

CONTEMPORARY ISSUES ABSTRACTS

World Wide Web Site Resources for Teaching E-Commerce/Internet Marketing Content

Tom A. Buckles, University of San Diego

The explosion of Web sites and Web connectivity over the past few years has seen an increase in the number of professors who are incorporating WWW exercises into their classes, whether it's through lectures, exercises, or projects. As those who are familiar with the Web know, it can be a valuable resource, a rich treasure trove full of information; and conversely, it can be confusing and oftentimes frustrating to use. For many professors, one of the more perplexing problems with incorporating Web related assignments is knowing which ones are appropriate for certain marketing topics, exercises, projects, etc.

An important resource for marketing professors is to know where to go to get good Web material for class purposes. The intent of this Contemporary Topics session is to provide such a resource. Though not exhaustive, Web site topics to be discussed include market research, new product development, advertising on the net, strategic marketing, industrial marketing, retailing, international marketing, and general marketing. Time permitting, several academic and professional trade press books will be discussed.

Evaluation Under A Learning Model Of Instruction

Dennis E. Clayson, University of Northern Iowa

Most universities and colleges in the United States have adopted one of two major approaches to higher education and the consequential evaluation of achievement. Larger and usually more prestigious institutions have generally followed a *research model*. Private colleges and state universities have differentiated themselves by emphasizing a *teaching model*. The purpose of this roundtable is to discuss a

third way called the *learning model* with its consequential evaluation.

Wilhelm von Humboldt once stated, "The teacher no longer serves the purpose of the student. Instead, they both serve learning itself (von Humboldt 1969)." A combinations of factors resulted in a system in which achievement and success was measured by research output. Professors in the research model are evaluated primary by their research output, and secondarily by some sort of teaching evaluation. In the teaching model, evaluation must somehow measure "teaching". Since there is no universal consensus on what "good" teaching is, this has turned out to be a difficult and controversial process.

The implementation of a learning model would require a major paradigm shift in the evaluation process. Teaching is a process. It is not an outcome. Instead of trying to measure a process, the learning model would evaluate *outcomes*. The implantation and problems of such a system will be discussed.

The Beer Distribution Game: Teaching Systems And Marketing Channels Concepts At The Introductory Level

Linda Morris and Steven Pharr, University of Idaho

The *Beer Distribution Game* is a physical simulation exercise distributed by the System Dynamics Group at MIT. The purpose of the exercise is to teach and illustrate system dynamics with the primary lesson being that "structure produces behavior". The standard game places students in one of four roles: a retailer, wholesaler, distributor, or producer of beer. Each begins with an inventory of beer (except for the producer who begins with work-in-process). The goal is to minimize the total of inventory carrying costs and stock-out costs. The nature of the distribution system and communication process (structure) leads to very bizarre, yet predictable behavior. The impact of distribution channel structure and communication flows on channel member

relations becomes apparent. While only one channel member of each level is included in the original game format, modifying the game to include a number of retailers, wholesalers and distributors can enhance learning outcomes. By including multiple channels with imbalances in product flows, channel member power and control issues can also be demonstrated. While both versions of the game require numerous rounds of play (from 20 to 30) over an extended period of time, the modified version results in an increased complexity and the need for a team approach to administration. Both versions of the *Beer Game* are currently used at the University of Idaho and both will be explained and demonstrated during the discussion period.

Developing Entrepreneurial Spirit among Business Students: Adding Value Through Overseas Programmes

Chin Kin Yong, Singapore Polytechnic

This study focuses on the extent to which business students undertaking an overseas seminar-cum-work attachment program (the experimental group) has made a difference in forging an entrepreneurial spirit compared to those students who did not participate in the program (the control group).

A questionnaire comprising 26 statements on six defining characteristics of entrepreneurship was used to compare entrepreneurial spirit. These 26 statements comprise seven related to Risk-taking, five each related to Achievement Orientation and Locus of Control and three each related to Determination, Innovation and Leadership. This reflects the heavier weightage on those characteristics that are deemed more basic and fundamental to the definition of entrepreneurial spirit.

As each of the six characteristics has an odd number of statements, a respondent who answered positively to a majority of statements would be considered positive in that characteristic. Furthermore, a respondent would be considered as possessing entrepreneurial spirit if he/she has been categorized positively for at least four out of the six characteristics.

The analysis of results shows that there is positive change between the experimental group and the control group in five of the six characteristics of entrepreneurial spirit tested, as well as in overall entrepreneurial spirit.

It is gratifying to note that there are significant positive increases in the extent to which students participating in overseas program have become more entrepreneurial in spirit. They will be part of Singapore's 21st Century workforce leading the charge to forge further growth and development in a maturing economy.

The Making of an Exporter: Export Management Program, DLSU-College of St. Benilde Experience

Estrellita Concepcion P. Labitan, DLSU-College of St. Benilde

Barter trade already existed in the 7,100 archipelago known as the Philippines prior to Ferdinand Magellan accidentally reached one of its islands. Under the domination of Spain, trade relations with other countries took a different shape. Expansion of trade grew when the Americans took over the governance. The former era of trade exchange undergone an unprecedented changes and importance in various areas of Philippine development.

However, in 1950's and 60's a shift in economic strategy of inward looking strategy known as "import substitution" overcame the export orientation. Much to the surprise of the government, the BOP exacerbated. An adverse effect to the export sector, capital market, and to portfolio investment was insurmountable. Ranking second after Japan, Philippine economy deteriorated till it dropped to the status of the "sick man of Asia". These painful experiences resulted in the re-thinking by gradually adopting a proactive and liberal development strategy in "export promotion".

To date, the Philippine export revenue grew unprecedently. Trade surplus reached \$4.02 billion and an expected additional surplus of \$500 million. This is a complete turn-around. With the legal and infrastructure

support, the Philippines is now in full swing towards economic recovery. In fact, the economy was less affected by Asian crises due to its sound economic fundamentals. To compliment the drive of the government, the educational sector is contributing by pouring in future exporters. The De La Salle-College of St. Benilde is pioneering in the area of export management course intended to produce new export entrepreneurs.

Greening the Marketing Curriculum

Anamy Paano, Lucas Santiago, and Luz T. Suplico, De La Salle University
Ricardo Singson, CSU, Hayward

There is a growing consciousness around the world for the need to preserve the environment. At the forefront of preserving the environment are developed countries such as the US, The Netherlands and Germany. It is in these countries that green marketing started. Green marketing has been defined as an organized movement of concerned citizens and government to protect and enhance peoples' living environment (Kotler, 1996). Environmentally aware consumers are known as green consumers. The size of this segment has increased in the US and other industrialized countries (Kanuk and Schiffman, 1994).

Green marketing has grown in developed countries because of the availability of green products and existence of green consumers. In developing countries, green marketing has just started. While businesses and consumers have been actively involved in green marketing, the academe has also an important role to play. Thus, greening the curriculum can be the academe's contribution to preserve the environment.

Three universities have been involved in greening the curriculum. These universities are California State University, Hayward, in the U.S., De La Salle University in the Philippines and Thammasat University in Thailand. Marketing professors involved in this US/Philippine/Thai partnership have introduced various projects and activities to promote green marketing. These include seminars on Green Buildings, Ecolabelling, Sustainable Development, Environmental PR

and Greening the Curriculum. Other activities include advocacy campaigns on preserving endangered wildlife, visits to wildlife parks and promotion of green products. This US/Philippine/Thai partnership has contributed to a rich sharing of experiences in greening the curriculum among these universities.

Students in these universities have favored the inclusion of green marketing activities in their courses. This is a significant feedback as marketing majors, who will become future marketers, will play significant roles in influencing consumers and their values. From advertisements, newspapers, radio and other media used to promote a product, consumers are strongly influenced by marketers in their purchase decisions. Marketers, even while in school, can be harnessed to ensure a better environment for the world. Responsible marketing means advocating green marketing. Responsible marketing means greening the curriculum.

The Assessment Process and Faculty Buy-In: Challenges and Successes

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Katrin R. Harich, CSU, Fullerton

In the past decade there has been a shift in assessing the quality of business education from the evaluation of resource inputs and student graduation to the conceptualization and measurement of student learning outcomes. The assessment process is intended to motivate continual measurement of outcomes and new mission directions. Faculty and administrators are being asked to perform an entirely new function that will require introspection as well as measurement acumen. Virtually everything from the theoretical organization of business schools to learning outcomes such as critical thinking will not only have to be examined independently, but also examined in relationship to the school's mission.

Two primary and *external* forces are driving this interest in assessing higher education. The first is the increasing public demand for accountability. The second are accrediting bodies and agencies, such as AACSB. While these primary motivating factors for

assessment are external, it will ultimately require full faculty participation and buy-in in order for assessment to succeed. The development of intrinsic motivation may well be key to "assessments" success or failure. Thus, topics and questions for today's *Contemporary Issues Session* include: (1) What progress has been made at your school to date? (2) What successes, what challenges? (3) Will faculty buy-into the assessment process? (4) What best motivates faculty to engage in assessment? (5) How can intrinsic motivation best be nurtured both at the college level and the department level? (6) Can assessment be both interesting and fun?