definitely not; 18 months from now — definitely.

PERSPECTIVES ON AND APPROACHES TO AACSB INTERNATIONAL ACCREDITATION

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In this special session, the panelists discuss their perspectives on and approaches to AACSB International accreditation and accreditation maintenance. Toward that end, Katrin Harich presents her college's efforts in preparation for accreditation maintenance under the new accreditation process. Her discussion includes mission and goals, strategic planning, annual reports, and assessment.

Craig Kelley talks about the proposed new standards for accreditation maintenance. The proposed accreditation standards differ from the current standards in format and substance. The new standards are grouped into three major categories, including strategic management, participants and assurance of learning. Strategic management standards require colleges to state their mission first and articulate specific actions that will have priority in the enactment of the college's mission. Participant standards tie together the current standards related to students, faculty and intellectual contributions. Learning standards require evidence of achievement of learning outcomes. Colleges have flexibility in defining the learning goals for each degree program, which removes the dependence on traditional U.S. educational structures.

Judy Hennessey shares experiences emanating from a recent AACSB International review team's criticism of the college's strategic plan. Issues centered on the lack of alignment of articulated goals with the mission statement and a misinterpretation of the mission. Goals had been developed with the assistance of a process facilitator. Initially the college felt that the faculty buy-in was most essential to successful goal achievement but later realized that this process inhibits goal alignment. The mission statement was presented in two paragraphs. This presentation structure fed an interpretation that the mission consisted of two independent directions for the college as opposed to one integrative and mutually supportive direction. Learning assurance assessment processes were developed in parallel rather than for each specific goal. However, since the intended mission priority was learning outcome centered, the assessment program developed was perceived positively by the AACSB International review team and served as the mechanism for effectively restating the mission and developing appropriately aligned goals.

Judy Hennessey shares the reverse engineering strategy that was used to produce the current aligned goals and the faculty process that produced fast support for a concise restatement of the mission. The current well-aligned mission, goals and outcomes will be presented and discussed. Mary Curren focuses further on the experiences in involving faculty in the accreditation maintenance process.

Deborah Cours describes a curriculum design process that resulted in a fast track redesign of the undergraduate BSBA resulting in delivery in less than two years. The new curriculum reflects a different underlying philosophy (centralized vs. decentralized curriculum), and responds to input from employers, alumni, faculty, staff, students and administrators. Perhaps most importantly, the curriculum design considers AACSB International requirements for assessment needs, continuous improvement and strategic planning.

A NEW SENSE OF URGENCY: TEACHING MARKETING ETHICS

SESSION CHAIR
Alexander Nill, University of Nevada, Las Vegas,
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John A. Schibrowsky, University of Nevada, Las Vegas
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Recent opinion polls document that trust in business is plummeting (USA Today 2002). Just 16% of Americans say they have a great deal of confidence in major companies, down from a pre-Enron high of 28%. Within the business community, marketing practitioners rank near the bottom among professionals in honesty and ethical standards. Only 9% of people polled by the Gallup Organization rated marketing professionals' ethics as "very high" or "high", slightly ahead only of car salesmen's 6% and telemarketers' 5% (Advertising Age 2002). Triggered by the latest scandals and the ensuing public perception of marketers, ethics has become an increasingly important issue in the field of marketing (Nussbaum 2002; Roth 2002). Even before the time of Enron and the likes was in the headlines, marketers have often been criticized for ethical misconduct. That is, the high visibility of marketing activities and managers' efforts to administer their firms' relationships with customers continue to keep ethics among the most compelling issues for marketing managers and educators.

While the primary responsibility for instilling moral values and ensuring ethically acceptable behaviour in our daily life as well as in business rests with parents and lawmakers, business and marketing educators cannot deny their role in this mission (Yoo and Donthu 2002; Kidwell 2001). In fact, business schools accredited by the American Assembly of Collegiate Schools of Business (AACSB) have been required to include ethical issues in their curricula since 1979. The majority of business students feel that ethics is an important topic for discussion in business and marketing classes and they expect that more coverage of this topic could improve ethical behaviour in practice (Shannon and Berl 1997). Despite these efforts, business schools still have to take their share of blame for the lack of ethical behavior. A steady stream of research has found that business students are more likely to act unethically than majors from other areas of learning (Salter, Guffey, and McMillan, 2001).

This special session was designed to provide faculty members with current information pertaining to ethics training in marketing and business classes and to instigate a fruitful discussion about the subject. Specific topics will include:

1. Who is responsible for instilling moral values in marketing students and marketing managers?
2. Can ethics be taught in marketing classes?
3. How should ethics be taught in marketing classes?
4. What are the factors driving ethical decision making of marketing students and managers?
5. Are business and marketing students really less ethical than other students?
6. What are the alternatives to ethical training?

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THE ROLE OF PUBLISHED COURSE EVALUATIONS IN STUDENTS' CLASS SELECTION DECISIONS: AN EXPLORATORY STUDY USING CHOICE-BASED CONJOINT ANALYSIS

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ABSTRACT

Research on the validity and utility of student evaluations of teaching (SET) has been ongoing since they were first administered in 1926 at the University of Washington (d'Apollonia and Abrami 1997). The question of whether SET are a valid measure of measure teaching effectiveness and issues relating to their use in faculty evaluation and promotion decisions have generated well over two thousand separate pieces of academic research and commentary (Greenwald 1997; Wilson 1998).

However, few studies have addressed the issue of how students might use SET to select courses. A growing number of universities publish SET on-line, making them available to the campus community and, in some cases, to the general public (Haskell 1997). Many states have open-records laws that permit the release of SET data because of the public (i.e., student) interest in those records. Recent attempts to deny student access to SET by faculty and administrators at the University of Wisconsin and the University of Idaho have failed in the courtroom, although some recent articles question the legality of releasing SET to the public on the grounds that the publication of student "anecdotal data" may libel or defame a faculty member (see Haskell 1997 for a review).

The conjoint experiment discussed in this paper explores how students might use SET and other pertinent information about courses and instructors to make course selection decisions, if such data were available. A sample of 127 undergraduate business majors at a regional Northwestern university (who did not have access to SET data) were exposed to a series of hypothetical choice tasks where they were asked to choose between two courses that varied with respect to the instructor's SET ratings (poor, average, excellent), the instructor's grading leniency (easy, moderate or hard grader), course worth or the usefulness of the knowledge gained in the course for one's major (very little knowledge, some, a great deal), and the assigned workload (light, moderate, heavy).

Multinomial logit analysis of the choice data revealed that course evaluations (SET) have a significant influence on course choice, but that course worth and grading leniency are the most important determinants of choice. The most preferred course configuration (the one with the greatest total utility) is one where the instructor provides a great deal of useful knowledge, is a lenient grader, receives excellent student course evaluations and assigns a moderate amount of work. Share of preference simulations indicated that students are twice as likely to choose a course with an instructor that receives excellent, as opposed to average, course evaluations, all else being equal. However, students are willing to put up with poor course evaluations or a heavy workload if they believe that they will gain a great deal of useful knowledge.

Findings from the exploratory research presented here indicate that SET information, if available, would play a significant role in students' course selection decisions. Given that this information is not currently available, students in this study may not realize how important SET data could be in assisting with course selection decisions. However, providing student access to SET data may cause faculty to focus on improving their evaluations without necessarily improving instructional quality. The recent administrative emphasis on treating the student as a "customer" whose needs and desires must be satisfied (Wilson 1998) may exacerbate this problem. The paper concludes with a discussion of study limitations and future research directions.

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A LOOK AT BUSINESS SCHOOL RANKINGS

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ABSTRACT

The proliferation of MBA program rankings by prominent business trade publications in recent years has generated almost as much controversy as publicity. This particular manifestation of the American obsession with "Who's number one?" in the context of management education would, at first glance, seem to raise the question, "Who cares?" Many people apparently do, judging from the reactions triggered by such rankings.

Thus, this paper offers an overview of the business school and MBA program evaluations published by *Business Week*, *Forbes*, *U.S. News & World Report*, the *Financial Times* and the *Wall Street Journal*. Although other sources also rank management education programs, these are the highest profile in terms of both their own circulation and the resulting attention beyond the business trade press. The authors also consider the *U.S. News & World Report* rankings of law schools, along with the responses from the legal community, as a basis for comparison.

The first section provides a description of each publication's index, focusing upon the criteria used and the weight accorded to each. With this understanding, it becomes possible to assess what the evaluations are attempting to do and the degree to which they accomplish those objectives. A brief consideration of the implications for management educators follows in the hope that this preliminary exploration will generate further consideration of the impact of these rankings upon business schools and management education.

SOME DETERMINANTS OF ALUMNI GIVING IN HIGHER EDUCATION
An Exploratory Study of Non-Giving Alumni

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ABSTRACT

Research in fund raising proposes that university alumni giving is correlated to scholastic achievement, age and income, as well as student satisfaction. Most research in this area has been conducted by analyzing alumni office data, either within or across universities, to find correlating factors to alumni giving. These studies were mainly based on readily available alumni databases and very few included non-giving alumni. This study conducted telephone interviews with non-giving alumni, trying to get more in-depth information from those alumni that have decided not to give to their alma mater. Alumni giving is a key source of income for most colleges and universities (Stutler and Calvario 1996). Alumni giving is also an important aspect in determining the reputation and quality of colleges and universities in this country. Given this importance of alumni giving to universities and faculty, it is not surprising that many researchers have explored the reasons why alumni give to their alma mater (Taylor and Martin 1995).

In this exploratory research initial results show that in this particular case student satisfaction did not correlate with giving. Over 80% of the surveyed alumni reported a positive or very positive student experience. Positive student experience was not significantly correlated with years since graduation. The main reason cited for not giving was lack of money. No correlation between major and lack of money was present. This study represented a wide cross section of alumni ranging from graduates from 1995 to 1950 with a representative regional and major distribution. Since many studies report that older alumni are significantly more likely to donate than more recent graduates (Okunade and Berl 1997), it is important to include recent and not so recent graduates. Future research is needed to more fully explore the possibilities for universities to increase alumni participation in giving and to strengthen contacts with non-giving alumni.

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USING COLLABORATIVE LEARNING IN A MULTI-CLASS, MULTI-DISCIPLINARY SETTING

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INTRODUCTION TO COLLABORATIVE LEARNING

Recently there has been a renewed interest in using alternative teaching techniques to stimulate and enhance student learning and retention levels. One alternative teaching technique showing considerable promise is collaborative learning. Collaboration is a broad term including innovative approaches involving joint intellectual effort by students, or students and teachers together (Smith and MacGregor 1992).

The focus of these types of approaches is on encouraging active student participation in the learning process. Several common features exist that qualify a technique to be collaborative learning. Past research (Cuseo 1994) identifies six key principles necessary for the development of successful collaborative learning exercises. These 6 principles are introduced and briefly discussed next.

The first, and perhaps most critical component of collaborative learning is face-to-face peer interaction. Students must discuss relevant material with each other and learn from interactive experiences with other students and the instructor. Simply forming groups or teams and assigning tasks external to the classroom may not be sufficient in many cases. The dedication of class time to the collaborative learning exercise is preferred and may be necessary. First this allows the instructor to provide an appropriate setting for guided discussion focusing on the project assignment. Furthermore, the instructor is present during the discussions to answer questions and address group concerns about the project. Last, some type of continuity of group interaction is necessary to facilitate effective learning. This is usually best accomplished by dedicating consistent class time to the face-to-face peer interaction.

Another common component of a collaborative learning exercise is intentional group formation. Most experts agree that in most circumstances instructor-assigned groups are far superior to allowing students form their own groups. One key reason for this is the increased ability of the instructor to form heterogeneous groups. For example, the instructor may decide students pursuing different college majors need to be grouped together. Another common criteria for group formation may be to include someone with past work experience in each group.

Third, promotion of positive interdependence by assigning complementary roles to different group members is a key component of establishing an effective collaborative learning exercise. Each team member must feel they are an integral part of the group. Therefore, each group member must be assigned a key task relevant to the final group objective. Furthermore, if multiple groups are involved in the assigned task, each group must have a key function. This encourages interaction both within groups and between groups, enhancing collaboration and allowing for project continuity.

The design of an active learning task for students to perform is another key attribute. The learning exercise should require the application of knowledge as opposed to the acquisition of knowledge. Experts suggest developing an exercise that: 1) includes an issue that can actively be debated or discussed, 2) a task requiring decision-making based on selection of one alternative from a choice of several equally appealing alternatives, or 3) a poorly structured problem with an issue that may not be successfully solved to the satisfaction of all parties.

Fifth, the instructor must serve as the facilitator of the learning exercise. The instructor does not simply convey knowledge in a traditional lecture format but rather serves as facilitator or coach throughout the process. The instructor merely provides guidance to the process and interjects expertise when necessary.

Last, an in-depth analysis of the group learning exercise is warranted. The instructor can accomplish this in a variety of ways but it is critical that some form of learning assessment or measurement technique be applied at the conclusion of the project to determine effectiveness. Furthermore, a class de-briefing session at the conclusion can help the instructor by providing suggestions of ways to improve future collaborative learning exercises.

Panel Discussion: How to most achieve each of the six components of collaborative learning in a college classroom setting will be explored and discussed.

THE DISCIPLINE OF MARKETING IN RELIGIOUSLY-AFFILIATED UNIVERSITIES

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INTRODUCTION

This session focuses on the issues that affect the discipline of Marketing as taught in religiously-affiliated universities where the majority of the students identify with the sponsoring religious institution. The majority of students in such institutions have been influenced by their religious beliefs on the nature of humanity and the practice of business. Thus, students in religiously-affiliated universities have a greater interest in the discussion of ethical issues that impact the discipline of marketing. Concern with ethical issues, however, may lead to ambivalent feelings about marketing and its effect on society. The members of the panel will each discuss the opportunities and challenges affecting marketing faculty teaching in universities with a strong religious affiliation.

ETHICAL ISSUES

Students with strong religious beliefs who choose to major in business have to reconcile the value of profit to a business with concerns about materialism and exploitation of human weaknesses. As marketing is often viewed as the branch of a business enterprise that is responsible for getting customers to buy a product or service, marketing sometimes seen as representing the "worst" of the business disciples. Thus, finding ways to integrate a student's personal faith into the practice of marketing can be a major challenge. Some members of the panel will deal with the opportunities religiously-affiliated universities present for an in-depth discussion of ethical issues, while others will focus on the challenge of trying to persuade many students that the discipline of marketing is not inherently "evil."

IMAGE OF MARKETING

Panel members will also deal with the image of marketing and the different marketing professions among different types of students. Alan Kluge will present preliminary findings on a research study that compares students at George Fox University with those at San Jose State University with regard to attitudes towards different professions in marketing. This research uses the dimensions of honesty and ethics that were generated by Gallup to rate different marketing careers. Regina Schlee will present the preliminary findings of a research study comparing perceptions of the different majors by students at Seattle Pacific University and those of California State University students at Fullerton and Northridge (research was co-sponsored by Schlee, Harich, and Curren).

ACADEMIC HONESTY IN THE 21ST CENTURY: ASSESSING CHEATING IN A BUSINESS SCHOOL ENVIRONMENT

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Abstract

The incidence of academic dishonesty has been increasing over the past several decades. In one of the most comprehensive studies of college cheating, McCabe (2001) found that 33% of students admitted to cheating on exams and 50% said they had cheated on written assignments. Business students in general, and marketing majors in particular, have been shown to cheat more than their peers in other disciplines across the university (Nonis and Swift 1998, Tom and Borin 1988).

This paper reports the results of a study that examines cheating on both traditional and web-based exams, and the situational and behavioral variables surrounding this behavior. In particular, the research addresses the influence that friends may have on cheating behaviors and the attributions that students make to their peers about cheating behaviors. The data collection included two focus groups and a survey. The questionnaire included questions about cheating in different situations and scenarios. The questions addressed (a) whether the student would engage in the behavior if the other students involved in the activity were either friends or just acquaintances, and (b) what the student perceived others would do in the same situations. The questionnaire was administered in 14 different graduate and undergraduate business. The final sample consisted of 824 completed questionnaires.

The research indicates that 74.9 percent of the students have cheated in some way. Nearly 11 percent of the students classified themselves as cheating "a lot" in at least one of the situations presented in the survey. And, when making attributions to other students, the respondents consistently and significantly believed that other students cheated a great deal more than themselves. Consistent with the findings of Allen, Fuller and Luckett (1998) students greatly overestimated the amount their peers would cheat compared to their own behavior. For example, while 74% of the students said they have never used copies of stolen exams, these same students believe that 92% of their peers have used a stolen exam.

Students were much more likely to cheat with a friend versus an acquaintance. Across four cheating scenarios, the likelihood of cheating increased dramatically if a friend was a part of the action. Analysis of both qualitative and quantitative data indicates that students appear to decrease the magnitude of perceived risks and wrongdoing when cheating invitations are extended from a friend.

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MY INSTRUCTOR MADE ME DO IT: TASK CHARACTERISTICS OF PROCRASTINATION

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ABSTRACT

Studies have found procrastination to affect most undergraduate students regardless of ethnicity, age, or gender (e.g., Kachgal et al. 2001). Though procrastination may relieve stress in the short-term, it also causes stress. Students worry about their own procrastination, and are left feeling anxious, guilty, and even more pressured (Pychyl et al. 2000). Procrastination can lead to serious consequences because it compromises one's ability to set and achieve personal, academic, and career goals.

Burka and Yuen (1990) characterized procrastination as a way of expressing internal conflict and protecting a vulnerable sense of self-esteem. A wide range of behavioral, affective, and cognitive factors have been identified as contributing to procrastination, including lack of motivation, deficient self-regulation, external locus of control, perfectionism, trait and state anxiety, fear of failure, low self-efficacy, and low self-confidence (cf Haycock et al. 1998). Solomon and Rothblum (1984) found that students' explanations for their own procrastination were related to fear of failure, taking on such specific forms as performance anxiety, perfectionism, and lack of self-confidence.

In contrast to previous research which has focused on personal factors associated with procrastination, the study reported in this paper focuses on characteristics of a task or assignment that might influence procrastination. Selected assignment and course characteristics suggested by Paden and Stell (1997) were examined. Specifically, the study compared the characteristics of a particular critical incident assignment chosen by individual students based on whether each student reported more or less procrastination on the assignment.

Students in marketing courses were asked to think about an important assignment they had completed during the previous semester. They were then asked to fill out a questionnaire about procrastination on the assignment and about various assignment-related variables. Altogether 159 students participated, resulting in 155 usable questionnaires.

Several of the factors from Paden and Stell's (1997) model were found to be significant. As predicted, the low procrastination group reported more interest in the assignment than did those who procrastinated more. Less procrastination also was associated with clarity of instructions, and with rewards or incentives for getting an early start. Lastly, less procrastination was reported when interdependence had been built into the course structure. However, norms in a class, perceived difficulty, and time required to finish an assignment did not vary between the high and low procrastination groups.

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CREATING MEANING IN MARKETING EDUCATION: CONTRASTING FACULTY AND STUDENTS' DEFINITION OF MEANING

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ABSTRACT

This study explores marketing professors' definition of meaning in marketing education and whether professors derive meaning in their work. Additionally, by comparing the results of this study to past research with marketing students, a gap analysis is undertaken to determine if professors' and students' definitions of meaning are congruent. Results of qualitative research reveal that marketing is meaningful to faculty because it is relevant to all facets of life and allows faculty to contribute knowledge to students, business and community through research and teaching. Five gaps between students' and faculty definitions of meaning are identified, and recommendations to close these gaps are provided.

INTRODUCTION

Granitz (2001) interviewed students of marketing. A core theme uncovered was personal relevance, which refers to whether students perceive that they are learning concepts that will be used in their business careers. What has not been undertaken to date is an assessment of how marketing professors define meaning, whether they find their work meaningful, and if marketing professors' definition of meaning is congruent with students' definition. Thus, there are three objectives to this research:

1) to understand marketing professors' definition of meaning in marketing education;
2) to determine whether marketing professors derive meaning in their work;
3) to perform a gap analysis contrasting marketing professors' definition of meaning with students' definition of meaning.

Meeting these objectives is critical for several reasons. First, there is a strong positive relationship between work meaning and levels of outcomes, such as quality of work and satisfaction (England 1990). If administrators understand marketing professors' definition of meaning, they can define programs and activities to satisfy the definition and yield relevant outcomes. Second, if there is a gap between marketing students' and marketing professors' definition of meaning, recommendations can be developed to close the gap. In studies focused on social science students, perceptions of meaningless education were associated with lack of interest in continuing education, higher levels of academic dishonesty, and the belief that formal education is not necessary to be successful (Caruana, Ramaseshan and Ewing 2000; Lopez 1998; Reimanis 1983). Thus, it must be determined whether this gap exists. Finally, as faculty meaning has never been researched before, this paper will introduce a new and necessary area of research.

MEANING AND MARKETING EDUCATION

Little has been written about meaning in relation to marketing education. Granitz (2001) demonstrated that marketing students define meaning as personally relevant to their business careers. Allowing students to practice pragmatic skills (though active learning) and to interact with businesses and the local community can foster personal relevance. Thus, as a class activity moves beyond the classroom, the activity garners greater meaning. Finally, students consider a portion of their marketing classes meaningful. Courses that they perceive can help them with work are meaningful and courses that do not help them are meaningless.

While past research has not addressed meaning for faculty, several authors have studied related issues. Mezirow (1991) suggested that faculty build knowledge through content, process and premise reflection. By asking the questions, "What actions do I take in teaching?" (content), "How can I foster learning?" (process), and "Why do I teach this way?" (reflection), faculty can examine their teaching methodologies and philosophies, as well as examine the views they hold on the purpose of higher education. Such exercises can aid faculty in identifying what is meaningful to them and in evaluating the synergy and the gap between what they and their students find meaningful.

Theorists have also urged faculty to conduct research or produce creative work for intrinsic reasons, to introduce "wonder and awe" into teaching and scholarship, and to reimagine academic work in terms of community, with the goal of making and sharing knowledge (Bean 1998). The

allusion to intrinsic reasons is evocative of the student definition of meaning as personally relevant.

In discussing meaning and marketing education from a faculty perspective, it would be useful to understand the value faculty assign to the three categories of teaching, research and service. Theorists have suggested that a tension between teaching and research priorities is impacting the academy (Boyer 1990; Koplik and Welsh 1993; Mooney 1992). Boyer contends that the scholarships of teaching, research, integration (making connections across disciplines) and application ("applying knowledge to consequential problems" p. 21) should be equally valued in academia. In a study by Eble and McKeachie (1985), 54% of faculty reported conflicts arising from teaching, scholarship and service responsibilities. Additionally, Tang and Chamberlain (1997) found that university professors feel they are rewarded predominately for research and must concentrate on it to the detriment of teaching and at the expense of their students. Consequently, in deriving meaning, faculty may focus on an area separate from teaching students, creating a gap.

Thus, the purpose of this research is to explore marketing professors' perceptions of meaning, to understand whether and where they derive meaning in their work, and to determine if there is a gap between faculty and student definitions of meaning.

METHODOLOGY

Given the interpretive nature of this research, depth interviews were conducted. These interviews allowed the researchers to delve deeply into the definition of meaning. The interviews were conducted among 16 faculty members at 2 large western universities and one large southeastern university. One university had an emphasis on teaching, while the other two universities had an emphasis on research and teaching. Half of the respondents were tenured, and half of the respondents were tenure-track.

Posing open-ended questions, interviewers probed for the definition of meaning in relation to marketing education (in general), teaching marketing, conducting research, and performing service. Additionally, faculty members were queried regarding what they thought students found meaningful. Researchers analyzed the findings according to methods described by Erickson (1986). To ensure validity, results were triangulated across researchers (Lincoln and Guba 1985; Wallendorf and Belk 1989).

RESULTS

The findings discussed below explain professors' views of marketing education and meaning, and the role of teaching, research and service in creating meaning.

Meaning and Marketing Education

In professors' discussions of marketing education and meaning, two themes emerge. In the first theme, marketing education provides meaning because it is useful in the workplace. Professors believe that they are teaching skills that will help students run and grow a business. According to one participant, "Most business success is based on ideas executed in marketing." The second theme professors articulate is that marketing education provides meaning because it helps students understand people. Students can use marketing concepts presented in class to understand a wide range of relationships beyond marketing. Representative of the general opinion, one faculty member stated, "The notion of exchange is inherent in everything we do. It has wide application in dealing with people."

Meaning in the Work of a Marketing Educator

Professors derive varying amounts of meaning from teaching, research, and service. As might be expected, professors in teaching institutions found the teaching component to be most meaningful. Professors from research institutions also found teaching meaningful, but felt that a larger portion of their time was devoted to research. Regardless of the type of institution, faculty found the service component of the profession to provide less meaning than teaching or research.

Meaning and Teaching. Professors derive meaning in teaching by imparting practical information. Meaning is especially high for faculty when students see the relationship between course materials and their application to business and everyday life. One participant reported, "If I can teach a student five things that they will use five years from now, my job is meaningful."

Professors consistently articulate the reward they receive from helping students see the bigger picture. They talk about making a difference in students' lives and introducing students to new ways of seeing the world. One professor stated, "My favorite time is when they 'get it'...we are talking about more than marketing."

The amount of meaning a professor finds in the classroom also is impacted by the teaching style fit. Fit is defined as the synergy between the instructor's teaching style and students' learning styles. For individual professors, certain teaching styles yield

greater personal satisfaction. If the professor's teaching style does not match the students' learning style, the professor must teach in a style less meaningful to himself/herself or teach in his meaningful style to the detriment of students. One professor stated, "For me, the meaningful way to teach is by lecture. However, these students seem to prefer an active learning approach."

Meaning and Research. Professors derive meaning from both the intrinsic and extrinsic aspects of research. Intrinsic meaning comes from professors working on ideas they find interesting. One person shared the sentiment that, "There is complete freedom in this job to do what you want and what is meaningful to you." However, several untenured professors believe they are going through the motions of producing research that will be acceptable to the academy as a way to earn tenure. Two comments offered were, "It's just a numbers game that helps our careers," and, "You go through a lot of hoops."

The extrinsic aspects of research that provide meaning are its value to the academic and business communities. One professor stated that, "Research can influence the way scholars and managers think. It can impact long-term and practical outcomes." Research can create knowledge available to colleagues, students, and the community.

Meaning and Service. Two types of service provide meaning. The first type is service that benefits students, such as mentoring, awards ceremonies, and honors programs. The second type is service with outcomes. A faculty member mentioned, "The best committee I was one was one where we redesigned the graduate program. We got to see the actual results of our work." However, many faculty members feel that much of their service is bureaucratic paper pushing with no end result. "Service takes time away from important tasks. It seems menial. We could hire someone to do it."

DISCUSSION

We began this research with the objective of uncovering how marketing professors define meaning, whether they derive meaning from their work, and if their definition of meaning is congruent with students' definition of meaning. The discussion will focus on each of these issues in that order.

Faculty Definition of Meaning

The interviews revealed several definitions of meaning. First, for faculty, the core reasoning for delivering a marketing education is that it is applicable to business and provides a foundation for understanding everyday life as a consumer. Therefore, marketing is meaningful because it is relevant to all facets of life. Second, meaning is defined through contribution. Professors define meaning in the context of giving something to students through their teaching, research and service, or giving something to the community through their service and research. Third, meaning also is defined through receiving. It can embody receiving positive feedback from students, from business professionals, from academics, or from the university. Finally, meaning is defined as self-gratifying. Professors define meaning as activities that benefit the individual faculty member. For example, research is meaningful to individual professors because it helps their career (regarding tenure) or it benefits faculty by fostering their interests.

Faculty and Meaning

Professors derive meaning from all areas of their work with the greatest meaning coming from teaching and research. In the context of teaching, meaning is predominately received from the student. Faculty members feel as if they have accomplished a meaningful task if students see the big picture, if there is a good fit between their teaching style and the student's learning style, and if they feel that they are teaching students practical skills that students will use in their careers. In the domain of research, meaning focuses upon the educators themselves. Evoking the intrinsic reasons and knowledge sharing themes recommended by Bean (1998), meaningful research is research that is personally interesting, garners acclaim because it is interesting to others and considered a major breakthrough, or helps professors achieve tenure. The only theme that is not self-centered is the "provides value to the community" theme. This theme predominately focuses on sharing knowledge with society to improve the current state of being.

Faculty versus Student Meaning

A key similarity between faculty and student meaning is that both groups derive meaning from relevance. However, we identified five gaps in faculty and student perceptions of meaning. Interestingly, none of these gaps are caused by the tension among research, teaching and service (Boyer 1990;Tang and Chamberlain 1997). In fact, much of faculty relevance is achieved when students find courses relevant. Thus, the desire for faculty to close these gaps is likely high. Below, we will describe each of the five gaps and provide recommendations for closing them.

Gap 1: Differ on the importance of understanding the consumer's view of marketing. Professors and students derive meaning when they learn material

that is relevant. However, there is a gap between what professors believe is relevant and what students believe is relevant. Professors find meaning in marketing based on its relevance in both business and everyday life. However, students focus on marketing's relevance with regard to business. Therefore, faculty may be focusing on everyday consumer issues and stress and exemplify concepts students consider irrelevant.

Recommendation: Professors need to sell students on the value of understanding their decisions as consumers in everyday life. Faculty members should not only provide relevant workplace examples, but also show students how they are exposed to marketing in their day-to-day lives. This can be accomplished by tying current events into the course and by encouraging students to share their experiences as consumers.

Gap 2: Differ on what information is relevant for a marketing career. Professors' view of relevant information for students' marketing careers is broader than the students' view. Students determine relevance based on their immediate interests and understanding of the business world; whereas, faculty believe they possess a broader, longer-range view of relevance. For example, faculty may believe that teaching students marketing math (i.e., break even analysis, margins, contributions, etc.) as relevant, while students may consider it irrelevant as they do no expect to use the skill in the workplace.

Recommendation: Professors should demonstrate the value of understanding concepts that students do not consider relevant. If they cannot justify a concept's immediate or long-range relevance, professors should not be teaching it. Ways to demonstrate relevance include articulating the connection between the concept and its application in the business world and inviting guest speakers who can validate the importance in the business world of the classroom material.

Gap 3: May possess varied knowledge currency. Professors may not know what is relevant, nor may students. This gap is most likely to manifest itself in rapidly changing areas of marketing, such as database marketing and Internet marketing.

Recommendation: Professors not only can increase their knowledge in rapidly developing areas of marketing through practitioner conferences, popular press books on marketing, roundtable discussions, business advisory boards, internships, and consulting, but they can take advantage of guest speakers who can educate the students and the professor at the same time. If students are not aware of the relevance of new knowledge and skills, faculty must justify the material (discussed above).

Gap 4: Customization vs. Generalizability. Students focus on what is "personally" relevant. However, there is a mix of students in each class, and specific concepts may be more personally relevant to different students. For example, a student who is interested in being a buyer may find a marketing math class more relevant, while a student who wants to pursue a career in advertising may find a discussion on the marketing mix more pertinent. Professors sometimes find it difficult to customize information, especially in large classes, and instead present information in a way that generalizes across the broadest range of students.

Recommendation: In small or large classes, at the start of the term, professors should take some class time to meet their students. This can take the form of an introduction exercise where students discuss their background and interests. The faculty member can then tailor his/her lectures and examples to be more relevant to students. While personalizing class for each individual student is beyond the instructor's ability, the professor may be able to personalize material to different segments of students in the class. In another technique, the professor can share a general concept and then ask class members to provide examples of how the concept relates to their interests or experience.

Gap 5: Differing teaching and learning styles. Some faculty members derive greater meaning when their teaching style matches their students' learning style. If they do not match, lower levels of meaning may result.

Recommendation: Across the duration of the course, faculty should teach to incorporate varied styles of learning. While the professor would be expected to rely most heavily on his/her preferred style, even small doses of other styles can enhance understanding. Different students respond to different styles of teaching (Felder 1993, 1996). At the same time that the instructor incorporates different styles of teaching, students should be encouraged to develop different styles of learning.

CONCLUSION

In this study, we found that marketing faculty define meaning in several ways. Meaning can be based on relevance, contribution and self-gratification, as well as receiving. Thus, universities can design programs and activities to respond to this definition. For example, to respond to meaning as contribution, universities can initiate roundtable discussions with

local business practitioners in which faculty present practical knowledge gleaned from their research.

Faculty is more likely to find meaning from teaching or research than from service. Service is only relevant when it benefits students or leads to action. In response, administrators should ensure that faculty is made aware of all actions that result from their service and, where applicable, highlight how the service activity benefits students. Additionally, several gaps were uncovered, many focusing on differences between what students believe is relevant and what faculty believe is relevant. Thus, faculty must evaluate which gaps are present and respond with the recommended actions.

To further validate these results, we recommend additional research. This qualitative research should be followed by a quantitative wave of research. Based on definitions uncovered in this study and Granitz (2001), scales can be constructed to measure meaning for faculty and students. Should the faculty definitions of meaning be substantiated, a comprehensive list of recommendations to instill meaning can be developed. Should the faculty-student gaps be confirmed, research testing the recommendations can be undertaken. Finally, while meaning for students and faculty has been explored, future studies can also examine meaning for business practitioners and university administrators.

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COMPUTER-ASSISTED INSTRUCTION: ENHANCING TRADITIONAL CLASSROOM TEACHING WITH ONLINE COURSE TECHNOLOGY

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ABSTRACT

Research has shown that computer-assisted instruction can help support traditional classroom teaching and improve learning. This paper examines how a traditional classroom in course in marketing was enhanced with computer-assisted instruction to support how the faculty member taught, and the ease and convenience with which students could learn. The paper contains findings from a study conducted at a regional university. The findings highlight some of the possibilities available to faculty to enrich their traditional classrooms with online course technology. Implications are discussed and recommendations provided.

INTRODUCTION

Technology is changing the convenience with which students can choose to learn. Courses offered online in an asynchronous format are available at the time and location preferred by the student. This could be at 5:00 a.m. before the kids wake up, during a noon lunch break or even during a break in Army field exercises. This flexibility means that students in isolated rural areas can use computer technology to access specialized courses not available locally.

There is no question that online courses appeal to students as evidenced by the rapidly increasing number of online students across the nation. One example of rapid growth in online education is reflected by West Texas A&M University (WTAMU), a regional university located in the Texas Panhandle. "WTOnline, the university's Internet-based course curriculum, started in the summer of 1997 with an enrollment of 24 students in one graduate level marketing course. This graduate level course in marketing initiated the College of Business's Internet-based option in the MBA program." (Terry, Owens, and Macy, 2001)

The rapid growth in online course delivery, and the leadership role of the Pickens College of Business, is reflected in comments made recently by Flavius Killebrew, provost and vice president for academic affairs. Killebrew reported that, "Fall 2002 enrollment in WTOnline totals 4,056. This represents 2,531 actual students taking online classes. The students are taking a total of 10,897 online credit hours this semester." (Werpney, 2002).

WTAMU has labeled their WTOnline courses as being equivalent of those taught in a traditional classroom. As indicated by Kaynana and Keesling (2000) in their article, "Development of a Web-Based Internet Marketing Course," online courses can indeed be well-planned and contain the amount and type of interactivity to enable students to take a more active role in learning.

Clark (2001) has described the online instructor's role as having "advanced from being a 'professor' of knowledge to a facilitator of learning experiences; from an evaluator to a coach; from a content specialist to a tour guide on the information superhighway." For years training specialists such as Robert Pike (1994), founder of the Bob Pike Group and author of *Creative Training Techniques*, and Thomas Cyrs (1997), author of *Teaching with the Merging Technologies*, have advocated the move of trainers from being a "sage on the stage" to a "guide on the side." The move to Web-based teaching, by virtue of the online course format, moves the instructor to a facilitative role. As described by Clark (2001),

"Rather than spending hours preparing lectures, the online instructor might spend hours surfing the Web for course-related information, creating Web pages detailing and linking to that information, designing discussion prompts and group projects, and participating in e-mail or bulletin board discussions with students."

If the number of rapidly increasing student enrollments in online courses are even a somewhat reliable indicator, students are finding the Web-based courses attractive.

Online courses with their Web-based structure and the rapid growth in enrollments at the undergraduate and graduate levels provide only one perspective of teaching today's students in higher education. The vast majority of higher education students still enroll in courses taught in traditional classrooms where face-to-face interaction is the norm. Helmi, Haynes, and Maun (2000) have suggested that the paradigm of teaching and learning in the traditional classroom may need to be redesigned.

PURPOSE OF THE STUDY

The purpose of this study is to consider how computer-assisted learning is currently being used to increase student learning and enhance traditional classroom productivity. A traditional classroom course in marketing, graduate level, was selected to test the use of computer-assisted instruction to support how the faculty member taught, and the ease and convenience with which students could learn.

COMPUTER-ASSISTED INSTRUCTION

Industry is learning that computer-assisted instruction is not only more cost-effective than conventional classroom training, but it can enhance the learning that occurs in the conventional classroom (Vaas, 2001). McDonald's Hamburger University, Thrifty Car Rental, and Circuit City are examples of organizations where a blended solution, the combination of e-learning with the traditional classroom, has reported success.

The State Department's Foreign Service Institute has also found advantages in using a blend of Internet-based and classroom learning. Janette Corsbie, distance learning program director at its School of Applied Information Technology, or SAIT, strongly encourages all of their users that are coming for traditional classes to do distance classes first because, "My personal opinion is that the blended environment is more effective than strictly [online courses] or [in-person instruction] (Vaas, 2001)."

The U.S. Army's Battle Command Training Program is also learning the advantages of getting staff better prepared for a class before they arrive in front of the teacher. E-learning is helping them achieve that objective (McCright, 2002).

The Department of Agriculture's Risk Management Agency has also discovered advantages to blending online distance learning. According to Jody Firmani, distance learning coordinator,

"The distance learning system is meant to augment current courses, not replace them....everyone who signed up for the in-person classes also browsed through the online version, probably to solidify the concepts covered in the classroom. '[Distance learning] won't totally replace [the classroom]'" (McCright, 2002).

Preliminary findings from a review of distance learning-related literature reflect evidence that computer-assisted instruction may well enhance the way an instructor in a traditional classroom designs and delivers instruction. The same literature indicates that students may enjoy the face-to-face interaction with the instructor but also find the added computer-assisted component a definite plus to their learning experience. A research project was designed to study the combination of computer-assisted instruction in a traditional classroom using a graduate level marketing class at a regional university.

HYPOTHESES

In a traditional classroom course, there is no reason to suspect that any differences in outcomes based on the gender or nationality of the student. Similarly, one would not suspect any differences based on age. Previous cumulative GPA, however, may produce such a difference. A student's GPA is a measure of performance, and reflects the student's intellect and effort. Thus, upon starting any new course, regardless of the delivery method, students with "high" previous cumulative GPAs would be predicted to do better than those with "low" GPAs. We thus hypothesize the following:

H1: There will be no significant difference in the means of total scores based on gender.

H2: There will be no significant difference in the means of total scores based on nationality.

H3: There will be no significant difference in the means of total scores based on age group.

H4: There will be a significant difference in the means of total scores between "high" and "low" previous cumulative GPA levels.

METHODOLOGY

Data were collected from a computer-assisted graduate Marketing Seminar course at a regional

southern university during Summer 2002. The class size was 30; there was no attrition during the course, yielding a complete data set for each student. A course web site maintained by one of the co-authors was used to make all lectures available to students. All components of the course (listed below) were available through the web site. Although the course was delivered on-campus, the web-based materials were similar to those used in an online course. The primary difference was that this particular course had face-to-face contact between professor and students.

The course included two essay exams, 15 homework assignments, two bonus exercises, and a written group project. All assignments except for the group project were submitted via an online form and database system. Students accessed their questions via standard web pages, worked offline to write their responses, and then cut-and-pasted their replies into text areas on the web pages. Upon submitting their work, their replies were entered into a database for viewing by the professor. The exams and homework assignments were all timed activities with specific deadlines for submission.

Points earned by each student were totaled and then used as the outcome measure (dependent variable) for the course. T-tests for independent means were calculated for gender, nationality, age group, and GPA level. For the age group variable, a cut-off of 30 was used to separate the students into two groups; for GPA, a cut-off of 3.25 was utilized.

RESULTS

Table 1 shows that there was no significant difference in mean total scores between genders, thereby retaining H1. The mean score for males was 449.9, while the mean for women was 458.6 (t=-1.401; p=0.172). While the males scored lower on average, their standard deviation was smaller than that for women (15.0 vs. 18.7), indicating a narrower range of scores. The results indicate that men and women performed fairly similarly in the course.

TABLE 1

T-Test For Independent Means
Gender vs. Total Score

Gender	N	Mean	t	df	sig.
1 (male)	15	449.9	-1.401	28	.172
2 (female)	15	458.6			

Examining the scores of US and international students required a dichotomization of the independent variable for meaningful statistical analysis. All international students, regardless of origin, were assigned to one group, and then compared to US students. The mean total score for US students was 456.5, while that for international students was 449.0 (t=1.101; p=0.280), with standard deviations of 17.9 and 15.2 respectively. Thus, H2 is retained.

TABLE 2

T-Test For Independent Means
Nationality vs. Total Score

Nationality	N	Mean	t	df	sig.
1 (US)	21	456.5	1.101	28	.280
2 (Int'l)	9	449.0			

The age level variable also required a cut-off. Since the university's average age for MBA student is approximately 30, this was used as the break point. Mean scores for students age 30 and up was 457.1, while for the remainder it was 452.6 (t=0.677; p=0.504). H3 is thus retained, and we conclude that students of either age group score similarly.

TABLE 3

T-Test For Independent Means
Age vs. Total Score

Age	N	Mean	t	df	sig.
1 (>=30)	11	457.1	.677	28	.504
2 (<30)	19	452.6			

Finally, the previous cumulative GPA variable required a cut-off. A value of 3.25 was used as the breakpoint; the average GPA in the program is about 3.50, while students must maintain a 3.00 to continue in the program. A conservative value of 3.25 thus isolates the lowest GPA students from the remainder of their peers. Thus, anyone with a previous cumulative GPA of 3.25 or higher was classified as "high," while the remainder were classified as "low."

The mean scores of those in the "high" category were 459.3, while that of the "low" group was 444.2 (t=2.452; p=0.021). The standard deviations were 14.0 and 19.2 respectively. H4 is thus retained, and we conclude that the level of previous cumulative GPA is a significant differentiator in total scores.

TABLE 4

T-Test For Independent Means

GPA vs. Total Score

GPA	N	Mean	t	df	sig.
1 (>=3.25)	20	459.3	2.452	28	0.021
2 (<3.25)	10	444.2			

Implications

The results indicate that a computer-assisted course produced no significant difference in outcomes, except for "high" and "low" cumulative GPA groups. Neither gender, age, nor nationality had any bearing on a student's final grade.

While student satisfaction with the course or its format was not measured, the results imply that students accessed the materials (lectures, assignments, etc.) and performed fairly uniformly. A separate analysis of the co-author's web site revealed that the average student had 140 web page "hits," which was more than adequate for accessing all the necessary materials for the course (Gerlich, 2002).

Limitations and Future Research

The findings are limited in that they pertain to only one graduate Marketing course taught with a hybrid format. Future research should seek to compare both online and on-campus course outcomes, as well as other courses in the MBA curriculum (both required and elective courses).

The sample size is also a limitation. A course with 30 students is small for meaningful statistical conclusions to be drawn, but do offer a valid basis from which future research can be conducted.

A further limitation is that only four independent variables were considered. For example, GMAT score could have been analyzed, but since some of the students had not yet completed this exam, this variable could not be used.

Another independent variable that could be studied is level of computer competence, since the course relies heavily on an internet component. A difference in final scores may be apparent between those who have a strong computer background and those who do not.

Yet another limitation is that the course included only the assessment of student written materials. Had objective testing methods been used, it is possible that other differences may exist.

CONCULSIONS

The study indicates that a computer-assisted course can work well for most students. Although a significant difference in final grades was noted for "high" and "low" GPA levels, no one did poorly in the course.

A computer-assisted course is only slightly removed from an online course, but is still a hybrid of traditional classroom and web-based learning methods. Students for whom an online course is not appealing, or who need or desire regular classroom contact, may find a computer-assisted course to offer the best of both teaching methods.

Perhaps the biggest drawback to a computer-assisted course is the added burden on the professor to write and program course content. A computer-assisted course may approach an online course in amount and rigor of web programming, and the professor must be proficient in developing materials for internet-based delivery.

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EVIDENCE AND ADVICE FOR USING ONLINE DISCUSSION TO PROMOTE CRITICAL THINKING SKILLS

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The role of technology in higher education continues to draw interest as a topic of general discussion and research. The heightened interest in distance education and its role in serving institutional missions and affecting organizational cash flows is an important driver in the proliferation of research on web-based learning tools. Accordingly, much of what we know about web-based tools focuses on how these tools facilitate distance education, in general, and how distance education compares to traditional face-to-face instruction (Dacko 2001; Eastman and Swift 2001; Ponzurick, France and Logar 2000). The author explores the comparative advantages for using asynchronous online discussion, versus traditional face-to-face in-class discussion, as a vehicle for promoting greater critical thinking skills in all higher education environments. Critical thinking is defined as "the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action" (A draft statement by Michael Scriven and Richard Paul for the National Council for Excellence in Critical Thinking).

Results of an ongoing study are presented to compare student reactions to online versus in-class discussions. Data is drawn from students in both traditional face-to-face classes, which use both online and in-class discussion tools, and from students in totally web-based classes. The research examines student perceptions of the effectiveness of discussion as a learning tool. In general, students believe that online discussions provide greater quantity and quality of input to the discussion, and that the online format encourages more critical thinking about the topic material. The findings do not vary significantly based on demographics of the student population.

The author recognizes that not all online discussions are created equal. The results of the research are based on a common structure the author uses in the design and implementation of online discussion as a pedagogical tool. Accordingly, the author presents guidelines for designing successful online discussion exercises. The guidelines are firmly grounded in design principles for the use of instructional discussion to promote higher levels of learning (Goldenberg 1993), but the broader discussion includes additional suggestions for adapting these principles to the online environment.

In sum, the author argues that online discussions provide unique advantages to traditional face-to-face discussions. The technique is preferable when the goal is to *develop* students' critical thinking skills, rather than test them in a more time-constrained environment. The asynchronous format allows students more time to formulate cohesive and informed arguments. The historical record of the discussion adds a sense of permanency to the discussion that arguably produces a greater sense of accountability, and facilitates review of the material for other learning/evaluation processes.

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USING WEB-BASED CHAT IN MARKETING COURSES

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ABSTRACT

This paper describes the use of a web chat tool to afford marketing students the opportunity to learn from one another's consumer experiences. Students' reactions to the web chat tool are noted. Pedagogical strengths and weaknesses of web chat and potential future applications are discussed.

WEB CHAT AS A LEARNING TOOL

As the number of new technologies available for use by educators has exploded over the past few years, students are becoming more and more accustomed to a technologically-rich environment. No longer can educators simply ignore the new technological teaching tools. Students are demanding more engagement with faculty and fellow students than was possible prior to the advent of today's computer and communication technologies (Ueltschy 2001).

Beyond e-mail, two other web-based communication devices are now beginning to be employed more frequently in marketing and other education. These tools, commonly known as bulletin boards and chat, allow communication among students and teachers outside of the classroom. The distinction between the two tools is that with bulletin boards discussion takes place at various times at the convenience of the communicators, i.e., asynchronous communication, while with chat communication takes place in real time, i.e., synchronous communication. Dietz-Uhler and Bishop-Clark (2001) found that both of these types of internet communication can enhance students' learning as well as the quality of later face-to-face discussion.

While various articles and research papers have addressed the benefits and challenges of educational uses of web chat and bulletin boards (e.g., Eastman and Swift 2002; Ingram, Hathorn, and Evans 2000, Jeong 1996) and the use of bulletin boards in marketing education (Krentler and Williams 2001), little has been published with regard to the use of web chat in marketing education. This paper describes an exploratory attempt to use web chat as a component of a marketing principles class.

MARKETING PRINCIPLES CHAT ASSIGNMENT

Having students reflect on purchase experiences of their own can help students to understand the consumer decision process. In this regard, students might be assigned to reflect on a particular experience and tie it into the consumer decision process and influences on the consumer decision process by writing a paper about the experience. However, instructive as this kind of assignment may be, it does not, in and of itself, allow students to learn by being exposed to other students' experiences. Further, class discussions following these kinds of papers often fail to bring out a large number of students' experiences. If a good number of students do share their experiences, the danger is that too much class time could become devoted to a discussion with a lot of redundancy.

Perhaps a better solution is to allow students to become more involved in discussing their experiences by using web-based chat. By using chat, all students can participate in comparing consumer experiences without taking a great deal of class time. Many students who might be self-conscious in expressing themselves orally before the entire class can, instead, express themselves in writing, not face-to-face, with a small group of peers. Further, if a transcript of the chat is available to the professor, the professor can evaluate the effort that each student has exerted in the discussion process and also discover ways in which the specifics of the assignment can be modified to enhance learning.

SPECIFICS OF THE CHAT ASSIGNMENT

The specific chat assignment reported on in this paper took place using WebCT chat. WebCT is one of several software packages designed to make it easier for professors to make course materials available to students on line. The WebCT package includes e-mail, chat, and bulletin board functions that the professor can choose to use or not use. The chat function makes available four "chat rooms." Any student in the class can choose to log into any of the chat rooms at any time. "Conversations" that take place in each of the four WebCT chat rooms are only available to the students logged into the chat room at the time. The students do not have available to them a transcript of their chat; however, the professor does have access to a transcript.

Students were assigned to chat groups consisting of three to four students. Equal numbers of chat groups were assigned to each of the available chat rooms. Students were encouraged to coordinate with the

other groups in their chat rooms to avoid the problem of two groups in the same room at the same time. Also, students were also informed that the professor would have access to the chat transcript and that part of each student's grade for the assignment would be based on how well he used the chat to learn as much as he could about his other chat group members' experiences.

In response to students who wondered why they could not simply chat face to face, the students were given the following reasons for using computer chat for the assignment. First, some students who are less vocal or extraverted might feel less inhibited in a chat room situation and more prone to participate fully. Second, interactive web discussion rooms are becoming more commonly used as marketing research and promotional devices. This would be a chance for them to experience the strengths and weaknesses web chat first hand. Third, if the students were to communicate face-to-face, the professor would not be able to evaluate each student's participation in the process, whereas with the chat transcript, the professor is able to do so.

The WebCT chat function was fairly easy for the students to use. They required little instruction in using the tool, even though most had never participated in chat before. Because students could link to WebCT from the school's website, they were able to participate in the chat assignment from where ever they had an internet connection.

STUDENTS' EXPERIENCES WITH THE CHAT ASSIGNMENT

Students' experiences with the chat assignment were positive overall. This was manifest in three ways. First, the transcripts of the chats themselves showed that students were, overall, enjoying and engaged in the experience. Second, a class discussion and one-on-one meetings with students afterwards were largely positive regarding the chat assignment. Third, students were asked to fill out a questionnaire following the experience addressing what they thought about the experience, and most expressed that the experience was worthwhile.

Many comments included in the chat transcripts indicated that the students enjoyed discussing one another's purchases. For example, in one chat session that consisted of one male and two females, all were addressing furniture purchases. Toward the end of the discussion, the male student commented, "I enjoyed understanding your purchases. . . . I think looking at it from another view helps ourselves understand more."

Some exchanges showed the students having fun with the assignment. For example, three male students began what was to become a riotous one-and-a-half-hour session with one student commenting, "This is kinda weird being in a chat room where I'm not pretending to be a teenage girl." While some of what ensued was a bit course, the chat group was able to remain fairly focused and complete a good discussion of the purchase topic. Later one of these students confided that while he had expected the chat experience to be unpleasant, it turned out, instead, to be a lot of fun.

This thought, that the experience was more enjoyable than anticipated was echoed in class discussions about the project. While students expressed a few frustrations about the limitations of web chat, they felt that the assignment was worthwhile. It gave them an opportunity to acquaint themselves with the chat tool first hand.

Following the assignment, students also filled out a nine-question questionnaire, developed by the professor, about their experience with chat. More negative reactions surfaced in the written survey than had in the class discussion. Nevertheless, those were not entirely enthused with the assignment were, for the most part, counterbalanced by those who were quite positive. When asked whether the assignment should be repeated in future marketing courses, thirteen of twenty-one students, or about 62%, felt that it should be.

Some of the positive comments are as follows:

- "It was fun – I thought it would be lame, but it wasn't. Besides, if you've got the capabilities, use them."
- "It helps to learn and understand different personalities and their experiences so you can compare and contrast."
- "The more students practice, the more useful it can be. I think all students should become familiar with the tool."
- "It is a different learning tool. Easy to get together."
- "It was entertaining, educational, and something different."
- "I like meeting with my group face-to-face, but I think it's easier to do chat. We could do it in different places (work, home, school, etc.), which was nice, since different people's responsibilities required them to be different places, e.g. at home tending your kid."

STUDENT ISSUES WITH THE CHAT ASSIGNMENT

While the chat assignment was educational and enjoyable for most of the students, some did not appreciate the experience. Most of the students who did not see much value in the exercise expressed the idea that it was just "busy work" and not as useful or convenient as face-to-face discussion. For example, one student commented, "It seemed more like busy work and an excuse to get us on WebCT than anything." Another noted, "I didn't really learn anything new. It was just another thing to do." One wrote, "it seems ridiculous to require it when talking face to face is much easier and more convenient."

These students rightly observed the advantages of face-to-face discussion. As mentioned above, face-to-face discussion proceeds more rapidly and in a more orderly fashion. As one student commented, "Although the chat tool is a neat concept, I don't think it's that useful. I think it would have been faster and more efficient to get together and talk face to face." Further, another student commented that "it is too hard to maintain conversational flow and for everyone to respond to one question, because you move from topic to topic so quickly." And, finally, one student mentioned the importance of body language to conversation. In truth, some miscommunications took place in the chat discussions, largely due to the absence of visual and aural cues to meaning.

Complaints were also lodged against the specified time length of the chat assignment. Although no specific time requirement had been set for the chat, a suggestion was made that students might want to carve out an hour or so of their time so that they would not feel rushed in their discussions and not have to cut the discussions short mid-stream. In response to the assumed time requirement, one student commented, "The important stuff was done in 15 minutes, the rest was B.S." Another group also felt obligated in going forward to spend the full amount of time even though they felt that they had completed the necessary discussion. Presumably, though, with a bit more professor coaching and some increased effort and creativity on the part of the students, it is difficult to imagine that three students couldn't spend at least an hour chatting about the nuances of their purchase decisions.

IDEAS FOR IMPROVING A CHAT ASSIGNMENT

The assignment described here was a first attempt to introduce marketing principles students to chat. Clearly, many possibilities exist for improving the assignment. Some suggestions are as follows:

1. *Comparing and contrasting face-to-face and web chat.* Some students pointed out that it's easier to talk face-to-face than it is using web chat. If the web chat were to follow a face-to-face discussion, students could not be tempted to say "we should have done this face-to-face, rather than using web chat." The assignment would be pitched as an opportunity to discover differences.
2. *More instruction on questions and questioning methodologies.* Many students got less out of the assignment than they might have, because they asked only superficial questions to learn the barest of facts surrounding their classmates' purchases. Students need to be coached and prompted in how they might get a little under the surface. Perhaps an interview form could be developed as a class that students could use as written or modify for their use. This could tie in well with a discussion of qualitative research methods.
3. *More responsibility for what was learned through doing the exercise.* The assignment described here was largely a description of the student's own experience with a paragraph or, at most, two at the end comparing the student's own experience with that of the others in his chat group. If students had been expected to glean more information from their fellows and do some depth reporting on someone else's experience, they might have worked harder to find the information that they needed for the expanded assignment. Also, it might be useful to provide each student with a transcript of his chat session so that he could refer back to it in making his report.
4. *Share the best chat moments with the class.* The chat transcripts could be used as a teaching tool for the whole class. If, for example a student was in a group that did not quite gel, she could see how well the process can work and what can be learned when the process goes well. This might also help the student to introspect with regard to what might have gone wrong in her session.
5. *More ground rules for an orderly discussion.* The web chat was frustrating for some students because, in essence, three or four people are "talking" at a time and the time it takes for each to type in questions and responses creates a lag. Thus, for example, one person asks a question, and before that question can be answered, someone else pops in with the response to a previous question. One suggestion to deal with the

confusion here is that perhaps one member of a three or larger person group could be a bit of a discussion leader. Also, the process works better if people are addressed largely one at a time. In other words, the group might focus first on person A and her experience, then on person B and his experience. Alternately, the group might look at each group member's experience at each step of the consumer decision process. In other words, the group might focus first on person A's problem recognition, then person B's problem recognition, and so forth. Questions may still overlap one another, but the fact that just one person is answering questions at any point in time should help.

6. *Keep the groups to three, or even two.* The more people that are in the chat group, the more chaotic things can become in terms of overlapping questions and answers. This problem is compounded by the fact that people have very different typing speeds. While it is nice to hear a number of different perspectives, the reading of chat transcripts leads to the perception that the fewer the group members, the smoother the chat. Perhaps dyads are even better than groups.

SUMMARY AND FUTURE DIRECTIONS

Web chat offers a number of benefits to the marketing educator and student. First, web chat is a new way of communicating that students should become familiar with. Chat has been used by marketers for both research and promotion purposes. Second, web chat offers a potential opportunity to the less vocal student to feel more involved in discussions. Third, depending on how it is configured and made available to faculty, web chat may be able to leave behind a record of student chat discussions. This can be valuable in getting to know students better and evaluating their understanding and learning. The transcript could also be used for studying the process of student chat discussions, as well as any substantive topic that the students have been assigned to discuss.

One of the most important challenges to implementing a web chat assignment is students' concern with why this form of discussion is being used rather than the simpler face-to-face discussion. An important part of developing a web chat assignment is anticipating this concern, developing the assignment such that chat does have advantages, and clearly articulating the reasons for the use of web chat to the students. The simple fact of having a written record of what has been discussed is an important selling point for the assignment. This point will be even more compelling to the students if they are given access to the transcript of their own chat sessions and held responsible for extracting something from the transcripts. In fact, memories for what has actually transpired in the chat session, absent being able to refer to a transcript, seem to be somewhat fleeting. It would be difficult to take notes while engaging in web chat.

Two future directions seem particularly important for the web chat tool. First, the assignments for which the tool is used must be constantly refined with the objective of making them more engaging and educational for students. Second, more possible uses and applications for the tool should be explored. A natural fit for the tool seems to be the marketing research class. For example, marketing research students might be able to interview one another with regard to a marketing research-related topic using the chat function. They could then be given access to the chat transcripts both for understanding of how their interviewing techniques could be honed and for analysis of the topic. At any rate, the imperative is to find useful ways to use this powerful tool, rather than simply ignoring it or using it merely because it is there.

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THE ART AND SCIENCE OF MANUSCRIPT REVIEWING

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The main purpose of this special session was to increase the reviewing abilities and skills of those marketing faculty currently serving or in the future serving as reviewers (Ad Hoc or full-time) for marketing education journals. High quality manuscript reviewing is the most important activity undertaken by our colleagues to help journals advance the body of marketing education. This faculty development session underscored this fact and facilitated the development of quality reviews. In addition, a significant portion of the Marketing Educators' Association's conference attendees serve as current *Journal of Marketing Education* (*JME*) and *Marketing Education Review* (*MER*) reviewers as well as manuscript authors.

SESSION BENEFITS

This special session provided the following benefits for its attendees: (1) fundamental training for those with little or no experience at reviewing manuscripts for "B" or A" level marketing journals, (2) a retraining or refreshing of skills for current journal review board members, (3) insight into the review process for manuscript authors and submitters, and (4) intrinsic rewards to those reviewers in attendance who are already producing meaningful reviews.

SESSION COMPONENTS

Doug Lincoln and Bruce Stern, respective editors of the *JME* and *MER*, first gave a brief introduction of their journals and then presented a list and description of the criteria reviewers are asked to used when they evaluate manuscripts. These criteria are found in the *Guidelines for Reviewers* documents that were distributed to the audience. Evaluation criteria in common for the two journals included: overall contribution to the literature, conceptual rigor, appropriate use of existing literature, writing quality, and methodological rigor. The role of the guidelines and their criteria is to establish reviewer expectations and help create consistency in judgment.

Doug and Bruce next presented characteristics of relatively strong versus weak manuscript reviews in terms of their ability to provide both the editors and manuscript authors with meaningful and useful feedback. The characteristics included: thoroughness in coverage of all evaluative criteria, explicitness, depth of explanation, recognition of missing literature, examples of needed improvements, review "tone," and objective versus subjective comments. Examples of actual reviews demonstrating these characteristics were next displayed in a dichotomous manner. A smaller set of manuscript author feedback on reviewer comments was shared to help demonstrate how the quality of these comments affects manuscript authors and their ability to improve their scholarly efforts.

Gary Karns (drawing on his reviewing experience for *JME*) and Stu Van Auken (drawing on his experience reviewing for *MER*) next presented information on how they prepare for and execute reviews. Their presentations included "How I do it" tips regarding both the philosophical and mechanical side of reviewing. The session concluded with questions and comments from the audience-from both the reviewer and author point of view.

Materials presented by the editors are available by e-mail contact. dlincoln@boisestate.edu and bruces@sba.pdx.edu

TEACHING INTERNET MARKETING

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The primary focus of this session panel is to address instructors that are currently or considering, teaching a class surrounding the broad topic of Internet Marketing. Specifically, this session will aim to exchange ideas and insights into strategies about effectively and efficiently teaching these unique, non-traditional type of internet marketing related courses.

Non-traditional courses, like Internet marketing, are becoming a necessity in many business curriculums across the country. It would be beneficial to hear from those professors that have already been through this experience to share their teaching strategies that have worked well as well as those that have not been as successful. This would benefit both those teachers that are currently teaching Internet marketing course(s), those planning to, by providing ideas and insights into how to better teach these unique classes.

We will address ideas from issues surrounding teaching in a computer classroom, teaching on the internet, teaching project courses with real-world clients, benefits of specific research necessary for developing superior web-sites, wide range of ideas about teaching the development of web-sites that have been helpful, explore curriculums, exchange syllabus ideas, etc

REBELS IN THE LAND OF CURRICULUM ASSESSMENT

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ABSTRACT

This paper describes a response to evolving AACSB curriculum standards, specifically outcome measurement, that strays from the traditional approach (using an outside service provider) that is taken by most universities. An internal program for assessing core curriculum was developed and implemented using the marketing department as a pilot.

INTRODUCTION

Reaccredidation: a word that is sure to strike fear in the hearts and minds of administrators and faculty alike. Many (most?) aspects of the AACSB Reaccredidation process are nerve wracking. The two areas that have received the greatest attention and concern on this campus during the past several years as we have prepared for reaccredidation, however, are Intellectual Contributions and Assessment. Colleagues at other business schools who are preparing for or who have recently undergone the AACSB reaccredidation process seem to share the view that meeting these two AACSB standards are challenges for most institutions.

While striving to meet the Intellectual Contributions standard continues to be a challenge for many colleges of business, it is at least a familiar challenge. Assessment, on the other hand, represents a relatively new challenge for most schools. AACSB expectations for the level and depth of assessment processes have increased over the past years. The new AACSB standards that are being introduced will call for yet stronger levels of program assessment, on a more frequent basis.

AACSB is not alone in increasing the amount of attention it pays to assessment. Many individual universities and multi-university systems are also calling for more stringent assessment processes. The Chancellor's Office of The California State University system, for example, requires an annual accountability report from all units (down to the department level) that includes ten performance areas (modified from thirteen) and requires detail of the processes that are in place to assess whether the unit is meeting its objectives, the results of the assessment procedure, and the outcome of changes made as a result of the assessment ("closing the loop" in AACSB language).

The challenge presented by the increased demand for clear assessment processes and procedures is heightened by the fact that few administrators, faculty, or staff members in Colleges of Business possess expertise in the design and/or implementation of assessment programs. This lack of internal expertise has created a significant opportunity for entrepreneurs to step in and offer their services. The use of external sources to provide assessment instruments, analysis, benchmarking, and other services has become quite common in Schools of Business. The purpose of this paper is to provide an account of one university that chose a different path.

THE PATH WELL TRAVELED

"Do you do EBI?" This question is often heard in any discussion of reaccredidation. Educational Benchmarking Incorporated (EBI), a well known company that provides a wide variety of instruments, tools, and follow up analyses designed to help institutions assess their programs, faculty, and units, is a popular service provider. Specifically, EBI states its mission as:

> to provide the most comprehensive and highest quality comparative assessment methodologies, instruments, and analysis to organizations in support of their continuous quality improvement efforts.
> [http://www.webebi.com/Index.htm]

Established in 1994, EBI formed a strategic alliance with AACSB in 1995. The firm currently has a client list of more than 250 colleges and universities world wide that use its services to provide management education assessment.

Well known, well respected, and strategically aligned with AACSB, the use of EBI services to provide assessment is clearly the "path well traveled" by most schools of business today. Indeed, the university being described in this paper has used EBI services to perform alumni and faculty surveys and has been well satisfied with the results.

EBI is not the only provider in this industry. Another is The Educational Testing Service Network (ETS). Established in 1947, ETS describes its mission as:

> to help advance quality and equity in education by providing fair and valid assessments, research and related services. Our products and services measure knowledge and skills, promote learning and performance, and support education and professional development for all people worldwide.
> [http://www.ets.org/aboutets/mission.html]

Similar in many ways to EBI, ETS offers a variety of products that can be used to aid in the assessment function of programs. One of their products offered for higher education assessment is a series of "Major Field Tests." Major Field Tests are designed to reflect the basic knowledge and understanding gained in the core undergraduate curriculum.

UNDERGRADUATE PROGRAM ASSESSMENT OPTIONS

In the spring of 2000, the Undergraduate Curriculum committee in the College of Business Administration at a large, public university faced the task of "making progress" on assessment of the undergraduate preparatory and core courses in the college's curriculum. Table One lists the courses in these two categories. Encouraged by the college's associate dean, the committee evaluated the use of the ETS Major Field Test in business. The test is described on the ETS web site as "designed to measure a student's knowledge and ability to apply significant facts, concepts, theories, and analytical methods." [ftp://ftp.ets.org/pub/corp/mftbus.pdf] The test consists of 120 multiple choice questions and covers the broad topics of accounting, economics, management, quantitative business analysis and information systems, finance, marketing, and the legal and social environment.

Throughout parts of the spring and fall semesters of 2000, the Undergraduate Curriculum Committee debated the pros and cons of using the ETS Major Field Test to assess prep and core curriculum in the college. Table Two identifies the major points of debate on the issue.

As indicated in Table Two, the advantages of using a test purchased from an outside supplier were not insignificant. The facts that the test would be provided in a complete form (no need to develop a test internally) and was recognized as both valid and reliable were very strong arguments in favor of proceeding in this direction. Further, the testing service provided valuable analysis that would benchmark our student's results against those of comparable institutions. While the price of purchasing the test and other services was not insignificant, the process was important and the dean was willing to budget the item – hence it was not that "we couldn't afford it."

TABLE ONE
PREP AND CORE CURRICULUM

Prep Courses (Lower Division)	**Core Courses** (Upper Division)
Financial Accounting	Organizational Behavior
Managerial Accounting	Principles of Marketing
Legal Environment of Business	Operations Management
Principles of Information Systems	Fundamentals of Finance
Business Communications	International Business Strategy
Macro Economics	
Micro Economics	
Calculus for Business	
Statistics for Business	

TABLE TWO
PROS & CONS OF USING ETS MAJOR FIELD TEST

Pros	**Cons**
Easy	Implementation Challenge
Recognized Valid and Reliable	Difficult to get students to take seriously
Results benchmarked against other schools	Large number of transfer students
Cost	Cost

The Undergraduate Curriculum Committee, however, was impelled by the disadvantages listed in Table Two. Where and how would the test be administered? Its comprehensive nature suggested that it must be given near the end of a student's program (to ensure that he/she had completed all the topics covered). The committee was not optimistic that it could successfully require or entice students to take the exam outside of a class structure. The only viable class for administration (taken by all students near the end of their program) was International Business Strategy. Administering the exam in this course, however, required that faculty agree to give it time and potentially, to build

its result into their grading for the course. This latter issue brought the committee to the second problem listed in Table Two, how to get students to take the exam seriously. If Strategy instructors incorporated the test into their course but were not willing to "count" it toward a student's grade, students were most likely to exert little if any effort to perform well. In addition to these problems, the committee was concerned about transfer students. Approximately 50% of the university's upper division undergraduate students transfer from junior colleges. These students complete their prep courses outside the university. While the university does accept prep courses taken elsewhere, the committee was extremely uncomfortable with the idea of its program being assessed in topic areas (accounting for example) where at least half of the students being assessed had learned the material elsewhere. Finally, while the dean of the college was willing to budget the required sum to purchase the exam, the committee deemed that the expense to the college was significant.

Based on the above, the Undergraduate Curriculum Committee decided to develop its own instrument and procedure for assessing core curriculum. While the long term plan was to follow this plan for all core courses, it was decided to initially develop a pilot program in the basic marketing course.

THE PILOT PROGRAM IN MARKETING

The Undergraduate Curriculum Committee left the development and implementation of the core assessment pilot program to the college's Directors of Assessment and Undergraduate Programs. Marketing was targeted for the pilot program because it was an upper division core course (most students would have completed it at the current institution) and because the Undergraduate Program Director was also the group coordinator for the Principles of Marketing course thus increasing the likelihood of cooperation from the teaching faculty involved. Working together, the two directors developed a four step process.

The first step involved asking Marketing Department faculty who did not teach the Principles course to each write 2-3 multiple choice questions, based on course objectives that had been previously developed, in a specific area covered by the course. Effort was made to assign topic areas based on an individual's area of expertise. This was not always possible, however, and it was generally assumed that all marketing faculty were capable of writing questions on any topic covered by the Principles class. Faculty currently teaching the Principles course were not asked to participate in this exercise so as to avoid the insinuation that they would be biased, hence writing questions that their students would be more likely to answer correctly.

Each non Principles instructor faculty member was provided with the following:

1. A set of the Principles of Marketing course objectives.
2. A specific topic area (in some cases instructors were assigned two topic areas).
3. A request to prepare 2-3 multiple choice questions in each topic area that would meet the relevant course objectives and that "any student completing basic marketing" should be able to answer correctly.

Step Two involved the Marketing Department faculty members who were currently teaching the Principles course. They were asked to inform students that the final exam in the course would contain some comprehensive multiple choice questions. The instructors were told that it was up to them whether the results of performance on these questions "counted" toward the test score and ultimately the course grade in the class. They were asked, however, not to suggest to the students prior to the exam that they might not count. If the students believed that the questions were a legitimate part of the exam, they could be expected to take them seriously.

Next, the questions written by the non Principles faculty were combined to form a pool of approximately 40 – 50 questions. From the pool, 25 questions were randomly selected.

Finally, the questions were provided to the Principles instructors shortly before the end of the semester (just in time for test preparation). They were specifically not provided earlier (despite requests from the Principles instructors), so as to avoid the potentially biasing behavior of the instructors "teaching to the questions."

The Director of Assessment gathered the test forms from the instructors after the semester. Analyses indicated for each of the 25 questions:

- Percentage of all students (across all sections) who answered the question correctly.

- For each individual instructor, percentage of his or her students who answered the question correctly.
- Significant differences between the group mean and an individual instructor's mean were noted.

These analyses provided feedback on two important aspects of assessment:

1. Questions where the average percent of students across all sections who got the answer incorrect was deemed inadequate (below 70% in this case), were looked at carefully. These results would suggest that the objective the question addressed was not being met.
2. Questions where the average percent of students from a given instructor who got the question incorrect was significantly below that of the course average also required careful consideration. The instructor in question might need to reorganize topic coverage in his/her class to better address the objective in question.

The Director of Assessment met with the Principles of Marketing instructors after the analyses were complete. Each instructor received a copy of the analysis and group discussion regarding how to use the information took place.

ONWARD AND UPWARD

The Marketing Department Pilot Program was deemed a success and was repeated in the following semester. A new set of questions was solicited hence building the pool of questions to approximately 100. This pool can be randomly drawn from in future semesters making it less necessary to ask for new questions each semester. In the semester following the initial marketing pilot, the program was expanded to include Fundamentals of Finance. Organizational Behavior was added in spring semester 2002. Operations Management joined the program in fall 2002.

CONCLUSIONS

In hindsight, some of the initial evaluation of the pros and cons by the Undergraduate Curriculum Committee of the path well traveled versus striking out on our own was remarkably accurate. Using an outside provider would clearly have been easier. It would also have provided benchmarking against other institutions which we do not have with the internal process. On the other hand, the process described here allowed us to avoid the challenges that were seen with the more traditional path while still providing an assessment process deemed valid and reliable. As the process is carried out over multiple semesters, we will have longitudinal data that will allow us to continue assessing and closing the loop. If we had it to do again, we would continue to choose our position as rebels in the land of curriculum assessment.

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ASSESSMENT IN MARKETING EDUCATION: UNECESSARY EVIL OR BOUNTIFUL OPPORTUNITY?

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The area of assessment has drawn a lot of attention in recent years. This paper examines various aspects of assessment and its growing importance. It also explores the various components of high-quality assessment programs, their operating constraints, and how the new and evolving AACSB standards may affect the future of assessment in marketing. A variety of assessment issues and what they entail are discussed and conclusions are drawn.

INTRODUCTION

Assessment in marketing education has been going on for years. By and large, different approaches have been used, and different aspects studied. We try to take a comprehensive look at assessment, the impact of the evolving standards of The Association to Advance Collegiate Schools of Business (AACSB), and how these may present an opportunity for improving marketing education.

Defining Assessment

In order to avoid misperceptions, it is critical to determine what assessment is - and what it is not. One of the most popular (and in our estimation, accurate) definitions of assessment is provided by Thomas Angelo, a well-respect leader in university assessment efforts. Angelo (1995) states that "assessment" is "an ongoing process aimed at understanding and improving student learning." The three components of this definition are worthy of attention. First, assessment is an "on going process," not a one-time test or survey. The use of the word "process" connotes to those adopting this definition a desire to create a culture designed to improve education by using data attained in a purposeful and thoughtful manner. The definition also contains the word "understanding." The author presciently recognizes that university faculty, including most marketing educators, is generally not trained in the student learning process. Thus, there is a rich opportunity through faculty participation in assessment programs for university educators to better understand the learning process. Finally, and no doubt the heart of why assessment is of interest to many of us, it provides a means to "improve" student learning.

Angelo (1995) further states that a successful assessment program should include four commitments. Specifically, administrators and faculty proceeding with the design and implementation of an assessment initiative need to commit to: "Making our expectations explicit and public." Assessment involves creating educational goals that are specific. Of equal importance, the objectives of a marketing course or program, for example, should be shared widely with constituent audiences both within and without the university.

- "Setting appropriate criteria and high standards for learning quality." The learning objectives established should exhibit two characteristics. Each objective should be relevant in terms of content knowledge and skill development given the overall needs of the academic program. And, it is critical for the learning objectives of individual courses and programs to be rigorous.

- "Systematically gathering, analyzing, and interpreting evidence to determine how well performance matches those expectations and standards." A major thrust of any assessment program is the collection of information relating to select learning objectives. The use of the term "systematically" is very important, because successful assessment programs not only impact all areas of the learning environment, but they are also part of a strategic plan to use scarce resources wisely. Data will not be collected on all learning objectives every year; instead, a "systematic" program will recognize that relevant unit leadership will select which objectives will be the focus of assessment analysis each year.

- "Using the resulting information to document, explain, and improve performance." In practice, assessment provides rich information that the astute course or program administrator will employ in one of three manners. Most obviously, the educational process charged with delivering a particular result is changed. For example, if students are not meeting education objectives associated with understanding statistics related to sampling, perhaps faculty agree to provide greater coverage to the subject in a marketing research course. Note, though, that information garnered through a high-quality program could also be used to change educational objectives or alter information-gathering processes.

Note that given the definition of assessment provided by Angelo, it is difficult to make the case that simply grading individual student assignments or team projects rises to the level of assessment. The primary purpose of grading is to evaluate student or group performance – not improve the educational climate provided by the instructor.

HISTORY OF ASSESSMENT IN MARKETING EDUCATION

There have been numerous attempts at assessment of marketing programs. Yet we could not find any that related to assessment to the evolving AACSB standards. Glynn and Rajendran (1993) provided an interesting insight about perceptions of students in the principles of marketing class and how it differed from the capstone (strategy) class. Celuch and Slama (2002) focused on issues like the development of critical thinking and life-long learning. A recent study by Davis, Misra, and Van Auken (2002) examined, via a gap analysis, the skills and knowledge perceptions of alumni who had graduated five years earlier. Yet other studies have examined how effectively marketing majors meet the hiring criteria of employers (Kelley and Gaedeke 1990), or to specific courses like international marketing (Lundstrom and White 1997). There have been other studies in the area but they have mostly avoided the area of learning goals that the AACSB is increasingly emphasizing.

IMPORTANCE OF ASSESSMENT TO MARKETING EDUCATORS

Faculty who are engaged in assessment efforts quickly discover that the promises associated with assessment are indeed true. The internal motivation of professional educators to strive to enhance their courses or the programs within which they teach is quite strong. Yet given that few Ph.D. programs provide their students with exposure to even elemental aspects of teaching young adult learners, assessment may well quench the thirst of faculty who are desirous of improving their teaching performance. Further, Mitchell and Dean (1999), citing a report issued by the Education Commission of the United States, find that one of the twelve attributes of quality in undergraduate education is assessment. Certainly all members of the academic community are interesting in offering "quality" academic programs. Without considerable external forces, however, the internal drive to improve is not sufficient for most faculty to appreciate just how important assessment can be to a member of the academy.

Assessment has received greater and greater visibility within higher education during the past decade as state legislators, employers, parents, and the general public are asking that institutions become more accountable. The growth of on-line programs, who often tout a specific set of accomplishments attained by program graduates, has also forced traditional institutions of higher education to "prove" the value of their programs. But in our estimation the single greatest factor in generating interest in assessment in university campuses across the nation has been the seriousness with which regional accrediting entities have embraced assessment.

For marketing educators, the business accrediting entity AACSB may currently be the single most critical reason why assessment is important. Extant AACSB standards for accreditation include a section on "Curriculum Planning and Evaluation." (Current AACSB Standards 2001) Specifically, section C.2.2 provides that the degree program under evaluation "should be systematically monitored to assess its effectiveness and should be revised to reflect new objectives and to incorporate improvements based on contemporary theory and practice." (Emphasis added.) In the "Guidance for Self-Evaluation Report" section following Section C of the current standards, AACSB asks programs under review to provide a description of how member schools analyze "educational outcomes." The Guidance states that "outcomes assessment activities" might include a "review of placement of graduates" and "information from stakeholders, such as employers and alumni, on graduates' performance."

While the quoted language may send a signal to AACSB member schools and those that aspire to be accredited by AACSB that assessment is significant, a review of the proposed standards for business accreditation are clear that assessment of educational outcomes will soon be a critical focal point for evaluation. The strength of the language employed in the current draft should be sufficient to convince every college of business administrator and faculty member that a program will not attain accreditation or keep accreditation without employing a rigorous program of assessment that has provided solid evidence as to the status of the degree that learning goals have been attained.

The most recent version of the proposed standard states that "assurance of learning" is one of the three major categories for establishing educational excellence (Proposed AACSB Standards 2002). The authors of the proposal are also clear that "the emphasis is on learning outcomes, rather than the structure of the curriculum." (Proposed AACSB Standards, at 5.) Detail provided within the draft

substantiates the seriousness with which the authors are embracing assessment as a cornerstone of business program accreditation in the future. The two primary components of assessment are deemed to be the creation of leaning goals and the demonstration of learning achievement. As we have experienced, these are the two most important aspects of a top-tier assessment plan.

COMPONENTS OF A HIGH-QUALITY ASSESSMENT PROGRAM

The AACSB proposed standards create a dual stage process for establishing a high-quality assessment program. First, learning goals are established for the purposes of "setting priorities and emphasis, designing learning experiences, and fulfilling educational expectations." (Proposed AACSB Standards, at 55.) Further, the authors of the draft anticipate that learning goals at the course or single-topic level will be detailed, although the standards are geared far more to the broader learning objectives associated with individual programs. Each program should develop learning goals that indicate how faculty believe that completion of a business program will affect intellectual and behavioral competencies possess by a student. (Proposed AACSB Standards, at 56.) Marketing educators have a particular opportunity because AACSB envisions goals being established for general education and "management-specific" areas of business, including marketing.

But the "Learning Goals" heading contains materials that asks that the business school proceed far beyond merely establishing educational objectives. The section pertaining to goals also states "faculty must decide where the goals will be addressed within degree curricula." Moreover, faculty should establish "monitoring mechanisms" to ensure that the goals publicized. Finally, discipline members "must operationalize the learning goals by specifying or developing the measurements that assess learning achievement on the learning goals." This last point is emphasized when the authors conclude "making them operational through actual measurement is the definition" of the educational goals. (Proposed AACSB Standards, p. 57-58).

Learning goals, though, are not created by faculty in a vacuum. The AACSB anticipates that external constituencies will provide valuable information that the faculty can consider in determining learning goals. Recent graduates, major employers of graduates, and corporate advisory groups are specifically mentioned as parts of the business community that could provide insight to faculty as they go about creating and revising program learning goals. (Proposed AACSB Standards, p. 58).

In section separate from learning goals, the AACSB ask that a school under review demonstrate learning achievement. This second aspect of a top-quality assessment program can be achieved through a variety of approaches. One easy method is to select students into a business degree program on the basis of having already achieved certain levels of competencies. This is often termed an "input assessment mechanism." Another means of showing achievement is through the use of a course-embedded measurement mechanism. The most popular method employed by business schools is through the use of a capstone business-strategy course. Finally, schools can use a "student outcomes mechanism." Using these devices require that students demonstrate a certain level of proficiency. The collective information garnered from this type of assessment mechanism can show faculty areas of strengths and weaknesses. (Proposed AACSB Standards, at 58-62)

Establishing the learning goals and creating methods of demonstrating achievement do not, however, suffice. As the proposed standards pointedly establish, schools under review "should show how results impact the life of the school." (Proposed AACSB Standards, p. 60).

Constraints to Establishing a Culture of Assessment

The reasons for the reticence commonly exhibited by marketing faculty and college of business administrators to embrace assessment need to be fully understood in order to assure that the potential benefits of a high-quality assessment program are attained. But the marketing educator leading the assessment effort should, of course, not only understand possible impediments. Methods of combating common hurdles to aggressive assessment initiatives also should be designed prior to facing the problems that often accompany such initiatives.

The lack of administrative support for assessment efforts can be a source of frustration and, perhaps, failure to those attempting to establish an assessment program for marketing programs. Many academic years begin with top-level administrators stating "this will be the year for assessment." Soon, however, interest in assessment may wanes as expenses and potential impact of such programs are more seriously contemplated and other pressing issues draw attention away from assessment. Because support for assessment from "the top"

diminishes, it may well leave those on the front lines attempting to create a true culture assessment – and facing more than a modicum of resistance to those efforts – demoralized. Marketing educators engaging in assessment program development should, at the beginning, secure a financial commitment (e.g., assigned time, travel funds, survey research monies) that not only supports their efforts but also communicates forcefully to all individuals within the academic unit the importance of assessment.

The role of university, college of business, and department administrators should also be considered carefully and understood fully. On the one hand, assessment programs that are purely "top-down" usually fail in the long term. In our experience, assessment can be one of the most sensitive issues faced by faculty, and imposition of assessment by "the administration" creates cries from faculty that administrators are treading on the academic freedom principles so cherished by members of the academy. On the other hand, a faculty initiated program that has limited or no administrative support will often end with little valuable rewards to show for substantial efforts and considerable emotional output. The astute observer of assessment initiatives that have occurred throughout the nation during the past decade will discover that success is generally guaranteed where the program is administratively supported and faculty driven.

Finally, there are three decisions that can provide a death knell to assessment initiatives. First, as indicated in the definition provided above, the purpose of assessment is to improve the quality of education delivered. If assessment results are used to evaluate individual faculty performance, the extent of faculty participation will be limited and can quickly turn negative. Assurances within the assessment program being proposed need to include statements providing that information gathered through such a program will not be used to make tenure, promotion, or salary decisions. Next, all faculty, not just those leading the assessment effort, should be provided with the opportunity to be trained in assessment. Even the most basic assessment presentation can create an air of excitement about working together to improve the educational climate of the marketing program. Last, faculty and administrators must see that assessment impacts positively the education provided to students. In sum, the data must be used, and the suggestions for improvement should come quickly. We have seen far too many situations where high-quality educational objectives are crafted after months of intense work, followed by Herculean efforts to attain relevant materials that gauge the degree to which those objectives are being attained, and then nothing further happens. Those opposing assessment express glee that all the energy exuded was useless, and those leading the assessment charge are demoralized.

Implementing an assessment program is very, very difficult work. With proper forethought, however, the risk of failure can be minimized and the full value that naturally flows from a simple, broad-based assessment effort can be achieved. We have discovered that creating a culture of assessment enhances not only the education we provide to our students, but also improve the collegiality within our discipline.

CONCLUSION

Marketing education in this new millennium is faced with considerable challenges and opportunities. With the adoption and implementation of a strong program of assessment, however, marketing educators will be in the forefront of creating an educational environment of the highest quality. Angelo (1995) wrote "assessment can help to focus our collective attention, examine our assumptions, and create a shared academic culture dedicated to assuring and improving the quality of higher education." We have seen Angelo's vision come to fruition and trust that marketing educators will similarly embrace these worthwhile goals through a high-quality program of assessment. And AACSB's evolving standards are leading us in that direction

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SURVEY OF THE NATIONAL ASSOCIATION OF COLLEGES AND EMPLOYERS ON COLLEGE MAJORS AND SKILLS NEEDED FOR TODAY'S WORKPLACE

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ABSTRACT

During the summer of 2002, research was conducted using the membership list of the National Association of Colleges and Employers (NACE), who answered questions about jobs available to college graduates, majors desired by employers, skills needed, and problems seen with new hires. A total of 1095 email surveys were sent and a response rate of 17% of the net deliverable surveys was achieved.

The objective of the research was to confirm interest in specific college majors and skills required for today's workers, elicit problems experienced by employers, and to extend earlier research questioning when employers want the graduate to pursue an MBA. The tie-in of the research to marketing is that students must market themselves. Are universities preparing them to do that?

Results on jobs offered and majors desired showed the greatest job opportunities in computer science, accounting, business administration, and computer information systems. Majors desired were highest for computer science (100%), finance (91%), accounting (90%), business administration (88%) and engineering (86%). They were lowest for behavioral science and liberal arts. However, there was good representation in all business fields and in engineering for this employer group, which consisted of companies mostly in fields of technology, financial, consumer staple goods, industrials and government, as represented in the Standard & Poors 500 sector.

The most important traits for new hires were attention to detail, enthusiasm, desire to succeed, and leadership skills. All companies required the ability to work in teams.

The respondents were asked about areas where students were less prepared than necessary for their jobs. Comments noted most included acclimation to work culture, time management, and communication skills, both oral and written. Employers also mentioned a lack of work experience or internships. There were some comments that the students learned too much theory and were not able to apply it in a working situation.

NACE members were also queried about when someone should get an MBA. The majority, 66%, felt that people should wait at least 1-3 years before going on to graduate school because they felt it important to understand the true requirements of business.

Results showed that, though computer science jobs were offered in 100% of the companies, other majors had good representation. The need for internships spoke clearly from the research. Problems continue to include unrealistic expectations of job progression and communication skills. This research signals a need to review curriculum in the business school for proper preparation in teamwork, presentations, and the use of problem solving skills. A world requiring flexibility and ownerships of one's career should be properly communicated at the college level.

Most companies think that people should wait more than one year to pursue an MBA.

REFINEMENTS IN GAP ANALYSES

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ABSTRACT

Gap analyses are now an integral part of the services marketing literature (Parasuraman, Zeithaml, and Berry 1985) and numerous studies have addressed gap analyses in the context of outcomes assessment (for examples, see Davis, Misra, and Van Auken 2002; Giacobbe and Segal 1994; Lundstrom and White 1997; Nordstrom and Sherwood 1997; Winer 1998). In all of these outcome studies, the research has involved the identification of areas of under- and overemphasis, weaknesses and strengths, and areas of under- and overpreparation. Such assessments may then be used for curriculum refinements and subsequent assessments as to the efficacy of course content modifications.

Given the continued use of gap analysis, enhancements are necessary in the analysis of gap results. This study thus develops a protocol for conducting a gap analysis that not only embraces the depth but also the breadth of course topic coverage. It also provides insights into the analysis of recent and nonrecent graduates with respect to both depth and breadth of course topic coverages and comparisons between them on the depth issue.

The presented analysis reveals insights into program quality and provides a platform for continuous improvement. While depth of coverage measures the gap between the normative and descriptive, breadth of coverage assessments reveals differences in course topic *constructs* between the "should" and what "actually is," thus revealing the perceptual framework of respondents. To help improve a program, the use of this perceptual framework is advocated. Further, the framework considers both recent and nonrecent graduates and their differences. Limitations and future research directions are also developed.

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WHAT DO YOU MEAN I HAVE TO PUBLISH? A HOLISTIC VIEW OF AACSB REQUIREMENTS AND THE CHANGING PERCEPTIONS OF MARKETING FACULTY

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During the past ten years, MEA has looked at individual aspects of AACSB accreditation in a variety of ways. Van Auken (1992, 1993) discussed the issue of assessment driven by the introduction of the Mission Statement by AACSB. Pharr and Morris (1996) discussed the notion of the 50-50 Rule for course units. In 1999 and 2000, assessment and outcomes to meet AASCB accreditation came to the forefront (Kelley, Frontczak, Karns, and Van Auken, 1999; Ahmadi, Blake, Kelley, Takeuchi, 1999; Kelley, 2000; Marks, Beckman. and Lacy, 2000). Haley, Clayson, Morris, Roberts, and Vredenburg (2002) discussed AACSB's impact on the culture and culture change. While these papers and special sessions adequately addressed individual aspects of the impact of AACSB, there has not yet been a holistic investigation of its impact as felt by all faculty members, i.e. new-established non-tenured-tenured, full-time-part-time.

The complex interaction of AACSB requirements in whole, the composition of faculty within marketing departments, and the different perceptions of newer versus more established faculty may have a drastic impact upon the ability and effectiveness of implementing AACSB requirements. For example, does the composition of the faculty in terms of when they entered the field, when they attained tenure, and how they perceive the requirements of AACSB, have an impact on how and whether implementation can take place? With more females and individuals of ethnic backgrounds other than Caucasian becoming marketing faculty in recent years, how has the utilization of faculty resources to meet department, college, instructional and AACSB obligations been impacted if at all? How does the process of resource allocation and utilization to meet department, college, instructional and AACSB obligations change with the changing faculty composition of the department?

William G. Browne (1992), in his paper "Marketing Faculty Awareness of the Need to Publish or Perish," noted that in 1977, 41% indicated publishing/scholarly activities were not important in faculty evaluation. In 1989, however, only 11% thought is was not important. In spite of this change in perception, he noted that the AACSB publishing expectations had not changed during that 14-year period from 1977 to 1991. Apparently, there had been changes in the minds of marketing faculty; so, how has AACSB accreditation really affected the department? How have marketing department faculty coped with department, college, instructional and AACSB accreditation obligation? Curran, Hyman and Shanahan (1994) indicated that a harmonious department identifies and hires based on the extant faculty's core values. Since Brown showed that the faculty perception of the importance of research has changed, how did institutions and their faculty recruiting and resource development process address change in the context of additional department, college, institutional and AACSB requirements?

The session looked at (1) how the marketing departments have or are strategically addressing the management of faculty resources to enable the retention and/or acquisition of AACSB accreditation, as well as (2) the issue of how faculty themselves as resources are evolving within marketing departments to better cope with the evolving context of both AACSB accreditation requirements and changing faculty composition and thus perceptions.

Questions like the following were addressed:

1. What is the faculty composition and how has that been impacted by faculty who **earned their degrees** in the 70's, 80's, 90's and 2000's? **Hired** during those same eras? **Tenured** during those same eras?
2. What is the faculty composition and how has that composition been impacted by faculty retiring or leaving in the 90's.and 2000's?
3. How are the changing expectations and perceptions of marketing faculty relative to AACSB addressed within marketing departments?
4. What techniques have been used to holistically meet Mission and College of Business Objectives, Faculty Composition and Development, Curriculum Content and Evaluation, Instructional Resources and Responsibilities, Students, Intellectual Contributions, and Service Expectations?

REFERENCES available on request

HOW TO RUN A SUCCESSFUL INTERNSHIP PROGRAM FOR MARKETING AND INTERNATIONAL BUSINESS STUDENTS

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Career opportunities for marketing and international business graduates are becoming scarcer as the economy weakens. More and more students are trying to gain internship experience to improve their chances to get jobs upon graduation. "Students who have had internships or relevant work experience during college should be able to track down jobs even though are getting harder to come by," said Rosanne Byrnes, managing director of the J.C. Penney Center for Retail Excellence at Southern Methodist University (*Seattle Times*, June 23, 2002).

This special session will discuss the various elements involved in running a successful internship program directed towards the needs of marketing management and international business students.

In *Organizing the Internship Program*, Dolores Barsellotti, discusses the mechanics of setting up such programs. She includes a detailed discussion of the required hours, the types of appropriate employment, the types of firm and the overall benefits acquired by students. The discussion also covers the reporting procedures used to monitor both the progress and the aptitude of the students from the point of view of the employer.

In *Implementing An Internship Program*, Patricia Hopkins discusses turning the internship program into an academic experience. With the growth of interest by employers in viable working experience, more and more students are seeking to enroll in internship programs that provide hands on opportunities. The mechanics of setting up such programs will include a detailed discussion of the required hours, the types of appropriate employment, the types of firm and the overall benefits acquired by students. The discussion will also include a description of the academic requirements, i.e. the development of a paper by the student outlining the benefits and knowledge learned.

In *International Students: Am I Allowed To Work?* Juanita Roxas describes special issues regarding internships for foreign students. Requiring an internship for International Business majors makes sense because they need work experience in order to get entry-level jobs in the international business area. International students are classified among the "non-resident aliens" who are legally allowed to stay in the United States for specific purposes. International students are issued F-1 visas and are required to stay enrolled in a program full-time during the duration of their stay. While students, they are not authorized to be employed outside the university. After September 11, 2001, the Immigration and Naturalization Service has tried to put a tighter rein on the activities of international students.

In *Back Door Internships*, Susan Peters describes alternative internship opportunities through service learning projects. A service learning class is often appealing to a business as a way to get students under close supervision of the "expert" faculty member to work on a particular situation. The risks to the company are small and it lets a student get a chance to show what he or she can do. Although this sort of project may not qualify for an internship credit in a degree program, it is an asset to the student's resume.

In *International Internships: How To Set Up A Viable Program Abroad,* Helena Czepiec provides an example of a viable international internship established by Cal Poly Pomona. The winter quarter program offers academic credit for upper division courses offered in London and taught by Cal Poly Pomona faculty. The spring program offers academic credit for an internship experience in London. The program offers students a unique opportunity to live, work, and learn in an international setting. However, there are many challenges to running a successful program, including attracting and supervising students and attracting employers.

In *Preparedness--Don't Leave Home Without It: Equipping Students With Skills that Promote Effectiveness in the Internship Environment,* Debbora Whitson describes strategies to prepare students for their internship experience. Students are often frightfully unprepared to obtain the best internships or take full advantage of the internships they do obtain. This discussion will focus on a culmination of marketing courses, currently being taught, that sharpen such soft skills as networking, resume writing, public speaking, and equity building. These courses provide our students with support as they enter into internships with prospective employers.

"REAL-WORLD" COLLABORATIVE LEARNING EXERCISES: USING MULTI-CLASS, MULTI-DISCIPLINARY PROJECTS TO ENHANCE STUDENT LEARNING

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ABSTRACT

Maximizing learning effectiveness continues to be a challenge for educators striving to find techniques to stimulate students and enhance the overall learning process. One methodology gaining prominence as a promising tool to augment or replace traditional classroom techniques is collaborative learning. This article reports on the application of two collaborative learning projects in a multi-disciplinary, multi-class setting. The authors briefly describe the components of collaborative learning and describe two in-depth, real-world projects used to bring collaborative learning to the college classroom. The article then presents a summary and discussion of qualitative student feedback analyzed by the use of the Critical Incident Technique. The authors conclude by presenting the advantages and disadvantages of the collaborative learning projects, discussing the main challenges experienced during implementation, and providing adjustments and alternatives to the project-based exercises.

INTRODUCTION

Recently there has been a renewed interest in using alternative teaching techniques to stimulate and enhance student learning and retention levels. One alternative teaching technique showing considerable promise is collaborative learning. Collaborative learning is a broad term encompassing a variety of innovative approaches involving joint intellectual effort by students, or students and teachers together (Smith and MacGregor 1992).

The focus of these types of approaches is on encouraging active student participation in the learning process. Several common features exist that qualify a technique to be collaborative learning. Past research (Cuseo 1994) identifies six key principles necessary for the development of successful collaborative learning exercises. These principles are:

1) Face-to-face peer interaction.
2) Intentional group formation.
3) Promotion of positive interdependence by assigning complementary roles to different group members.
4) The design of an active learning task for students to perform.
5) The instructor must serve as the facilitator of the learning exercise.
6) In-depth analysis of the group learning exercise is warranted.

The following two multi-disciplinary, multi-collaborative projects were designed with the collaborative learning principles outlined above being used as the framework.

COLLABORATIVE LEARNING EXERCISE #1

During the Spring 2002 semester, two Associate Professors of Business at a mid-sized university located in the southeast jointly developed and conducted the following multi-class, multi-disciplinary collaborative learning exercise. Students enrolled in Purchasing, Personal Selling, and/or Services Marketing were informed the first day of class that one of the course requirements was participation in a semester long, multi-course collaborative learning exercise. The focus of the project was to allow students to experience the entire interactive buying/selling process beginning with the identification of a need and culminating with reaching a negotiated agreement between buyer and seller.

Project development was precipitated in large part after interaction with several business practitioners who indicated that effective negotiating and bargaining skills were highly important to establishing effective and long-lasting business relationships in the current marketplace. They further indicated that many graduates tended to lack effective negotiating and bargaining skills. One practitioner felt that "poorly negotiated contracts can be the Achilles heal to a successful business relationship and can dramatically hinder firm performance." Furthermore, he indicated "a failure to negotiate an effective contract is often a function of the negotiators' ability (or lack of) to properly handle people in a group setting."

The task of participating in successful negotiations is a skill most new employees appear to lack, especially those with limited business experience. As a result,

the instructors elected to devise a collaborative learning exercise incorporating the entire interactive buyer/ seller process beginning with request for proposal (RFP) formulation and concluding with a successful mock negotiation resulting in a buyer/seller relationship. From a practical course administration standpoint, developing a project culminating in the negotiation process between buyer and seller was also chosen because it fit nicely into the courses being taught by both instructors.

The instructors initiated the project by identifying and conveying a realistic need for a service (day care). Identification of a real-world service scenario was based on Hyundai automotive company's search for their first U.S. production facility. One of the four sites under consideration was within fifteen minutes of the university, making the project immediately relevant to the students.

The professors wrote up a realistic, real-world scenario where Hyundai officials decided to outsource the offering of day care services to a qualified third-party provider. The scenario established that Hyundai officials believe including high-quality day care as a benefits option available to their employees working at the local manufacturing plant would help employee recruiting and retention efforts. With Hyundai strongly considering the local area as the future site of their newest automotive manufacturing operation, students were easily able to collect data, obtain updates, and follow the site selection decision progress by reviewing local newspapers and news broadcasts. The level of realism built into the multi-course project seemed to invigorate the students and enhance their involvement and creativity.

Assignment Overview

The project requirements were communicated to the students via the attached assignment. The Purchasing students were responsible for developing a request for proposal, the Services Marketing students were responsible for developing a comprehensive proposal to satisfy the needs outlined in the RFP, and the Personal Selling students were responsible for preparing and conducting a sales presentation. Upon completion of the sales presentation, the purchasing team (buyers) and the sales team (sellers) were required to conduct a mock negotiation. The primary goal of the negotiation was for buying and selling teams to reach an agreement for the personal selling and services marketing team members to jointly provide the requested service to the buyers (purchasing course representatives). The services marketing team was present during the negotiation process. However, Services Marketing team members only served as expert advisors to the personal selling team in cases when the purchasing team had specific questions about the proposal.

Course Demographics

The Purchasing course, offered through the Department of Aviation Management and Logistics, had 36 students enrolled. The other two courses (Personal Selling and Services Marketing) were offered through the Department of Marketing and had 43 and 58 students enrolled respectively. Given the design of the exercise, each course was required to have the same number of teams. Therefore, team assignments were made by the instructor with the size of each team a function of the size of the course. Instructors attempted to assign groups based on their knowledge of each student and with the assistance of information available for each student (e.g., class standing, major, past courses completed).

Specific Phases of the Assignment

Once students had a chance to review the assignment, a joint class session with students from all three classes was scheduled and subsequently convened. The class session was team-taught by both professors with the primary goal being to provide students with an in-depth overview of the project. The overview of the project was followed by a detailed description of the role each team from each course would play in the process throughout the semester. This discussion included distributing an outline of due dates, a list containing student team assignments, and a process to be followed for terminating ("firing") a team member who was not performing their job satisfactorily.

Phase One of the project was to have the purchasing course team members perform the steps in the purchasing process necessary to effectively develop a detailed request for proposal. Each team was asked to research the service (day care), articulate their specific needs in detail, determine potential sources, research potential sources, narrow the list of potential suppliers to three, perform both a financial and non-financial analysis of remaining potential suppliers, and turn in a detailed written RFP for a grade. Team members were given between three and four weeks to complete the RFP phase of the project.

Once the instructors collected the RFP's from the purchasing teams, one general and standardized RFP was developed. Both instructors felt it was necessary to standardize the RFP's received by each team in the services marketing class in order to retain project consistency and maintain fairness in the grading

process. The standardized RFP was purposely constructed to lack specifics and key details. Providing a generalized RFP was done primarily to encourage innovation and in-depth research by the members of each services marketing team when developing their proposal for providing services to the buyer (purchasing team).

Phase Two of the project was to distribute the standardized RFP to the services marketing course teams. The services marketing course teams were given seven to eight weeks to complete their detailed proposal for providing the requested service to the buyers. The services course team members were required to perform a detailed analysis of how to efficiently and effectively provide the service requested by the buyers. The instructors verbally directed the services marketing course students to perform a detailed and complete services proposal designed to address all of the concerns outlined in the standardized RFP. While the instructors expected research into many areas including, but not limited to, the demographic, legal, cost, regulatory, price, service quality, and building aspects of the project, specific areas to address were not verbalized to the students. Identification of key areas to address was the responsibility of each team and was a valuable part of the learning exercise.

Once the services marketing teams had worked on their proposals for a sufficient length of time, Phase Three began. Each services marketing team was allowed to discuss their proposal with the pre-assigned personal selling team responsible for selling the service. Upon completion of consultation with the personal selling team, the services marketing team was allowed to revise their proposal prior to submission. The instructors subsequently collected two copies of the final services marketing proposal from each team. One copy was kept for grading purposes while the second copy was distributed to the pre-assigned, corresponding purchasing team for their review prior to the sales presentation and mock negotiation. As the purchasing teams were reviewing the services marketing proposals, the personal selling teams were preparing their sales presentations. This phase of the project lasted about two to three weeks.

At the conclusion of Phase Three, a multi-team, multi-class mock negotiation was scheduled. Each group of three teams involved in each mock negotiation was allowed to select an appropriate time for them to participate in the negotiation process. The mock negotiation was scheduled to last a total of thirty minutes with the first eight minutes reserved for the personal selling team members to conduct their sales presentations. The sales teams were instructed to take the eight minutes to perform a complete and professional sales presentation. Each team was encouraged to be innovative with their presentation materials. Each team used some type of personal computer-based presentation software and many augmented the presentation with other visual aids including day care facility diagrams, detailed diagrams and pictures of internal and external day care furnishings, and budget information.

At the conclusion of the sales presentation, the next two minutes were reserved for face-to-face buyer/ seller introductions. The last twenty minutes of the mock negotiations were reserved for buyer/ seller negotiations and seller consultation with the services marketing representatives on an "as needed" basis. The mock negotiations were filled with spirited debates, clarification of both the original RFP and the services marketing proposals, disagreement over legal and regulatory issues, and disagreement over the financial requirements necessary for providing a full-service day care facility. While each phase of the project was well received and contained considerable student participation, both instructors felt that, when compared to the other phases of the project, students were more heavily engaged in the mock negotiation phase of the assignment. Performing the mock negotiation concluded the collaborative learning exercise.

COLLABORATIVE LEARNING EXERCISE #2

Project two was patterned after the first exercise; however, it included only two classes and a different project assignment. Students enrolled in International Supply Chain Management and/or International Marketing were informed the first day of class that one of the course requirements was participation in a semester long, multi-course collaborative learning exercise.

Course Demographics

The International Supply Chain course, offered through the Department of Aviation Management and Logistics, had 54 students enrolled. The International Marketing course was offered through the Department of Marketing and had 51 students enrolled. Given the design of the exercise, each course was required to have the same number of teams. Students from both courses were formed into groups and then groups from the international supply chain course were randomly assigned to team up with groups from the international marketing course.

The project was based on a new product recently patented by a start-up company. The new product

was designed to revolutionize a segment of the sport fishing industry by introducing a new type of fish bait. The two instructors provided both classes with a summary of company facts and included the specific wishes of company representatives. Students enrolled in the international marketing and international supply chain courses essentially served as consultants for management of the start-up company.

One key client request was to help the company assess four international markets and provide a detailed and complete proposal for marketing and exporting the revolutionary fish bait to Japan, Brazil, Australia, and the United Kingdom.

Specific Phases of the Assignment

The international marketing course was given four primary tasks: 1) to provide a country background, 2) to provide a demand analysis, 3) to provide a detailed promotion and advertising budget, and 4) to provide detailed financial statements. The country background (primary task #1) was to include things like a background of the country, its geographic location, the current economic situation of the country, the currency used in the country, recent performance of the currency, an overview of the political stability of the country, important cultural issues that impact business operations, and important legal issues that may impact business operations. Task #2 was a demand analysis. The demand analysis was to include estimates of overall market demand and what percentage of the demand was reasonable for the new product to capture. Task #3 focused on how they were to promote the product and the total cost of promotion while task #4 focused on building spreadsheet income statements to show the estimated net profit (loss) from the venture.

Once the international marketing group completed their analysis, students of the international supply chain course were to provide a detailed and complete plan for how to export the product to the assigned country (Japan, Brazil, Australia, or the United Kingdom depending on which country a group was assigned). In essence, the international supply chain groups were to serve as the freight forwarder for this business exporting opportunity.

The freight forwarders job was to guide the company exporting the product through various processes common to freight forwarding firms. It was made clear that most exporters rely heavily on an international freight forwarder to perform these services because of the multitude of considerations involved in physically exporting goods. Therefore, the student reports from the international supply chain course needed to be thorough and complete since they were serving as the "expert" to the international marketing course groups.

Once the international marketing students completed the first portion of their project, and the international supply chain students completed their freight forwarding and consulting obligations, the two groups convened to devise a final presentation and compile summary financial statements. Once the international business proposal was completed, the two groups were responsible for conducting a business meeting to include a presentation of the business plan and time for questions and answers.

IMPLEMENTATION CHALLENGES OF COLLABORATIVE LEARNING PROJECTS

One challenge with project implementation was obtaining an agreeable time and date when every member of all the teams could convene to perform their group work. In both cases, the instructors obtained permission to conduct the mock negotiation and/or presentations on the university provided student study days immediately prior to the start of final exams. In exchange for having the students agree to participate in a mock negotiation and/or presentation during the study ("dead") days period, each professor compensated the students in their course by eliminating one traditional class meeting.

Other challenges faced by the instructors included handling students enrolled in more than one of the courses simultaneously and dedicating sufficient class time to the project while simultaneously retaining enough time to cover the necessary course topics. In addition, logistical issues such as organizing multi-class meetings and arranging for a facility conducive to conducting mock negotiations and/or presentation occurred occasionally and were addressed with relatively minor effort.

Two potential challenges not faced by the instructors included the handling of a team member dismissal and conflict within the team. Throughout the collaborative learning exercises, all of the instructors had a strong desire to keep the projects as "real-world" as possible. Therefore the instructors agreed ahead of time to handle both dismissals and conflict issues much like team members in a business environment would be expected to address the issues. First, a legitimate dismissal was to be handled by informing the student who was "fired" they could either: 1) convince another team to hire them, or 2) complete the project as an individual. Second, conflict resolution issues of any type were to be handled

internally by the members of the team or between teams.

RESULTS

Feedback was solicited in several ways. First, verbal student evaluations and periodic scheduled student feedback sessions utilizing portions of the Critical Incident Technique methodology outlined in previous research (Sautter and Hanna 1995 & 1994) indicated a positive learning experience. Throughout project administration students indicated they were gaining important experiences well beyond the typical classroom learning approach. For example, many of the students indicated that in addition to sufficiently learning the material of the course they were enrolled in, they also learned important aspects of the content of the other courses.

In addition, at the conclusion of the learning project, students were asked to fill out two evaluations. The first evaluation was a peer evaluation where each member of each team was asked to evaluate the relative contribution of fellow teammates to achieving the overall team goal. Completion of the evaluation form was a portion of each student's grade for the project. Second, each student was required to fill out an evaluation for each course. Once summary data were obtained, a statistical comparison of course evaluation numbers for the collaborative learning-based course were compared to past evaluation numbers for the traditional lecture-based course. No statistically significant differences were noted during the comparison. However, in general the numerical ratings were one to three-tenths higher for the course taught partially by using collaborative learning techniques when compared to past evaluation results of traditional lecture-based courses.

CONCLUSIONS

In sum, the instructors identified three primary benefits of assigning the collaborative learning projects to their classes. First, the collaborative learning exercises applied to the researchers resulted in improving students' interactive skills. Second, the projects increased student involvement in the learning environment by enhancing interest and in-class discussion. Third, student energy and preparation throughout the projects were generally enhanced due to student perception in a class project with "real-world" applicability. In addition, there were numerous secondary benefits identified.

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THE BEST WAY TO TEACH MARKET RESEARCH: A CHALLENGE FOR EDUCATORS IN THE NEW MILLENNIUM

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ABSTRACT

This paper examines the techniques used by instructors in the United States to teach Marketing Research courses. After conducting and analyzing surveys, personal interviews from instructors and students, and through library and Internet research, several approaches to teaching Marketing Research were found that both instructors and students considered effective. Class format should be lectures, projects, and interactive sessions. The major topics that a Marketing Research course should cover include: research design, survey methods, analysis, questionnaire design, research plan, primary and secondary data, qualitative and quantitative techniques, data analysis, experimental design, and oral and written reports. The most effective technique to teach market research is a real-world client-based research project.

MOTIVATION AND SCOPE

The traditional method of teaching Marketing Research which involves the use of textbooks, lecturing, in-class exams, and homework assignments may not be the most effective technique for faculty to get students to maintain interest and focus and ultimately learn market research in this 21st Century. The need for a change is stronger than before for at least two reasons. First, marketing research courses have been criticized for its inability to respond quickly enough to changes in the real world as well as in the education environment (Smart et. al 1999 and, Orsini 2002). Second, while undergraduate enrollment has declined in the 1990s (Bridges 1999), the number of nontraditional students, who try to work as well as study simultaneously has increased. For this new breed of students educators need to abandon the concept of the "traditional students meeting in traditional colleges at traditional times" (Smart et. al 1999). Also, the changes that have swept the academic and technological worlds toward the close of the last millennium imply that educators need to tailor their courses in ways that are directly relevant to real business world situation. Therefore, the question that seems most appropriate to ask is: "what is the best way to teach a marketing research course" in this new era? To find an answer, this paper examines the techniques used by instructors in the United States to teach Marketing Research courses at both the undergraduate and graduate levels.

Bridges (1999) attempted to find an answer to a similar question by considering students as customers and involving them as both researchers and subjects in her study. She investigates students' preferences for class time and grade point allocation. The present study bears similarity to Bridges (1999) in one sense that it uses students as both researchers and subjects to conduct the exploratory research. However, Bridges 1999 admits one limitation that it did not consider other customer groups in her study (page. 58). In that sense the present study complements the previous literature – it fills a void by investigating the ways of teaching marketing research from the other end of the classroom. In addition to considering students as subjects in the exploratory study the present study uses educators as subjects to complete the descriptive research.

METHODOLOGY OVERVIEW

An undergraduate Marketing Research class of about thirty students conducted a research project to find answer(s) to the above question. In this research project, the students were divided in eight teams: Planning, Secondary Research, Internet Research, Expert Interviews, Survey Development, List Development, Computer Analysis, Visual Aid, and Writing. Each team wrote a report summarizing their activities and analysis including their recommendations. The writing team then integrated all the individual team reports into the master report. The visual aid team put together a PowerPoint slide show summarizing the analysis of the entire project. Below each team is described briefly.

Planning Team: The planning team performed specific tasks with corresponding dates to be completed by each group. Each week a designated team leader from each group would report to the Planning group, ensuring that adequate progress was being made. A timetable for the project was developed and put into Gantt and PERT formats. The planning team developed a budget showing the

anticipated costs for all items in the project. They also developed a research matrix, a planning tool developed by one of the authors to aid the decision making process; shows the decisions, alternatives, lines of analysis, needed information, data sources, and data collection techniques for the project in a matrix format (Beall 2001). Through brainstorming, the decisions that needed to be made were identified as follows:

- Issue 1: What teaching techniques are most effective for a market research class?
- Issue 2: What course content is most appropriate for a Marketing Research Course?
- Issue 3: How should grades be determined for a marketing Research classes?

All decisions were reviewed by the client and modified to the client's needs.

Expert Interview Team: The expert interview team conducted the exploratory research by interviewing marketing students, professors, and marketing research professionals. The expert interview team targeted 10 persons in each of the three categories. Time limitations and resource constraints reduced this to a total of 20 persons being interviewed. Students of a state university in the West making up 40% of the sample were interviewed in person on the college campus. But, with professors, research professionals, and students from other universities, interviews were conducted over the phone. Questions asked of students and professors centered toward their experience in taking or teaching a market research class. Professionals, on the other hand, were asked about their experience in college with relevance to what they are doing in their career and what their recommendations for a market research class would be.

Internet Research Team: The Internet research team began by using various search engines (Yahoo, search.com, Infoseek, etc.) on the Internet. The keywords used were "market research", "teaching market research", "market research class", "effective teaching", "marketing" and "how to teach market research". The search engines generated hundreds of website results for each keyword. As for related findings, most of the results were college syllabi of market research classes. Syllabi findings were so beneficial, that the Internet research team narrowed down the research to college's syllabi of market research classes. Syllabi were generated in two ways. One way was to search directly in the search engine by entering keywords "market research syllabus".

Another method was to search the marketing department of different universities. The Internet address, www.collegeview.com, is a website used to locate the websites of universities. Five colleges were randomly chosen that had market research class syllabi posted on the Internet. In fact, only a few universities post their market research syllabi online. A total of 25 syllabi were collected by the team, including both undergraduate and graduate market research courses. The team analyzed syllabi by a list of criteria, course objective, course content, research assignment, and grading.

Secondary Research Team: The remaining sources of information to be examined consisted of publications found in journals, books, and newsmagazines. The secondary research team researched data at Bay Area libraries and found books and web sites related to the topic area. The books referenced were about teaching methods, alternative-teaching methods, technology teaching methods, and books about effective learning. The team analyzed the findings from 70 different resources, 27 of which were marketing research textbooks. In particular, the team found a Business Week magazine that had an extensive article about the top ten business schools in the U.S. Efforts to locate the syllabi of marketing research courses offered by these universities were unsuccessful because although the web pages were accessible, the course syllabi were not. In addition to the inability to access private institutions via the Internet, the secondary research team also experienced a limited amount of information collected that was specific enough for the area of research.

List Development Team: The first step of the primary research was to obtain e-mail addresses of college and university professors from around the country. Using www.peterson.com as a guide, the list development team went to all business school web sites and acquired a list of 956 e-mail addresses of marketing research professors. E-mail letters were sent to each professor to verify that they indeed do teach marketing research and requesting additional e-mail addresses of marketing research professors. This process yielded a total of 363 e-mail addresses of professors known to be teaching marketing research.

This number was felt to be too small so the client purchased a list of market research professors from Jim Hasselback who has compiled a list of marketing professors including their teaching specialties. The two lists were merged together, cleaned, and again

verified to yield a total of 498 verified e-mail addresses of marketing research professors.

Survey Development Team: The next step was to develop a questionnaire for the survey. Firstly, the survey development team sent an e-mail explaining to the professors who they were and requesting them to take an on-line survey on "Teaching Market Research". It was recognized that the survey must be tailored specifically for the target audience. The survey must also be designed for ease of answering to promote a higher response rate, and be as short as possible while still allowing for the collection of necessary information. After several revisions, a final draft was sent to each professor on the list provided by the list development team. The final survey consisted of 5 pages with 12 questions. Major headings on the survey were demographics (such as describing their institution and class size), course content (such as how many hours do they spend on each topic, how effective the techniques are and how important is the use of computer software for assignments), grading (such as what weights they place on each topic to determine overall course grade and if they offer extra credit) and projects (what type of project they use). Finally, the survey asked the professors to provide their names, school, and e-mail addresses so that the client can acknowledge their assistance and send them a copy of the results.

The survey was implemented through NetReflector, which is located at www.instantsurvey.com. The team divided up the 498 professor's email addresses from the list development team and individually sent each letter personalized with the professor's name. Some emails resulted in being doubled, bounced and not market research professors. 78 responses were received. Due to this low figure, the client purchased a list of 409 market research professors, which were also sent the survey letter. Within six days, the survey development team received an additional 35 surveys bringing the total number of responses up to 113. The survey was closed and the data were given to the computer analysis team. The findings from the research were input into an Excel database and given to the computer analysis team.

Computer Analysis Team: The computer analysis team analyzed the data from the online survey using Microsoft Excel 2000. It allowed the team to analyze the data and to graph the results easily and quickly, including cross-tab bar graphs in which the averages of a series of questions for different values of demographic variables were graphed. All of the charts were transmitted to the visual aid team.

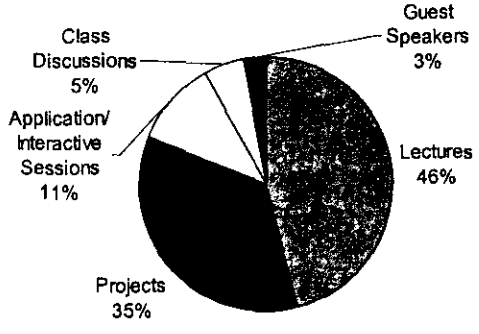
Visual Aid Team: The visual aid team then presented the research studies, findings, recommendations, and conclusions to the client via Microsoft PowerPoint. The basic task of the team was to transform corresponding information into a business presentation format after the survey data had been analyzed and interpreted into various types of graphs and charts.

FINDINGS AND DISCUSSION

Issue 1: What teaching style should be used in order to be most effective?

As said earlier, professors are changing their methods of teaching a Marketing Research course to reflect the needs of the students today. Illustrated in Exhibit 1 are some of the techniques that most marketing research courses are using in this new century.

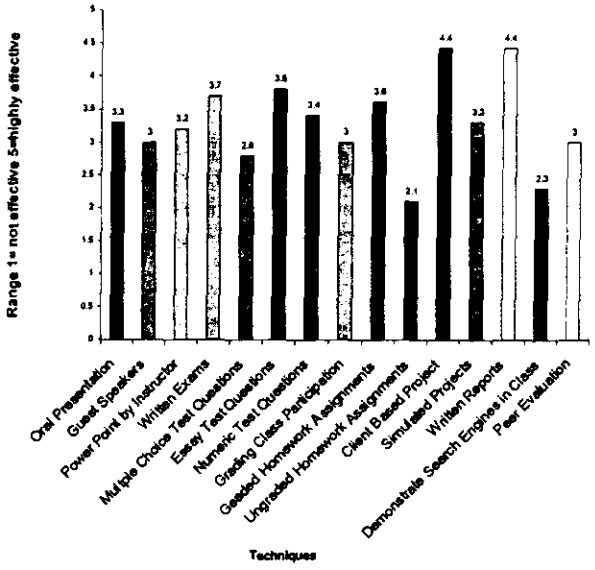
EXHIBIT 1: CLASS FORMAT



Most professors (46% and 36%) preferred that class format should be either lectures or project. Clearly, the primary teaching format is lectures combined with a project. While lectures provide discipline-related knowledge (basic theories and concepts), projects provide discipline-related skills through experience and practice (McCorkle et. al 1999). The findings clearly indicate that class format has evolved with the change in technology and characteristics of students, from the use of only textbooks, chalk, and traditional in-class tests to a combination of lectures, projects, class discussion, and interactive sessions. Marketing research professors do recognize the institutional and corporate objectives (Carr 1996) and seem to be doing the "right" things under the current circumstances (Carlgren 1996). They also seem to be responding well to challenges anticipated in the new millennium (Smart et. al 1999).

Exhibit 2 graphs the effectiveness of numerous teaching techniques as measured in the survey.

EXHIBIT 2: EFFECTIVENESS OF TEACHING STYLE



The top two methods ranked equal in effectiveness as indicated in the survey are:

- Client-Based Project
- Written Reports

Significantly below these but still rated highly in effectiveness are:

- Essay Test Questions
- Written Exams
- Graded Homework Assignment

Most other standard techniques rated in the high 2's or low 3's indicating low to moderate effectiveness except for ungraded homework and demonstrating search engines in class which were rated in the low 2's, relatively ineffective.

Information gathered from different sources indicated that the project approach is one of the best techniques and is one of the highly recommended methods for students to learn about Marketing Research. A research project is an important tool that can provide students with practical hands-on experience, which students can best learn important concepts. In addition to helping students relate to real world issues and situations, projects have been found to help students develop their quantitative analysis and computer skills. With the project approach, students are much more motivated to learn the subject matter. Projects that are client-based and accompanied with written reports are found to be the most effective technique in teaching students about marketing research. 66% of the projects were client-based and 34% were simulated. There are some additional benefits as well. "These benefits include significant client-university contact, a challenged and stimulated faculty, and most important, the development of students' abilities in areas that are crucial in today's marketplace" (Kennedy et. al 2001). With any type of project, there will always be a cost associated with it that needs to be taken into consideration. Given the limited focus of this paper this issue is not discussed in details.

Two other approaches also evaluated as being effective for teaching Marketing Research are written work and exams that are graded. Even though these two approaches are not as effective as the project approach, they should be also be used in the course. Not only do written homework and exams help students improve their writing skills, professors believed that they would also help students develop analytical thinking and problem solving skills. By writing, students can learn to write convincing project proposals or analysis of an issue as a businessperson would normally do for top-level management teams.

Along with these approaches, a Marketing Research course should have a combination of lectures, collaborative learning and student-centered discussion. If professors teach their marketing research courses using these methods, they are doing their best in promoting an environment of learning and preparing students to face the future ahead of them. Nowadays, many professors are turning their classrooms into business-centered classrooms because everything that occurs in a classroom is business-like. For students to better understand the business environment, everything that is said inside a classroom or use has to be related to the business. For example, professors need to be updated with the latest technologies, such as presentation and data analysis software because if businesses use them in their everyday functions, the students would expect to learn them inside the classroom. In other words, many professors' teaching styles has to satisfy the needs of the students or else students' interest for the course wouldn't be as high.

Issue 2: What content should be included in a Marketing Research Course?

Since Marketing Research involves a wide range of topics, it is good to provide instructors with information such as how most courses are structured. When such information is given to instructors, they can see where their focus should be. When asked what should be heavily emphasized in both the undergraduate and graduate Marketing Research courses, the responses from the majority of the professors strongly indicate that the content should help students learn effectively the techniques that receive higher ranking in the previous section (and are shown in Exhibit 2). Specifically, the ranking of the contents is:

- Market research design
- Survey methods
- Ethics in marketing research
- Internet research
- Secondary research

Most professors feel that research design and survey methods should be heavily emphasized. These two areas deserve the highest instructional hours as compared to other areas. Once these topics are included in a marketing research course and taught with a focus on their practical application, students can effectively learn the techniques that are emphasize in Exhibit 2, such as, oral presentation, written report, Internet research, secondary research, etc. Bridges (1999) finds somewhat similar picture (Figure 1, page 58). Students prefer that 50% of class time should be allocated hands-on-work, lecture, and "real world" cases. Such preference for time allocation indicates that in order for students to learn hands-on-work, analyze real world cases effectively professors need to emphasize market research design and survey methods.

Issue 3: How should grades be determined for Marketing Research classes?

What percentages should be assigned to each factor of the student's grade? The survey showed that Group Projects, and Tests (including midterms and final), should have the highest weights. Exhibit 3 compares the results of the Survey with the findings of the Secondary Research and Internet Research teams based on course syllabi. Fortunately, both had the same trends although it is clear that the Secondary/Internet Research teams found more emphasis on projects (both group and individual) while the survey found a higher emphasis on individual items (class participation and tests).

EXHIBIT 3: RECOMMENDED GRADING FOR MARKET RESEARCH COURSE

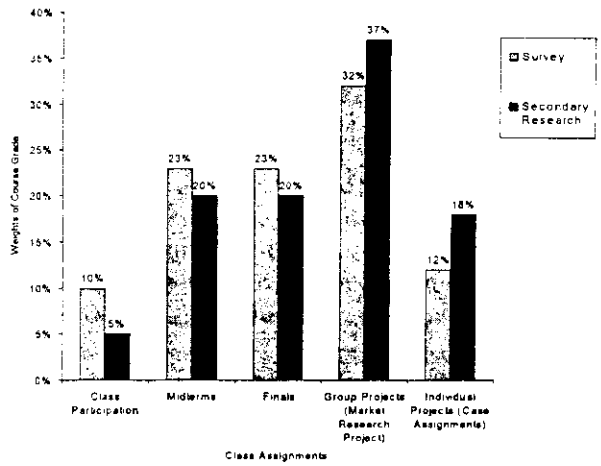
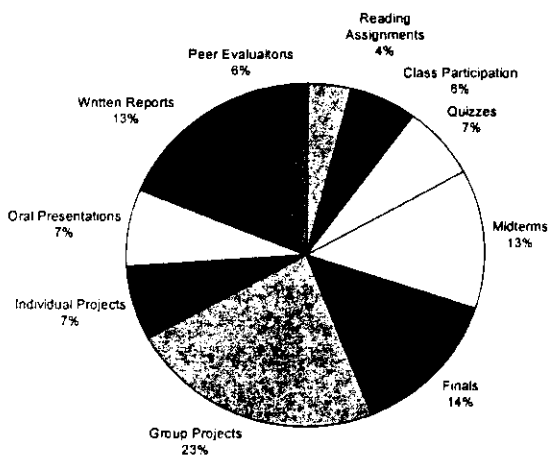


Exhibit 4 shows that the most heavily recommended weights for course grade is for group projects, which has 23% of the total. Next is the final examination, accounting for 14%. Midterms and written reports both were recommended at 13% of the total course grade. The least weights for grades recommended are individual projects, oral presentation, and quizzes at 7%, peer evaluation and class participation were at 6%, and reading assignments were at 4%.

EXHIBIT 4: RECOMMENDED WEIGHTS OF COURSE GRADE



Some professors may prefer to have both a group and individual project, where the student can experience working alone and in a group environment. When professors only assign a group project, they may include a peer evaluation to

ensure that each student is participating in the group activity. Professors may assign the projects to include a written project and an oral presentation. According to Bridges (1999), students preferred 31% and 21% of total grade to be allocated to exams and projects. Interestingly, these results match fairly closely with those presented in Figure 2 (page 58, Bridges 1999).

CONCLUSION

Based primarily on the survey and other qualitative information, the ideal Marketing Research class size is between 21-40 students. Class format should be lectures, projects, and interactive sessions. The major topics that a Marketing Research course should cover include: market research design, survey methods, analysis, questionnaires, research plan, focus groups, primary and secondary data, qualitative and quantitative techniques, data analysis, experimental design, and oral and written reports. The most effective technique to teach market research is a real-world client-based research project. Projects should be weighted 40% of the course grade, midterm 30%, and final examination 30%.

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INTEGRATING COLOR CODE INTO MARKETING COURSES

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ABSTRACT

This paper discusses the Hartman *Color Code Personality Profile* as a tool for marketing educators to integrate into curriculum. Developed by Taylor Hartman in 1987, the color code instrument explains human motive by identifying four primary motives -- power, intimacy, peace, and fun -- using four labels to represent these motives: (a) Red, (b) Blue, (c) White, and (d) Yellow. The authors have used the color code in university level marketing, sales, retail management, and advertising classes for the past five years to incite student introspection and understanding of others. The paper presents an overview of the personality profile, explores the application of the concept in marketing, and discusses the color code as an experiential learning tool in marketing education courses.

OVERVIEW

The managerial significance of using the Hartman *Color Code Personality Profile* (Hartman, 1998) is that unlike the Myers-Briggs, Keirsey, and other personality inventories. The color code measures motivation; that is, the instrument measures the primary motive of an individual rather than her behavior. The advantage of the prime motivational approach is that it allows educators and managers to explore a person's psyche from a different perspective than that of an inventory measurement tool which focuses on behavior modalities or other less fundamental dynamics. Indeed, no two individuals perform the same action for exactly the same reason, however, individuals with similar motives may behave alike and may be motivated by similar objectives, circumstances, and rewards. This is the foundation of the Hartman *Color Code Personality Profile* - to easily identify, understand and apply motive based theory in order to motivate, resolve conflict, and even predict the performance of an individual or group.

THE COLOR CODE AS A TEACHING TOOL

In the classroom, the color code helps with classroom management and student motivation. As with all subjects, effective student motivation and conflict resolution come when educators are able to understand a person's or group's primary motive, and help find a way to fulfill these needs. The greatest power in the color code is in its application to more subjective learning such as: introspection, understanding of others, understanding that each person thinks, and therefore is, different, and understanding that these differences are vital – the world needs all types. The moment the marketing student starts taking the color code inventory the process has begun - introspection is taking place. The participants are asking themselves - who am I? It is the color code's motive-based theory, its ease of use, and its simplicity that make it a straightforward, fun, interesting, applicable, and profound educational tool providing students with a vehicle they can use to actually begin applying theory base learning to the marketing and business disciplines and beyond. For example, two of the most valuable color code learning activities the authors have integrated into marketing classes are Homogeneous Group Skits and Production Assembly Line.

In Homogeneous Group Skits the marketing students in a class are divided up into homogeneous groups by their primary color code and given the following assignment: In ten minutes each group will prepare a short marketing-related skit for the class (i.e. sales presentation). The only rule is that everyone in the group must participate. The disparity between groups indeed starts immediately. The Yellow personalities often wander off unsure about the assignment. The Blue personalities want more guidance and rules. The Red personalities feel the exercise is a waste of their valuable time, and the White personalities want to know if they can do a writing assignment instead.

The Production Assembly Line assignment comprises of five student groups: Red, Blue, White, Yellow, and a heterogeneous group. Each group receives a single piece of paper with directions to assemble large quantities of some simple paper-constructed device. This color code assignment provides opportunities for leadership, teamwork, introspection, motivation and conflict resolution. Each group must begin by disseminating the information on the piece of paper. Thus, will they read it together as a team? Will they be contentious about who gets the paper? Will someone designate herself as the group leader dictating how the task is to be performed? Questions such as these are asked and answered throughout the assignment, as each team wrestles through the dynamics of their unique group. Indeed, a fascinating dynamic typically ensues where each member of the team attempts to meet his or her needs and find a comfortable place within the group.

THE LECTURE VERSUS EXPERIENTIAL LEARNING: COMPARING THE RESULTS OF TWO TEACHING STYLES FOR MARKETING EDUCATION

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ABSTRACT

Effective teaching methods have been debated for years. The lecture is routinely denounced in education literature while teaching methods that incorporate experiential learning are praised. The purpose of this study was to compare the two teaching styles in regard to educational outcomes and student satisfaction. Two marketing classes were compared, where one received a series of lectures and the other participated in an experiential learning exercise. Results showed that there was no difference between the two classes in terms of the educational outcomes and that little difference was found in student satisfaction. Due to the considerable difference in preparatory time between the two teaching methods, these results are useful as professors decide which pedagogy to use.

INTRODUCTION

During the past twenty years, a paradigm shift has been occurring in higher education from teacher-centered instruction to a student-centered approach. Faculty members across the country are attempting to move their classes from the passive transfer of information to the active learning of students (Bobbit et al. 2000; Jeffries 2001; Kennedy et al. 2001).

The term "Active Learning" includes many different pedagogies including: experiential learning, service learning, discussions, case studies, questioning, peer teaching, group learning, debates, role playing, simulations, computer-based interactive learning, and problem based learning (Lake 2001). These methods are intended to give students a higher level of learning and learning skills than passive learning techniques such as the lecture. Current research has not concluded that this is the case for all students (Davis, Misra & Van Auken 2000; Karns 1993; Merritt 1998; Razzouk & Smith 1992).

This purpose of this study was to assess how well undergraduate students learned marketing principles through experiential learning, compared with a series of equivalent teacher-controlled lectures. In addition, their perceptions and attitudes about the teaching styles and the instructor were analyzed.

LECTURE VS. ACTIVE LEARNING

Effective teaching methods and pedagogies have been debated for years. The lecture has been under attack for its lack of active involvement by students and for its passive transmission of knowledge to students (Bobbit et al. 2000; Lake 2001). Other disadvantages of the lecture include the speakers ability to bias information, listening attention fades after 15 minutes, and long-term retention is limited (Morgan et al. 2000). "Cognitive theory has suggested that only active processing of information and not just passive reception of that information, leads to learning" (Lake, 2001 p896), yet a majority of classes taught on college campuses are taught with the passive lecture method. With all of the criticism in the research about the lecture, there are still notable advantages to this teaching method. Lectures provide the ability to share information with large groups of students, are orderly and systematic, are relatively simple to prepare, and are generally accepted and understood by the collegiate student (Clow & Wachter 1996; Lake 2001).

Current research shows that active learning and in particular, experiential learning is becoming an increasingly popular teaching method (Bobbit et al. 2000; Daughtrey & Frontczak 2002; Kennedy et al. 2001). Benefits of this teaching method include career exploration and preparation opportunities, personal growth, an understanding of the larger community, development of problem solving skills and creativity, and the connection of theory to practice (Daughtrey & Frontczak 2002).

Disadvantages of this type pedagogy include: large amounts of preparation and managing time, lessened sense of control, and an increased

number of outside individuals involved in the process that are not under the professor's control. Additionally, students need to keep up with readings and work on their own, and there is a chance of lower student evaluations because they might not be comfortable with this type of pedagogy. Qualities that are learned through experiential learning such as, self-confidence, problem solving, creativity and insight are hard to measure and not expected on the part of the student to have these areas developed. Lastly, faculty teaching with this method could face animosity from colleagues for doing something that is out of the norm at the college (Kennedy et al. 2001).

Although many studies discuss the value of experiential/service learning and methods to incorporate it into a course or curriculum, none could be found that measured the educational outcomes of the method. This study was designed to fill that void.

METHOD

Two sections of the same marketing course (Sport Marketing) were taught in the Spring semester of 2002. One was taught through the traditional lecture and test method. These expository lectures were taught through examples, storytelling, overhead transparencies, Power-Point presentations and humor to keep the interest of students. The other course was taught using experiential learning as the pedagogy. Students participating in this course acted as the marketing agency for a college's athletic program. They conducted marketing research for the athletic program and used that data to develop marketing and sponsorship plans for the men's and women's basketball programs. In addition, they also had the task of implementing the plans and evaluating their success.

Students in each section received the same quizzes and tests. Each course had the same learning objectives and received the same course content, readings, test reviews and grading scale. The same instructor taught both classes and had been teaching at the undergraduate level for six years at the time of the study. Additionally, the instructor had taught this particular course for five years by using the lecture, as well as experiential learning techniques.

SAMPLE

A convenience sample was used consisting of 58 students taking Sport Marketing courses. Thirty-five students were registered in the experiential learning course, which met twice a week during the day, and twenty-three were in the lecture course, which met once a week at night. All students involved in the study were of junior or senior status at a large, western United States, urban institution and ranged in age from 20 to 40.

INSTRUMENTS

The results were measured in two ways. The first method was the use of a pretest and a posttest. Instructor-made pretests and posttests, consisting of eleven short answer questions, were used to measure cognitive learning of course subject matter. Questions on the test were focused on sponsorship and public relations, which are unique to the sport marketing class and not covered in depth in any other marketing course at the college. To establish content validity of the tests, faculty members who were experienced instructors of sport marketing analyzed the questions. Students in each section were given a pretest the first day of class and a posttest during the last week of classes for the semester. The posttest measured long-term retention of sponsorship and public relations principles that were covered the second and the eighth week of a fifteen-week class respectively. Both tests were unannounced and students had no knowledge that either of the tests was coming.

Student satisfaction of the course, content and the instructor were measured using a survey. The survey was adapted from a questionnaire developed by Sandler and Kamins (1987) and was administered during the last week of the semester. The survey had 17 questions and used a Likert scale ranging from 1-9 with 1 being "Strongly Disagree" and 9 being "Strongly Agree." Forty-four students completed the pretest and posttest, 27 from the experiential group and 17 from the lecture. Forty-eight completed the in class surveys, 32 from the experiential and 16 from the lecture. Reasons for the different numbers in the data sets include students missing the day when the measurement devices were given or coming late to class/leaving early.

RESULTS

Results from the pretest and posttest were interesting. The lecture class had an improvement

of 54.35% between the pretest and posttest. The experiential learning class had an improvement of 54.46%. The total difference between the two teaching methods in this study was .11%. See Table 1 for the pretest and posttest scores as well as the range for each test.

TABLE 1

	Pretest	Posttest	Mean Difference
Lecture	8.47%	62.82%	54.35%
Range	(0 – 42%)	24% - 92%	
Experiential Learning	9.23%	63.69%	54.46%
Range	(0 – 34%)	(22% - 100%)	

Results of the student satisfaction survey showed the differences between the means were within .13 for more than half (8 of the 17) of the questions. Some of those questions and their mean difference follow:

"I enjoyed this class more than most" (.07).
"This class encouraged critical thinking" (.09).
"I learned a great deal about marketing from this class" (0.0).
"These activities suggest the instructor cares about me learning marketing" (.13).

The largest difference (1.06) occurred on the question that measured whether students recommended the lecture or experiential learning for future classes. The experiential learning class had a 7.00 mean and the lecture class had an 8.06 mean

DISCUSSION

Results of the pretest and the posttest showed little difference between the two teaching methods with both improving roughly 54%. The tests measured the cognitive learning of specific sport marketing principles and the difference between the classes was only .11%. This low variation in scores shows that neither proved to be a better teaching method than the other. This is important because the amount of work from the standpoint of the professor was considerably different. The lecture class required less preparation while the experiential learning class demanded many hours of time (roughly three times more than the lecture). These hours included setting up the experiential learning exercise with the athletic department, weekly meetings with the athletic department staff, after hours attendance at athletic events so research and promotions conducted by the class could be supervised, and other miscellaneous duties from meetings with the facilities staff to handling complaints. These extra responsibilities took away from time that could have been devoted to the professor's professional development and/or service. Depending on the institution in which a professor works the time spent on experiential learning might be better spent on areas that directly affect tenure, promotion and merit increases. If the cognitive results are similar, many might opt for the easier lecture method so that other components of the job can be accomplished.

With the satisfaction survey over half of the questions revealed little difference between the means (< .13) showing that the two classes answered similarly in terms of satisfaction on those points. In fact, on all questions the biggest difference was only a 1.06 on a 9-point scale. In this particular question, the lecture group recommended this type of pedagogy be used in the future more than the experiential group. This result was surprising because personal experience and the literature suggested that students preferred active learning exercises. In this case, that was not the result. This result offers support that the lecture, although not looked at favorably in the literature, is of value to the students.

Other questions where there was at least a .5 difference included:

- "Activities were enjoyable"-experiential learning students enjoyed the activities more by .53.
- "I was highly involved with these activities"-experiential learning students scored higher by .56.
- "I was satisfied with my work on class assignments"-experiential learning students scored .50 higher.

These questions showed that experiential students felt that they were more involved and enjoyed the experience more than the lecture students (although not by a large margin).

LIMITATIONS

Effects were measured in a relatively small convenience sample. For the results to be applicable to other marketing courses it needs to replicated. In addition, the "halo effect" may have been a factor. Using the same test for the pretest and posttest, although they were administered 3 months apart, could also have challenged the validity of the results (Jeffries 2001). Additionally,

there may have been a difference between the members of the class, night students versus day students. Lastly, the option was available for students to change classes after they were told of the study. In this case only one person switched but this impacts the randomness of the study.

CONCLUSION

Many faculty members see active learning as the answer to the educational problems of college students. This study has shown that, contrary to this popular opinion, the lecture is as effective in the enrichment of cognitive learning as experiential learning. Additionally, students generally like it as much as the active learning style and in many cases more. The instructor used current educational research and attended workshops on how to be a better instructor. The extra knowledge in the lecture might have been a reason for the lecture to be judged favorably by students.

Experiential learning projects are, in some cases, difficult to develop, time consuming and difficult to monitor while the lecture is relatively fast and easy. Professors have many other aspects to their jobs such as service to the college and community, as well as contributing to the academic field through intellectual contributions. In many institutions intellectual contributions, not teaching, are used to measure the "quality" of the professor. If this is the case and the cognitive results of the lecture are similar to active learning methods, then it makes sense that the lecture is the most often used teaching method on college campuses.

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CREATING OPPORTUNITIES FOR *FLOW* IN MARKETING EDUCATION: A REFINEMENT OF EXPERIENTIAL LEARNING

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ABSTRACT

This paper describes the psychological concept of *flow* as it applies to experiential learning activities in marketing education. The extensive research by Csikszentmihalyi provides the background literature and framework for a new paradigm that marketing educators can use for experiential learning assignments. Specific recommendations are offered based on eight key components of flow presented in the paper.

INTRODUCTION

Marketing educators are continually attempting to refine experiential learning activities and discover new, challenging learning opportunities for their students. The variety of new activities seems only limited by a professor's imagination. The educator's enthusiasm for a creative new project often carries over to the students. Marketing education literature has numerous ideas and suggestions related to experiential learning (Daly 2001; Gremler et al. 2000; Gruca 2000; Hamer 2000; Sautter, Pratt, and Shanahan 2000; Young 2002).

As educators continue to design and implement new experiential activities in their classes, they may consider the psychological concept of *flow*. Csikszentmihalyi (1990) generally defines flow as joy, creativity, and total involvement with life. Through years of research and a considerable body of work, Csikszentmihalyi developed a theory of optimal experience which is based on the concept of flow. More specifically, flow is defined as "the state in which people are so involved in an activity that nothing else seems to matter; the experience itself is so enjoyable that people will do it even at great cost, for the sheer sake of doing it" (Csikszentmihalyi 1990, p. 4). Flow experiences have been studied in a variety of fields, such as art, medicine, and sports, yet its application to higher education has been limited. A concept related to flow found in the education literature is called "deep learning" (Grauerholz 2001). As marketing educators attempt to improve the learning environment for students, consideration of the concept of flow may be both appropriate and valuable.

This paper presents a model for marketing educators to use in the development of experiential learning activities using the principles of *flow*. A key component of flow is enjoyment. Assuming we want to improve our students' enjoyment in their education, this model may be useful. Specifically this paper presents:

(1) A description of the concept of flow based on the literature in psychology.
(2) A review of the significance of experiential learning in the marketing education literature today.
(3) Presentation of a model of *flow* based on the work of Csikszentmihalyi.
(4) Application of the flow paradigm to marketing education.
(5) Conclusions related to flow.

A DESCRIPTION OF THE CONCEPT OF *FLOW*

Although Csikszentmihalyi began work on the concept of flow in his 1965 dissertation from the University of Chicago, the complete theoretical model of the flow experience was presented in his first book, *Beyond Boredom and Anxiety* (1975). Further work on flow was presented in the book, *Optimal Experience: Psychological Studies of Flow in Consciousness* (Csikszentmihalyi and Csikszentmihalyi 1988). Flow is described as "peaks of involvement that produce intense feelings of enjoyment and creativity" (Csikszentmihalyi 1988, p. 15). In studying the activities of musicians, surgeons, artists, athletes, and many others doing what they love to do, Csikszentmihalyi developed a theory of optimal experience based on the concept of flow. People who experience flow are "so involved in an activity that nothing else seems to matter; the experience itself is so enjoyable that people will do it even at great cost, for the sheer sake of doing it"

(Csikszentmihalyi 1990, p. 4). One of the critical considerations of flow is the ratio between challenges and skills for a person. Flow occurs when the challenges and skills in an experience are in balance. Enjoyment of activities depends on increasing levels of both complexity and variety. Anxiety occurs in situations where there is high challenge and low skills. Boredom occurs with low challenge and high skills. Enjoyment is what appears "at the boundary between boredom and anxiety, when the challenges are just balanced with the person's capacity to act" (Csikszentmihalyi 1990, p. 52). Marketing educators are well aware of this critical balance between challenge and skills. In order to create flow experiences for both our students and ourselves as educators, we must understand the concept. Flow is important because it makes the present instant more enjoyable and it builds self-confidence which helps develop skills. It is our responsibility as educators to provide appropriate challenges and make sure our students have the necessary skills so that true enjoyment of learning is possible.

A key element of flow is that it is perceived as an end in itself; the activity is *intrinsically rewarding*. Intrinsic motivation is defined as the internal desire to perform a behavior for its own sake (Sdorow and Rickabaugh 2002). In addition, those experiencing flow believe they have a *sense of control* over the activity. Optimal experiences may occur spontaneously but typically flow results from a *structured activity*. As educators we can provide these structured activities, yet the students need to perceive a sense of control. Although as educators we cannot guarantee flow for our students, we can provide a "culture" that encourages flow. If we can create the conditions necessary for flow, students may achieve *deep learning*, "profound, meaningful, and lasting shifts in cognitions, attitudes, emotions and values" (McLeod 1996). Grauerholz (2001) suggests that deep learning can be achieved by teaching holistically. Holistic teachers provide a safe environment for students, encourage emotional response and reflection in learning situations, rely on active learning methods, and validate students' experiences.

SIGNIFICANCE OF EXPERIENTIAL LEARNING IN MARKETING EDUCATION

Marketing education continues to move toward an interactive, experiential, student-centered approach to learning and away from the traditional, passive, content-based, teacher dominated paradigm (Hernandez 2002; Peterson 2001; Tanner and Roberts 1996; Wright, Bitner, and Zeithaml 1994; Young 2002). In a special issue of the *Journal of Marketing Education* dedicated to "Experiential Learning in Marketing Education," (April 2000), the editors suggest "at the heart of all experiential learning theory is the basic belief that effective learning occurs when students are actively involved with an experience and then reflect on that experience" (Frontczak and Kelley 2000). The benefits of experiential learning in marketing education are well-documented in the literature (Frontczak 1998). For example, experiential learning exercises increase student involvement and motivation (Butler and Laumer 1992; Harich 1995), help students to integrate theory and practice in order to connect with the "real world" (Harich 1995; Karns 1993), improve a variety of skills such as critical thinking, creativity, and communication skills (Bobbit et al. 2000; Celuch and Slama 2000; Corbin and Glynn 1992; Lamb and Baker 1993; Lamb, Shipp and Moncrief 1995; Williams, Beard, and Rymer 1991), and increase student learning (Hamer 2000; Daly 2001; Gaidis and Andrews 1990; Butler and Laumer 1992). Most current issues of both the *Journal of Marketing Education* and *Marketing Education Review*, including the annual proceedings of the Marketing Educators' Association, lend supporting evidence to this significant trend toward experiential learning in marketing education. Educators continue to search for new ways to improve the experiential learning process. An educator's understanding of flow may lend support to the experiential process.

MODEL OF FLOW BASED ON WORK OF CSIKSZENTMIHALYI

The eight components of enjoyment presented by Csikszentmihalyi (1990) represent the basic structural elements for a model of flow. Any enjoyable experience happens as a result of the investment of psychic energy and attention paid to the activity. "Flow activities have as their primary function the provision of enjoyable experiences," (Csikszentmihalyi 1990, p. 72) therefore, a model of flow is based on enjoyment. Not all eight elements are necessary for flow, yet participants in studies of flow often mention all of the following components. Table 1 lists a summary of all components of a flow experience, which are discussed here.

1. Flow occurs when a person is engaged in a challenging activity that requires a balanced level of skill and challenge. In order for this component to be effective, a person needs an appropriate type and level of skills in order to meet the challenge of the activity. Similarly, the challenge needs to be a sufficiently high level to be a real challenge. The right balance between challenges and skills creates enjoyment.
2. A person needs complete concentration or focus on the activity. Flow occurs when a person is so involved in the activity that they are not thinking of themselves or anything else. The purpose of flow is to keep flowing, not necessarily to reach an end. Typically, time is critical for the development of complete concentration. For example, most authors know they need chunks of time in order to achieve the focus they need to write.
3. An activity needs clear goals in order for flow to be possible. Successful athletes understand the importance of setting their own specific goals for a day, game, or a season. Trivial goals do not provide enjoyment. Goals may evolve or change as the activity progresses, yet clear goals remain a component of enjoyment.
4. Immediate and continuous feedback is critical. For flow to keep flowing, a person needs feedback. The principles of operant conditioning and reinforcement are relevant for enjoyment. For example, a surgeon receives continuous feedback throughout the surgery on how they are doing.
5. During flow, the worries and frustrations of everyday life are removed. An attorney arguing an important case in court is not worrying about their own problems when they are fully involved in the moment in court. When a person is completely focused on the activity, irrelevant information does not come into play. This is an important feature of the true enjoyment of the flow experience.
6. A person needs to feel a sense of control over the activity. It is the possibility or perception of control that is more important than the actuality of control. An individual does need a certain skills set to feel this sense of control. A hockey goalie has a sense of control over defending the goal, but they also need the skills to perform.
7. In flow, a person's concern for self disappears. Interestingly, when a person loses their self-consciousness during a flow experience, a stronger sense of self emerges after the experience.
8. During the flow experience, a person's sense of time is altered. Most everyone knows the feeling of enjoying an experience so intensely that they were unaware of the duration of time.

APPLICATION OF FLOW PARADIGM TO MARKETING EDUCATION

The concept of flow can be used as a model for marketing educators in the development and refinement of experiential learning activities. Each of the eight components of flow presented in the previous section can act as a guide for professors. In order to promote optimal learning experiences for students, recommendations are made for each of the eight elements.

1. Challenging activities that require skills:
    a. Provide appropriate, compelling challenges for students.
    b. Assignment should stretch student's critical thinking skills, according to levels of the Reflective Judgment Model (King and Kitchener 1994).
    c. Use experiential assignments for various marketing courses that have been tested and documented in the literature.
    d. Know the types and levels of skills important for marketing graduates (Gault, Redington, and Schlager 2000).
    e. Provide students with means/methods to develop those skills.
    f. Be open to innovative educational experiences that challenge students.
    g. Expect students to meet the challenges.
    h. Remember to balance challenges set forth and students skills.
2. Complete concentration on the activity:
    a. Find activities / assignments that interest the students, not necessarily the instructor, to allow total focus on the activity.
    b. Give students the time they need so deep, meaningful concentration is possible.

c. Notice the times and occasions students seem concentrated on an activity in order to replicate those times.
d. As the instructor, remember that the purpose of flow is to keep flowing so encourage and reward the focused effort and not just the end result.

3. Clear goals
   a. Allow students to set their own goals for an assignment with guidance and feedback from the instructor.
   b. Make sure a realistic timetable for the goals is established.
   c. Allow students to determine how they will achieve these goals.
   d. Help students to stretch their limits in setting significant goals.
4. Immediate feedback:
   a. Provide specific, frequent, verbal and written feedback to students individually and to teams.
   b. Be positive, supportive, and non-judgmental in feedback.
   c. Encourage students to provide feedback to each other.
   d. If possible, assist in arranging feedback from other constituencies such as project clients.
   e. Remember it is desirable for students to struggle with an issue, so feedback should be adjusted with this in mind.
5. Activity removes worries:
   a. Educators cannot remove everyday worries and frustrations for students, but can provide direction or information, if necessary, regarding assistance with outside concerns.
   b. Create an atmosphere of trust.
6. Sense of control:
   a. Give students as much control in their own learning experience as possible.
   b. Be less of an "authority figure."
   c. Give students choices so they can make their own decisions.
   d. Encourage students to formulate their own judgments.
   e. Let teams make their own decisions and motivate / evaluate their own team members.
   f. Ensure that students have the necessary skills so they have a sense of control.
7. Concern for self disappears:
   a. Encourage teamwork since work with others allows one to focus outside themselves.
   b. Create an intriguing learning environment that is stimulating for the students.
   c. Provide opportunities that are so enjoyable for students that they lose their self-consciousness.
   d. Stretch boundaries of student comfort levels.
   e. Challenge students to do their best so that a stronger self-concept might emerge following successful achievement.
8. Sense of time is altered:
   a. Notice the characteristics of classes where the end of class arrives and no one has noticed.
   b. Give students adequate time to work on activities.
   c. Offer an element of surprise in class so students are not watching the time.

In addition to these components of flow, Csikszentmihalyi (1990) discusses characteristics of a person's background that promote flow. These five characteristics are also appropriate for educators to consider in encouraging an optimal experience for marketing students.

1. *Clarity*: Students should know what is expected of them from their professor.
2. *Centering*: The student's perception that the professor is interested in what they are doing in the present is important.
3. *Choice*: Students should believe they have a variety of possibilities, activities, choices to select from.
4. *Commitment*: Trust should be present to allow the students to feel comfortable enough to get totally involved in the activity.
5. *Challenge*: The professor should be dedicated to providing increasingly complex opportunities for students.

CONCLUSIONS RELATED TO FLOW

A question for educators to ask themselves is this: How can we make our schools more conducive to

optimal experience? Part of the answer maybe found in the literature related to flow. By providing meaningful, positive, supportive experiential learning activities for our marketing students, we may help to create an atmosphere where flow can occur. We certainly will not be successful in accomplishing this for every student in every class and for every assignment, yet understanding and implementing some of the elements of flow will bring greater enjoyment and ultimately deep learning for our students. Giving our students more control and choice in their activities, offering supportive feedback, structuring challenging assignments and providing the skill development necessary to meet the challenges are the responsibility of us as educators. We first need to understand the concept of flow and then be willing to work on helping students to achieve flow. In addition, marketing professors should reflect on academic, professional activities where flow occurs for them. What are the activities they enjoy for their own sake, not just for promotion, tenure, building a resume, or winning an award?
Without an appreciation of the meaning and feeling of optimal experience, professors will find difficulty in providing flow opportunities for their students.

Csikszentmihalyi (1990) suggests that "the value of a school does not depend on its prestige or its ability to train students to face up to the necessities of life but rather on the degree of enjoyment on lifelong learning it can transmit." Certainly the assessment of measurable outcomes is critical in business education today but as educators we should also help our students enjoy and appreciate the learning experiences and the educational processes, not just the outcome.

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TABLE 1

Components of *Flow* Based on the 8 Elements of Enjoyment:

1. Engage in a *challenging* activity that requires *skills*.
2. Complete *concentration* on the activity.
3. The activity has *clear goals*.
4. There is constant and *immediate feedback*.
5. Activity *removes worries* and frustrations of everyday life.
6. Person has a *sense of control* over the activity.
7. *Concern for self disappears*.
8. *Sense of time* is altered.

CHANGING STUDENTS' LIVES: FACILITATING LEARNING THROUGH THE INCORPORATION OF SUPPLEMENTARY BOOKS

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ABSTRACT

This paper reports the findings of a study that investigated the usefulness of assigning supplementary books in an undergraduate business class. For this paper, supplementary books are defined as those books for sale at mainstream bookstores (e.g., Barnes and Noble, Borders) whose primary purpose is to recount a business story targeted at the general public interested in business reading (as opposed to a text book whose primary focus is to posit theoretical frameworks through definition of terms and concepts, targeted at college students enrolled in a for-credit course). Examples include: The Lexus and the Olive Tree (Friedman 2000), Fast Food Nation (Schlosser 2001), and Ben & Jerry's: The Inside Scoop (Lager and Greenfield 1995).

Over the course of two semesters, one academic year, two practitioner books were incorporated into a core business course, "Nuts! Southwest Airline's Crazy Recipe for Business and Personal Success" (Friedberg and Friedberg 1996) and "Who Moved My Cheese?" (Johnson 1998). The books were listed on the course syllabus as required books, in addition to a standard textbook. Several assignments pertaining to the supplemental books were given during the course of the semester. At the end of the semester, students were required to turn in a written critique of the supplemental readings. So that students were assured that their evaluations would not influence their grade, they were instructed that they would receive full points for the critiques as long as they turned one in.

The written book critiques were then analyzed for common themes related to marketing education. The researcher looked for all instances where students referred to, or discussed, the supplementary books in relation to their learning processes and outcomes, positive or negative. The open-ended qualitative responses were analyzed according to methods described by Denzin and Lincoln (1994).

Six themes emerged from the students' critiques of the supplemental books. The themes revealed that the supplemental readings and exercises engaged students in learning, helped students to appreciate the cross-functional nature of business, motivated students to share the lessons and course material with others, touched students' lives in personal ways, illustrated the linkage between theory and practice, made the text material more easily understandable, and changed students lives by changing the way they viewed business, potential employers, themselves, and their situations.

The findings suggest that incorporating supplemental business books in a course can help to develop many elements of education that marketing academics and business people have been calling for.

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COMMUNITY COLLEGE ISSUES: HELPING STUDENTS DEAL WITH THE INFORMATION EXPLOSION

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The inspiration for the session came from my experience with students when it came to their (1) knowledge of where to find information to assist them in scanning their environment, as well as (2) how to use multiple information sources. I have found that students think everything is on the internet and they are failing to look at other sources of information. They often become overwhelmed with information and have even more difficulty in discovering how to use what they have gathered.

In talking with my colleagues, I find that they are having a similar experience. Therefore I requested this session in hopes that we could share our ideas and come up with additional tools to assist our students with this very important activity. Several instructors have been contacted to bring their ideas and success stories to share at this session.

A RELATIONSHIP MARKETING PERSPECTIVE FOR RECRUITING AND RETAINING STUDENTS

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Despite increased enrollments, college student retention remains an important issue. College completers, on average, earn more over a lifetime of work than do persons with a high school diploma. Students who leave college before degree completion can expect to experience the loss of potential income along with other social and psychological costs. In additional, there are business school concerns related to student attrition. With high demand and limited supply, it is essential that marketing departments and colleges of business strive to make sure that students that are admitted successfully complete the program.

It is less expensive for institutions of higher education to retain current students than to recruit new ones: it takes four additional new students to replace the revenue lost when a single student drops out prior to the sophomore year (Bowen, 1980, Leppel, 2000). A related institutional cost of dropping out is that those who leave before graduation likely will not be supporters of the institution or its programs (Gardiner, 1994).

Recognizing the importance of recruiting and retaining students, this session looks at the following topics from a relationship marketing perspective.

Topic discussed will include:

- Various relationship marketing perspectives.
- The insights provided by a relationship marketing approach versus a conventional satisfaction model approach.
- Financial, social, and structural bonding activities.
- Relationship marketing based recruiting strategies.
- Relationship marketing based retention strategies.
- The concepts of trust and commitment and their impact on recruiting and retention strategies.
- Relationship marketing and alumni.

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INTEGRATING ENTREPRENEURIAL SKILLS IN THE MARKETING CURRICULUM

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ABSTRACT

In the current and expected employment climate, employers continue favoring candidates with entrepreneurial skills. Thus, we must cultivate entrepreneurial proclivities in our "regular" business curriculum for all our graduates.

BACKGROUND

Previously, an interdisciplinary course in product development for marketing and engineering students was presented by Aaby and Murdock (1992). The course did not include an actual product design or the development of an actual venture proposal. Development of business proposals was employed by Haley and Burrow's (1988) entrepreneurship course. Long and Ohtani (1988) and Ellis (1995) discussed new venture marketing/new product development courses. Identification of opportunities, designing feasible products, and resource planning and acquisition were among the topics addressed.

Swenson, Rhoads and Smith (2001) discussed their course focused on integration of marketing knowledge and analytical tools with entrepreneurship.

CURRICULUM INTEGRATION

Prior to developing a focus on entrepreneurial skills, the school's Center for Applied Learning surveyed regional business leaders and entrepreneurs. Initiative, creativity, goal oriented, risk-taking, opportunity recognition, promotion, and preparation of business plans were found to be desired skills. The fundamental goals of our integration are to: develop student awareness; develop entrepreneurial skills; and use applied learning experiences to hone those skills. One important community partner in this process is the Battelle Institute - Pacific Northwest Laboratory. Students work on "live-fire", cutting edge technologies presented by BI.

Marketing Analysis Course

The course is required for all MBA students. It is an advanced course generally taken as one of the last courses in the program. It focuses on developing a strategic decision making perspective on marketing. Students learn about analyzing markets and marketing actions as part of the broader set of entrepreneurial knowledge and skills needed for the success of any enterprise.

Students read Roger Best's *Market-Based Management* text and several articles about the integration of entrepreneurship and marketing in organizations, opportunity assessment and new product development; analyze several case studies through in-class discussion and written case analysis reports; participate in on-line threaded discussion forums; work as a group on the live-fire market assessment project; and write a summary reflection on lessons learned in the course in lieu of a final exam.

The "live-fire" market analysis project requires students to analyze the market opportunity for a new technology venture and prepare a preliminary strategic marketing plan that could be developed further, by others, as part of a more complete business/venture proposal. The market opportunity analysis component of the project asks students to identify an application sector relevant to the technology and discuss the outlook for that sector and the value added by the technology for that sector. Then, students identify potential market segments, rating their relative attractiveness and profiling the prospective buyers. An assessment of competitors and competitive strengths and weaknesses of the proposed new technology is expected. Students are also asked to suggest follow-up research questions and methodologies for each aspect of the analysis.

The new venture commercialization officers from BI attend the opening session of the course to describe the project. They receive interim progress reports from the teams and are continuously available to the students. They also attend the final report presentations giving the teams feedback on their work.

Outcomes

Projects have included assessments of a holo-graphic scanner with applications in the apparel industry and bio-mechanical medicine and pattern-recognition and display software. The students' analysis was instrumental for the scanner venture.

Students like the practical application, yet the workload and ambiguity are seen as drawbacks. Some students have been interested enough to work on follow-up studies in subsequent courses or for a business plan competition.

References & Exhibits Available on Request

USING FOCUSED MINI-CASES AS A TEACHING TOOL – AN EXAMPLE OF POLISH COMPLAINT BEHAVIOR

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INTRODUCTION

Reaching students has always some creativity in lesson planning. Students learn by different methods and just as an advertiser uses a variety of media to embed the message in the consumer's mind, an instructor uses different techniques to do the same in a student's mind. Students have been exposed to marketing, advertising, personal selling and the like their entire life. As marketing instructors, we attempt to teach them the correct terminology for phenomena they most likely have been exposed to before. We also try to take them behind the scenes to explain the "whys," the reasoning and psychology behind the things that marketers do. Through the course of a semester or a quarter, we lead them from the "it's just an ad (or product, or how people do things, etc.)" mentality to "I'll never look at an ad (product, etc.) the same way again."

In addition, the last decade or so has seen a strong focus on the global economy. No longer is it sufficient for a student to understand how to reach the US consumer, how the US consumer's thought processes tend to work, and what sorts of appeals are likely to reach this US consumer and so on, but he or she needs to understand the differences throughout the world. As instructors, more and more we are called upon to deliver this knowledge. To a student that is just beginning understands how things work in his or her environment, asking them to conceive of the variations around the world can be daunting.

As an instructor, it is often easy to say, "Everything we've just talked about – well, all bets are off internationally," and give a few examples. Often that is what our textbooks do, tacking a couple paragraphs at the end of a chapter and maybe – if it is a better textbook – a boxed vignette describing an example of the difference. One problem is that it underemphasizes the variety and complexity of the differences – the world becomes an afterthought (incidentally promoting more American ethnocentrism). Another option is to tell the student that he or she will get a better opportunity to explore these differences when they take the international marketing/selling/consumer behavior/distribution class and let that instructor deal with it if and when the student takes the class. A better option, if it fits the time frame, is to assign a research paper/group project/article review that looks into some of the differences. This pushes the onus of learning back onto the student, but, at least, does not try to completely sidestep the issue.

These are the easy options, but not the most satisfying for an instructor and certainly not the best learning options for a student. The thorough job we would like to do is hampered by the time constrains of a quarter or semester. The specialized upper level classes we offer to give more in-depth looks at some of these areas often do not attract enough students to be able to hold the class, and, even if we get enough students, there are so many of our major who cannot (or will not) find the time to take the class.

TEACHING WITH FOCUSED MINI-CASES

The solution offered here is not a perfect answer, but is one that has worked well for me. The basic outline is to teach the US-oriented material, then to focus with some depth on one international country or region. Typically, I would spend about 1/3 of the time on chapter material (assuming the students will have read and understood much of it) and the remaining on exploring the international differences. Throughout the quarter or semester, as the topics change, the region or country also changes so as to not to become an "area studies" class and to expose students to more cultures. From a class preparation viewpoint, this is also incredibly helpful as the instructor need not be an authority on a particular country but can use the materials he or she can find.

In addition, I have found it useful to switch towards a more case-oriented approach. I do not need to go through, for example, the steps in making a purchasing decision, but if I give stories about how the stepsare followed in another culture, students can see the differences in order or the missing steps and the like. Stories are entertaining; students tend to relax, listen more closely and usually learn without always realizing they are learning. There is certainly background material to be provided to help the students understand why things are different, but I try to do this after they have found the differences.

This is not simply using a case study. First of all, it is difficult if not impossible to find international cases that cover all the key concepts you might chose to teach this way. Secondly, most case studies are more in-depth and complex than necessary for the sort of teaching I am advocating. Thirdly, the length of time to adequately discuss most cases can take most of a class period or more.

How does this work? I use a serious of small – one paragraph to half page – "caselets" interspersed with international theory and bits of background information on the country involved. I tell a story or two, offer some of this background information, and explain a bit of theory to start. At this point, the class becomes more interactive; I'll offer more stories and inquire why the character took such action. As needed, I'll add more country background and theory for structure.

In the next part of the paper, I have provided a portion of the material I use to teach consumer complaint behavior in this method. You will find a series of smaller "caselets" describing examples of Polish complaint behavior along with bits of theory, country information and references to provide additional background. It is not a "ready to give" class, but indicates the flavor of the project.

From where do the stories come? The sources are limitless. The "doing business in _____" articles in popular press often include some stories, as do international business textbooks, some academic journals, newspaper articles, Internet and the like. Vacations or business travel offer opportunities to do some ethnographic research or interviews. Colleagues often have "war stories" from trips they have made. International colleagues, friends and students can offer insight and additional material. In some cases, it is easy to "fictionalize" stories based on a set of facts or an article, but much care must be taken when doing this so as not to introduce any bias. I use this as only a lost resort.

I usually start a clipping file on a topic and as I find I have several stories on the same (or closely related) topic from one country or region, I start a more concerted effort on gathering additional material. A literature review of international theory – if any – can offer structure for organization. Additional literature review provides the country background to help explain.

WHAT MAKES THIS DIFFERENT FROM THE ANECDOTES WE ALL USE?

We all collect and use stories from our experience, from our readings, and from many other sources. Generally, though we tend to almost randomly toss them into our lecture; a topic we're discussing will remind us of one of these stories and off we go. Our favorites are repeated enough to become part of our "canned" lecture. In this method, the lecture comes first and the anecdotes are interspersed as we remember them or through habit.

Another common usage, but a bit more planned is when we seek out an example to explain a particularly difficult concept. This does require more forethought, but be are not necessarily concerned about what part of the world the story comes from, but whether it solves our problem. In both cases, students may hear a dozen or so illustrations, but from different parts of the world.

There are two differences I see. The first is in the focus of the cases. They are chosen as a series of illustrations about a particular topic from one place. Instead of the crazy quilt of tidbits from all around the world, I try to weave a more in-depth lesson of the topic from one country. A story from Poland, for example, by itself, can illustrate a difference, but why is there this difference? What causes this deviation from our expectations? Is it limited to just one story/situation or is more interwoven into other Polish situations? The focus makes this more of a rifle approach rather than a shotgun approach.

The second difference is in the planning. This is not a single example to explore a troublesome concept. This is a series of cases that build upon each other to more fully explore a particular group of concepts. The cases are ordered to lead the student logically from one conclusion to the next. We're building a bridge across the river, not throwing random rocks into the river.

AN EXAMPLE: POLISH COMPLAINT BEHAVIOR

For readability, the stories have been italicized and the teaching note/discussion areas are not. In addition, "Story" and "Discussion" subheading have been used to help separate the two items. As mentioned above, this is only a portion of a lesson plan.

Previous Learning:
Students should be familiar with post-purchase behaviors and the idea of cognitive dissonance. They should have an understanding of typical complaint behaviors – exit, voice and loyalty (Hirschman 1970).

Teaching Notes:

Story 1: *A joke from Communist times: Three ladies are standing in a long line outside a shop in Warsaw sometime in the 1970's. A foreign journalist asked them why they were waiting. The first woman says, "This shop has shoes, but only size 38. I wear size 40, but if I cut out the heels, they will work."*

The second woman agrees that she is also waiting for the size 38 shoes, but adds, "I wear size 36, but if I stuff them with paper, they will do."
The third woman exclaims, "Size 38?!" She slowly shakes her head and walks away.

"She must be waiting for the store to carry her size," the journalist surmises.

"Oh, no," replies the first women. "She wears size 38 and her feet wouldn't understand."

Story 2: *An American was teaching Total Quality Management in Poland in the mid-1990's. She stated that an unhappy customer would tell eight to ten people about a dissatisfactory product. Polish audiences were incredulous. They would ask, "Why would you let anyone know you had done anything so stupid as to buy something defective?" When queried further as to what they would do, they would answer, "Nothing," or "Fix/live with the problem." Some would try to avoid shopping there again (those in major metropolitan areas where there was more choice) and only rarely would anyone suggest any sort of verbal response.*

Story 3: *A friend opened a sealed container of yogurt in the store where she had just purchased it. Finding it moldy and obviously inedible, she threw it away. When asked about it, she replied, "I decided I really didn't want it." This phenomenon happed frequently: the consumer would avoid making a judgment about the product, but remained perfectly truthful in admitting not using the product. Even a direct questions, "Is it bad?" would usually elicit a non-answer, "I prefer XYZ," a reluctant "perhaps," or possibly, "I don't care for it," implying that others might. Since a well-known Western company produced it, I suspected that the store had sold expired product. I retrieved the carton and quickly confirmed this, but I was startled by her reaction. Instead of righteous indignation or irritation, she was deeply embarrassed that I had caught her doing something stupid.*

Discussion: By now most students realize that voice seems to be an option not used often by the Poles. Although not clearly outlined in the above examples, exit may be used in some cases (story2) and perhaps, loyalty. Why would they be loyal to obviously poor products? Several answers are likely to come up. One answer is that there may not be a history or culture of returning products or complaining. This is an opportunity to explain the Communist shortage system (see, for example Feick, Coulter & Price, 1995; Feick & Gierl, 1996; Kozminski, 1992) already alluded to in story 1 and again in stories 4 and 5, following.

Story 4: *Americans living in Poland often gather to discuss their experiences. All of the expatriates have had several episodes when they decided to return a product or issue a verbal complaint to a merchant of service provider. The response tended to fall into one of two categories: (1) the merchant would become belligerent, rude and loud, stating that the customer was to blame, it was not their fault, and there was nothing they could do; or (2) the merchant would become upset, confused and embarrassed, possibly correcting the problem, but avoiding the complainer whenever (s)he might return.*

Story 5: *Gosia was showing her friends her new shoes. The stitching on one was marred and showed rather conspicuously. When she saw that I noticed this defect she immediately spoke up, "I had to buy them; someone else was waiting to see them."*

Discussion: Another typical answer is that Polish people are too stupid to know poor quality. As stated, this is not true, but it opens the door to talk about customer sophistication, experience and customer expectations (Day, et al, 1981; Oliver & DeSarbo, 1988; Bearden, 1983; Gronhaug & Zaltman, 1981; Richens, 1983; Westbrook, 1980.

Story 6: *At an expensive Warsaw restaurant, Jurek discretely pulled a long hair from his zurek (sour soup). A few minutes later, he found another in his cabbage. I suggested that he should say something to the waiter, giving reasons from health concerns to the amount of money we were spending for this meal, but I could see I was getting nowhere. Finally, I asked if he liked finding hair in his food. He responded that he had never really thought about it, "But why say anything? Hair falls out. Today it is my soup, tomorrow it will be someone else's."*

Story 7: *Under the Communist regime any promotional activities were either propaganda or an effort to move a poor, non-selling product. For example, milk could always be purchased fresh on the farms, but the Polish people have become accustomed to purchasing pasteurized, homogenized, packaged milk. This milk was almost*

always unbranded – the local dairy being the only source. In the mid-1990's, branded milk is everywhere – not only whole milk, but 0.5% and 1.5% fat version, UHT (ultra-high pasteurized, extended shelf life) milk, flavored milks and other versions. Branded milk ads are on the radio, TV, magazine and billboards and the Polish consumer is overwhelmed and suspicious. More and more frequently, you will see them queued up with their bottles or tins, buying fresh from the back of a farmer's wagon.

Discussion: Another reason relates to the traditional way of shopping. In Poland, most products are behind counters where, if a customer can get a salesperson to acknowledge his presence – no certain fate – and asks politely, the clerk will hand over the item indicated to the customer. The particular item offered will be the one easiest to reach. It may be dusty or broken or have pieces missing. It might not even be the product requested. It may have passed its expiration date months ago. It is up to the customer to determine the quality of the product and accept or reject it. If the customer rejects the first article, the salesperson may decide it is too much trouble to hand another one for inspection, or (s)he may grudgingly give the customer one more chance. Once the transaction has been completed, the product is the customer's responsibility. If the customer notes a problem while waiting for his/her change, it is already too late. It is very much a "let the buyers beware" society (Gajewski 1992; Johnson & Johnson 1993).

Story 8: *Often consumer would pick up one brand of a product and carefully consider it, then pick up a second brand and repeat their perusal. The second one would go into their basket and the consumer would start to leave, only to return moments later and exchange the product for the first brand. One woman switched between two brands of shampoo six times before (randomly?) grabbing a third brand and leaving.*

Story 9: *Agneszka wanted to buy shoes. First, she had to wait for the clerk who had sat down for a tea break. The clerk rose, showing reluctance and disinterest in her entire body language. The Polish language allows for several degrees of politeness in "please" and "thank-you," and Agneszka used the most polite forms in asking to see a particular shoe. Again, the clerk, without saying a word – her tea was cooling – showed how put out she was to bend over and retrieve the shoes from under the glass countertop. Agneszka examined the shoes and asked in her most subservient tones if she could please see the shoe in a size 36. The silent clerk glared at Agneszka and leaned over once more to pull out the requested size. Agneszka was "terribly, terribly sorry" but, although similar, these were not the same shoes and "if she would be so kind" could she see the proper shoes in a size 38. Agneszka even located the pair she wanted and pointed them out to the clerk. The clerk nearly threw the shoes in question at Agneszka and stomped back to her chair. Agneszka waited quietly while the clerk slowly finished her tea and herbatniki (cookies) and then asked in her most polite way if she could please buy these shoes. Even then, the clerk hauled herself from her chair, complained that Agneszka did not have the exact change and was generally unpleasant. Unfortunately, Agneszka's experience was not atypical in traditional Polish stores.*

Discussion: Insight into the Polish history will show that this is an often conquered country. Since its founding over 1000 years ago, the country has frequently been conquered and controlled. Over the last 200 years, Poland has only existed as an independent country briefly between the two World Wars and recently. "Good" things have been taken away from them many times. Often they have been in the position where someone else tells them what is good for them. Due to this, Polish people tend to have a feeling of victimization. A poor quality purchase may receive less attention because it is "expected." Their history also partially explains their reluctance to venture out and try new things. Those who were different or dared to complain were usually hammered into submission. The easiest path to take is that of routine.

Story 10: *The quality control expert continued her example by "opening" a fruit stand in class, displaying beautiful apples. When one of her "customers" would "purchase" one of her wares, she would reach under the counter for a wormy one, or a partially rotten one, or one with a few bites missing. Even in a friendly, role-playing setting, American customers would complain. Polish customers would usually gingerly take their substandard products and return to their seat. Additionally, they missed the point of the exercise: they thought she was trying to teach them to be specific in asking for what they wanted ("I want THIS apple"). A confederate would be enlisted to open a competing fruit stand and the seminar participants would "buy" fruit again. Invariably, almost everyone would come to the first fruit stand rather than investigate the competition. When questioned as to why they did not try out the other stand, they just assumed that the other seller would be just as likely to try to sneak in bad fruit or harass them when they complained. Even when the role-play was set up so that the other competitor*

was obviously giving only good fruit and the first was attempting to get rid of bad, few would change lines.

Discussion: Satisfaction has also been explained by having an experience where the positives outweigh the negatives (Oliver, 1993). The following story shows the interplay of status symbols and quality on satisfaction.

Story 11: *Beata came to work one day proud of her new hair color. She had joined the burgeoning ranks of Polish women who chose a variety of unnatural red shades available. My Western colleagues and I were somewhat at a loss for words to give her the compliments she so clearly expected. Finally, one asked if she was not somewhat upset by the clearly unnatural color and the blatant dye job. "Oh," she admitted, "of course it's unnatural, but now people know that I can afford it."*

Discussion: If time permits, an article by Day, et al (1981) expands the exit, voice, and loyalty options into parts. Exit can be exiting a brand, exiting a product class or exiting a retail establishment. Voice includes to friends and family, to retail establishments, to manufacturers and to third-partiers (e.g., Better Business Bureau, lawsuits). Literature on Poland, some cited above, addresses some of the problems with these. The following to stories also illustrate some of the issues.

Story 12: *For many products, brands are not discernable. For example, cheese is sold to stores in 3-kilo blocks and cut to order. After the first cut, most labeling has been destroyed and the product is only identified by the type only – Edam, Gouda, etc. The Gouda made by one manufacturer may be of consistently poorer quality than another manufacturer's, but the consumer has no way of knowing which brand he is purchasing.*

Story 13: *Wladek, the manager of a popular pizza restaurant, crowded as many tables as he could onto an outside terrace, including a row right on the edge. There was no wall, no rail, not so much as a curb separating the customers from a drop to the sidewalk six feet below. We asked him whether he was concerned with liability issues, especially as his establishment served alcohol. He could not believe that in the U.S., a restaurant owner could be held responsible for a customer's "stupidity" in falling off a terrace, drunk or not.*

CONCLUDING COMMENTS

For this particular lesson plan, I have twenty-six stories. Several cover similar issues and I tend to rotate them in and out each quarter. Depending on how quickly the class is getting it, I will use more or fewer stories. I also try to replace a story when I can find something new and fresh to keep current.

Two other methods I sometimes use is to hand out a portion of the cases as a reading assignment prior to class and ask the students to consider – in this case – differences in Polish complaint behaviors and why this might be. I have also had groups role play their scene. This latter method can take a little more time but tends to help the students internalize the knowledge.

I do not do this with every, or even most, topics in a quarter. Time is an issue. Finding enough stories from a particular area can be a challenge. Additionally, overuse might make it less fresh and attention-getting for the student.

An instructor cannot give this depth to all countries/cultures in a world, but even doing it for a few countries gives the student not only insight into the basic concept being taught, but also the structure on how he or she might conduct their own investigation into a new culture. In addition, I have found that forcing a student to look at it from a different viewpoint often strengthens his or her understanding of the concept as it applies to the United States, too.

Does it work? Is it worth the trouble/time? My sample is small and my study is not scientific, but where I have used focused cases, I get better exam discussions than where I do not. Recall seems to be better and often students will reuse my stories to illustrate different concepts at later dates. I get a lot of encouraging feedback from the students, many along the lines of "you made it so easy, I didn't realize how much I was learning." After all, isn't that what we're all trying to do?

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TOWARD A CLASSROOM STRUCTURE APPROACH TO LEARNING: A PRAGMATIC NEW PEDAGOGICAL PARADIGM

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ABSTRACT

The quest for enhanced learning techniques has been a perennial pursuit with some educators. Since the days of Socrates, the venerable teacher of all times, the quest has been to find new techniques to enhance learning. Against the backdrop of increasing emphasis on excellence in education, there is a growing trend in high education to take teaching effectiveness more seriously (Edgerton et al. 1991; Babin et al. 2002). Over the years, this important pedagogical challenge has been mainly tackled from three perspectives: the psychological approach has been researched and reported extensively in the literature (Duren and Cherrington 1992; Whicker et al. 1997); Likewise, the sociological approach has been employed on the issue of improving student's learning quite often (Stanton-Salazar and Dornbusch 1995;Rumberger and Larson 1998) and lately efforts have been waged to improve education from the use of technological advances in communications (Benburnan-Fich et al. 2001). To follow the tenor of the times and to improve teaching quality further, Light (2001) has recently also considered the instructor's activities outside the classroom.

The perspective advanced on the problem in this paper is on improving students learning by manipulating the classroom structure (in terms of policy matters), which has not been explored in a systematic way until now. Therefore, in this study, a formal structure (policy statements) was proposed and a survey was conducted to determine how the students would rate the policy statements in terms of humor, clarity, and what impression they would have of the teacher who would implement these policy matters. Collectively, these policy statements would form the classroom structure intended to guide students' behavior and interaction. ANOVA was applied to the data. The results of the study indicate that, while the statements did not differ statistically in terms of humor and clarity, the students held different impressions (positive or negative) of the teacher for the use of certain policy statements. Thus, a formal structure was tested.

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ETHICS IN TELEVISION ADVERTISING: AN ASSESSMENT

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More than any tool of communication, television advertising has diffused information about commodities and services, marketed them and persuaded audiences of their important place in their lives. However, television advertising, has done more than these. They have become vignettes of social life. They portray individuals as having many social relationships. They suggest ways of dealing with those relationships. They advice a great deal about one's work, health, lifestyle and role in society.

Television advertising has played a very important role of initiating social change. They have become a kind of a social guide depicting us in all the myriad situations possible to a life of a free choice.

Advertisers now realize that television advertising should not only be a guide to consumption for them to increase sales. They now have accepted the fact that they should focus more on their social concern to the public they seek to serve. Hence, the increasing observance of ethical principles in television advertising.

The study is limited to the advertisements of Ace Saatchi and Saatchi. It seeks to evaluate the consistency of the television advertising of Ace Saatchi and Saatchi with the Code of Ethics of the Philippine Association of National Advertisers. The advertisements were rated based on whether: 1. they contribute to the building of a civilized society, 2. they give information about the product to help the viewers buy intelligently, 3. they do not imitate, 4. tell the truth, accurate, honest and trustworthy, 5. conform to laws and generally accepted standards of good taste and decency, 6. seek public acceptance on the basis of positive and constructive statements, 7. they avoid deception through implication or omission, and 8. they help build the dignity of the individual.

The question is, what can television advertising do to motivate their viewers to act more ethically once they move beyond watching television. The important task is for television advertisers to show to their viewers the relevance of ethics in their everyday lives. The viewers must translate those ethics in their relationships with people. Advertisers will never appreciate the "marriage" of ethics and advertising if they fail to view their consumers and the general public as persons whom they have an obligation. It is essential that advertisers recognize that ethical behavior in advertising does not occur in a vacuum. Advertisers should first be persons of ethics. And the only way for them to act ethically is for them to develop the will to act ethically, habitually, and generally. Raising the consumer's ethical consciousness is not sufficient. In the end, advertising people will also be judged not only on their advertisements but more on their conduct.

PERSPECTIVES FROM GOING THE DISTANCE: GLOBAL GRADUATE E-LEARNING

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Distance Education, Distance Learning, On-Line Curriculum, and *E-learning* are a few of the more recognized terms that consistently represent the delivery of higher education opportunities via the Internet. From e-mail to Web boards to Web sites and chat rooms to instant messaging, faculty continue to struggle to find optimum verbal communication frameworks via a non-verbal medium – the Internet.

In a quest to optimize, Arbaugh and Hornik (2002) extended Chickering and Gamson's *Seven Principles of Good Practice in Education* to Web-based MBA courses. Their intent was to assess perceived learning and satisfaction among students and faculty. They drew upon a preponderance of research that has provoked exhaustive investigations of learning styles among U.S. students. The results suggest that several of the tenants of Chickering and Gamson were not being actualized.

While institutions and faculty have established solid models and technological infrastructures for delivering undergraduate education, they have also added graduate degree programs and *gone global.* As a result, new issues have surfaced for non-verbal e-learning. For example, the following concerns need to be addressed; diversity in culture, language, and learning styles among foreign students. While English is perceived to be the accepted language of international business, English is not necessarily the preferred language of global education via the Internet. In turn, educational outcomes for students and faculty have become more difficult to assess. (Masterson, Christophel, & Zitzman 1994). English speaking faculty now have to consider the modification of their presentation styles to fit their audiences. Furthermore, students are expected to adjust their learning styles from those learned within their own countries and cultures.

Drawing on their extensive experience in higher education, distance education, and teaching international students in both a traditional institutional environment and via the Internet, the panelists discuss the pratfalls and pitfalls of intercultural, interactive graduate education.

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SOCIALIZING NEW MARKETING FACULTY MEMBERS - METHODS FOR ASSISTING INSTRUCTORS IN ADAPTING TO THE UNIVERSITY COMMUNITY

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ABSTRACT

New marketing faculty members face numerous work-based challenges whether entering their initial post-graduate-school academic position or arriving at an institution as an experienced instructor. The academic career is multi-faceted and thus it is difficult for a business department to attend to all of the information and socialization needs of a new instructor. This session actively engages participants to share experiences and develop comprehensive lists to aid in their own future socialization efforts.

The ultimate goal of an effective socialization strategy should be to acculturate the new hire as soon as possible so that they become a happier (less stress) and more productive (less time wasted on seeking information) faculty member. A broadly based approach is needed to understand all the challenges that the new faculty member will face since some needs will be unknown at the onset of their careers. Thus it is useful to categorize the socialization process on the basis of individual needs. Categories include social needs (for example, how would they go about joining the faculty club); research needs (for example, what sorts of departmental funds are available to assist in conference travel); classroom needs (for example, how are specialized audio-visual needs supported); and pedagogical/teaching activity based needs (for example, how readily available are course outlines from prior years). The determination and categorization of socialization needs leads to the ability to set priorities in terms of short and long term considerations.

A DISCUSSION OF FACTORS THAT CONTRIBUTE TO AND SOLUTIONS TO STUDENTS' ACADEMIC CHEATING

Chuck Comegys, Merrimack College, MA

Academic cheating is a nationwide problem that has been ongoing for years. Previous research suggests that academic cheating has increased at a constant rate since the early 1940's. Although academic cheating is a problem that occurs at every level of schooling, previous research on cheating reveals that academic cheating increases as students enter their college years. This is a problem that cannot be overlooked. Educators must understand the dimensions of the problem, the reason why college students feel compelled to cheat and be able to identify the factors that may contribute to academic cheating in college. By focusing more closely on this problem, educators will gain insights into ways to control the frequency of college students' cheating.

MARKETING EDUCATION IN SMALL BUSINESS SCHOOLS

Peter D. Sianchuk, Mount Allison University, Sackville, NB

Mount Allison University is a small sized institution in Canada - largely undergraduate. This roundtable discussion will focus on the issues affecting marketing faculty teaching in small business schools, in Canada, the US, or beyond.

SPECIAL ISSUES IN ADVISING AT RISK AND DISADVANTAGED STUDENTS: CHALLENGES, DILEMMAS, AND REWARDS

Frank Marvasti, CSPU, Pomona

Advising is an important and critical aspect of a student's educational experience. For a student with academic difficulty or a student coming from disadvantaged backgrounds, the additional attention and service provided by a faculty advisor can be the difference leading to retention and graduation. The purpose of this discussion is to provide some insight in practices and protocols that a faculty advisor may use to effectively engage the student and establish a working relationship.

TEACHING MARKETING: MY COLLEAGUE DARWIN

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ABSTRACT

Every marketing Ph.D. student will ultimately teach marketing. Initially, we start as teaching assistants and eventually teach a class on our own. Yet, teaching can be a daunting task filled with peril for the unwary student. Maybe we taught marketing research as our first class and wondered afterwards if the student evaluations were reverse-coded.

In order to better manage this undesirable state of affairs and make teaching experience more interesting and less daunting, I will discuss strategies that should help Ph.D. students to survive the 'natural selection process' and steps that should better prepare for a transition into the real world of teaching.

In this dialogue we will discuss a variety of things ranging from basic teaching philosophies to the amount of work involved in preparing for an MBA class. Some of the topics I'll touch on are given below:

- Being a TA
- Choosing the right mentor
- Choosing what to teach
- Building your course portfolio
- Growth and maturity during the Ph.D. years
- Transition from a Ph.D. student to an assistant professor

Using Information Technology to Effectively Communicate Statistical Concepts in Marketing.

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Abstract

Most marketing students view any form of statistics with great trepidation. These fears may arise from images of traditional mathematically-oriented, equation-laden statistics courses. However, most marketing courses use many different learning techniques to address different learning styles. Many foundational marketing areas are employing more interactive learning paradigms such as action theory (Argyris 1997) or experiential learning (Kolb 1984) to address these student learning style differences.

With the advances of information technology it may be possible to apply similar interactive or group learning processes to the topic of marketing statistics. Students may be better able to learn and retain statistical concepts via the integration of thought and action. The author presents some qualitative evidence that students enjoy the human and computer feedback on statistical concepts. A series of weekly reflection and feedback sessions help position the learning environment away from a traditional math class and toward a organizational problem-solving context.

Problems and Solutions: Interactivity in Online Teaching

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Since the advent of distance education and online courses, much research has focused on the problems associated with these educational delivery systems. One frequently cited problem with electronically mediated instructional systems is interactivity between teachers and students. Previous research findings indicate that successfully creating interaction in online environments is essential to student learning, and that the quality of distance education is dependent upon the level of participation and interaction of the learners. Interaction has also been shown to be an important component of student satisfaction in online or distance learning. Based upon previous research findings, this round table discussion focuses on the problem of facilitating interaction in the online learning environment by presenting several solutions to overcome the effects. This discussion is a "must" for any instructor or professor endeavoring to teach in electronically mediated environments. A quick (but not exhaustive) list of solutions presented for discussion during the session includes (includes annotated bibliography):

- Clearly stated course materials and instructor expectations
- Clearly stated procedures for dealing with technology failures
- Alternative pedagogical approaches to socialization and interaction in an online environment (e.g. experiential learning paradigms)
- Building expectations for bidirectional feedback
- Self-study tools for students

AUTHOR INDEX