

COMPETING IN THE MILLENIUM: LESSONS IN STRATEGY FROM HONDA'S EARLY DAYS IN THE UNITED STATES

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Prior to 1960, American companies were, with a few exceptions, the leaders in global expansion. In almost every industry, America companies dominated their industrial landscape through a seemingly unbeatable combination of strategy and technological know-how. In the early sixties, the art of industrial warfare changed. Honda came to America with an expanded notion of strategy. The Japanese thought in terms of "strategic accommodation." This paper, using literary sources, compiles a history of Honda. Likewise, utilizing the pertinent literature, this paper distills and assembles ten lessons in strategy from Honda's early days in the United States that are still useful for global companies in the new millennium.

DEVELOPMENT AND TESTING OF A PSYCHOMETRIC SCALE TO MEASURE COUNTRY-OF-ORIGIN IMAGE

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This paper presents an attempt to develop a psychometric scale to measure the construct of country-of-origin image, as distinct from product image. The researcher started with 100 items capturing 4 hypothesized dimensions for the countries of Japan, Canada, and Iran, it was possible to create, via factor analysis, a 13 item scale capturing 2 factors: "cultural/ political affinity" and "economic/technological superiority". Furthermore, this more parsimonious scale exhibited acceptable levels of reliability, as well as convergent and discriminant validity. The theoretical and practical implications of this study are discussed, as well as its limitations.

STUDENT INVOLVEMENT: KEY TO EFFECTIVE ONLINE LEARNING

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Online teaching can be as effective as traditional classroom teaching albeit the lack of face-to-face interaction between instructor and student. Lack of face-to-face interaction implies lost of the opportunity to instantaneously monitor student progress and learning of course material. Based on five courses and eight online courses, teaching efficacy of web-based, Internet courses is discussed in this paper. Effective syllabus design and engaging student involvement in critical thinking can provide online teaching efficacy. Student involvement, the time they spend online and the frequency of their participation are all keys to successful online learning.

TEACHING GLOBALIZATION FROM MULTIPLE ASSUMPTIONS: THE CASE FOR A STAKEHOLDER PERSPECTIVE

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This article proposes a framework for understanding the concept of globalization from multiple perspectives. It argues that the conventional pedagogy in globalization is overtly monologic and fails to take into account the positions of the different stakeholders in the global system. By the analyzing globalization from the assumptions of its different stakeholders a management pedagogy that is critical of one voice, dialogic in essence and representative of everyone is offered.

DO DISCIPLINE, LEVEL OF COURSE, AND CLASS SIZE AFFECT BUSINESS STUDENTS' EVALUATIONS OF COURSES?

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This paper examines if student evaluations are sensitive to variables such as the discipline being taught, the level of the course, and the size of the class. Based on 3335 student evaluations of 195 courses at the school of business, this paper found evidence that indeed the discipline, level of course, and the size of the class make a difference. These findings suggest that it is important that these factors are taken into consideration when student evaluations are used as input into the overall evaluation of faculty performance.

TARGET MARKETING FOR THE NON-PROFIT HOSPITAL-BASED WELLNESS CENTER IN A RURAL RETIREMENT COMMUNITY

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Like other non-profit organizations, hospitals face the challenge of fulfilling their mission with limited resources. Many hospitals now seek additional sources of revenue by offering new services such as the establishment of hospital-based wellness and fitness center (HWFC). This paper documents a joint effort by a hospital and a rural retirement community to establish a comprehensive HWFC. This study documents the activities, programs, and benefits most desired by persons likely to join the proposed facility, and the demographic characteristics associated with these potential members. This study also addresses the potential demand for the proposed facility and the ways in which the hospital can target rural residents.

ACADEMIC BURNOUT AND THE BUSINESS PROFESSOR: PROBLEMS, ISSUES, SOLUTIONS

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Burnout is much talked about in stressful occupations such as air traffic control, meeting and convention planning, and health care. However, burnout can and does happen to all professions, including professors of business. It is important for the business school academic to be able to recognize not only the warning signs of burnout, but also the causes. Recognizing burnout in the earliest stages can result in the academic avoiding a full-scale loss of enthusiasm. Alternatives to retirement or a complete change in career are discussed. There are many activities that can restore vitality to the academic's approach to teaching, research, and service.

THE FUTURE IS NOW: PREPARING ACCOUNTING STUDENTS FOR ELECTRONIC RESEARCH

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University of Texas of the Permian Basin

Business information literacy is an important skill for lifelong learning. The expansion of information available on electronic media, especially the Internet, significantly changes research skills needed by students. This paper addresses teaching business students to choose alternate sources, design search strategies, and evaluate the credibility and relevance of electronic information. In addition, learning modules for tax, financial accounting and company-specific research are provided.

CRITICAL THINKING: TEACHING AND LEARNING STRATEGIES

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Critical Thinking is an important skill for students to learn because it enables them to think on their own. Educators must empower their students to become thinkers and to make use of the information they have learned. Educators can teach critical thinking by incorporating some new teaching and learning strategies into their classes.

AN EXPLORATORY STUDY: DOES ACCESS TO PAST EXAMINATIONS IMPROVE PERFORMANCE?

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This is an exploratory study observing the benefits of providing students past examinations. One professor provided his students with past examinations while another professor, teaching the same course, did not. Jointly prepared examinations were given both groups of students. It was hypothesized that students provided past examinations would perform higher than students not provided higher examinations. On four of five examinations, students not provided past examinations performed higher than students provided past examinations; these differences were not statistically significant. The one statistically significant difference was on the one examination where students provided past examinations performed higher than students not provided past examinations. Speculation is that when subject material is new and challenging, past examinations improve performance.

**CREATIVE PRESENTATION AND RESEARCH FOR
A LIFELESS PUBLISHER'S TEXT**

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Students today seem to expect more from their instructors than reception of key terms and concepts from the text, while most text supplements fall short of providing much, if any relevant new material. This article addresses the problem by providing creative sources and methods for collecting and presenting supplemental information. By incorporating these practical examples and real world applications into the classroom, the instructor's lectures can come alive for the students... and maybe even themselves. These simple tools and methods should be applicable to any level of study or discipline and created new interest in what we are trying to teach.

**IMPROVING RETENTION AND GRADUATION RATES AT HISTORICALLY
BLACK COLLEGES AND UNIVERSITIES**

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Historically Black Colleges and Universities (HBCU's) are plagued with poor retention and graduation rates. The authors, whose combined teaching experience of forty-five years at HBCU's have seen little improvement in these rates over time. Many of studies on retention and graduation tend to focus on student characteristics and environmental considerations as causative factors impacting retention and graduation rates. Therefore, much of the research does not provide conceptual and/or philosophical frameworks for assessing the teaching/learning process as it relates to retention and presents an Education Production Model as a methodology for improving retention and graduation rates.