

ATTITUDE TOWARDS THE APPROPRIATENESS OF SERVICE-CONTACT-PERSONNEL DRESS

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There is a lack of systematical examination of the visual cues provided by employee dress in commercial service settings. An experiment was conducted to test customers' attitudes toward the appropriateness of service personnel dress. Also, the moderating effects of involvement on the aforementioned relationships were explored. Results show that appropriate (versus inappropriate) dress lead to more positive customer affect, higher service quality expectations, and greater purchase intent. These affects were stronger in low involvement situations. The implications of the findings are discussed, and future research directions proposed.

EVOLUTION OF HUMAN RESOURCES: EXTINCTION OR SURVIVAL

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Several historic roots of Human Resources (HR) are traced leading the authors to identify the following 16 general activities currently performed by HR personnel: legal compliance, training and development, productivity improvement, labor relations, compensation, benefits, employee relations, equal employment opportunity/ affirmative action, staffing, performance appraisal, human resources information systems, safety and security, administration, investigations and dispute adjudication, public relations, expatriate, and international human resources. Current weaknesses in the HR function are identified by HR personnel who value process above results, lack understanding of the basic elements of business, and observe a pattern of followership as opposed to leadership. Failure to reverse these behaviors will result in HR being avoided by other functions and/or outsourced. To become a function of influence and to reach its organizational potential, HR must seek out and assume a leadership position. HR personnel must become conversant with their organization's business and must gain acceptance as valued strategic and tactical business partners.

USING MOVIES TO HELP BUSINESS STUDENTS UNDERSTAND MANAGEMENT THEORIES AND CONCEPTS

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Two groups of students participated in a study that investigated the effectiveness of using movies in the classroom to help students understand specific management theories. During a one-semester course, one group of students attended a class that was taught using traditional lecture methods; another group attended a class that emphasized the use of movies and theory-related discussion. Although the students showed no difference in their tests scores, the students who attended the video class reported understanding the theories better because of the use of movies. These students also reported enjoying the class more than the other classes they had taken.

ACCOUNTING CURRICULUM AND GOVERNMENT AND NOT-FOR-PROFIT ACCOUNTING: SURVIVING OR THRIVING

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This study examines current accounting programs and compares them against the literature of the past 20 years (professional and academic) which called for more quality and coverage in Government and Not-For-Profit (GNFP) accounting. Complicating the picture was the imposition of the 150-hour requirement in almost all states and the increasing influence and pervasiveness of AACSB accreditation. The evidence shows that neither the 150 hour rule nor accreditation have been beneficial to increasing the quality and depth of GNFP curriculum coverage. In many cases, the march forward has instead been a retreat.

IS THERE A LEARNING CURVE IN PRINCIPLES OF ECONOMICS COURSES

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This paper examines whether a learning curve exist in the principles of economics courses. Based on data collected on 164 students for five consecutive semesters, this paper found that in addition to in-class and out-of- class efforts by students, the learning curve effects of mastering the material at each stage of the principle of economics course, resulted in improved performance in later stages. These findings suggest that the students gain more experience with the 'unique terminology of economics' and the 'economic way of thinking about problems', the students' output, as measured by their performances on examinations, improve significantly.

COACHING IN THE CLASSROOM: WHAT MARKETING CAN LEARN FROM ATHLETICS

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College athletics has witnessed substantial increases in athletic performance in recent years. Reasons for these increases include increased time-on-task, superior skill development programs, and the establishment of clear and measurable goals. The present manuscript compares the role of an athletic coach to the role of a marketing professor, and suggests the use of a coaching approach to a marketing education. Such an approach emphasizes establishing and utilizing formative goals, increasing the amount of time-on-task through course and assignment organization, and the use of innovative instructional activities aimed at helping each student master formative objectives.

MIXED METHOD INSTRUCTION ACROSS BUSINESS DISCIPLINES

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Thirteen statements were all linked to one or more empirical studies found in the instructional methodology literature. The students completed a voluntary survey that contained demographic questions and 13 empirically linked statements on teaching practices students "believed helped them learn better." A Promax (Oblique) rotation revealed three factors with five of the nine retained variables loading above .60. The final communality estimates (h^2) were also high. A two-way MANOVA test revealed significant differences among declared majors and non-business majors on all three factors combined. Business majors differed significantly with non-business majors on their perceptions of dyad and small group learning.

WHEN IS IT STEALING? THE STUDENT VIEW

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The media has recently presented numerous reports of employee fraud, inside trading, and acts of mismanagement of company assets. But how do college students view these actions? This paper presents results of a survey of students regarding what they consider stealing. An instrument presented 42 work environment 'action' circumstances that could be considered stealing. Students were asked to state whether they believed each action circumstance was 'stealing'. They were also asked if they would feel guilty for doing that action and if they would report a co-worker for engaging in that action. Implications of these findings were also discussed.

USE OF SUPPLEMENTAL LEARNING MATERIALS IN FIRST ACCOUNTING COURSE (MANAGEMENT ACCOUNTING)

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Individuals prefer to process information in an auditory, kinesthetic, or visual way. To effectively help students learn course material, educators should use teaching strategies that appeal to each of these learning style preferences. To have the ability to solve a wide range of complex problems, students must be able to use the cognitive skills typically associated with all of the learning preferences. Thus, educators must also help students learn to use cognitive skills that may not come naturally and help students learn when the use of those skills is appropriate. This paper discusses a set of supplemental materials that we have developed for use in the first accounting course to accomplish these objectives.

STUDENT LEARNING ACHIEVEMENT IMPROVES WITH TWO-TRY TESTS AND STUDY TEAMS

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This research investigated the effect of a two-try team testing process on learning achievement. Undergraduate accounting students were given three two-try tests with the second test given in a team setting. A control group, of similar students, was given three individual one-try tests. Both groups took the same individual one-try final examination. A satisfaction survey assessed perceived achievement of problem solving and active learning skills while the final examination assessed overall learning achievement. The results of this study indicated the group taking the two-try team tests had a statistically significant higher mean score on the final examination than the one-try counterparts. Further, the results of a self-reported satisfaction survey indicated that the two-try team testing approach promoted a learning environment conducive to the improvement of problem solving and active learning skills.

STUDENT EMPOWERMENT: KEY TO CREATING AN EFFECTIVE STUDENT-LEAD LEARNING ENVIRONMENT

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Is the lecture and textbook method still the most viable way to educate? Student empowerment in the classroom enables the students to actively take part in designing the course material and to allow them to become partners in their own educational endeavor. This paper discusses how instructors can empower students to create an active, student-lead course. Student empowerment was implemented in a graduate business course for two semesters. Students' end of semester feedback indicates that they felt they gained from the experience and from their colleagues.

ASSESSING SPREADSHEET SKILLS OF BUSINESS STUDENTS

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The School of Business of a small regional university needed a consistent and objective way to evaluate the myriad of backgrounds in spreadsheet skills that students present before allowing them into the business-core management information systems course. The school developed an assessment instrument that provides a hands-on test of achievement in using spreadsheets for quantitative analysis to fill that need. Thirty students participated in a test of this assessment instrument at the beginning of their business-core management information systems course. The results show that there was no association between spreadsheet skill competence and the institution at which the student took their initial computer course or the gap between a student's initial computer course and their core management information systems course or their work experience using spreadsheets. Only student's self-assessment of whether their skills needed further development resulted in statistically different pass rates among the students tested. This study suggests that the three factors most often used by the School of Business to help assess whether a student would be allowed to proceed directly into information systems were not relevant, and the assessment test made a contribution in appropriately placing students.

**AACSB AND DIVERSITY: THE CHALLENGE OF EDUCATING
A CULTURALLY DIVERSE POPULATION**

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Higher education is facing an enormous challenge in the face of an increasingly diverse population found on college campuses around the country. In response, AACSB International—The Association to Advance Collegiate Schools of Business—has included diversity in its Eligibility Procedures and Standards for Business Accreditation. This paper suggests ways in which educators can prepare students for the diverse classroom and the global workplace. Example class activities and cases are also included to help educators develop culturally balanced material for their courses.

**STUDENTS' EXCEL SKILLS AND THE MICROSOFT OFFICE SPECIALIST
PROGRAM: AN INTERNATIONAL CERTIFICATION OPPORTUNITY**

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The purpose of this research is to recognize the curriculum recommendations made in the Albrecht and Sack research (2000), report findings of an experiment designed to assess students' Excel skill levels, and share information regarding the Microsoft Office Specialist (MOS) program. The most important result of the experiment was that most students did somewhat poorly on the Excel 2000 Core Practice test. This finding actually supports the Albrecht and Sack recommendations related to technology needs throughout students' accounting education. The MOS Certification Program was offered as a way to document the Excel skills of all business school students.

OPERATIONS MANAGEMENT OF A BANK BRANCH

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Operations management of a bank requires knowledge in many areas. The personality traits and skills that a manager should have are strong interpersonal skills, be keen to develop, be able to take responsibility, have good communication skills, be analytical, and be passionate about customer service. The purpose is to cover the relevant factors in managing a bank. The methods used are research from professional journals, books, regulatory sources, and relevant web sites. The tasks of an operations manager are creation of mission statement and vision, SWOT analysis, business plan, operational management decisions, employee scheduling, hiring and training. The scope of the research includes all aspects that an operations manager needs to master. Recommendation is to hire a person who possesses the skills and personality traits needed and discussed above.

MBA CURRICULA AND THE NEW WORLD ORDER: REVISITING INSTRUCTIONAL CONTENTS

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As the U.S. continues to redefine its foreign policy in the new world order, American corporations are reassessing their strategies with regard to the international trade. As a result, corporate recruiters are likely to seek MBA candidates with some competencies in international relations, cross-cultural communication, comparative cultures and religions. Business schools with MBA programs are called to consider these competencies when developing or revamping instructional contents of curricula. Existing and new MBA curricula should be examined to determine whether or not instructional contents provide adequate coverage of these competencies, and if students are receiving sufficient preparation to enable them to compete in the global market. Therefore, this paper will introduce a MBA course with relevant competencies that may enhance students' awareness about the newly redefined global market.

EQUAL OPPORTUNITY IN TEXAS STATE EMPLOYMENT

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This paper assesses the impact of affirmative action programs on Texas government employment to determine if equality of opportunity for minority group members in state government has been achieved. The study uses the 5% Public Use Microdata Sample from the 2000 Census rather than the data published by the State of Texas to ascertain if employment of minority group members in state government is consistent with its proportionality in the available labor force. The findings suggest that after more than 30 years of interest in affirmative action, Texas employs a disproportionate number of minority group members than would be expected from their representation in the available labor force.

MARKETING EDUCATION ONLINE: ACCOMMODATING DIFFERENT LEARNING STYLES IN THE VIRTUAL CLASSROOM

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While online education provides an opportunity for marketing educators to expand their tools and techniques, it also provides new challenges. A key issue is whether online education is "effective" in helping students learn. The issue of what constitutes effective learning has prompted research on learning styles. The basic premise underlying this research is that individual students learn in different ways. As a result, no one method of instruction will work best for all students. The purpose of this paper is to explore how online marketing education can be enhanced by considering students' learning styles. Specifically, a model of learning styles is described and teaching strategies for online marketing classes are developed with respect to specific topics covered in a Strategic Marketing Management class.