

Extracurricular Activities: The Impact on Business Students' Personal Growth and Employability

Chris Ward, The University of Findlay- Findlay, Ohio, USA

Dan Yates, The University of Findlay- Findlay, Ohio, USA

ABSTRACT

In today's job market, employers often have dozens of resumes to consider for each job opening. This is especially true for students seeking entry level positions right after graduation. The authors developed a survey to determine the types of extracurricular activities (including internships) that employers may consider valuable as well as the skills employers find desirable. We also wanted to know if these expectations differed by college major. The purpose of this paper is to focus primarily on extracurricular activities, including internships, and the impact on a student's marketability.

KEYWORDS: Extracurricular activities, internships, undergraduate students

Advancing Best Practices for Asynchronous Online Discussion

David L. Baker, California State University, San Bernardino, CA, USA

ABSTRACT

Asynchronous online discussion (AOD) research is rapidly evolving. This article utilizes Berge's (1995) theoretical framework to examine the instrumental roles instructors play in AOD learning experiences and the patterns of practice. These roles divide into four dimensions: pedagogical, social, managerial, and technical. The article reviews available literature synthesizing essential findings and developing recommendations for each dimension. It aims to advance best practices for AOD, including in online business courses. It does not address online synchronous discussions although many of the suggestions certainly have applicability in those forums also. The article concludes with a summary of AOD best practices, offers research recommendations, and discloses the review's limitations.

Keywords: Online discussions, asynchronous distance learning, computer mediated discourse

Student Presentations in Business Courses: Does Technology Enhance Learning?

Edward Nelling, Drexel University, Pennsylvania, USA

ABSTRACT

Students in an upper-level undergraduate finance elective presented similar material using two methods: one was a traditional presentation in class, and the other was recorded online. Both presentations were intended to be interactive, viewed by other students, and then followed by questions and answers. The students were then surveyed to compare their learning experience using the two formats. Compared to the traditional in-class presentations, the students felt that the online presentations: required the same amount of preparation; were associated with more comfort while speaking; yielded better questions and answers afterward; and resulted in a somewhat better learning experience. Instructors may find that online presentations effectively address constraints such as limited class time and student attention.

Keywords: online presentations, technology and learning

ADR¹ Classroom Negotiation Case: The S & J Retail Acquisition

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Daniels College of Business
The University of Denver

KEY WORDS: Conflict, disputes, ADR, management, acquisitions, negotiation, interaction, simulation, ZOPA, BATNA, hostile, cases, agreement, employees, role-playing, bicycles, students.

ABSTRACT

This is a case which allows students to simulate merger negotiations between two small retail businesses. It was created for a course taught to undergraduates and graduates at Daniels College of Business on alternative dispute resolution (ADR)². The facts are fictitious, but derive from the study of various existing small businesses. The case follows a brief critique of published cases and their (at times) classroom limitations.

Study of MBA Alumni

Stuart Van Auken, Florida Gulf Coast University, Florida, USA
Earl Chrysler, California State University, Chico, USA (Emeritus)
Ludmilla Gricenko Wells, Florida Gulf Coast University, Florida, USA

ABSTRACT

This study presents an exemplar framework for assessing course content value in MBA program reviews. It utilizes MBA alumni to reveal perceptions of course content value and three proxies for MBA program attitude (expectations, ROI, and recommendations). By relating course content value-themes via a principal components analysis to attitudinal proxies, the course content drivers of program attitude can be revealed. Not only is MBA program satisfaction illuminated, but the key essence of a MBA program's value may be revealed. This framework may have utility for other MBA administrators and faculty pursuing program reviews.

Keywords: MBA relevancy, course value, alumni, attitudinal proxies and program satisfaction.

A Proposed Framework for Entrepreneurial Learning

Staci R. Lugar-Brettin, Indiana Institute of Technology - Fort Wayne, Indiana, U.S.A.

ABSTRACT

¹ ADR = Alternative Dispute Resolution

² A description of the course was published in the BEI Journal, Volume 4, Number 2, December 2012, at pages 32-34.

According to Forbes.com, entrepreneurship education challenges traditional methods of university instruction. Business schools excel at teaching conceptual foundations and theoretical frameworks for solving problems that are identifiable; however, entrepreneurial opportunities largely exist within unknown solutions or undiscovered opportunities (Furr, 2011). Therefore, business schools should rethink entrepreneurship education by modeling start-ups that are focused on uncovering market opportunities. This requires a focus on understanding entrepreneurship and innovation processes rather than stressing the problem-solution process prevalent in business education. This article proposes course learning objectives that business educators may utilize to increase process-based learning prevalent in innovative firms. All learning objectives can be operationalized by discipline.

Keywords: innovativeness, exploratory market learning, capacity to innovate, opportunity identification, competitive advantage, radical innovation

Performing Mentor

Sheng-Tao Fan, Southern Illinois University Carbondale, U.S.A.

ABSTRACT

I apply arts-based methods and performative pedagogy to Taiwanese business education by providing innovative course design. I present one workshop proposal for the university EMBA program. This workshop is entitled, “Performing Mentor” and is based on two theoretical foundations: Elyse Lamm Pineau’s curriculum: Performing Historical Figures at Southern Illinois University Carbondale in the United States. Pineau is arguably the mother of Critical Performative Pedagogy; an application of Jing-Jyi Wu’s Performing Autobiographical Stories. Wu is the Honorary Professor and Endowed Chair in Creativity for the National Chengchi University in Taiwan. The goal of this workshop is to enhance leadership and to develop collaboration for EMBA participants.

Keywords: arts-based methods, performance, EMBA, leadership, collaboration

Incorporating Product Life Cycle Impact Assessment Into Business Coursework

Wendy B. Wilhelm, Western Washington University, Bellingham, Washington, USA

ABSTRACT

The demand for corporate environmental stewardship is only going to increase as the sustainability movement gains mainstream acceptance. Life Cycle Assessment (LCA) is an important methodological tool for the systematic and quantitative evaluation of the environmental aspects of a product system through all stages of its life cycle. An increasing number of firms have adopted LCA as a key strategy tool in product development and supply chain/logistics decisions. These trends have direct implications for business education. Our students need to be trained in the most up-to-date methods for assessing the environmental impact of the products and services they will be working with upon graduation. This paper introduces one LCA approach – Okala single-factor LCA – and describes how it is currently being taught in a sustainable marketing course, while also demonstrating its potential for inclusion as a teaching module in any business course.

Keywords: life cycle analysis, sustainability, new product development, teaching innovations

Obtaining Faculty Motivation and “Buy In” to a Major Program Change: A Case Study in Assessment

Elizabeth F. Purinton, Marist College - Poughkeepsie, NY, USA
Elmore R. Alexander, Marist College - Poughkeepsie, NY, USA

ABSTRACT: While a holistic program is vital to assessment of learning, it is very challenging to implement without the commitment of the faculty. This is a case study of one School of Management at a Mid Atlantic college and how the Dean and the Assessment Committee were able to achieve faculty input into a new program and attain full attendance at all-day events. Theory from organizational behavior is used and examples and suggestions are given.

Keywords: Assessment, Faculty Motivation, Leadership, Learning

A Comparison of Undergraduate versus Graduate Student Perceptions and Performance using Online Homework in Introduction to Operations Management Courses

Lynn A. Fish, Canisius College, Buffalo, NY USA

ABSTRACT

In general, undergraduate and graduate student perceptions of online homework methods in an introduction to operations management courses indicate that student perceptions of online homework are similar and students value homework as a learning tool. Contrasting with more optimistic perception studies, only slightly more than half (undergraduates 51.22% and graduates 59.65%) prefer online homework to more traditional homework methods. The survey results indicate that the graduate students are slightly more amenable to online homework than undergraduates. However, while both groups value homework, performance was not equal as graduate students performed significantly better on online homework than undergraduates. With the continued proliferation of technology such as online homework into the classroom, educators and administrators need to work with students to improve student's perceptions and capabilities in the online environment.

Keywords: student perceptions, online homework

Building a model to measure the impact of an online homework manager on student learning in accounting courses

Anita R. Morgan, Indiana University East - Richmond, Indiana, USA

ABSTRACT

Many publishing companies provide online homework management systems that can be packaged with a textbook, but is the online homework manager a useful tool for students? Do online homework management systems really help students learn accounting concepts or do they simply help faculty manage the grading of homework? This paper provides a model with which accounting educators can measure the factors that motivate students to utilize an online homework management system and to measure its effectiveness.

Keywords: online homework manager, accounting, need for cognition, computer self-efficacy, UTAUT

Internationalization of the Undergraduate Business Program: Integrating International Students

Lee Thomas, D'Amore-McKim School of Business, Northeastern University, Boston, USA

ABSTRACT

As we live in an increasingly integrated and competitive global world, global student mobility has greatly affected the student population in the U.S. From academic year 2007-2008 through 2011-2012, according to statistics provided by the Institute of International Education (IIE), the international student population in U.S. institutions is up by 28%. In 2011-2012, 47% of these students were enrolled in business programs, 30% at the undergraduate level and 17% in graduate programs. This number has now surpassed the number of students enrolled in engineering (38%). As efforts are focused to internationalize the curricula on many campuses, the D'Amore-McKim undergraduate business program has devoted deliberate attention to the task of integrating this international group of students more effectively into the entire student population. This is in part a response to the explicit need for "comprehensive internationalization" (Hudzik & Stohl, 2012). In order for all students to benefit from the global worldviews students from other countries bring to our internationalization efforts, the School recognizes that it must provide sustained acculturation support during the freshman experience to assist the students in confidently contributing to and interacting in academic classes and extracurricular activities. This paper describes the steps that have been taken at Northeastern University to further this process.

Keywords: international students, course, curriculum, business, globalization, internationalization

Facilitating and Documenting Behavioral Improvements in Business Student Teamwork Skills

Charles J. Hobson, Indiana University Northwest, Indiana, USA
David Strupeck, Indiana University Northwest, Indiana, USA
Andrea Griffin, Indiana University Northwest, Indiana, USA
Jana Szostek, Indiana University Northwest, Indiana, USA
Rajan Selladurai, Indiana University Northwest, Indiana, USA
Anna S. Rominger, Indiana University Northwest, Indiana, USA

ABSTRACT

A comprehensive framework for teaching teamwork and documenting improvements in behavioral skills was evaluated using 247 undergraduate business students enrolled at an urban regional campus of a Midwestern state university. Major components of the framework included: (1) video-taping of student teams at the beginning and end of the course, (2) assessment of individual student performance on 15 positive and 10 negative teamwork behaviors, (3) instructor-led coaching sessions with each student, (4) informational modules on teamwork and team processes, and (5) multiple opportunities to practice teamwork skills. Major results revealed: (1) a statistically significant increase in overall teamwork scores of 25.59%, (2) statistically significant improvements in nine of the fifteen positive teamwork behaviors, (3) no demographic differences in overall teamwork improvement as a function of sex, age, race/ethnicity, or major and (4) very positive student responses to an end-of-course survey concerning teamwork knowledge, self-confidence, and attitudes.

Keywords: teamwork skills, teaching teamwork, teamwork education.

Running a Business: An Extremely Experiential Approach to Teaching Organizational Behavior

Leonard J. Glick

D'Amore-McKim School of Business, Northeastern University-- Boston, Massachusetts, USA

ABSTRACT

The discussed approach engages students in experientially learning many of the major concepts of an organizational behavior course. Essentially, “organizations” of 20 students create, plan and run an event (business) in parallel with—but outside of-- class sessions. Because of the activity’s size, scope, and complexity, the students observe and experience behaviors related to much of the content of the course, including organizational culture and structure, leadership, motivation, communication, conflict, and groups. The first-hand experience and concrete examples provide a rich context in which to discuss these underlying concepts. The final assignment is a reflective paper in which they apply course concepts to discuss their real-world experiences.” This article describes how to implement this approach and discusses some choice points for faculty.

Keywords: Experiential learning, organizational behavior, reflection

The Interactive, Progressive Case Study

David O. Egleston, Lawrence Technological University, Southfield, Michigan, USA

ABSTRACT

The case study method is one of the most common teaching tools used in business education. However, a number of limitations of this method reduce its effectiveness. The interactive, progressive case study addresses these limitations and improves learning outcomes for students. This paper introduces the technique as it was used in teaching organization development and explains how it could be used in a number of business disciplines.

Keywords: case study method, problem-based learning, plagiarism, learning outcomes

Assessing Student Learning in International Business through a Foreign Internship Scenario Exercise

David J. Jamison, South Carolina State University, South Carolina, USA

ABSTRACT

One of the major goals of teaching international business at the undergraduate level is fostering an appreciation for the diversity that exists in the world and of getting students to move beyond their own parochial and ethnocentric perspectives in thinking about global business opportunities and challenges. This paper describes an exercise designed to assess the degree to which students in an undergraduate Introduction to International Business course are able to apply concepts presented during the course to a hypothetical situation that engages students in personal reflection and the need for critical thinking.

Keywords: globalization, global mind-set, course assessment, critical thinking

