

## **An Effective Oral Management Briefings Course Design: Taking Students from Scared to Skilled**

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### **ABSTRACT**

This article describes one guaranteed approach, as seen from years of experience, to successfully teach an effective oral reporting and management briefings course. Students' satisfaction has been high and student skills are markedly improved using this approach. Details for course design and implementation are given in every aspect of the course: suggested course plan, ideal class size, numbers and types of presentations assigned, time limits on presentations, elimination of verbal fillers, evaluations of presentations, video-taping and feedback sessions, resources used, and issues of absenteeism. Students' course evaluations have historically always been above average using these techniques. Instructors will find ideas they may want to incorporate wholly or in part into their own management briefings or oral business presentation course.

**Keywords:** oral business presentations, management briefings, course design, stage fright

## **Constructing Data Sets for Teaching Multiple Regression to Non-Statistics Majors**

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### **Abstract**

For teaching multiple regression to non-statistics majors one wants to concentrate on the interpretation of the models. We suggest that regression models be introduced with constructed data sets where a regression equation looks like:  $Y = 4 + 5X_1 - 2X_2 - 3X_1X_2$  instead of real data where the equation would look like:  $Y = 4.12542 + 5.34523X_1 - 1.99764X_2 - 2.88912X_1X_2$ . In the second equation, non-majors' attention is immediately focused on the large number of decimal places and not on the curvature. We believe even professional statisticians prefer the first equation to the second. The paper constructs integer data sets where the model coefficients have integer values.

**Key Words:** Multiple Regression, Orthogonal, Basis Vectors.

## **An Experiential Production Exercise with LEGO cars**

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### **ABSTRACT**

This paper describes an in-class exercise designed to teach production and operations management principles using an automotive production exercise with LEGO CITY! Small Cars. The exercise is designed to be accomplished in one to two class periods and teaches basic production concepts like process improvements, lean manufacturing,

cycle time reduction, mass customization, pull production strategies, supplier capacity, 5S, jadoka, heijunka, kanban and kaizan. An explanation of the classroom exercise along with lessons learned is presented.

**Keywords:** Production exercise, simulation, process improvement, lean manufacturing, cycle time reduction, mass customization

## **Readability of Cost Accounting Textbooks**

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### **ABSTRACT**

Selection of a textbook for a cost accounting course can be challenging. Many criteria may be considered in such decisions, including a textbook's readability level. However, no study of the readability of cost accounting textbooks has been published in the last thirty years. Using a widely-used readability index, this study analyzes the predicted readability of seven cost accounting texts. T-tests are performed to determine whether significant differences exist between the textbooks. The study finds that one text is more readable than most of the others. Another text is less readable than most others. These findings can be useful to adopters and editors of cost accounting textbooks.

**Keywords:** readability, cost accounting, textbook, Flesch, Flesch-Kincaid

## **Undergraduate and Graduate Project Management Development Using *Microsoft Project***

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### **ABSTRACT**

A term project using *Microsoft Project* is beneficial to developing undergraduate and graduate student understanding of project management concepts, tools and techniques as well as student professional development in project planning, writing and oral presentation. At the undergraduate level, the project requires students to develop the plan for a hypothetical project and includes developing project cost and resource plans, while graduates working in teams must simultaneously develop two projects using a common resource pool. Over six undergraduate and four graduate course offerings, over 91% of 173 students indicate the positive value to learning project management through this project. Undergraduate students are even more positive (98.7%). Graduates responses are less positive (84.9%), potentially due to the team requirement, simultaneous planning, and/or additional common resource pool complexity at this level.

**Keywords:** project management, instruction, project

## **Assessing Student and Instructor Satisfaction with Using an Audience Response System in Introductory Business Courses**

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### **ABSTRACT**

Instructors at all levels of education are constantly searching for ways to keep their students engaged in a course. The authors of this study survey their introductory business students regarding the use of an audience response device (i.e., “clicker”) during classroom lectures to ascertain whether the students find the use of these devices to be worthwhile. The overwhelming majority of students report that their use of the clicker enhanced their classroom participation and that they enjoyed using the apparatus. The authors also provide their own perceptions on the clickers, in addition to describing the latest classroom remote technology, the use of iPhones, Androids, and other similar devices as classroom response gadgets.

**Keywords:** audience response system, i>clicker, clicker, student engagement

## **Thespian Exercise: An Innovative Approach to Teaching Negotiation Using Interactive Drama**

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### **ABSTRACT**

This paper describes an innovative assessable task based on interactive drama called the “Thespian Exercise” that has been used successfully in negotiation courses to improve the learning outcomes of MBA and Executive MBA students. The purpose of the exercise is to test students’ ability to practically apply the theories of negotiation to an actual real world negotiation example. Working in small groups, students write their own role play and act it out in front of the other students. Students must also then analyze what occurred during the negotiation using relevant theories and concepts, and synthesize the key learning outcomes based on their experience and reading. Feedback from students suggests they see the value of using an alternative assessment mechanism in a skills-based course and have found the experience to be both a positive learning experience, as well as enjoyable.

**Keywords:** negotiation, drama, assessment mechanism

## **Documented Problem Solving as a Learning and Assessment Technique in Operations Management**

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### **ABSTRACT**

Documented problem solving is compared to larger-scope consulting or field projects as a formative assessment technique in an introductory undergraduate operations management course. In this four-week assignment, students apply process analysis and improvement concepts and analytical tools to diverse service and production operations, with consistent learning outcomes. Operations are selected on campus as well as in the outside community representing examples of project, job shop, batch, assembly, and continuous processes, so students can observe the wide applicability of course concepts. A collaborative class wiki is used for documenting the students’ analysis, allowing instructor feedback and student revision at intermediate review points during the assignment, and providing a rich visual medium for the final team reports and class presentations.

**Keywords:** operations management education, process analysis, wiki, experiential learning, active learning, documented problem solving

## **Processes for Developing Simulation Self-Esteem**

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### **ABSTRACT**

In this study we investigate the influence of different methods of learning, perceptions of the decision making process, involvement in various types of decision making, and expected course grade on simulation self-esteem in 98 undergraduate business students as part of their capstone course experience. Results indicate that learning the business simulation from peers and from hands-on experience are related to simulation self-esteem. Furthermore, perceptions of team leader competence and being involved in group, strategic, and financial decision making are all associated with simulation self-esteem. Implications and directions for future research are discussed.

**Keywords:** Organization-based self-esteem, Business Simulations

## **The Synergistic Effect of Matrix Learning: A Case Study Using Matrix Learning in Business Classes**

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### **ABSTRACT**

The purpose of this paper is to present matrix learning as an approach for developing teamwork, synergy, and critical thinking in business classes. Matrix learning is a cooperative learning technique, where students discuss concepts, present arguments and counter arguments, and develop critical thinking skills. Students also realize positive learning benefits like empowerment and responsible association. Matrix learning maximizes performance, morale, and well-being of students. Numerous researchers have studied the effects of the use of cooperative learning on student achievement from reading comprehension and English as a second language to chemistry and engineering to elementary teacher education and the development of psychomotor learning in gymnastics (Artut & Tarim, 2007; Doymus, 2008; Ghaith & Bouzeineddine, 2003; Gömleksiz, 2007; Shaaban, 2006). While most have reported positive effects on learning, researchers do not argue that cooperative learning techniques are equally efficacious for all learning. Cooperative learning does not seem to work well, for example, in the development of psychomotor learning (O’Leary & Griggs, 2010); and some students have negative opinions, regarding group work as being “a waste of time” (Greenop, 2007). Overall, however, researchers (Ghaith & El-Malak, 2004; Johnson, Johnson, and Smith, 1991; Joyce, 1999; McKeachie, 1988; Slavin, 1987;) have reported that cooperative learning techniques like matrix learning are significantly more effective than traditional methods in terms of achievement, but are superior in terms of fostering group affection and respect. Matrix learning allows students to assume some responsibility for their own learning.

**Keywords:** Pedagogy, student-centered learning, critical thinking