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THE EFFECTS OF CULTURAL DIFFERENCES ON ENTRY-LEVEL MANAGERS: A CASE STUDY APPROACH

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ABSTRACT

This paper will examine how five second semester graduating seniors, if hired as entry-level managers, would manage in a foreign country as selected by them using House's GLOBE Studies as a cultural decisional framework. The scenario and the cultural model used are explained within the context of the paper. The results then can be used as a pedagogical tool for future students who might encounter similar conditions.

CONCEPTUAL FRAMEWORK

In the specific area of culture and leadership, the studies by House, et. al. (2004) offer the strongest findings to date. These studies are called the GLOBE studies (Global Leadership and Organizational Effectiveness research program).

The GLOBE research program initiated by Robert House in 1991 is an ongoing program involving more than 160 investigators. The purpose of the study is to deepen our understanding of cross-cultural interactions and the impact of various cultures on leadership and management effectiveness. Quantitative methods have been used to study the responses of 17,000 managers in more than 950 organizations, representing 62 world cultures. Traditional research measures have been used resulting in robust findings in terms of classifications of cultural dimensions. Based on previous research findings (Hofstede, 1980, 2001; Kluckhorn & Stodtbeck, 1961; McClelland, 1961; Triandis, 1995); GLOBE researchers identified nine cultural dimensions: uncertainty avoidance, power distance, institutional collectivism, in-group collectivism, gender egalitarianism, assertiveness, future orientation, performance orientation, and humane orientation.

GLOBE researchers then divided the data from the 62 countries they studied into ten regional clusters. In order to classify the regional clusters, prior research was used (Ronen & Shenkar, 1985). Factors utilized included common language, geography, religion, and historical accounts. Based on these factors, 10 distinct clusters were created: Anglo, Germanic Europe, Latin Europe, Sub-Saharan Africa, Eastern Europe, Middle East, Confucian Asia, Southern Asia, Latin America, and Nordic Europe. Statistical analysis of the questionnaire data collected from each cluster was performed to check for validity. The results indicated that the scores of the respondents within a cluster correlated with one another but were unrelated to scores of respondents in different clusters. It was concluded that each cluster was unique. In essence, the regional clusters represented a valid and reliable way to differentiate world countries into ten distinct clusters.

RESEARCH FINDINGS

CLUSTER	COUNTRIES	CHARACTERISTICS
Anglo	Canada, United States,	High performance orientation
	Australia, Ireland, England	Low in-group collectivism
	South Africa (White sample)	
	New Zealand	
Confucian Asia	Singapore, Hong Kong,	High performance orientation,
	Taiwan, China, South Korea	High institutional collectivism
	Japan	High in-group collectivism
Eastern Europe	Greece, Hungary, Albania,	High assertiveness
	Slovenia, Poland, Russia,	High in-group collectivism
	Georgia, Kazakhstan	High gender egalitarianism
		Low performance orientation
		Low future orientation
		Low uncertainty avoidance
Germanic Europe	Austria, the Netherlands,	High performance orientation
	Switzerland, Germany	High assertiveness
		High future orientation
		High uncertainty avoidance
		Low humane orientation
		Low institutional collectivism
		Low in-group collectivism
Latin America	Ecuador, El Salvador	High in-group collectivism
	Columbia, Bolivia, Brazil	Low performance orientation
	Guatemala, Argentina,	Low future orientation
	Costa Rica, Venezuela,	Low institutional collectivism
	Mexico	Low uncertainty avoidance
Latin Europe	Israel, Italy, Francophone	Low humane orientation
	Switzerland, Spain, Portugal,	Low institutional collectivism
	France	
Middle East	Qatar, Morocco, Egypt,	High in-group collectivism
	Kuwait, Turkey	Low future orientation
		Low gender egalitarianism
		Low uncertainty avoidance
Nordic Europe	Denmark, Finland, Sweden	High future orientation
		High gender egalitarianism
		High institutional collectivism
		High uncertainty avoidance
		Low assertiveness
		Low in-group collectivism

CLUSTER	COUNTRIES	CHARACTERISTICS
		Low power distance
Southern Asia	The Philippines, Indonesia,	High humane orientation
	Malaysia, India, Thailand,	High in-group collectivism
	Iran	
Sub-Saharan Africa	Zimbabwe, Namibia,	High humane orientation
	Zambia, Nigeria, South	
	Africa (Black sample)	

THE ENTRY-LEVEL ASSIGNMENTS

Japan

Upon first being hired to manage a firm in Japan, there would be a lot one would need to learn about Japanese culture and proper business etiquette in the country. There would be many differences a manager would face moving from the business practices one is accustomed to seeing in the United States and the business practices currently employed in Japan. Japan is listed among the countries in House's Confucian Asia cluster category. Countries in this category score high in three out of the nine cultural dimensions; the three cultural dimensions that Confucian Asia countries score high on are performance orientation, institutional collectivism and in-group collectivism. High scores in these three areas dictate what type of leader is successful in a Confucian Asia country and what leadership types result in failures for managers in these countries.

The United States business culture shares a common "high" score with Japan and that is the focus on performance orientation in both cultures. Both cultures value high performance and are results driven. This commonality provides a link between the two cultures and gives a manager coming from the United States to Japan a common thread to work off when taking over a management position at a Japanese firm. While there is a common important cultural dimension between the cultures of Japan and the United States the means to achieving high performance and desired results is different. In the U.S., goals are laid out and they must be achieved and are usually accompanied by an "at any expense" attitude. This is not the case in Japan, this country wants to achieve goals laid out by the company but they do not want to achieve them by sacrificing relationships with their family or other similar groups. This would create a difficulty for a manager coming from the U.S., dealing with the importance placed on family, while still focusing on the performance results of the firm would be an important determinant in a manager's success in Japan. A manager would have to be able to manger the sensitive time balance of working to achieve the desired goals of the company while still providing employees enough time to be with their family. Another area of difference would be the fact that the Japanese prefer to work in groups and place a very high importance on in-group collectivism. In the U.S. workers prefer to work individually, even though a majority of the time are placed on teams in the workplace. This desire to work individually even on teams when members take particular tasks and complete them on their own without the group; then the group comes together again and pieces all the parts together to form one piece of work. This constant desire for individual work is discouraged in Japan. The Japanese enjoy working in groups and strong in-group collectivism is encouraged. A manager new to Japanese culture would have to be sure to make as many tasks as possible group tasks. This would need to be done for two reasons:

one – to please the employees and keep them happy; two – it is how Japanese workers are accustomed to working in groups. If a manager from the U.S. were to step into a Japanese firm and begin to have employees work on their own it could lead to a reduction in work performance, in both the amount of work completed and in the overall moral of the employees.

Upon examining the important cultural characteristics and valued ideals in Japan, it is clear what a U.S. manger would have to do to become successful manager in Japan. One would have to focus on maintaining high importance on performance orientation, institutional collectivism and in-group collectivism. A manager who maintains a clear focus on these three dimensions will have a firm that is able to achieve its goals. Managers must also remember that company results cannot be accomplished by sacrificing time with family. Managers must be humane with employees and understand the nuances in balancing work and family. Managers are also required to rely on their position and status to make independent decisions for the firm and rely on little to no input from subordinates. Employees rely on the managers to tell them what to do then they go and do what they are told to do. It seems like a tall task for a manager to embody all these leadership techniques but it is something that certainly can be achieved. If the proper focus is placed on important cultural dimensions and a balance of work and family is struck; a manager in Japan will no doubt see themselves become successful, as well as the firm that he or she is managing.

Dubai

If I were going to move to Dubai as an entry level manager that is just getting started in the business world I would take the time to learn their customs and culture. Not only because I am a Woman of business can which is tough to overcome even in the United States, in other countries this be an even tougher challenge. Making sure that I am confident of my strength and know that I am competent enough without being over confident is going to be important in my first my few months as a new manager.

Because countries in the Middle East including Dubai are high on in-group collectivism and low on future orientation, gender egalitarianism, and uncertainty avoidance, they also tend to take much pride in their family and organization. With that being said these qualities tend to lead to commonalities such as: being devoted and loyal to only their own people and treating others of different genders especially women very differently. Women are giving less status then men and there are fewer women in position of authority, women over all are less respected than men in the Middle East. They are also known to not focus very much on future orientation; they are more likely to solve issues as they are being faced with them rather than plan for the future to avoid potential issues that could be accounted for if the proper actions were taken.

As a women entering into their work force, I would tread carefully. It's going to take more than just one women manager to change their culture and see the value in having a less self-driven leadership style, and becoming more diverse would be beneficial to their company. This does not mean that I would go in being submissive, I would realize that until I can become in their group and respected in their people, being a good worker by their standards would be my best way to prove myself. As it has been pointed out that there is a strong connection to between gender diversity and organizational financial performance; as the number of woman at the top increases so does financial success (Catalyst,2004).

Italy

The first thing that I would do if I were hired as an entry-level manager in Italy would be to further understand their culture. Through House's GLOBE studies, I know that Italy is clustered into the Latin Europe category. Latin Europe does not score high on any of House's nine clusters. Instead, they score moderate on almost all levels except for humane orientation and institutional collectivism. Italy is a country that places a great deal of emphasis on individual freedom and looks at business more of as an "every man for themselves." Unlike other cultures that look out for the greater good of the company, Italy is more interested in personal achievements and individual accomplishments. However, like many other companies, they are capable of working in teams and work better in groups.

House concludes that Latin Europe's Leadership Profile clusters Italy as a culture that values a leader who is charismatic and value -based, team oriented, participative, and self-protective. Humane oriented leadership and autonomous leadership is not highly efficient with this type of culture which means that leaders do not need to be as concerned with being sensitive towards everyone. Leaders need not to worry about being unique and individualistic. Instead, Italy is more concerned with a leader who can inspire and motivate. One who looks towards the success of the company in the long-run and not the short-term. A truly successful leader in Italy must express their values and goals to all of those in the company; however, they must not display a lot of compassion. They must also make sure to include subordinates with each and every assignment to give them a sense of pride and motivation in the workplace. Finally, a true leader in an Italian culture must be self-protective and must challenge the subordinates to come up with a balanced solution to each and every problem.

Therefore, I know that I must be a manager who inspires and influences my subordinates to accomplish each task to the best of their ability, while at the same time giving them their independent freedom and allowing them to be unique with their assignments. A good way to start my relationship with my subordinates would be to put the subordinates into different groups and to assign each and every group a different task. At the completion of the task, I would reward each and every group and provide them all with different reasons as to why their way of completing the task was unique and correct. Although different groups may have differing opinions and some groups may seem stronger than others, it will provide all subordinates with a sense of accomplishment. This is very important in an Italian culture, since individual and team-oriented success is a major component. It also allows me to understand my subordinates' strengths and weaknesses.

Assigning different tasks and allowing the subordinates to come up with different and opposing solutions is not only good in coming up with a combined solution, but it also allows for participation and induces conflicts among the subordinates. Both are essential parts of leading in a culture such as Italy. Subordinates will feel comfortable expressing their own personal ideas in front of me and, by being rewarded for hard work; they will work harder to try to continue with the above satisfactory work. Although it is not ideal to reward every subordinate within a company, it is a good ice breaker and allows the workers to feel comfortable with a new, foreign manager.

In conclusion, a major part of understanding Italy's ways of business is to understand their culture. This is a culture that is very concerned with self-accomplishments, team-based accomplishments, and would like to be highly participative when it comes to making decisions for the company. A truly successful manager in Italy is not one who dictates and uses authority;

instead, one who allows their subordinates to come up with their own ideas and goals for the company. Autonomy must be given to all workers so that they feel comfortable and relaxed within the workplace. Each task and assignment should allow workers to express their own unique individualities and opinions. If this type of management can be accomplished, the company will have a much better opportunity for success and improvement.

CONCLUSION

Although limited in scope by the nature of the assignment and the time frame involved, the students believed that the exercise was a worthwhile one. The assignment allowed the students to make theory work for them, albeit, in a hypothetical situation. However, if the opportunity does present itself in reality, the students will have some background and experience in relating to a foreign culture and, hopefully, in the process, avoid culture shock.

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WHAT BUSINESS SCHOOLS COMMUNICATE ABOUT MBA PROGRAMS IN THEIR WEBSITES

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ABSTRACT

The Master of Administration (MBA) degree is to provide key managerial competencies to students. Research revealed that returns on investment were up to 18% even from programs not in the top-10 school rankings (Bruce 2011). Even though the number of business students graduating with MBA degree reached to 156,000 (NumberOf.net 2013), business schools try to differentiate with offering multiple graduate degrees. This research explored web sites of schools offering the US based AACSB accredited MBA programs. The content analysis compared and contrasted 285 school websites in 82 common variables in order to understand what schools included in their web sites about their MBA programs. These variables can be classified under 10 categories. The most frequently included content to web sites was identified as Deans' welcome letters, about the program and accreditation. Results and implications for MBA programs were included.

AACSB ACCOUNTING ACCREDITATION – THE SMALL PROGRAM EXPERIENCE

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ABSTRACT

As of July, 2012, 655 universities world-wide are AACSB business accredited. However, only 178 institutions (28% of those with business accreditation) are also AACSB accounting accreditation. All but 10 of these 178 institutions are located in the United States and most are larger, public institutions. Why are so few accounting programs, particularly smaller accounting programs, accounting accredited?

Prior research suggests that AACSB accounting accredited institutions perceive significant value in accreditation, but non-accredited institutions have concerns about the costs of accreditation and have doubts about whether the benefits exceed those costs. Perhaps smaller programs are particularly concerned that accounting accreditation is overly burdensome and/or cost-prohibitive.

Are the costs of achieving accounting accreditation being overblown, particularly given the benefits identified? Are there ways that accounting accreditation can be achieved in an efficient way, without overburdening faculty and straining institutional budgets? Can smaller programs, with fewer faculty and often fewer resources than larger institutions, reap the benefits of accreditation without incurring excessive costs? This paper will describe the Stetson experience – how a small accounting program achieved and maintains accounting accreditation, despite significant resource limitations. It is hoped that the positive experience we've had with accounting accreditation will encourage other accounting programs to seriously consider pursuit of accounting accreditation.

THE STATUS OF SOCIAL NETWORKING AT THE AACSB ACCREDITED SCHOOLS OF BUSINESS

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ABSTRACT

Although social networking has quickly taken a foothold in the business world, a 2011 research study found that implementation in higher education greatly lagged behind. As a result, this study was conducted to examine the current status of Web 2.0 implementation at AACSB accredited schools of business to determine if the institutions of higher education have begun to keep pace with businesses. Results indicate that the state of Web 2.0 technology implementation at AACSB accredited schools of business has dramatically and dynamically changed within a short time frame. Not only is there a much higher percentage of schools utilizing social networking, there has been a trend to increase the number of social networking technologies available to the college consumer. Moreover, a distinct dichotomy is developing with respect to institutional control. A greater percentage of private schools versus public schools implement every category of social technology. Finally, findings demonstrate that Facebook and Twitter remain the dominant social networking technologies utilized at AACSB accredited schools of business.

AN ADMINISTRATIVE PERSPECTIVE ON INTELLECTUAL CONTRIBUTIONS FOR AACSB SCHOOLS: A NOTE ON THE IMPORTANCE AND MEASUREMENT OF RESEARCH IMPACT

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ABSTRACT

T*he importance of business faculty research impact is increasing given the proposed AACSB standards regarding maintenance of faculty qualifications. This paper provides a discussion on the usefulness of intellectual contributions and offers suggestions about how administrators and faculty can measure intellectual contribution impact.*

ENHANCING THE CORE COMPETENCIES OF STUDENTS WITH DIFFERING SOCIAL CAPITAL: AN EXPLORATORY STUDY OF EMOTIONAL INTELLIGENCE AND HAPPINESS WITH IMPLICATIONS FOR HIGHER EDUCATION

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ABSTRACT

While emotional intelligence has been recognized in research as being important for personal outcomes and performance of individuals, only a few studies have examined its relationship with happiness or subjective well-being. Yet subjective well-being has been shown to be related to life satisfaction, stress and delinquent behaviors. The purpose of this paper is to examine the relationship between EI and happiness. EI can be taught. Therefore, the paper further examines the asymmetric relationship of EI and happiness among groups of students exhibiting different social capital. Implications of this finding are examined for teachers and administrators of universities who are focused on educating professional students to be successful in the workplace and lead meaningful lives.

INTRODUCTION

While emotional intelligence has been recognized in research as being important for personal outcomes and performance of individuals, only a few studies have examined its relationship with happiness or subjective well-being. Yet subjective well-being has been shown to be related to life satisfaction, stress and delinquent behaviors (Furnham et.al, 2005; Palmer, Donaldson and Stough, 2002). It has also been found to be related to depression and a set of psychological disorders. Youths exhibiting higher levels of subjective well-being are less inclined to violent behaviors and have higher intrinsic motivation (Hirschi, 2011; Park, 2004). The purpose of this paper is to examine the relationship between happiness or subjective well-being and emotional intelligence. It hypothesizes that emotional intelligence is positively related to happiness. Weisinger asserts that EI can be learned (1998 p1). This suggests that colleges can teach EI to their students. As such, would the college curricula that include EI instruction not only prepare students better for the work place but would also increase their overall happiness? Furthermore, the literature indicates that individuals who are engaged in sports or within the organization are happier (Huang and Humphreys, 2012). This paper, therefore, further examines the hypothesized asymmetric effect of EI on happiness of students who are engaged in accumulating social capital on campus as opposed to those who are not. Participation in sports and in campus organizations are used as proxy for campus engagement. Finally, impact analysis is conducted to identify those attributes which have the largest impacts on happiness among students exhibiting different accumulated social capital as well as between upper and lower classmen. This leads to managerial implications for faculty and university administrators as they make decisions on groups of students to additionally focus their educational efforts in their quest to realize their strategic goal of educating the “whole person.”

METHOD

In total, 366 individuals who are students in a 4-year university on the East Coast participated in the study. The sample consisted of about 52% females and 48% males. Average age was 21 years. Participants took about one hour to complete the study.

Measures

Emotional Intelligence

The 16-item WLEI Scale is used because it has been found to be a comprehensive measurement of trait emotional intelligence. Furthermore, rigorous tests, construct validity as well as predictive validity of this scale have been extensively detailed (Deshpande and Joseph, 2009; Kafetsio and Zampetakis, 2008; Sy and O’Hara, 2006; Law et.al, 2004; Wong and Law, 2002).

Happiness

The Oxford Happiness Inventory, a 29-item questionnaire is used in this study (Argyle, Martin & Crossland, 1989). This 7-point Likert scale (strongly agree to strongly disagree) inventory has been shown to have test-retest reliability and internal consistency (see Argyle et. al 1989). It has been used extensively as a measurement of happiness and has been translated into multiple languages.

RESULTS

Identifying Dimensions of Emotional Intelligence

The sixteen attributes in the WLEI scale are subjected to factor analysis to uncover the salient dimensions of emotional intelligence. Factor analysis is the procedure for summarizing the information ratings on the 16 attributes into a smaller number of dimensions, which can then be identified as the dimensions underlying the respondents’ ratings. The analysis extracted factors that had eigenvalues more than one. Four factors are extracted using this criterion accounting for about 75% of the variance. The results of the factor analysis, after applying the varimax rotation procedure are summarized in Table 1. Varimax rotation is used because of its assumption of orthogonality among the factors. The attributes within each dimension is consistent with Wong and Law's (2002) four items of emotional intelligence

Table 1: Factor Analysis of Variables				
Attributes	**Factor 1**	**Factor 2**	**Factor 3**	**Factor 4**
Able to control temper and handle difficulties rationally	**0.781**	0.234	0.160	0.265
Quite capable of controlling own emotions	**0.782**	0.199	0.366	0.118
Can always calm down quickly when very angry	**0.832**	0.081	0.138	0.074
Good control of own emotions	**0.797**	0.168	0.342	0.167
Would always encourage myself to try my best	0.212	**0.838**	0.253	0.194
Am a self-motivated person	0.227	**0.828**	0.277	0.107
Always set goals and try my best to achieve them	0.151	**0.737**	0.091	0.361
Always tell myself that I am a competent person	0.100	**0.772**	0.354	0.164
Have a good sense of why I have certain feelings	0.204	0.228	**0.768**	0.164
Have a good understanding of my own emotions	0.349	0.300	**0.759**	0.164
Really understand what I feel	0.269	0.265	**0.763**	0.220
Always know whether or not I am happy	0.171	0.182	**0.694**	0.263
Good understanding of emotions of people around me	0.176	0.150	0.244	**0.807**
Good observer of others' emotions	0.092	0.187	0.256	**0.800**
Always know my friends' emotions from their behavior	0.094	0.176	0.306	**0.737**
Am sensitive to the feelings and emotions of others	0.414	0.309	-0.078	**0.608**
Variable Label	**Regulation of own emotions**	**Leveraging emotions**	**Understanding own emotions**	**Emotional appraisal of others**

The first factor relates to the ability to control one's temper and emotions, to be able to calm down and control one's emotions as well as handle difficulties rationally. As such, similar to Wong and Law (2002), this dimension is labeled Regulation of Own Emotions. The second factor pertains to the degree to which individuals perceive themselves as competent, self-motivated with tendencies to encourage themselves to set goals and have the capacity to try their best to achieve goals. It is labeled Leveraging Emotions. The third factor relates to assessing one's feelings and understanding one's own emotions. This factor pertains to an individual being able to discern his or her own emotions and is, therefore, labeled Understanding Own Emotions. The fourth factor relates to the ability to observe, understand and be sensitive to the feelings and emotions of others. Similar to Wong and Law (2002), this dimension is labeled Emotional Appraisal of Others.

Relationship between EI and Happiness

Happiness is regressed on the four dimensions of EI. Results of this analysis are presented in Table 2 and indicate that all four dimensions of EI are positively and significantly related to happiness at the p=0.001 level.

Table 2: Regression of Happiness on Dimensions of Emotional Intelligence		
Salient Dimension	**Parameter Estimate**	**t-statistic**
Regulation of own emotions	0.287*	5.489
Leveraging emotions	0.319*	6.110
Understanding own emotions	0.334*	6.406
Emotional appraisal of others	0.189*	3.630
* All parameters are significant at the p=0.001 level; r-squared =0.588; model is significant at the p=0.001 level.		

Understanding Own Emotions and Leveraging Emotions had the largest impacts on happiness. Higher abilities in these areas lead to higher degrees of happiness.

Asymmetric Impact of EI on Happiness

A dummy variable regression is used to estimate the impact of the four dimensions of EI on happiness among groups exhibiting different social capital. The usefulness of this analysis lies in its ability to obtain separate estimates for those who are organizationally engaged from those who are not. Participation in sports and participation in campus organizations are used as proxy. The regression analysis is exhibited in Table 3 and indicates the impact of EI on happiness among different groups.

Table 3: Regression of Happiness on Dimensions of Emotions Intelligence						
Salient Dimensions	**Participate in Sports**[a] (A)	**Not Participate in Sports**[b] (B)	**Participate in Organizations**[c] (C)	**Not Participate in Organizations**[d] (D)	**Upper Classmen**[e] (E)	**Lower Classmen**[f] (F)
Regulation of own emotions	0.288*	0.302*	0.288*	0.399*	0.179**	0.368*
Leveraging emotions	0.242*	0.403*	0.255*	0.412*	0.292*	0.341*
Understanding own emotions	0.371*	0.322*	0.343*	0.406*	0.213*	0.429*
Emotional appraisal of others	0.173**	0.215*	0.087	0.333*	0.240*	0.143**
* Parameters are significant at the p=0.01 level. ** Parameters are significant at the p=0.05 level. a Model is significant at the p=0.01 level; r-square =0.60. b Model is significant at the p=0.01 level; r-square =0.61. c Model is significant at the p=0.01 level; r-square =0.57. d Model is significant at the p=0.01 level; r-square =0.67. e Model is significant at the p=0.01 level; r-square = 0.66. f Model is significant at the p=0.01 level; r-square = 0.51.						

The results of this analysis illustrated in Table 3 columns A to D indicate that, with the exception of the dimension Emotional Appraisal of Others among those who participate in organizations which is positively related to happiness but not significant, all other EI dimensions have positive and significant effects on happiness at the p=0.05 level at least. More importantly, the impact of all dimensions of EI on happiness is higher for those who are not engaged in campus organizations. Similarly, comparing columns A and B, the impact of all dimensions of EI, except the dimension of Understanding Own Emotions, is higher for those who do not participate in sports. Among those who participate in sports, Understanding Own Emotions is found to have the largest impact on happiness. This is consistent with findings that show that management of feelings or emotions is an important element in an athlete's performance (Lane and Wilson, 2011; Puig and Vilanova, 2011).

This asymmetric effect indicates that EI dimensions of Emotional Appraisal of Others, Leveraging Own Emotions and Regulation of Own Emotions on happiness is about 283%, 62% and 39% higher in situations when students are not part of campus organizations than when

students are part of campus organizations. This means that improving one unit of EI among the former group will have a greater impact on happiness ratings. Similarly, Leveraging Emotions and Emotional Appraisal of Others are nearly 67% and 24% higher when students are not participating in sports than among students who are part of sport groups.
Table 3 Column E and F indicates that all dimensions of EI are positively and significantly related to happiness for both the lower and upper classmen at the p=0.05 level at least. Parameter estimates of Regulation of Own Emotions, Understanding Own Emotions and Leveraging Emotions among the lower classmen are 0.368, 0.429 and 0.341 respectively. This represents a larger impact on happiness of about 105%, 101% and 16.8% respectively among the lower classmen than the upper classmen.

MANAGERIAL IMPLICATIONS

The analysis indicates that all four elements of EI are positive and significantly related to happiness. Thus, making EI part of the curricula and the core competency of students would increase their overall performance and happiness ratings. Happier individuals perform better work. However, administrators charged with the task of nurturing students often operate with limited resources. They are required to allocate their limited funds across an array of initiatives intended to improve student well-being, among other important initiatives. This requires the ability to locate areas that yield the greatest response per unit of investment. Indicators of impact would help university administrators understand each attribute and EI dimension and have a clear understanding of their impact on satisfaction among different groups. The two requisite sets of information required for ascertaining impact indicators are salience of the attribute and its influence on happiness. Impact of each attribute on happiness is the function of salience, given by the factor loadings and individual influence captured by the regression coefficients. Thus, by looking at the indicators of impact, a university administrator is able to examine each attribute and dimension and have a clear understanding of its impact on happiness. For instance, based on the impact analysis conducted (impact table available from authors), though all students should be provided with EI as a core competency, university administrators should intentionally focus additional intervention toward students who are disengaged, without membership or participation in any campus organizations or sports. In these groups, teaching individuals how to motivate themselves and leverage emotions will result in the highest increase in overall happiness. More specifically, the attributes having the largest impact pertain to being able to encourage oneself to do one's best and being "self-motivated." Among students who participate in sports, however, helping them learn to regulate their own emotions result in the highest increase in happiness. More specifically, helping athletes to learn how to "calm down when angry," as well as to have a good control of their own emotions will have substantial impacts on their overall happiness. Finally, at what stage in the students' career on campus will EI intervention or learning result in the largest impact on happiness? Impact analysis indicates that university administrators might consider starting the education on EI early in the students' careers. Engaging lower classmen in learning how to understand their own emotions will have the highest impact on happiness.

CONCLUSION

The findings of this study indicate that university administrators or decision makers should include EI as part of the curricula and core competency of all students. They should not simply approach the entire student population with one blanket approach. Directing their efforts in such a general format will not result in the largest return on their efforts. Instead, they should focus additional efforts toward those groups of students who are disengaged without membership in any campus group as well as those who are not participating in sports. Finally, university administrators should introduce EI education early in the students' university experience.

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DIGITAL BADGES: MERIT OR MAYHEM?

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ABSTRACT

At the crossroads of education, life-long learning and motivation comes the idea for and development of the digital badge. Now the idea is to take this even a step further and bring one's achievements online into a centralized system where they can be stored for numerous reasons. "While they won't supplant transcripts, majors, degrees, and resumes anytime soon, they are a free low-cost way in which job seekers can demonstrate hyper-specialized competency in lieu of, or as an adjunct to, a certificate or diploma" (Crotty, 2012, np). Once awarded a particular badge for completing the milestone which demonstrates competency, a digital representation icon is placed in the person's digital backpack which can be viewed and tracked as the person gains more competencies.

Over the past few years, many trade publications and academic institutions have highlighted employer's angst toward employee preparedness and skill attainment in the workforce. Employers are seeing a disconnect between what prospective employees are learning through academic as well as professional avenues and what the employers need in their employees. (Spiller and Scovotti, 2008). Moreover, job-related skill verification is often a time consuming process for employers to determine (Young, 2012). Furthermore, in many situations prospective employees may have taken a more informal learning approach and employers may question whether or not these applicants really have the skills to succeed in the business (Young, 2012). It may be too early to tell the future and full power of digital badges, but certainly the drive for change in education (learning) is part of this new idea. While badges for skills assessment and credentialing many not "fall into the category of a brilliant idea that shift a paradigm" (Davidson, 2012, np), it would unwise to dismiss it without further study and systematic research. Clarifying what a digital badge is, its purpose, what entities awards them, what credentials should be displayed, as well as who values them is the purpose of this paper.

IMPACT OF SITUATIONAL AND PERSONAL CHARACTERISTICS ON LEADER ETHICAL DECISION-MAKING

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ABSTRACT

While there has been much research on what ethical leadership is and how ethical leadership impacts employee and organizational outcomes, much less attention has been given to situational influences on leader ethical decision-making. Previous studies have demonstrated how situational influences and personal characteristics predict ethical decision-making (Trevino (1986); Baucus (1994); Mumford et al., 2011). This paper extends this study by looking at the interaction effect of organizational performance pressure and a leaders locus of control (internal vs. external) to determine effects (if any) on a leader's ethical decision-making. Decision making is a complex process riddled with various dynamisms and subject to a number of influences. Bummer et al. (1987) alludes this is so because the individual is subjected to multiple forces. These forces include the individual's personal characteristics and situational effects. Locus of control on the other hand is concerned with a continuum of associations between decision outcomes and personal behaviors. A research agenda is proposed.

Key words: Ethical, Decision-making, Organizational pressure, Locus of control

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THE EFFECTS OF A SERVICE-LEARNING INTRODUCTORY DIVERSITY COURSE ON PRE-SERVICE TEACHERS' ATTITUDES TOWARD TEACHING DIVERSE STUDENT POPULATIONS

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ABSTRACT

The present study examines the impact of a service-based course in diversity on pre-service teachers attitudes toward the inclusion of diverse learners (special needs students) in the general classroom. We survey 110 students enrolled in the Teacher Education Program, or who have declared it their major program of study, at a private Southern liberal arts university. The instrument, Opinions Relative to Integration (ORI), measures pre-service teachers' attitudes toward including disabled students in the general education classroom. The findings in our study indicate an introductory class has impact in improving a pre-service teachers' attitude toward the inclusion of diverse learners, specifically students with disabilities, in the general education classroom. However, according to review of literature, this factor is not enough to improve the achievement levels of diverse learners whom are taught in the general classroom. Our findings are useful to academicians and educational professionals who are interested in the attitudes and dispositions of teacher candidates as they relate to diverse learners, and improved curricula to better prepare students for the inclusive classroom they will face upon graduation.

LEARNING COMMUNITIES AND EXPERIENTIAL ENTREPRENEURIAL SUCCESS

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ABSTRACT

This study represents an outcome assessment of an integrated business program at a West Coast university within the College of Business and Public Management (CBPM). Finance, management, and marketing courses were integrated into a highly structured, single 12-unit course and an experiential four-unit learning entity.

There has been much criticism of higher education in recent years. One significant concern is that students in a traditional undergraduate program complete classes without understanding how topics or disciplines are linked holistically. Students tend to work in isolation, absorb course information, pour it into exams, presentations, or papers, and progress to the next semester without any synthesis of knowledge (Hill, 1985; Shapiro & Levine, 1999; Tinto, 2003). A potential solution for this problem is the delivery of education through learning communities. The definitions of learning communities vary, but simply, a learning community is the combination or integration of sets of courses within different disciplines (with something in common) taught to the same cohort of students (Cross, 1998; Tinto, 2003). An overarching goal is to enable students to apply knowledge in a real-world sense by combining information from various disciplines and implementing appropriate co-ordinated projects (Cross, 1998; Shapiro & Levine, 1999; Tinto, 2003).

The approach to provide a theory-to-practice environment chosen by this University, based on specific objectives and available resources, was a learning community. The concept of a learning community has a long, rich history and could be arguably linked to the ideas of educator John Dewey at the beginning of the 20th century. Dewey posited that a learning environment consisting of a close teacher/student relationship, learning by doing, and developing skills to enhance reasoning capabilities promoted lifelong learning (Dewey, 1916). Meiklejohn advanced these ideas by supporting integrated or connected knowledge. His Experimental College at the University of Wisconsin from 1927-1932 was one of the first structured ventures into a learning community environment (Meiklejohn, 1981). From these early roots, many learning community programs have been initiated.

This paper discusses an integrated business program developed at a West Coast university within the College of Business and Public Management (CBPM). Marketing, finance, and management were integrated into a single 12-unit course with an experiential four-unit learning component. The program was initiated in the fall semester of 2011.

The study concluded that participating in this course enhanced students' understanding of entrepreneurship and how the various disciplines were integrated in a business environment.

The authors determined through statistical analysis of comparative grades in this course versus the same un-integrated courses taught by the same instructors and the content analysis of the students' comments that such integration had positive outcomes.

Key Words: Learning Communities, Experiential Education; Integrated Curriculum; Linked Courses; Integrated Courses; Integrated Business Program.

THE CHALLENGE OF INCREASING THE STUDY ABROAD PARTICIPATION RATES

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Tori Patterson, Magellan Exchange
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ABSTRACT

Leaders in academia and business have extolled the value of study abroad. However, participation rates have barely edged upwards in the past decade. The challenge is to develop programs and policies which increase study abroad participation rates, preparing students for careers in today's global marketplace.

This paper suggests strategies based on a multi-national study by the Magellan Exchange, surveying the barriers perceived by university business students which limit study abroad participation rates. While students in "first world" countries reported the major barrier to study abroad as being financial, several other barriers emerged which are almost as important. This paper looks beyond the mere financial aspects and develops a series of recommendations aimed at increasing study abroad participation rates.

The paper describes an innovative, prescriptive approach to stimulating greater participation rates among students in economically advanced countries. The advantage of a holistic approach is that the singular focus is no longer on financial barriers.

COLLEGE FRESHMEN RETENTION: THE FIRST YEAR EXPERIENCE PROGRAM

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Nicole Ralston, The University of New Orleans
Kenneth J. Lacho, The University of New Orleans

ABSTRACT

Today's higher education administrators face such problems as rising costs, budget cuts for public universities and falling retention rates. In 2012 The University of New Orleans established the Office of First Year Experience to counter a freshman retention problem. This paper presents a description of that office and its challenges and successes.

INTRODUCTION

Higher education administrators today face a myriad of management problems. The environment surrounding higher education has changed from one of plenty to one of diminishing resources (Tinto, 2006). Costs of operations are rising. State governments are cutting back on state funds allocated to public institutions. The public is concerned over rising tuition costs and the increase in the level of student debt. A report by Kinsey & Company showed that less than one-half of U.S. employers believe their new employees have been not adequately prepared for work in their postsecondary education and training programs (Budig, 2018). Furthermore, only about one-third of American students graduate with a bachelor's degree in four years. The trend is toward students taking longer to graduate (Ludovici, 2012). According to the U.S. Department of Education, Center for Educational Statistics, only 50 percent of those who enter college actually earn a bachelor's degree (Seidman, 2005). Consequently, the retention of students is a top priority of colleges and universities across the U.S. (Seidman, 2005). To improve retention rates, college administrators are focusing their efforts on why students leave prematurely and what can be done to reverse these trends (Roberts & Styrom, 2010).

Student retention rates may be influenced by a number of factors. These include satisfactory experiences with instructors and various services on campus, such as registration, financial aid, the library, freshman orientation, and student support services. To counter a retention problem, a new office (First Year Experience) was established in 2012 at The University of New Orleans. This paper discusses the successes and challenges of building the new unit from the ground up.

BACKGROUND

The University of New Orleans (UNO) is a state university located in New Orleans, Louisiana. It was founded in 1958. There are five senior colleges: business, education, engineering, liberal arts, and sciences. Forty-eight undergraduate and 43 graduate programs are available. The student enrollment prior to Hurricane Katrina (August, 2005) was 17,000. Today, UNO has 10,000 students.

The average age of a UNO undergraduate is 26, whereas, the student body is non-traditional. Many students go to school while working full time or at one or more part time jobs. The retention rate for freshman students 2011-2012 was 66.8 percent. The graduation rate in six years is 38 percent. The 2010 retention rate for returning freshmen for the state of Louisiana was 73 percent, for the U.S., 77 percent.

THE FIRST YEAR EXPERIENCE

Overview of First Year Experience

The Office of First Year Experience (FYE) was opened in January 2012 at The University of New Orleans as an effort to improve freshmen retention. FYE was opened with a Director of First Year Experience in January of 2012 and then added three Student Success Counselors in June of 2012. The office has undergone various changes since its inception. First, it does not function as its own office and has been added under the functions of the Office of Enrollment Services (OES) within the Division of and Student Affairs and Enrollment Management. FYE now works in close collaboration with Admissions and New Student Orientation, two other functions of OES, to continue the support that a student receives upon being admitted and attending an orientation session. This merger occurred in the spring of 2013 and resulted in a change of leadership. The Student Success Counselors report to the Associate Director of New Student Orientation, instead of a Director of First Year Experience. This change has resulted in a large amount of positive feedback from the Student Success Counselors who now feel more connected to new student and first-year student initiatives.

The three Student Success Counselors (SSCs) come from Student Affairs Master's graduate programs and they each have extensive experience with new students and first-year students. The counselors' names, in alphabetical order, are: Mike Hoffshire, Nicole Ralston, and Megan Schwab. The SSCs manage each first-year class by dividing the students based on first-year population numbers within each academic college. The fall 2012 incoming class consisted of approximately 780 students. Mr. Hoffshire works with students in the College of Business Administration and the College of Engineering. Ms. Schwab works with College of Science students, and Ms. Ralston works with the College of Liberal Arts, Interdisciplinary Studies, and the College of Education and Human Development. The Office of First Year Experience currently is located in the Student Success Center where it provides ample study space and resources for new and continuing students.

Programs and Services

The SSCs were first tasked with creating programs and services for this new office throughout the summer and fall of 2012. The counselors developed and now offer a variety of services to all first-year and transfer students within their first-year at The University of New Orleans. One of the main functions of FYE is to offer consultations to students to assist in their transition to the college environment. The FYE staff is knowledgeable in the resources available to new students and advocates for providing information to the students. These consultations can occur as walk-in appointments or can be referrals from other faculty and staff. The referral system is called "UNOCares" and will be discussed in the following section. Academic Coaching is a new type of consultation that FYE is piloting in the spring of 2013. Academic

Coaching is a series of meetings throughout a semester between a student and a Student Success Counselor. The coaching program is based off of several coaching initiatives occurring throughout the country, specifically at Tulane University, Louisiana State University, and The Florida State University. Coaching sessions focus on time management, task planning, goal setting, and any additional skills that the student would like to positively improve throughout a semester. Surveys are sent out every couple of weeks to assess each coaching experience.

FYE also is engaged in outreach programming to students, departments, and college offices. FYE is a “one-stop-shop” for new and first-year student needs, and in order to be successful it attempts to market itself as such. Faculty and staff interaction with students is one of the best ways to increase student satisfaction (Tinto 2006-2007). Outreach efforts include visiting freshmen level courses, meeting with faculty, college deans and advisors, and planning programs and events in collaboration with other departments. An example of one of these events was called, “Start Strong Fest.” FYE gathered several college offices and departments including: Student Affairs, Career Services, and Financial Aid, to provide students with a wide array of resources within their first month of classes at UNO. Another successful event in which faculty and staff worked closely with students was called, “Into The Halls.” At this event, staff went into the residence halls to knock on doors and strike up conversations with students regarding their satisfaction with campus resources. More than 30 faculty and staff members participated and feedback from students was very positive. FYE hopes to continue to increase these types of programs and events with faculty and staff, and will continue to assess and develop their services.

FYE has also piloted a recovery program for students placed on academic probation, which means their GPAs fell below a 2.0. The Academic Re-Boot Camp was a half-day workshop where students worked with Student Success Counselors to increase their motivation, time management, and classroom preparedness skills. Students were also given the option to sign-up for long-term academic coaching (see description above). The Camp was eventually opened up to any student interested in improving his/her spring 2013 semester grades. Thirty students participated.

The final component of the First Year Experience is teaching and managing the UNIV 1001 course (University Success). The course is a required course for all first-time freshmen, under the age of 25, as of fall 2012. Previously the course was managed by the Learning Resource Center and FYE, but in spring 2013, FYE became its sole manager. The Student Success Counselors have redesigned the curriculum to be more consistent across sections and have begun to follow the evaluations from each course instructor. The course focuses on ten topics ranging from choosing a major and building faculty relationships, to study skills and learning styles. The new format of the course will introduced in fall 2013, complete with a new and UNO customized textbook.

UNOCares

UNOCares is a homegrown academic early alert system that was implemented in the fall of 2011 as a mechanism used to help identify all students who are in need of an academic, social, or behavioral intervention. Faculty and staff from across the institution have the ability to reach out to students regarding absences, poor test grades, and missed assignments by logging in and filling out a form located on the Data Management System. These early alerts give staff the ability to reach out to students and identify those who are “at risk” for a number of different factors (i.e. dropping out, poor GPA, etc.). Prior to the arrival of the Student Success Counselors **(SSC),** an automatic email was generated to the student in which it stated that their professor was concerned about their academic performance and that they should visit their professor during office hours. Since the fall of 2012, the Student Success Counselors have completely revamped the process. The counselors are more proactive and intentional about building relationships and meeting one on one with the UNOCares students.

Once an alert has been initiated by the faculty or staff member, the Student Success Counselors email and telephone the student and invite him/her to set up an appointment or offer a referral to a different on campus office. SSCs work closely with academic advisors and other resources across campus to support students in achieving their personal, academic, and other academic goals. While UNO does not currently mandate a student to meet with a Student Success Counselor, the SSCs have found that students are eager to meet with someone who will listen, offer resources, and help them succeed both academically and socially.

During the fall 2012 semester, FYE received 226 referrals through the UNOCares system. Of the 226 referrals, 215 of them are unique, singular referrals. The Student Success Counselors successfully met with or resolved approximately 94 of those cases (42% response rate). Of the 215 students, 197 were first year students. The SSCs successfully met with or resolved approximately 80 of those cases (41 % response rate). Of the total amount of referrals, 72 students were from the College of Sciences, 63 students were from the College of Liberal Arts, 41 students were from the College of Business Administration, 20 students were from the College of Engineering, 8 students were from the College of Education, and 10 students were from our Interdisciplinary studies program. One student did not have his/her college/program identified. University Success, English, and Biology were the top three classes that students were referred through.

CONCLUSION

The First Year Experience is a new initiative at The University of New Orleans. It affords great opportunities to be involved in a wide range of campus goals, projects, and collaborations. In addition, FYE has been recognized across campus as a department that focuses on student success, collaboration, intentionality, and innovation. FYE is customer service orientated and the SSCs take great pride in the relationships built with faculty, staff, and students. The Student Success Counselors have also developed an early alert system process and are constantly identifying areas for improvement.

There are also a number of challenges associated with building a new program from the ground up. One of the biggest challenges is gaining faculty cooperation**.** Faculty members do not always see the value in identifying at risk students, have large class sizes, or are focused on research. Oftentimes, faculty members view themselves as the educators of an institution and may underutilize Student Affairs professionals. In addition, like many institutions today, FYE feels the effects of budget restrictions and low staffing. With a campus enrollment of 10,000 students, it is hard for SSCs to give students the one on one individual attention many of them require. One final consideration to the challenges FYE faces is the UNO student body population. Many of the students are non-traditional who are working either full or part time. This makes it very difficult for the FYE office to reach out to them and offer them the resources they require. Reaching and helping the older, non-traditional, on-line student and the student with a disability may be a new frontier for programs such as the First Year Experience to explore.

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MEN ARE FROM MARS: GENDER DIFFERENCES IN PERCEPTIONS OF LEADERSHIP THEORIES

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ABSTRACT

The purpose of this study was to investigate school administrators' perception of their academic leadership preparation programs. This study offered administrators an opportunity to evaluate their preparation program on one specific level, theories of leadership. Moreover, the findings of this study will serve as a blueprint for the development of additional studies on preparing educational leaders with gender differences in mind. The results of the study reveal a significant difference between male and female administrators in the perception of leadership theories in their educational leadership programs.

ORGANIZATIONAL JUSTICE AND PERCEPTIONS OF "GOOD" AND "BAD" INSTRUCTORS

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ABSTRACT

Student evaluations of teaching is a technique that many universities use to assess student satisfaction, teaching effectiveness, and in some situation, as an indicator of student learning. Past research has found that student evaluations are influenced by a myriad of variables, and one which has received less attention is organizational justice (OJ). A sample of junior and senior level non-traditional business students, with an average age of 30 and an average of 9.8 years of full-time work experience, were asked to identify either a "good" or "bad" professor and to rate the professor on four measures of organizational justice (OJ). The purpose of this study was to determine the relationship between non-traditional students' perceptions of a "good and "bad" professor and their perceptions of organizational justice (OJ) in the professor's classroom. It was hypothesized that "good" instructors would receive higher ratings on all OJ scales. OJ Scales measuring distributive, procedural, interpersonal and informational justice having internal reliabilities greater than .80 were used. The results of MANOVA and univariate ANOVA found statistically significant differences between the two instructor types on the four organizational justice factors of distributive, procedural, interpersonal and informational justice. "Good" professors consistently achieved higher average ratings on each of the four factors. Past research justifying the use of the broad assessment of "good" and "bad" were explained. This study's strengths and weaknesses, as well as directions for future research were discussed.

RECENT BUSINESS DOCTORATES' TEACHER TRAINING

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ABSTRACT

With higher education currently facing further budget cuts in many states, teacher effectiveness continues to be crucial in a realm of potentially increased workloads with restricted resources. This study examines business teacher training from the standpoint of those who earned a broad-based business doctorate within the last 2-12 years and are currently teaching college or university business courses. The types of teacher training programs in doctoral programs are investigated, as are teacher perceptions of their own preparedness to teach in the business disciplines upon graduation with a doctorate, and instructor views of their effectiveness in the classroom. Respondents indicated 75% held teaching responsibilities in their doctoral programs, with 24% who took a for-credit graduate class on teaching skill development, and 22% who took a similar non-credit class. Those who took the credit class were statistically more confident on their preparation to teach than those who took the non-credit class; also, non-native English speakers statistically had more confidence than native speakers.

INTRODUCTION

The current state of higher education is in a difficult position with states facing cuts in the millions of dollars for the foreseeable future, coupled with the continuing task of ensuring quality education for millions of postsecondary students across the United States. For the current year, most states were forced to cut funds again for higher education, which seems to be a continuance of previous trends, as Pulley (2012) revealed that "between 2005 and 2010, 30 states reduced higher education appropriations" (p. 18). Examples include Wisconsin, which planned to cut $250 from the UW system for 2012-2013, and California, which cut $1.4 billion in 2012 for UC and Cal State schools, which comes directly after a $695 million cut was planned in 2011 for California community colleges (p. 17). Of course, these cuts are present in public universities, but the trend is seeping into private universities; for example, Iowa cut 4.8 million in private college tuition grants recently (Schettler, 2010); also, the large Texas Grant program, which can fund either public or private institutions, will be slashed in half (Parker, 2012).

With public institutions of higher education especially cutting budgets as much as possible before reaching the elimination of personnel, many public colleges and universities now must turn to the difficult task of cutting faculty and staff positions. These lean circumstances and a recession which has brought many students back to postsecondary study make it imperative that professors are able to manage higher class enrollments due to staff cuts, and administrative tasks linked with accreditation and other duties, along with the core focus on research and service.

The purpose of the study was to determine business professors' levels of preparation to teach business courses at the collegiate level. More specifically, the major research questions of the study were: 1) What forms of formal teacher training were received during the business doctoral program?, 2) What are teachers' perceptions of this teacher training provided at the doctoral level?, 3) What are perceptions of preparedness to teach upon leaving the doctoral program, and 4) What are teachers' perceptions of how students rate their skills in the classroom?

METHODOLOGY

To explore how fairly recent business doctorates feel about the pedagogical training they may have received during their doctoral programs, a survey was prepared and sent via email. The population was identified by the webpages of Colleges of Business throughout the United States, both public and private, using the University of Texas at Austin's website (http://www.utexas.edu/world/univ/state/) of colleges and universities by state as a guide.

Only professors claiming to have earned a DBA, a Ph.D. in Business Education (or an Ed.D.), or the more rare Ph.D. in Business Administration with no linked specific business discipline during or after year 1998 on their faculty web profile were identified to receive the survey. The population was delimited to contain only those with current teaching jobs at colleges or universities in the United States. Using these criteria, the original mailing list contained 511 usable email addresses. A link to the online survey was sent via email to the 511 potential participants.

Some of these emails bounced back due to apparent dated information on webpages or automatic responses were received that indicated the recipient was not available at this time. Invalid addresses were investigated and attempts were made to find valid addresses. Invalid and discarded e-mail addresses, indisposed faculty, or those who filled in the survey but were revealed to have doctorates earned before the year 1998, were removed to bring the accessible number in the population to 451. Two weeks after the original e-mail was sent, a follow-up e-mail was sent to encourage non-respondents to complete the survey. As a result of these efforts, usable responses were received from a total of 84 people, a response rate of about 18.6% from the targeted sample. There were no statistically significant differences in these first 20 who completed the survey and the last 20 to complete the survey on any factor subsequently discussed.

FINDINGS REGARDING TEACHER TRAINING OF RECENT DOCTORATES

Again, 75% of respondents reported having teaching responsibilities during their doctoral program; thus, it appears that use of graduate students in teaching remains widespread. Those teaching standalone courses taught on average 7.54 such courses cumulatively during the length of their full program, with one of the more extreme cases augmenting the question with the comment that he/she taught two sections per semester over 7 years. Overall, 47% with DBAs and similar doctorates who taught a standalone course during their doctoral programs had any formal teacher preparation training (for credit or non-credit).

Credit Course Teacher Training

Of the respondents, 24% (20) indicated that they had taken a graduate credit course on undergraduate teaching. Of those 20 respondents, 14 took the course because it was required for those assigned teaching responsibilities in their departments. Two popular answers represented 71% of the response, with the majority (47%) indicating the course was three hours in one semester with another 24% indicating that the course was only one hour of credit in one semester. Overall, these credit courses averaged 2.55 credit hours.

Regarding who taught the for-credit class on teaching instruction to the doctoral students, results stood at exactly 37% for both “a faculty member from within your own department” and “a faculty member from another department within your college,” with another 21% being a “faculty member from another college.”

Respondents were also asked to rate “How well this graduate credit course prepared you for teaching.” Subjects who responded “well” or “very well” consisted of 52.6% of respondents, 36.8% responded “adequately,” and 10.5% responded “poorly,” none said “very poorly.” On a five point scale with “very well” as best, the average rating of these respondents to this question was 3.79.

Non-credit Teacher Training

McCoy and Milkman’s (2010) survey of recent economics doctorates, which found that a large number (34%) of respondents had attended a non-credit program on teaching during their undergraduate programs, was similar to the findings of this study with recent broad-based general business doctorates. Specifically, 22% (16) of respondents attended such a non-credit program, for 10 of whom the program was required for those teaching for the department. It should be noted that only 16 respondents answered this question due to the larger number who took a for-credit course as opposed to a non-credit course. However, it is interesting to note that only two respondents attended both a required course on teaching and non-credit elective training because they wanted even more instruction in being an effective teacher.

The non-credit programs attended by respondents averaged about 14 total contact hours, with a range of 6 contact hours and a maximum of 48 contact hours. Who taught these no-credit courses was split between “faculty in the department” (19%), “faculty members from other departments” (50%), “faculty from another college” (37.5%) and “non-faculty staff members” (19%).

Respondents who attended a non-credit teacher preparation program were also asked to rate “How well this graduate non-credit course prepared you for teaching.” In response, 25% responded “very well,” 6.25% responded “well,” 37.5% responded “adequately,” 18.75 responded “poorly,” and 12.5% indicated “very poorly.” Again, on a five point scale with “very well” (5.0) being top, the average rating of these respondents to this question concerning non-credit preparation was 3.13, which was lower than the average response to the same question concerning credit courses.

Overall, 47% with DBAs and similar doctorates who taught a standalone course during their doctoral programs had any formal teacher preparation training (for credit or non-credit). However, the percentage of those for whom English is not the first language and who received teacher training in some form was much higher than the norm, with only three of these respondents who did not attend either a credit or non-credit teacher training course during their doctoral program.

All respondents were next asked "Overall, how well prepared for teaching were you at the completion of your doctoral program?" Again using the same 5-point scale described above, 45.0% responded "very well," 18.3% responded "well," 18.3% responded "adequately," 12.7% "poorly," and 5.6% "very poorly," for an average response of 3.80 (out of 5.0).

Credit Course Vs. Non-Credit Course Completed

Regarding "how well prepared for teaching were you at the completion of your doctoral program," the mean response of those who had not attended a graduate credit class was 3.62 (which equates to just higher than "adequate"); for those who had attended, the number was 4.3 (nearer "very well"), which was a statistically significant difference as tested by Mann-Whitney U. Of those who had a non-credit class, there was no statistical significance between those who had the non-credit class and those who had not had any training. Very interestingly, there was statistically significant difference between native and non-native English speakers in that those with English as a second language were much more confident about their preparation to teach than native speakers. There were no statistically significant differences in the mean numerical responses from the two groups (5.0 being best) based on gender or age (age was simplified into two groups--under 40 versus 40+). The Mann-Whitney test was again used for both gender and age.

Training Versus No Training to Teach

On the question of perceptions of the instructor being prepared to teach upon exiting the doctoral program, those with any type of formal teacher training had a mean of 4.06 (which equates to they thought they were "well" prepared), compared to 3.58 of those with no training at all, which also did indeed reach statistical significance (through the Mann-Whitney non-parametric test). However, there was no statistical difference between those with a credit class versus a non-credit class; and the same result also was found with those with no training versus those with non-credit training. However, not surprisingly, there was statistical significance between those with no training at all and those with a for-credit class on teaching skills upon leaving the doctoral program.

Implications for Further Research

Further research could include: 1) Survey a larger sample size. Teachers with doctorates who instruct students on foundations of business and business education are very difficult to locate. 2) Identification of exemplary programs and a case study of these programs to identify best practices would be helpful for further research in this area; 3) Survey those business doctorates who have graduated from international universities with a doctorate and perhaps teach in the United States, which would certainly help domestic and international teacher training programs alike in a comparison of practices.

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BUSINESS STUDENT VERSUS EMPLOYER COURSE DESIGN PREFERENCES: CAN BOTH EDUCATIONAL STAKEHOLDERS BE SATISFIED?

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ABSTRACT

The process of a faculty member designing a course is one that potentially serves many stakeholders in the educational process – students, employers, among others. Each of these groups has a vested interest in the success of the educational process. While having definite, but varying ideas about their "ideal" course, students (as a group) do not always make rational, logical decisions. Students typically have only a limited opportunity (usually through course evaluations) to give their opinions about the courses they take. Meanwhile, potential employers also have certain expectations regarding the quality of the students' skills, talents, and prior education. Some of these expectations can be reflected in the academic courses that students have taken and the rigor and/or variety of student talents developed during their academic training. One thing these two groups share is a lack of direct input into course design. It is not surprising that faculty generally believe that course design is a task for the faculty - as it should be. However, many academics teach the danger of decisions made in isolation from external factors. The purpose of this paper is to present the preferences of these two groups with respect to controllable course design features resulting from survey data from business students and potential employers. The analysis is intended to provide input for faculty with respect to course design. The utilization of this information has the potential to improve student satisfaction and align courses more closely with employer needs, while maintaining the academic integrity of the course and the academic freedom of the faculty.

Key Words: course design, pedagogy, active learning, course evaluation, value drivers