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THE INTERACTION EFFECTS OF STUDENT NATIONALITY, GMAT SCORES, AND UNDERGRADUATE GPA IN EXPLAINING PERFORMANCE IN A GRADUATE ACCOUNTING PROGRAM

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ABSTRACT

Although much research exists explaining student performance in graduate business programs, few studies address performance in graduate accounting programs. This study tests the interaction effects of student nationality, GMAT scores, and undergraduate GPA in explaining performance in a graduate accounting program.

Results from this study indicate that GMAT scores and undergraduate GPA both explain student performance in the graduate accounting program, but not equally for domestic and international students. GMAT is more important in explaining student performance for international students, while undergraduate GPA is more important in explaining performance for domestic students. Contrasts show that the differences for GMAT mostly occur at low levels of GMAT, while differences for undergraduate GPA primarily occurs at high levels of undergraduate GPA. Thus, our results suggest that Graduate Program Directors and schools should consider using differing approaches or criteria for domestic and international students when evaluating acceptance to their graduate accounting programs.

Keywords: accounting education; performance in graduate accounting program; interactive effects

INTRODUCTION AND LITERATURE REVIEW

From 2011-2015, the number of international applications to United States (US) graduate business schools increased 13 percent (Redden 2015). Given the high demand by international students for admission into US graduate business programs, it is important for those programs to be able to assess the potential for student success if selected for admission. Two of the more common measures used by graduate business programs for admission consideration are the Graduate Management Admission Test (GMAT) score and undergraduate grade point average (GPA). Schools often take a composite score from using a student's GMAT and undergraduate GPA to determine whether the student meets the minimum standard for admission to their graduate business program. However, GPAs are not necessarily comparable across countries, which can make it challenging to assess a student's potential for successful completion of the graduate program (Grace and Black 2011). Additionally, universities often use services to evaluate courses taken by students with undergraduate degrees from non-US colleges and universities to determine transfer credit and equivalent GPA averages for admission decisions.

The purpose of this paper is to test the impact of student nationality, GMAT scores, and undergraduate GPA in explaining performance in a graduate accounting program. This study extends prior studies twofold. First, we look at the interactive effects between GMAT scores, undergraduate GPA, and student nationality in explaining performance in a graduate accounting program. Second, this study looks at both the performance of students that graduate from the graduate program, but also at performance in the class all students take early in the program, Graduate Accounting Theory, to better validate the results and generalizability of this study.

Relevant Literature

Most of the early research on predicting graduate student success in business programs focused on Master in Business Administration (MBA) degree programs (Stolzenberg and Relles 1991; Hancock 1999; Adams and Hancock 2000; Krausz et al. 1999; Krausz et al. 2000; Koys 2005). With few exceptions, accounting graduate programs were not distinguished from other business disciplines (Krausz et al. 2000; Krausz et al. 2005; Owens and Talento-Miller 2006; Grace and Black 2011; Buckless and Krawczyk 2016). However, many public and private colleges and universities offer various forms of separate Masters in Accounting (MA) programs, often having separate admission and accreditation requirements. Given that students must have 150 credit hours to obtain the Certified Public Accountant (CPA) license in most states, many students are opting to complete those hours by enrolling in a graduate accounting program. As a result, while there has been increased interest in MA programs, there has been a dearth of research on student performance and success measures for those programs. As such, there is a need for research to determine what measures MA programs should use when reviewing applicants for program admission.

Past graduate program research has consistently shown that there is a positive association in explaining student success in graduate programs and the use of such standardized tests as GRE and GMAT scores and undergraduate GPAs. Kuncel et al. (2001) conducted a meta-analysis showing that GRE scores and undergraduate GPAs are significant indicators of graduate performance across multiple disciplines. Kuncel et al. (2007) followed up the earlier meta-analysis, with results based on more than 64,000 students. The meta-analysis found that the GMAT is a better performance indicator than undergraduate GPA in graduate business programs, but that a combination of the two yield a high level of validity for predicting student performance. Oh, et al. (2008) looked at the work done by Kuncel et al. (2007) and found that, upon reanalysis, GMAT was actually understated in their meta-analysis by seven percent. This finding effectively strengthened the importance of the GMAT as an evaluation tool for graduate admissions and suggested that faculty and administrators should use the most accurate measurement tools available for assessing graduate candidates. Similarly, Sireci and Talento-Miller (2006) found that GMAT scores accounted for about 16 percent of the variance in graduate GPA, rising to approximately 25 percent when combined with undergraduate GPA. They found no additional significant variations when adding race/ethnicity and gender, suggesting a lack of bias based on those factors.

Other studies found similar results when looking at GMAT and GPA as performance indicators in MBA programs (Yang and Lu 2001; Braunstein 2002; Talento-Miller and Rudner 2005; Fish and Wilson 2007; Eddey and Baumann 2009). Collectively, the studies found that

GMAT scores and undergraduate GPA were significant in explaining performance in MBA programs, strengthening the research supporting GMAT and GPA scores as valid measures for admissions consideration.

With GPA a common measure for both admission to graduate programs and evaluating the success of students within and/or upon completion of the program, related research looked at whether a student's major in an undergraduate degree program contributed to graduate performance (Ward et al. 1993; Gist et al. 1996; Koh and Koh 1999; Eddey and Baumann 2009). Most studies found that students with strong performance in quantitative areas (calculus, math ACT scores, etc.) did better in accounting classes, indicating a strong, positive association between math scores and performance in accounting principles classes (Ward et al. 1993; Gist et al. 1996; Koh and Koh 1999). However, Eddey and Baumann (2009) did find that either there was no indication that Australian graduate students in a Master of Commerce or Master of International Business with an undergraduate degree in a business field outperformed student with non-business undergraduate majors.

Several other studies also looked at the impact of GMAT scores as predictors for domestic students versus international students. Koys (2005) and Talento-Miller (2006) found that GMAT scores are stronger predictors for international students when studying in MBA programs in their home country than for domestic students studying in the United States. Research (Talento-Miller and Rudner 2005) also found that the quantitative component of the GMAT is a better measure of performance in MBA programs in the US than for those programs outside the US.

Language effects, especially English fluency, have also been looked at in regards to performance in undergraduate and graduate programs. Early research on undergraduate accounting majors found no significant language effects on students enrolled in principles and managerial accounting courses (Ward et al. 1993; Jackling and Anderson 1998). However, several studies of graduate students found that language was positively correlated with student performance. Specifically, Yang and Lu (2001) and Fish and Wilson (2007) found that GMAT verbal scores affected performance in MBA programs, while Stolzenberg and Relles (1991) found that both language skills and country of origin affected academic performance. Eddey and Baumann (2009) also found that stronger English skills contributed to improved student performance in an Australian business program.

Research targeting student performance in graduate accounting programs has been more limited than research looking at undergraduate or MBA programs. Owens and Talento-Miller (2006) found that GMAT scores and GPA were significant for students who *plan* to study accounting. However, there was no follow up with the subjects to determine whether the students actually majored in accounting in graduate school. Krausz et al. (2000, 2005) found that GMAT scores correlated positively with performance in the *first* graduate accounting class only. However, the studies did not look at student performance over the course of the full program.

Krausz et al. (2005) broadened their initial study to look at performance indicators for international students, finding that GMAT scores were more important than TOEFL scores in an MBA program. The authors suggest that these findings may be more important for accounting classes that are quantitative in nature than for classes that have major required writing components.

Hammond et al. (2015) looked at the components that make up GMAT scores to determine their ability to predict success in an MBA program. They found that the GMAT verbal and writing scores significantly correlated with student performance. However, GMAT quantitative scores failed to significantly correlate with any of the success variables used in their study

Grace and Black (2011) and Buckless and Krawczyk (2016) were two studies that looked at performance indicators in a graduate accounting program. Grace and Black (2011) confirmed findings of earlier MBA studies that GMAT and undergraduate grade point averages were significant in explaining performance in graduate business programs. However, the graduate program they investigated was designed specifically for students with no prior accounting experience, with less than six percent of subjects having an undergraduate degree in business. Thus, the validity, and generalizability of their sample, is somewhat limited.

Buckless and Krawczyk (2016) tested whether student engagement (SE) information (soft skills) predicted academic success in a Masters of Accounting program using students from a large southern US university. The emphasis of the study was not on GMAT scores, undergraduate GPA, and nationality of the students, but the authors did control for GMAT and undergraduate GPA. As expected, they found that student SE engagement significantly predicted success in the program. Also, both GMAT and undergraduate GPA were significant in the prediction models.

Our study extends the Grace and Black (2011) study by: (1) using a more traditional MA program where most of the students (over 90 percent) have undergraduate degrees in accounting; (2) comparing the results for the program versus the first accounting course to see if results differ (as indicated in the Krausz et al. (2000, 2005) studies). We also look at a broader international student population and investigate interaction effects between nationality of students, undergraduate GPA, and GMAT scores.

HYPOTHESES DEVELOPMENT

Prior studies suggest that undergraduate GPA and GMAT scores are important in explaining performance in graduate business programs, although GMAT is the weaker measure. However, the validity of these studies is limited for a couple of reasons. First, the vast majority of these studies only look at the performance of students that graduate from a graduate program. Because of the shortness of the programs, and the transcendent nature of students moving in and out of the programs, with many only taking a class or two while working, it is almost impossible to obtain graduate GPA averages for students dropping out of the program. Thus, previous research is not capturing the performance of students that drop out of the program.

We attempt to improve the validity of our study by selecting two samples of MA students. Our first sample contains all students that graduated from the MA program at the authors' university during a five-year period, which is similar to samples used in prior studies. The second sample includes all students taking the first required class, Accounting Theory, in the program during a four-year period. We used a four-year period for the class sample because during this period the same professor taught the class using the same materials, testing format, and grading policy.

Prior studies primarily only looked at the main effects on performance in a graduate program for two very important variables, undergraduate GPA and GMAT scores. Although we also test the importance of these two variables in student performance in both the graduate program and the Accounting Theory class, we extend prior research by looking at the interactions between these two variables and the nationality of the students based on their undergraduate degrees. Graduate programs have to use services to determine the US equivalent grades and type of credits to give for international students. The validity of the GPA equivalent measure for international students as a measure of prior knowledge is questionable. In addition, since the GMAT is a standardized test or measure of prior knowledge, the GMAT may be a more important variable in explaining success for international students than for domestic students.

The authors developed the following alternative hypotheses in this study.

H1: Undergraduate GPA is significant in explaining performance in the MA program.
H2: Undergraduate GPA is significant in explaining performance in the Graduate Accounting Theory class.
H3: GMAT Score is significant in explaining performance in the MA program.
H4: GMAT Score is significant in explaining performance in the Graduate Accounting Theory class.
H5: An interaction exists between Undergraduate GPA and international status of students.
H5a: Undergraduate GPA is more significant in explaining performance in the MA program for domestic students than for international students.
H5b: Undergraduate GPA is more significant in explaining performance in the Graduate Accounting Theory class for domestic students than for international students,
H6: An interaction exists between GMAT Scores and international status of students.
H6a: GMAT Score is more significant in explaining performance in the MA program for international students than for domestic students.
H6b: GMAT Score is more significant in explaining performance in the Graduate Accounting Theory class for international students than for domestic students.

The first four hypotheses look at the main effects of undergraduate GPA and GMAT in explaining student performance, for both students graduating from the MA program, and for students taking the Graduate Accounting Theory class. The other hypotheses look at the interaction effects between the main two variables and the international status of the student.

SAMPLES AND RESEARCH METHODOLOGY

Selection of Samples

In order to improve the validity of this study, and to extend prior research, the authors collected two samples of students to create the statistical models. The first sample contains all students that graduated from the authors' university MA program during a five-year period from fall of 2007 to summer of 2012. This sample is consistent with prior research looking at student graduates' performance in graduate business programs.

Our second sample contains students enrolled in one of the author's Graduate Accounting Theory classes from fall of 2007 to spring of 2011. Students normally take this class the first semester of their graduate program, although they can take it another semester with the approval of the Graduate Director. The same professor taught this class during the period of the sample. In addition, the same material, testing, and projects were used during this sample period.

Our decision to use two samples should increase the external validity of our study's results. Using one sample of students graduating from a graduate program has somewhat limited validity because not all students starting a graduate program complete the program. To some degree, although this type of sample is easier to obtain, it is somewhat biased because all students graduating a program are, to a degree, successful. However, using a sample of students taking an early graduate class also has validity limitations since results can be course specific. Comparing the results from both types of samples should improve the external validity, especially if results for the two sample agree. We are not aware of any studies that attempted to obtain both types of samples in one study.

Table 1 contains a breakdown of the number of student observations each semester by gender used in this study. The breakdown shows similar stratification numbers by gender. The MA program sample contains 140 observations, with 47.1 percent being female and 52.9 percent being male. The Graduate Accounting Theory class sample contains 149 observations, with 46.3 percent female and 53.7 percent male.

Table 1
Two Samples of Study

	Female	Male	Totals
Sample 1: Students Completing MA Program			
Students completing program from fall, 2007 through summer, 2012	66 47.1%	74 52.9%	140 100%
Sample 2: Students Taking Required Graduate Theory Class			
Students taking Graduate Theory from fall, 2007 through spring, 2011	69 46.3%	80 53.7%	149 100%

Development of Models and Tests

The authors created two 2 X 2 with Co-Variates (ANCOVA) models, and relevant interactions, to test the relationship between the variables of interest and student performance. The following model tested the overall performance of students in the MA program:

GRADGPA = GENDER + STUDENT + GMAT + UNDERGPA + UNDERGPA*STUDENT + GMAT*STUDENT.

The second model tested the performance of students in the Graduate Accounting Theory class:

THEORYGRADE = GENDER + STUDENT + GMAT + UNDERGPA$_t$ + UNDERGPA*STUDENT + GMAT*STUDENT.

GRADGPA and THEORYGRADE are the response or dependent variables in this study. GRADGPA is the cumulative GPA of each student upon graduation from the MA program. THEORYGRADE is the percentage grade that each student made in the graduate theory class.

The independent variables are:

GENDER = dichotomous variable coded 0 if the student was male, and 1 if the student was female;

STUDENT	=	dichotomous variable coded 0 for a domestic student (undergraduate degree from a US college or university), and 1 for an international student (undergraduate degree from a Non-US college or university);
GMAT	=	the student's score on the Graduate Management Admission Council test;
UNDERGPA	=	the student's undergraduate grade point average upon entering the school's MA program;
UNDERGPA*STUDENT	=	the interaction between the student's undergraduate GPA and international status; and
GMAT*STUDENT	=	the interaction between the student's GMAT score and international status.

GMAT and UNDERGPA test the first four hypotheses in this study, and should provide information whether these two samples produce results similar to those found in prior studies. The two interaction variables are the primary variables of interest in this study and test the final two hypotheses (H_5 and H_6, both a and b parts). UNDERGPA*STUDENT tests whether or not student undergraduate GPA explains performance in the MA program and the Graduate Accounting Theory class the same for domestic and international students. GMAT*STUDENT tests whether or not GMAT scores explain performance in the MA program and the Graduate Accounting Theory class the same for domestic and international students.

A positive relationship is predicted between GMAT and UNDERGPA and student performance, while directional relationships between GENDER and student performance are not as clear. Early studies by Mutchler et al. (1989), Lipe (1989), and Tyson (1989) found evidence that female students outperformed male students in undergraduate level classes. However, subsequent studies by Doran et al. (1991), Gist et al. (1996), and Eikner and Montondon (2001) did not find any significance differences between male and female students in undergraduate classes.

RESULTS

Relevant Means

Most graduate accounting programs use a student's undergraduate grade point average (GPA) and GMAT score, often as a composite score, to determine admissions to their programs. We calculated the means for these two relevant independent variables, UNDERGPA (student undergraduate GPA) and GMAT. These means by type of student (international or domestic) are shown in Table 2.

Table 2
Relevant Means for UNDERGPA and GMAT by Sample for International and Domestic Students

I. Relevant Means from MA Program Sample:

Variable[1]	[2]Domestic Students mean (std dev)	International Students mean (std dev)	Total mean (std dev)
UNDERGPA	3.35 (0.41)	3.34 (0.47)	3.34 (0.43)
GMAT	493.39 (89.70)	424.32 (132.61)	475.14 (106.74)

II. Relevant Means from Graduate Theory Class Sample:

Variable	Domestic Students mean (std dev)	International Students mean (std dev)	Total mean (std dev)
UNDERGPA	3.29 (0.43)	3.40 (0.46)	3.32 (0.44)
GMAT	493.36 (90.66)	437.50 (155.24)	479.00 (112.96)

[1]UNDERGPA = student undergraduate grade point average, coded on a four-point scale from zero to four. GMAT = student GMAT total score.

[2]Domestic students are students with undergraduate degrees from US colleges or universities, while International Students are students with undergraduate degrees from Non-US colleges or universities.

The UNDERGPA means are similar for both domestic and international students for the overall MA program (3.35 for the domestic students and 3.34 for the international students), while the international students taking the Graduate Accounting Theory class had a higher UNDERGPA than the domestic students (3.40 versus 3.29, respectively).

For both samples (MA and Graduate Accounting Theory students), the domestic students had higher GMAT scores than the international students. The differences were somewhat greater for the MA sample (493.39 domestic versus 424.32 for the international students, respectively).

Results from ANCOVA Models

The authors created two 2 X 2 X 2 ANCOVA models with relevant interactions to test the hypotheses. We first regressed the independent variables on GRADGPA (student's GPA from the MA program). For validity comparison, we then regressed the variables on THEORYGRADE (student's percentage grade in the Graduate Accounting Theory class). We used the Type III sums of squares to calculate each term's F Statistic. The ANCOVA models' results are reported in Table 3. Section I contains the results for the first model with variables regressed on GRADGPA, while Section II contains the results for the second model with the variables regressed on THEORYGRADE.

Table 3
2 X 2 X 2 ANCOVA Models' Results: GENDER, UNDERGPA, GMAT, USDEGREE, UNDERGPA*USDEGREE, AND GMAT*USDEGREE Regressed on GRADGPA and THEORYGRADE

I. ANCOVA Model Results from MA Sample (Variables Regressed on GRADGPA[1]):

Source[2]		DF	F Statistics	P-Values[3]
GENDER		1, 139	0.01	0.910
UNDERGPA		1, 139	15.22	0.000
GMAT		1, 139	6.67	.0011
STUDENT		1, 139	0.50	0.480
UNDERGPA*STUDENT		1, 139	4.57	0.034
GMAT*STUDENT		1, 139	4.58	0.038
Overall Test		6, 139	7.77	0.000

II. ANCOVA Model Results from Graduate Theory Sample (Variables Regressed on THEORYGRADE):

Source		DF	F Statistics	P-Values[4]
GENDER		1, 149	0.00	0.964
UNDERGPA		1, 149	12.41	0.000
GMAT		1, 149	16.32	0.000
STUDENT		1, 149	0.67	0.413
UNDERGPA*STUDENT		1, 149	0.53	0.470
GMAT*STUDENT		1, 149	5.34	0.022
Overall Test		6, 149	9.90	0.000

[1]GRADGPA is the cumulative GPA of each student upon graduation from the MA program. THEORYGRADE is the percentage grade that each student made in the graduate theory class.

[2]The independent variables are: GENDER, coded 0 if the student was male and 1 if the student was female; STUDENT coded 0 for a domestic student (undergraduate degree from a US college or university) and 1 for an international student (undergraduate degree from a Non-US college or university); GMAT, the score the student earned on the Graduate Management Admission Council test; UNDERGPA, the undergraduate grade point average of the student; UNDERGPA*STUDENT, the interaction between

the student's undergraduate GPA and international status; and GMAT*STUDENT, the interaction between the student's GMAT score and international.

[3]One-tail p-value for direction testing.

[4]One-tail p-value for direction testing.

Section I results show that the model fit the MA data very well (F Statistic = 7.77, p-value = .000). UNDERGPA and GMAT are the main variables that explain students' performances in the MA program. Both UNDERGPA and GMAT are positively related to performance; students with higher undergraduate GPA and higher GMAT scores perform better in the program. However, GENDER and STUDENT were not significant in explaining student performance. Apparently, male and female students performed similarly in the program, and international students performed overall as well as domestic students.

The results in Section II suggest that the model for the Graduate Accounting Theory sample was an even better fit (F Statistic = 9.90, p-value = .000). The same main variables were significant in explaining the percentage grade (THEORYGRADE) in the Graduate Accounting Theory class.

For both models, the main variable terms are consistent with prior research results. Thus, the first four hypotheses are all accepted. Both GMAT scores and undergraduate GPA significantly explain graduate accounting student performance. The results are similar for the MA program and for students taking the Graduate Accounting Theory class.

However, one of the major points of relevance for the study was to determine whether international and domestic students perform similarly across all levels of undergraduate GPA and GMAT scores. Thus, the interactions between the main variables, undergraduate GPA and GMAT scores, and international status of students (STUDENT) are of primary interest in this study.

The results for the two interaction terms in Section I illustrate the importance of looking at interactions between relevant variables, and not just main variable results. Both of the primary variables interact with the international status of the students. UNDERGPA*STUDENT (F statistic = 4.57, p-value = .034) and GMAT*STUDENT (F statistic = 4.58, p-value = .038) are both significant. These two interactions' results suggest that domestic and international students do not perform the same across all levels of undergraduate GPA and GMAT scores.

The results from the second model in Section II also illustrate that the GMAT*STUDENT interaction is still significant (F Statistic = 5.34, p-value = .022) for the Graduate Theory sample. However, the UNDERGPA*STUDENT term is no longer significant (F Statistic = 0.53, p-value = .470). The Graduate Accounting Theory class containing some students that did not complete the program likely causes the differing results.

Pair-Wise Contrasts' Results

The significant interaction terms found in the ANCOVA models warrant additional analysis to dig deeper into the specific areas of the interactions. The authors decided to create pair-wise contrasts to determine the levels of the interaction in explaining student performance. We divided the GMAT score into two levels, high and low, based on the overall mean. We then created a 2 by 2 GMAT*STUDENT interaction model for each dependent variable. The means for all four cells and the resulting relevant contrasts for each dependent variable are shown in Panels I and II of Table 4.

Table 4
Contrasts and Means for Student Graduate GPA (GRADGPA) and Student Performance in Graduate Theory Class (THEORYGRADE)

I. Means and Contrasts for Student Graduate GPA (GRADGPA) at High and Low Levels of GMAT by STUDENT

GRADGPA Means for 2 X 2 GMAT*STUDENT:

GMAT Level[1]	STUDENT = domestic mean (std dev)	STUDENT = international mean (std dev)
Low level (below the mean)	3.59 (0.24)	3.45 (0.27)
High level (above the mean)	3.64 (0.28)	3.65 (0.29)

Contrasts for GRADGPA (graduate GPA):

	df	F stat	P Value[2]
GRADGPA differs by GMAT levels for domestic students: 1 0 -1 0	1	0.97	0.326
GRADGPA differs by GMAT for international students: 0 1 0 -1	1	4.64	0.033
GRADGPA differs for domestic and international students at low level of GMAT: 1 -1 0 0	1	3.38	0.068
GRADGPA differs for domestic and international students differ at high level of GMAT: 0 0 1 -1	1	0.02	0.875

II. Means and Contrasts for Student Performance in Graduate Theory Class THEORYGRADE) at High and Low Levels of GMAT by STUDENT

THEORYGRADE Means for 2 X 2 GMAT*STUDENT:

GMAT Level	STUDENT = domestic mean (std dev)	STUDENT = international mean (std dev)
Low level (below the mean)	0.87 (0.09)	0.78 (0.10)
High level (above the mean)	0.88 (0.77)	0.87 (0.08)

Contrasts for THEORYGRADE (graduate theory grade):

	df	F stat	P Value
THEORYGRADE differs by GMAT levels for domestic students: 1 0 -1 0	1	0.48	0.488
THEORYGRADE differs by GMAT for international students: 0 1 0 -1	1	8.37	0.004
THEORYGRADE differs for domestic and international students at low level of GMAT: 1 -1 0 0	1	14.37	0.000
THEORYGRADE differs for domestic and international students at high level of GMAT: 0 0 1 -1	1	0.29	0.588

[1]GMAT was recalculated as a dichotomous variable, coded as Low if student observation was below the GMAT mean and coded High if student observation was above the GMAT mean. Then, GMAT*USDEGREE was regressed on GRADGPA and THEORYGRADE separately on the GMAT*USDEGREE to produce the contrasts.
[2]One-tail p-value for directional testing.

Panel I contains the means and relevant contrasts for GRADGPA across the four cells of the GMAT*STUDENT interaction, high and low GMAT scores by domestic and international students. The first contrast testing whether GRADGPA significantly differed at high and low levels of GMAT scores for domestic students is not significant (F Statistic = 0.97, p-value =

.326). However, the second contrast shows that GRADGPA is significantly different for the international students between low and high levels of GMAT (F Statistic = 4.64, p-value = .033). Thus, the first two contrasts indicate that GMAT is not useful in explaining MA performance for the domestic students. However, GMAT is important in explaining performance for the international students.

Contrasts three and four provide information on what level the interaction between GMAT and STUDENT is occurring. These two contrasts show that the differences mostly occur at the low levels of GMAT. Domestic and international students with low GMAT scores do differ significantly in performance in the MA program (F Statistic = 3.38, p-value = .068). Domestic students with low GMAT scores do significantly better in the MA program than international students with low GMAT scores.

Panel II shows the means for THEORYGRADE across the four cells of the GMAT*STUDENT interaction, and the relevant contrasts. The results are similar to those reported earlier for the entire program for each contrast, but even stronger (F Statistic = 8.37, p-value = .004 and F Statistic = 14.34, p-value = .000 for the two relevant contrasts, respectively). GMAT scores are important for international students in explaining the grade they earned in the Graduate Theory class. However, GMAT is not important in explaining domestic student performance in the Graduate Accounting Theory class. Again, the third contrast suggests the differences in importance of GMAT scores in explaining the differing performances between international and domestic students is at the low level of GMAT scores.

To further investigate the UNDERGPA*STUDENT interaction we restated UNDERGPA into two levels, high and low, based on the overall mean undergraduate grade point average of 3.34. We then created a 2 by 2 UNDERGPA*STUDENT interaction model for each dependent variable and performed relevant contrasts. The means for each cell, and the resulting contrasts, for each dependent variable are show in Panels I and II of Table 5.

Table 5
Contrasts and Means for Student Graduate GPA (GRADGPA Response) and Student Performance in Graduate Theory Class (THEORYGRADE)

I. Means and Contrasts for Student Graduate GPA (GRADGPA) at High and Low Levels of UNDERGPA by STUDENT

GRADGPA Means for 2 X 2 UNDERGPA*STUDENT:

	STUDENT = domestic	STUDENT = international
UNDERGPA Level[1]	mean (std dev)	mean (std dev)
Low level (below the mean)	3.54 (0.25)	3.57 (029)
High level (above the mean)	3.75 (0.24)	3.48 (0.29)

Contrasts for GRADGPA (graduate GPA):

	df	F stat	P Value[2]
GRADGPA differs by UNDERGPA levels for domestic students: 1 0 -1 0	1	15.60	0.000
GRADGPA differs by UNDERGPA for international students: 0 1 0 -1	1	1.03	0.312
GRADGPA differs for domestic and international students at low level of UNDERGPA: 1 -1 0 0	1	0.23	0.632
GRADGPA differs for domestic and international students at high level of UNDERGPA: 0 0 1 -1	1	11.39	0.001

II. Means and Contrasts for Student Performance in Graduate Theory Class (THEORYGRADE) at High and Low Levels of UNDERGPA by STUDENT

THEORYGRADE Means for 2 X 2 UNDERGPA*USDEGREE:

UNDERGPA Level	STUDENT = domestic mean (std dev)	STUDENT = international mean (std dev)
Low level (below the mean)	0.85 (0.11)	0.83 (0.12)
High level (above the mean)	0.91 (0.04)	0.80 (0.07)

Contrasts for THEORYGRADE (graduate theory grade):

	df	F stat	P Value
THEORYGRADE differs by UNDERGPA levels for domestic students: 1 0 -1 0	1	9.18	0.003
THEORYGRADE differs by UNDERGPA for international students: 0 1 0 -1	1	0.53	0.470
THEORYGRADE differs for domestic and international students at low level of UNDERGPA: 1 -1 0 0	1	1.58	0.211
THEORYGRADE differs for domestic and international students at high level of UNDERGPA: 0 0 1 -1	1	15.96	0.000

[1]UNDERGPA was recalculated as a dichotomous variable, coded as Low if student observation was below the UNDERGPA mean and coded High if student observation was above the UNDERGPA mean. Then, UNDERGPA*USDEGREE was regressed on GRADGPA and THEORYGRADE to produce the contrasts.

Panel I contains the means for GRADGPA for the four cells, high and low levels of UNDERGPA by domestic and international students. The means and resulting contrasts show opposite interaction effects from the GMAT interaction results reported earlier in Table 4. The first contrast is significant (F Statistic = 15.60, p-value = .000), indicating UNDERGPA is significant in explaining MA performance for domestic students. However, the second contrast is not significant (F Statistic = 1.03, p-value = .312), thus indicating that UNDERGPA is not significant in explaining MA performance for international students. The final contrast is also significant (F Statistic = 11.39, p-value = .001), indicating that the interaction effect primarily occurs at high levels of UNDERGPA.

Domestic and international students with below average undergraduate GPAs perform similarly in the MA program. However, international students with above average undergraduate GPAs perform significantly worse than domestic students with above average undergraduate GPAs. This result suggests that undergraduate GPAs may not be a useful measure for determining admissions to a MA program for international students, and that undergraduate GPAs of international students may be over-inflated somewhat as a measure of prior knowledge.

Panel II shows the results with the interaction term regressed on THEORYGRADE. The means and contrasts for the four cells with high/low levels of UNDERGPA by student status show similar results as reported in Panel I for GRADGPA. Again, undergraduate GPA is significant in explaining student performance in the Graduate Accounting Theory class for the domestic students (F Statistic = 9.18, p-value = .003), but not for the international students (F Statistic = 0.53, p-value = .470). The remaining contrasts again suggest that this interaction primarily occurs at the above average level of undergraduate GPA. Thus, even though the UNDERGPA*STUDENT was not significant in the main multi-variate ANCOVA model for

THEORYGRADE (Table 3 results), the contrasts do indicate a significant interaction, but it is only at the higher levels of undergraduate GPA. Thus, the interaction test across all levels of UNDERGPA was not strong enough to capture this interaction fully, but the contrasts were able to pinpoint the interaction more precisely.

Combining the overall interaction tests in the ANCOVA model and relating contrast tests, Hypothesis five is accepted, both parts a and b. GMAT scores are more important in explaining international student performance in the graduate accounting program and in the theory class than it is in explaining domestic student performance. This GMAT effect is particularly important for students that have below average GMAT scores. International students with below average GMAT scores do not do as well in the graduate program as domestic students with below average GMAT scores.

The overall models' ANCOVA results and relating contrasts also lead to accepting Hypothesis six, both a and b parts. Undergraduate GPA is not significant in explaining international student performance in the graduate program, while it does significantly explain the performance of the domestic students. This undergraduate GPA interaction effect with student status is mostly occurring at the high levels of undergraduate GPA. International students with above average undergraduate GPAs do not do as well as domestic students with above average undergraduate GPAs in the MA program. Again, the results were similar when using the percentage grade in the Graduate Accounting Theory class as the measure of performance.

Overall, the results of this study add to prior research and provide additional evidence concerning the complex factors affecting performance in a MA program by investigating interactions among the variables of interest. Using a second sample of students taking the Graduate Accounting Theory class further strengthens the validity of this study, especially since the results mostly agree with the results for the overall program sample.

CONCLUSIONS

GMAT scores and undergraduate GPA both explain student performance in a MA program, but not equally for domestic and international students. GMAT is more important in explaining student performance for international students, while undergraduate GPA is more important in predicting success for domestic students. GMAT scores do not appear to explain student performance for the domestic students; domestic students with below average GMAT scores do as well as those with above average GMAT scores. However, GMAT scores do appear to explain significantly student performance for the international students. GMAT scores are particularly significant in explaining performance for international students with below average GMAT scores.

Undergraduate GPA is very important in explaining MA performance for domestic students but not for international students. These results strongly suggest that the undergraduate GPAs of international students, as a group, are not useful in explaining international student performance in a MA program, and those GPAs for some international students may be overstated.

This study extends prior research by looking at the interaction of GMAT and undergraduate GPA in explaining performance in the MA program. Our results extend prior research by suggesting that the two do not explain performance equally well for domestic and international students. Graduate Program Directors and schools should consider using differing approaches for domestic and international students when evaluating acceptance to their MA programs. For domestic students, GMAT scores may not be a good indicator of subsequent performance in a graduate accounting program; thus, the school may want to limit the importance of GMAT for admissions of domestic students. For domestic students, schools should place a greater emphasis on undergraduate GPA than on GMAT in determining admissions to their MA programs.

For international students, schools should take the opposite approach to the two variables in evaluating admissions. Undergraduate GPA is not an important indicator of subsequent performance for international students, while GMAT is very significant in explaining performance in the MA program for international students. Our study suggests schools should consider deemphasizing undergraduate GPA and placing greater importance on the GMAT scores for international students.

This study improves its external validity by examining both of the two measures of student performance used in prior research, overall GPA and performance in one of students' first graduate class. The measure most used by prior research is the graduate GPA of students in the program. The weakness of this measure is that only students graduating, and thus somewhat successful, are in the sample. We also measure student performance in the Graduate Accounting Theory class that all students normally take their first semester of coursework. Only a few studies have looked at a different measure of performance for a particular class.

All studies dealing with student performance suffer from sampling limitations, in that results can be class and program specific, thus limiting the generalizability and external validity of education studies. Although our study is also limited by this problem, we attempt to moderate this limitation by using two samples to verify the strength of this study's results. The main sample in this study in the overall MA sample, while the purpose for the second sample of Graduate Accounting Theory students is to see if results are similar to the MA sample. Similar results increase the validity of the results and suggests that the results are not as sample specific. Overall, the results in this study were similar for both samples, particularly the contrasts for the interaction terms.

ENDNOTES

[1]This study is not covered by the University Institutional Review Board's (IRB) regulations. The research did not involve interaction or intervention with the individuals and the data are collected and stored in a manner that prevents subjects from being identified either directly or through identifiers linked to the subjects.

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CRAFTING COMMUNITY: A CASE STUDY FOR KINGS BLUFF BREWERY SOCIAL MEDIA MARKETING

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CASE DESCRIPTION

The primary subject matter of this case concerns social media marketing for small businesses. Secondary issues examined include consumer behavior, social networks, and uncertainty reduction. The case has a difficulty level of three, as it is appropriate for students at the junior level. The case is designed to be taught in three class hours and is expected to require one hours of outside preparation by students.

CASE SYNOPSIS

With explosive growth in the craft beer industry and a single brewpub serving Tennessee's youngest city, homebrewers Dustyn and Kristen Brewer recognized an opportunity to serve, celebrate, and build community in Clarksville, Tennessee. With big dreams and a limited promotions budget, the owners looked to social media to achieve their promotions and community-building goals as they opened microbrewery Kings Bluff Brewery in 2019. Through this case study, students are challenged to reference industry resources, case information, and theory as they produce research-based social media marketing recommendations for Kings Bluff Brewery.

INTRODUCTION

It was 2017 and the growth of American craft brewing was in full throttle. In a span of only eight years, the 200-year-old brewing industry had grown its workforce 120% as the number of brewing entities increased six-fold (Thompson, 2018). But in fast-growing and notably "young" Clarksville, Tennessee, only one craft brewery – a brewpub – was in operation.

Enter the Brewers.

Recognizing their personal desire for more local craft beer options matched a national consumer and market trend, Dustyn and Kristen Brewer began brewing small batch beers in their garage. As their recipes continually improved and friends happily enjoyed the fruits of their labor, they refined a vision for a new, different brewery designed to craft community *and* beer, offering a space for the types of conversation and collaboration that strengthen ties between segments of the area's diverse population. By late 2018, the Brewers were putting the final touches on their microbrewery, Kings Bluff Brewery (KBB), in downtown Clarksville, Tennessee and anticipating an early 2019 opening.

Like many small brewing operations, the Brewers planned to use low-cost, highly-efficient social media as a cornerstone of their promotional strategy, anticipating social networking sites would allow them to achieve both promotional and community-building goals.

With an almost non-existent promotions budget and construction nearing an end, they began to debate the specifics of their promotional strategy and the role of social media: Which platforms would best serve KBB? How should they use them? Who should manage them? What types of content should they share?

THE CRAFT BEER INDUSTRY

The Brewers Association, which offers longitudinal data and insights on craft beer in the United States (Brewers Association: Who we are, n.d.), defines six market segments within the craft beer market including microbreweries and brewpubs. Microbreweries are entities producing fewer than 15,000 barrels per year and selling at least 75% off-site while brewpubs operate significant food services and sell at least 25% of their beer on site (Brewers Association: Economic impact, n.d.). Microbreweries far outnumbered other types of American brewers in 2018, accounting for 4,522 of the total 7,450 breweries documented that year (Brewers Association: Craft beer industry market segments, n.d.). Further, microbreweries produced 22.5% of the craft beer industry volume and significantly outpaced brewpubs in openings per year (Brewers Association: Craft beer industry market segments, n.d.).

Driven by consumer preference for the taste, quality, and craft beer culture associated with craft beer (C+R Research, n.d.), the craft beer market grew steadily in 2018 (Brewers Association: National beer sales & production data, n.d.). While overall U.S. beer sales declined by 1% in 2018, craft beer sales increased 4% by volume, fueling a 7% increase in retail dollar sales. The Brewers Association estimated craft brewer sales represented 13.2% of the national beer market by volume, or 24% of the $114.2 billion market. Overall, microbreweries fared better than brewpubs from 2017 to 2018, mostly due to an 18.5% increase in the number of brewpub closings. The number of U.S. microbreweries grew by 15% from 2017 to 2018. During this period, craft beer operations expanded in Clarksville, Tennessee, as the area's single craft brewer (a downtown brewpub) gained three competitors – another large downtown brewpub and two taprooms located in the shopping district roughly seven miles away – and microbrewery KBB prepared to open.

Survey data collected via Nielsen's 2019 Craft Beer Insights Poll indicated the average weekly craft beer drinker was usually male, age 44 or younger, and had an annual income of $75,000-$99,000, but noted an increase in the number of women who drank craft beer on a monthly basis (Kendall, 2019). The research further indicated weekly craft beer drinkers were concerned with shopping local, as 71% said they purchased only regional beer and 62% indicated they bought local beer. Additionally, brand recognition played an increasingly important role in craft beer choice, with consumers (especially women) indicating considerably less willingness to buy a craft beer they had never heard of. Sampling, education, and opportunities to try exclusive offerings were the top reasons consumers visited breweries, with sampling being especially important to female craft beer drinkers. Research from C+R Research (n.d.) offered insights concerning spending habits, reporting craft beer drinkers spend $59 per month on craft beer and the majority (76%) did not allow price to influence the decision to purchase craft.

KINGS BLUFF BREWERY

Inspired by the national boom in craft brewing and experiences with operations in Asheville, North Carolina and Nashville, Tennessee, the homebrewing Brewers recognized a business opportunity in the Clarksville, Tennessee market. Located just ten miles from Fort Campbell Military Installation and home to a state university of more than 10,000 students, Clarksville boasted an average resident age of just 29 (Mishkin, 2019) but – for more than a decade – had just one craft beer brewer.

Leveraging their combined 20 years of marketing experience – hers as a higher education recruiter and his as a business developer and digital marketing manager – the Brewers identified an opportunity to develop a fully "Clarksville-centric" approach to craft beer through the celebration of all the people and places that made the city unique. Among those places was King's Bluff (also spelled Kings Bluff, depending on the source), a river's edge rock-climbing site featuring 160 routes on nearly 1,700 linear feet of cliff (King's Bluff, 2019). "We wanted our focus to be on the things that make Clarksville unique, and Kings Bluff is found only in our city," noted Dustyn as he explained the naming process, which included deciding to use the non-possessive spelling of the site name for aesthetic reasons. "Craft beer drinkers tend to be a bit 'outdoorsy' and the name Kings Bluff resonates with climbers in the area."

Positioning

By late 2018, the downtown Clarksville, Tennessee area was home to two brewpubs, meaning both craft brewing establishments placed considerable emphasis on dining. While consumers likely thought of dining *then* craft beer when considering these other downtown business district breweries, the Brewers wanted consumers to think of community, quality, and flavorful beer when thinking of KBB. To support their positioning, the Brewers chose the slogan "Craft beer, elevated" as a clever nod toward the King's Bluff climbing experience and as a means of communicating the elevated experience and quality consumers should expect.

Target Market

While the overall demographic characteristics of Clarksville, Tennessee's young population aligned with those of consumers who enjoy craft beer, the Brewers carefully defined the consumers they would include in their target market. The new business owners decided to target craft beer-drinking consumers affiliated with the nearby university and/or downtown business district entities who followed current trends, took risks, enjoyed the outdoors, and/or sought participation in a community of people.

Marketing Mix

Determined to position KBB as the craft brewery offering community, quality, and flavorful beer, the Brewers strategically developed their marketing mix.

Place: In 2018, the Brewers secured a lease and began renovations on a 3,600-square-foot downtown Clarksville, Tennessee space located just feet from the Austin Peay State University quad and a large residential development targeting college students. Law offices, government buildings, boutiques, restaurants, brewpubs, and a variety of other businesses were located within the surrounding three city blocks. Limited free parking was available on site and ample street parking was available nearby.

There, the Brewers decided to develop a “mellow” taproom where customers could purchase KBB brews for on-site or at-home consumption. The beer would not be available for sale in retail stores. Rather, with an eye toward the goal of creating community and increasing sales, the Brewers wanted curious craft beer enthusiasts and loyal KBB customers to pay a visit to the taproom, an act correlated with increased purchases (Kendall, 2018). They decided they would occasionally operate a beer tent at special events, including pop-up beer gardens at local restaurants.

Product: In alignment with their mission and positioning, the Brewers developed a set menu of high-quality, locally-sourced craft beers, each of which celebrated a unique aspect of Clarksville. For example, the Bun N’ Cream Stout would be a tribute to the decadent grilled honeybun and ice cream dessert of nearby downtown diner Johnny’s Big Burger, while the Dry Campus Irish Stout would serve as a playful nod to the nearby dry college campus. As dog lovers, the Brewers also decided to make KBB a canine-friendly establishment and developed Puppy Pilsner – an organic broth blend – to keep on tap for four-legged customers. The beers would be offered on site in flights, pints, and pitchers, and sold in cans, growlers, and kegs for off-site consumption. The brewery would employ five “beertenders”, with “Beer Lord” Dustyn serving as the sixth member of the wage-earning team.

In designing the servicescape, the Brewers kept their target market and mission in mind, choosing to design a rustic, open, well-lit space featuring broad storefront windows, metal and wood detail, visible tanks, and a variety of tables and chairs patrons (or staff) could assemble as desired (see Figure 1). Free wireless internet and subtle music would make the space attractive as a workspace during earlier hours, while the fluid floorplan and easy-to-reconfigure furniture would allow for a variety of events in the evening. Within the taproom, they planned to host a variety of trivia nights, comedy/live music engagements, paint-and-sip parties, and other events open to the general public. Activities would vary by day of the week and, accordingly, the consumer experience would differ to some degree (see Figure 2).

The Brewers decided they would focus solely on delivering excellent beer and an exceptional experience, leaving food to the discretion of the customer. Customers would be free to bring their own food or have it delivered to KBB. Like many other microbreweries, KBB would periodically host a food truck. Free popcorn would be offered via a carnival-style popcorn stand.

In addition to everyday retail operations, the Brewers saw potential in renting the two-room, 3600-square-foot space for events, with fees covering purchase of KBB kegs and after-party cleanup. Further, they decided to sell a signature brew service whereby business owners could partner with the KBB Beer Lord (Dustyn) to develop a brew of their own.

Price: In determining which pricing strategy to use, the Brewers considered both the cost of using premium ingredients to craft premium beer and the price-insensitive nature of the craft beer consumers. Accordingly, the Brewers decided to use value-based pricing, tapping into consumers’ preference for craft beer and willingness to pay more for craft labels. KBB prices would be based on consumer willingness to pay rather than on cost to produce (cost-plus pricing), which results in higher prices than the cost-plus model.

Promotion: With a severely limited promotions budget, the Brewers knew low-cost public relations and digital media were their best options. Specifically, they knew highly-effective social media marketing on social networking sites would play an important role in enabling them to achieve their goals. Accordingly, they set aside $500 of their grand opening budget for sponsored posts on social media.

In the short-term, the Brewers needed to build awareness of and interest in their new microbrewery, a task they approached in two-steps. First, they regularly shared photos and posts about the soon-to-open brewery on their personal social networking pages, engaging their social contacts in the excitement of the process and building anticipation. Once they successfully built buzz within their network, the Brewers would shift their “fans” to official, public KBB social media channels where opening-focused buzz-building activities would continue for the short term.

In the long-term, the Brewers knew their social media pages must enable them to quickly and regularly communicate with craft beer enthusiasts both for promotional *and* community-building purposes. From a promotions perspective, the Brewers needed a channel to inform consumers about the ever-shifting variety of events, food trucks, and small batch brews. A consumer expecting to enjoy a pint of the limited edition Dunbar Draught while working from her laptop would, after all, be frustrated if she arrived to find the beer was no longer available and a noisy trivia night was in progress. In terms of community building, the Brewers knew social networking sites would foster conversation between the brewery and consumers, and between fellow KBB customers. Further, they recognized word of mouth was the most credible (albeit most difficult to control) form of promotion and that social networks would effectively facilitate the spread of information between existing and prospective customers.

STRATEGIC SOCIAL MEDIA CHOICES

As opening day drew nearer, the Brewers needed to finalize plans for social media use. Specifically, they needed to decide which social networking sites they should use, who should manage them, and what types of content they should share.

DISCUSSION QUESTIONS

1. Which social networking sites should KBB use? Who should manage them? Provide supporting rationale and research.

2. Through the lens of social network theory, explain why social media is a critical component of the promotional strategy for KBB, a new business seeking to build community and grow sales.

3. What uses and gratifications may drive craft beer drinkers to follow and engage with KBB brand pages on various social networking sites? How can KBB use that information to strategically develop social media content aligned with their mission?

4. Think about the reasons KBB customers, both prospective and existing, may experience uncertainty. How can KBB use social media to create a sense of certainty and, ideally, move consumers toward a long-term relationship?

Fig. 1 On-site Photos

The Kings Bluff Brewery logo features outdoor images and the brewery tagline, “Craft beer, elevated”.

Kings Bluff Brewery’s windowed storefront contributes to the airy, natural servicescape.

A mural depicting the downtown Clarksville skyline communicates the brewery's enthusiasm for local living.

Small barrel brewing means short-term availability, thus the chalk-written KBB bar menu. Flights, pints, and growlers are available for purchase.

Fig. 2 Social Media Posts

Offering an intentionally variable experience, KBB outlines each week's plan in its "set list".

KBB amplifies its organic reach through creation of Facebook events.

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KARABELLA DAIRY: BEYOND MILKING CARABAOS FOR WHAT THEY'RE WORTH

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CASE DESCRIPTION

This case was designed to be used in strategic management classes, particularly for sessions that deal with business model development, macro-environmental analysis, and internal business analysis. It has a difficulty level of four, appropriate for senior level undergraduate students and first year graduate level students. The case is designed to be used for a three-hour class, and requires three (3) hours of outside preparation by students.

CASE SYNOPSIS

Karabella Dairy is a social enterprise co-founded by Erika Valerie Ng Wong, who saw an opportunity to uplift the lives of carabao (water buffalo) farmers in the Philippines by producing ice cream and other dairy products made from carabao milk. During its first few years as an enterprise, Karabella Dairy had some successes, having been recognized both for its social mission and product quality, but also faced challenges in terms of scaling its operations and establishing a distinctive brand.

This case is about an entrepreneurial start-up that seeks to refine its business model so that it can continue to provide better livelihood opportunities and steady income streams for farmers in an economically-viable manner. Students are asked to show how the business model of the social enterprise evolved over the years, using the Business Model Canvas as a tool. They are also expected to conduct a macro-environment analysis to uncover the opportunities and threats faced by the players in the Philippine dairy industry; and an internal business analysis to determine the strengths and weaknesses of the company. Finally, they are expected to recommend strategies that will enhance Karabella Dairy's long-term growth and viability as a social enterprise.

INTRODUCTION

"Karabella's goal is to really uplift the lives of carabao (water buffalo) farmers." This was according to Erika Valerie Ng Wong, who shared the purpose of her social enterprise in a television feature that was aired by a major Philippine broadcasting company in October 2016. The enterprise's name is Karabella Dairy, which produces and sells ice cream and other products made from carabao's milk. Two years after making this public declaration, Erika wonders what else can be done to scale the business more quickly so that it can benefit more Filipino carabao farmers, many of whom struggle with making ends meet.

Erika, who serves as Karabella's Chief Catalyst Officer, explained how she used to source her raw material from a middleman, who pays the farmer 30 pesos per liter of raw carabao's milk, and sells the milk to her at a price of 70 pesos per liter. Erika felt that this was unfair because the farmers are the ones engaged in hard labor. A typical day for the carabao farmer means waking up at 3:00 AM, milking the carabaos, feeding them, and bathing them. They do these activities all over again in the afternoon, after which they bring the raw carabao milk to the cooperative to sell it. Thus, it takes an entire day of work to care for the carabaos. "Thirty pesos do not do any justice to the carabao farmers," Erika said. Thus, she decided to buy milk directly from a carabao farmer, who she pays 70 pesos per liter. "If I am willing to pay 70 pesos to the middleman," she added, "then why not to the farmer who is doing all the hard work?"[1]

With health-conscious moms and their children in mind, Karabella prides itself in offering a unique concept in the Philippines: all-local and all-natural milk and ice cream with exciting flavors like leche flan with *calamansi*, peanut butter, salted egg caramel, *tablea* chocolate, *turon* with *langka* (jackfruit rolls), and *ube halaya* (purple yam jam). Karabella's products are sold in a few select stores, but it mainly does business through party bookings and cart rentals, combining highly interactive and colorful booths with its innovative flavors.

Now that Karabella has succeeded in establishing a recognizable brand, it is setting its sights on a much wider market. However, it is faced with several challenges typical of early-stage social enterprises attempting to scale to maximize its social impact. As a very small player in an industry dominated by conglomerates such as Unilever Group, Froneri Ltd., and San Miguel Corporation, Karabella needs to expand its distribution channels to make even a minor dent in the Philippine ice cream market (see Table 1).

Table 1
ICE CREAM BRANDS IN THE PHILIPPINES AND MARKET SHARE (%), 2015 TO 2018

Brand	Company name	2015	2016	2017	2018
Selecta	Unilever Group	33.2	34.3	35.8	37.0
Cornetto	Unilever Group	17.7	17.8	18.6	19.2
Nestlé*	Froneri Ltd.	25.5	24.7	23.7	22.8
Magnolia	San Miguel Corp	5.8	5.8	5.6	5.8
Drumstick*	Froneri Ltd.	4.4	4.3	4.2	4.1
Magnum	Unilever Group	2.0	2.1	2.2	2.4
Arce	Arcefoods Corp	2.0	2.0	1.9	1.8
Fruits in Ice Cream	Food People Inc., The	1.4	1.3	1.3	1.2
BTIC	BTIC Inc	1.2	1.2	1.2	1.2
Lait*	Froneri Ltd	0.8	0.8	0.8	0.7
Pinipig*	Froneri Ltd	1.4	1.4	1.3	0.6
Magnolia Popsies	San Miguel Corp	0.2	0.2	0.2	0.1
Others	Others	4.3	4.1	3.1	3.1
Total		100.0	100.0	100.0	100.0

*The Nestlé, Drumstick, Lait, and Pinipig brands were previously owned by Nestlé SA, but are now owned by Froneri, a joint venture between Nestlé and UK-based ice cream company R&R.
Source: Euromonitor International

Among the options Karabella is considering are partnerships with various dealers and cafes, as well as setting up stalls in shopping malls. But this would require substantial investment in expanding its production capacity, a steady supply of raw materials, consistent product development efforts, as well as regular cash flow to sustain rent payments for mall space. To really make a difference in the lives of thousands of carabao farmers in the Philippines, is Karabella ready to deal with the risks that accompany a rapid growth strategy? Is there an opportunity for a small artisanal ice cream producer to make it big in a highly-competitive ice cream and frozen desserts industry?

JUMPSTARTING A SOCIAL ENTERPRISE

After graduating from De La Salle University with a degree in Applied Corporate Management in 2011, Erika worked for Mondelez International for three years. Having undergone an extensive management training program, she was exposed to sales, marketing, marketing communications, and brand management among others. It seems that Erika was on her way to climbing the corporate ladder in a major multinational firm. However, her entrepreneurial spirit, coupled with the desire to do good for society, led her to think about setting up her own social enterprise.

At that time, there was an increasing interest in social entrepreneurship in the Philippines, partly due to the efforts of *Gawad Kalinga* (literally "to give care"), a non-government organization known for adopting novel approaches and initiatives in solving poverty in the Philippines. Among these initiatives is the Gawad Kalinga Enchanted Farm (GKEF), a social business incubator based in Bulacan, a province located north of Manila. To promote social entrepreneurship among college students and young professionals, GKEF hosted the first Social Business Summit in 2014. Inspired by social enterprise leaders and aspiring social entrepreneurs that she encountered in GKEF, Erika visited the farm regularly—mostly on weekends, and participated in the meetings of the farm and of its social entrepreneurs. In one of the farm's management meetings, the need for someone to lead an ice cream business arose. Attracted to the idea, Erika made a decision—she wanted to engage in social entrepreneurship full-time.

Erika started as an ice cream reseller, which operated under the name Kara and Beau's. She bought ice cream from 'dirty ice cream' producers in neighboring towns, and participated in a countryside fair. Intrigued by the term 'dirty ice cream', she visited the community and saw how they made ice cream. There was a large machine within an informal settlers' area, a shared facility with no walls and no sink. She considered setting up her own facility to ensure that the product she sells would meet sanitary standards. However, she had to think twice when she found out that she needed to invest about a million pesos just for the production facility.

In the meantime, she continued working with her suppliers. She bought the ingredients, decided on the flavors, and asked them to produce the ice cream for her. "We had different flavors then. We had watermelon, ginger ale, and coffee," Erika recounted.[2] She, then, sold the ice cream in GKEF, which constantly attracted local and international tourists, and in nearby municipalities. However, she soon had to abandon the arrangement when she discovered strands of hair and shards of glass somewhere in the machine's cylinder. "I said, that is the last straw. I can't work with them anymore. So I revisited my business idea," Erika said.

Drawing from her knowledge of management and economics back in college and from what she learned from the corporate world, Erika wrote a new business plan, did some research on the dairy industry, and learned as much as she could from how different ice cream businesses work. She discovered that the dairy industry in the Philippines was largely dependent on imported inputs, even as products are processed and packaged locally. In fact, more than 95-percent of the local dairy requirement is being supplied by other countries. As such, the country is exposed to fluctuations in milk prices at global level.[3]

It also did not escape Erika that Filipino farmers, unlike those in the USA or Australia, are poor. Taking inspiration from Fonterra, a New Zealand-based multinational company and cooperative whose shareholders are farmers, Erika decided that she wanted to help Filipino farmers too. "When you say Philippine agriculture, you picture a farmer and a carabao," Erika said.[4] She discovered that carabao's milk was richer in terms of nutrients compared to cow's milk, and that people from the rural areas mixed carabao's milk with rice. This convinced her to champion carabao's milk. She said: "That's when our mission was formed. Our goal is to create a full line of products made of carabao's milk."[5]

KARABELLA'S SOCIAL VALUE PROPOSITION

Karabella Dairy gets its supply of carabao's milk (about 8 to 10 liters a day) from carabao farmers who live near the GK Enchanted Farm. For other ingredients apart from carabao milk, Karabella purchases from other social enterprises in the GKEF community. Erika sources Karabella's salted egg caramel from Golden Duck, which sells a range of high-value duck products from premium salted eggs to award-winning burgers; and its peanut butter from First Harvest, which sells delectable spreads and jams made with nutritious ingredients and no extenders. It sources its other ingredients (e.g. cookies) from Make Peace Bakery, which aims to empower the youth through baking with a French touch. However, Karabella's suppliers are not just limited to GKEF—Erika collaborated with her former professor to source pasteurized egg yolk essential for making the ice cream.

Karabella also employs young women from the GKEF community. They help manage Karabella booths in the farm and assist in producing the carabao's milk mixture for Karabella's dairy products. The company's ice cream mixture is made in an old hut in the GKEF community—a sanitary facility compared to Karabella's previous shared facility that was located in the informal settlers' area. After the ice cream mixture is prepared, the batch is delivered to Manila, where it is further processed via an ice cream machine. The mixture is packed and sent to the freezer. After this, the finished products are distributed to Karabella's limited dealers or are sold via Karabella's party carts and through participation in bazaars.

MARKETING AND BRANDING KARABELLA

Before branding the social enterprise as Karabella, Erika underwent what she called a "brand identity crisis." GKEF's original ice cream business was formerly known as "Kara and Beau's" – a play on words that resemble the pronunciation of 'carabao'. However, after consulting her contacts in the marketing field and doing her own tests for the brand's name, Erika found out that Kara and Beau's, though inspired by Ben and Jerry's, was not easy to remember.

Coinciding with her search for the social enterprise's brand identity, she met Jesse Divinagracia, a manager working for a major telecommunications company, who happened to visit the farm. Interested in tasting carabao's milk ice cream, Jesse met with Erika. The two discovered a potential for partnership—Jesse began working with Erika on the social enterprise's unique selling proposition, branding, and image. They continued to test branding options with stakeholders, such as the students and interns of GKEF's School for Experiential and Entrepreneurial Development (SEED). After much iteration, they finally decided to brand the social enterprise as "Karabella" – a term derived from the term "caraballa" or a female carabao. The name aimed to communicate a fresh, healthy, nutritious and exciting dairy brand appealing to Karabella's primary target market—mothers and their children. Erika explains:

> *We want moms to buy all natural and local ice creams to show love for their children and families – that's why we also host children's parties. Since there are also many entrants in artisanal ice cream, I think that was how we can enter the market and own it. We did not want to start a stall yet, because there are many fixed costs. Also, while we're still testing out the market, at least we'll see what will attract the kids' taste buds.*

Now equipped with a brand that is easier to communicate, Karabella established relationships with its target market through various communication channels. It utilized social media via Facebook, where many Filipinos spend most of their time browsing the internet; and Instagram, a platform conducive to promoting picture-perfect shots of food and desserts. In addition, Karabella initiated a tie-up with a social enterprise called "Parenting Emporium"—dealing with mothers with considerable influence in the social media sphere in terms of promoting healthy products suitable for raising children. Karabella and Parenting Emporium worked together to participate in various events such as product launches and sponsorships.

Karabella's efforts have garnered various recognitions. In 2016, the social enterprise was recognized as one of the Top 120 teams in the DBS-NUS Social Venture Challenge Asia for its mission of creating wealth for local carabao farmers. Moreover, food critics recognized the exciting flavors of Karabella, as the brand ended up as the grand winner of the local Ultimate Taste Test 2016 competition. These initial successes of Karabella extended even to mainstream media. It was featured in a show called "Green Living" aired by the ABS-CBN News Channel, which is a nationally televised show that featured enterprises that promote social responsibility and sustainability [Note: The televised episode can be accessed online by clicking on https://www.youtube.com/watch?v=RSX45s30gQE&t=473s]. Karabella's products, which sell at premium prices, has since been made available not only at the GKEF but also in selected local restaurants and cafes in Metro Manila. In addition, Karabella allows its customers to rent party carts for children's parties, weddings, and birthday debuts.

OPPORTUNITIES AND THREATS IN THE PHILIPPINE DAIRY INDUSTRY

As a part of the Philippine dairy industry, Karabella can take advantage of major trends that have boosted growth in the consumption of milk and milk products in the Philippines. These trends include the growing health consciousness of Filipinos, which drives them to make better food choices; and the increasingly busy lifestyles especially among urban dwellers.[6]

Another opportunity for Karabella is the Philippines' tropical climate, which encourages consumers to buy ice cream and frozen desserts year round. Companies offering these products continue to stimulate consumption through new flavor variants, generally during summer and towards the end of the year. The rise in temperature during summer increases Filipinos' appetite for ice cream as a means to cool down. There is also an increase in demand for ice cream at year end because of the number of family and social gatherings during Christmas time. Moreover, Filipinos have a liking for sweet flavored food; therefore, dairy ice cream, which is sweet and creamy, has always had a strong following over the years (see Table 2).[7]

Table 2
SALES OF ICE CREAM BY CATEGORY (IN MILLION PESOS), 2015 TO 2018

Category	2015	2016	2017	2018
Ice cream	15,684.90	16,757.90	18,266.60	19,875.90
• Frozen yoghurt	201.20	215.80	231.80	248.50
• Impulse ice cream	5,947.90	6,313.20	6,920.50	7,452.00
• Take-home ice cream	9,535.80	10,228.90	11,114.30	12,175.50

Source: Euromonitor International

To capture a bigger portion of the Philippine ice cream market, however, Karabella must deal with the aggressive launch of new products and promotional efforts undertaken by major ice cream companies. It must also consider offering its ice cream in the most popular formats: cones and sticks, which accounted for 64.6-percent and 23.7-percent of impulse ice cream sales in 2018. Karabella currently offers its ice cream in cups, which is not as popular among Filipino consumers.[8]

Impulse ice cream products, just like take-home ice cream (bulk ice cream), are sold in supermarkets, but these are also purchased in significant amounts through grocery retailers such as *sari-sari* stores (traditional neighborhood stores). Also driving the growth of impulse ice cream is the number of convenience store brands in the country, many of which also sell soft-serve ice cream (see Table 3). From two major players previously, there are now five key brands (7-Eleven, Ministop, Lawson, Family Mart, and Alfamart) in this channel. These convenience stores will make impulse ice cream "more accessible to consumers for consumption at home and even in the workplace as some outlets are located in business districts."[9] Karabella has yet to take advantage of these potential distribution outlets.

Table 3
DISTRIBUTION OF ICE CREAM AND FROZEN DESSERTS BY FORMAT (% RETAIL VALUE), 2015 TO 2018

Distribution outlet	2015	2016	2017	2018
Grocery retailers	100.0	100.0	100.0	100.0
• Modern grocery retailers	75.6	76.2	76.6	77.0
• Convenience stores	3.8	3.8	3.9	3.9
• Discounters	-	-	-	-
• Forecourt retailers	0.7	0.7	0.6	0.6
• Hypermarkets	11.4	11.6	11.8	12.0
• Supermarkets	59.7	60.1	60.2	60.5
Traditional grocery retailers	24.4	23.8	23.4	23.0
• Food / drink / tobacco specialists	0.2	0.2	0.2	0.2
• Independent small grocers	14.1	13.7	13.3	13.1
• Other grocery retailers	10.1	9.9	9.9	9.7
Non-grocery specialists	-	-	-	-
Non-store retailing (e.g., vending, home shopping, e-commerce, direct selling)	-	-	-	-

Source: Euromonitor International

Another threat is the growing competition posed by fast food chains such as McDonald's and Jollibee that also offer ice cream to augment their food service. How Karabella will position itself in this competitive environment is a major challenge.

BEYOND MILKING CARABAOS FOR WHAT THEY'RE WORTH

Karabella's vision is "to be the top tier supplier and processor of carabao's milk products in the Philippines and in the world." On the other hand, its mission is "to help grow the Philippine dairy industry, create wealth for Filipino farmers, and give everyone access to healthy and delicious dairy products."[10] The company also subscribes to Gawad Kalinga's core motto of *"walang iwanan"* [no one gets left behind], manifested in its efforts to uplift the farmers' lives by creating shared value products and selling them at a fair price [See Exhibit 1 – Karabella Dairy's web and social media pages].

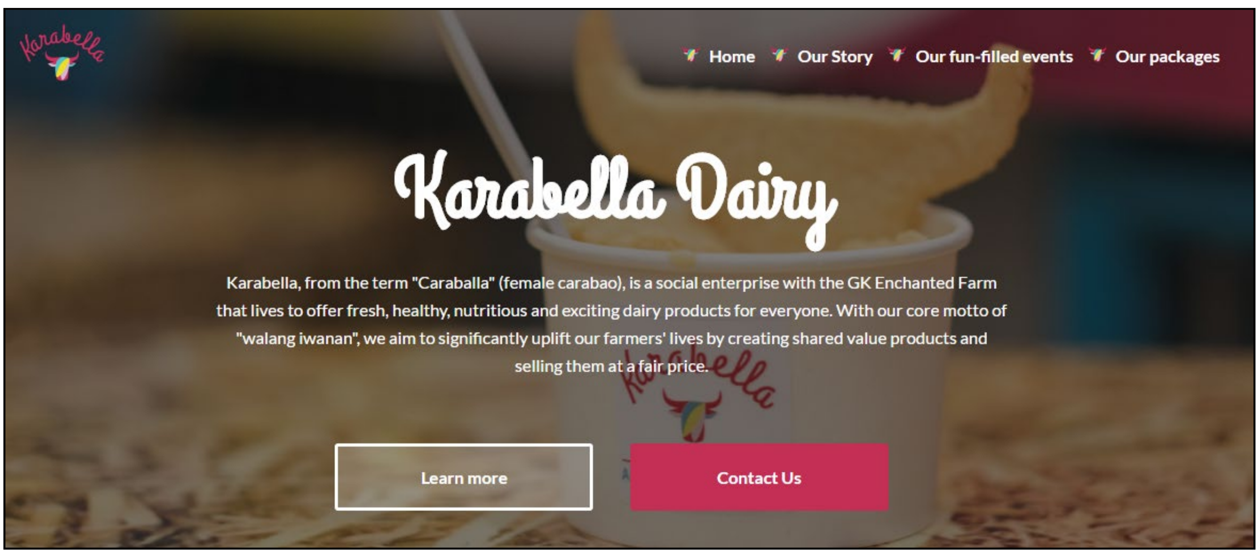
Currently, Karabella measures its social impact through the following: liters of milk bought from farmers at fair trade prices, and salaries given to workers from the community. "In terms of social impact," Erika explains, "we achieved our target for this year. We now pay minimum wage."[11] She also revealed plans to buy milk from farmers at a higher price, perhaps 100 pesos or 150 pesos, even if this will result into higher production costs. "It depends. We still must study it. That will, however, go into the SSS (Social Security System) and PhilHealth contributions of the farmers because they don't have these yet," she added.[12]

Karabella plans to hire more full-time employees and establish more partnerships in the coming years. The company has also firmed up arrangements with a commissary based in Makati City. Under this arrangement, the milk will still be pasteurized in the farm before it is delivered to the commissary together with the other raw ingredients. The commissary will then produce the ice cream and package the final product for Karabella, which will take care of bringing the ice cream to its distribution outlets.

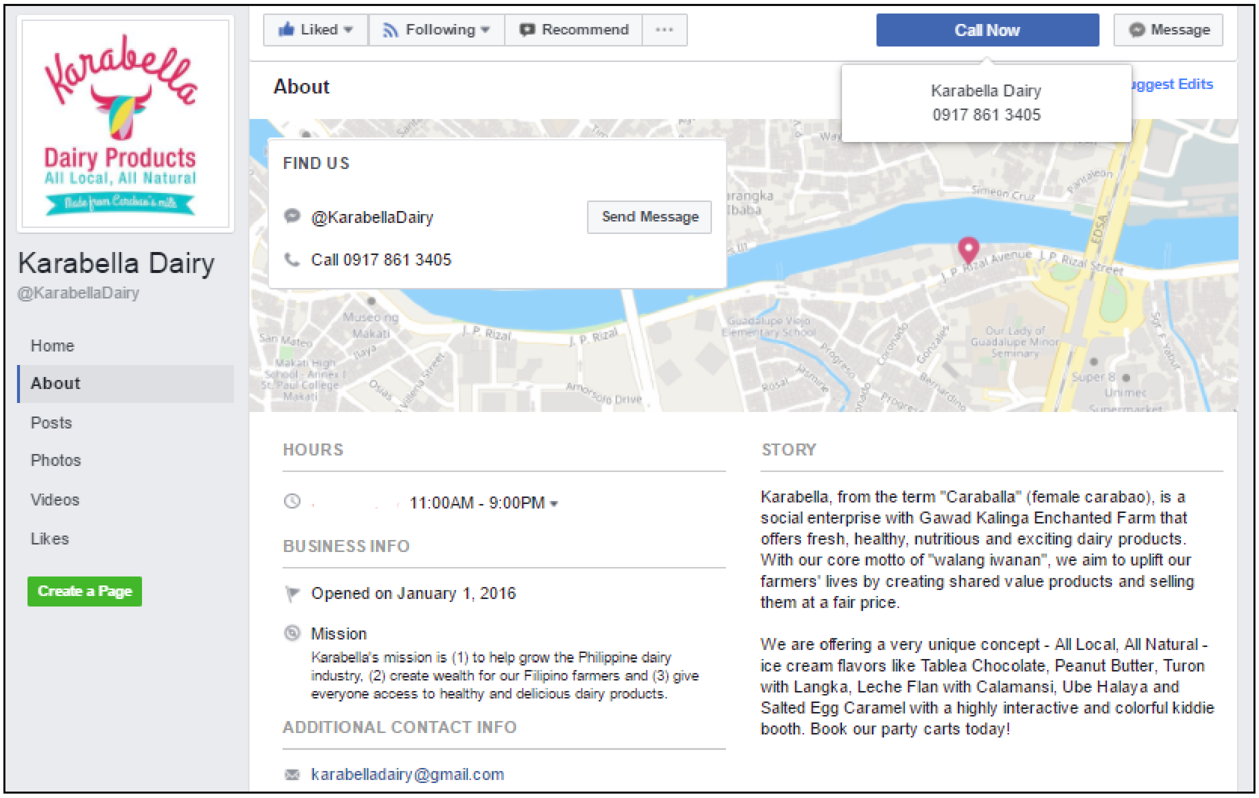
So far, Karabella's main channels are party rental carts, a booth in the Enchanted Farm, and placements in local food bazaars. This set-up severely limits the social enterprise's market reach, as well as its sales revenues. Erika wonders: "Should we also partner with various dealers and cafes? Should we have standalone stores in malls similar to other ice cream and gelato brands?"[13] Choosing appropriate channels for Karabella is not an easy task, given that the shelf-life of its organic products is less than a year, which is significantly shorter than other ice cream brands. This increases the risk of spoilage for unsold products. Moreover, as a startup, Karabella has limited access to funding that is essential to sustain rent payments for mall space.

To support its ambition for growth, Karabella needs to strengthen the enterprise's administrative management. It is currently looking for individuals who are well-versed in dairy-oriented operations, in finance and accounting, and in legal matters. As Karabella attempts to scale, it aims to reach more farmers, who can be given better livelihood opportunities; as well as mothers and children, who will get to taste its new and exciting ice cream flavors. By reconciling the needs of local carabao farmers with the preferences of its customers, Karabella truly goes beyond milking carabaos for what they're worth.

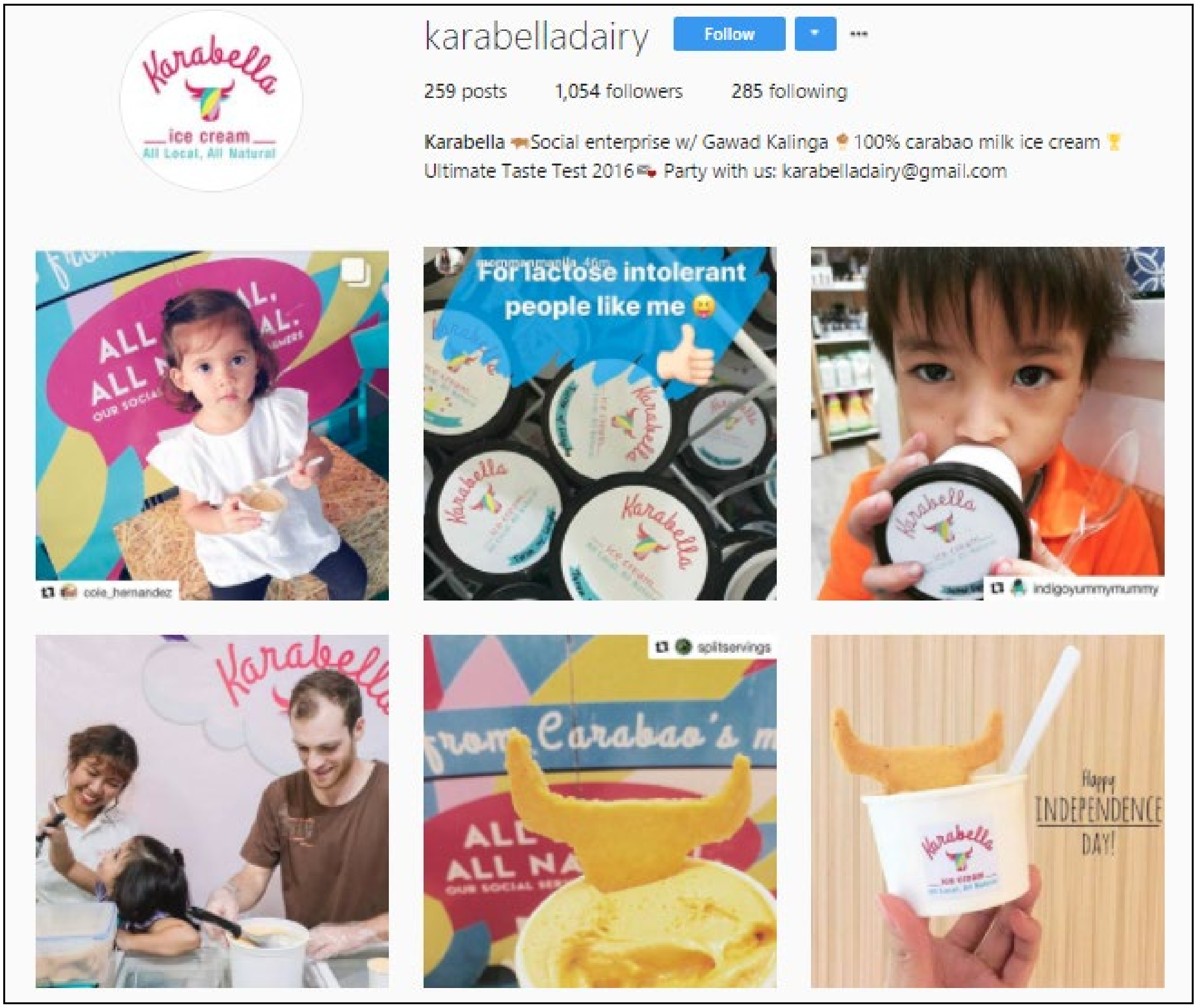
Exhibit 1: Karabella Dairy's web and social media pages



http://karabelladairy.com/



https://www.facebook.com/KarabellaDairy/



https://www.instagram.com/karabelladairy/

ENDNOTES

[1] Personal interview with Erika Ng Wong, October 2017
[2] Personal interview with Erika Ng Wong, October 2017
[3] Euromonitor International, Drinking milk products in the Philippines, Category briefing September 2, 2016
[4] Personal interview with Erika Ng Wong, October 2017
[5] Personal interview with Erika Ng Wong, October 2017
[6] Euromonitor International, Drinking milk products in the Philippines, Category briefing September 2, 2016
[7] Euromonitor International, Ice cream and frozen desserts in the Philippines, Category briefing July 11, 2016
[8] Euromonitor International, Ice cream and frozen desserts in the Philippines, September 2020
[9] Euromonitor International, Ice cream and frozen desserts, Category briefing July 11, 2016
[10] https://www.facebook.com/KarabellaDairy/
[11] Follow-up interview with Erika Ng Wong, July 2018
[12] Follow-up interview with Erika Ng Wong, July 2018
[13] Follow-up interview with Erika Ng Wong, July 2018

THE PASTOR'S DILEMMA

Kyle Ristig, Centenary College of Louisiana

CASE DESCRIPTION

This illustrative case study can be used to can be used to show the difficulties of working with volunteers that serve on an organization's advisory board. The case focus is on root cause analysis and problem resolution. Survey design and issues in dealing with a strong-minded leader are also considered. Upon completion of case assignments, students will be able to identify the steps in root cause analysis. The case has a difficulty level of two to three and is designed to be taught in one class hour. Depending on the depth of detail the instructor intends to pursue, preparation time for the students will take from one to two hours.

CASE SYNOPSIS

A pastor is faced with a dilemma. Although his church is located in a growing area, the church's attendance, membership, and giving are stagnant. The church's advisory panel, led by an overbearing president, believe the solution is to combine the two Sunday services into one service. They are, however, basing their decision on questionable assumptions, a lack of data not recognized by the panel, poor analysis of data that is available, and pressure from the panel's president. This case explores the dynamics of working with a panel comprised of volunteers, working with a headstrong leader, considerations for the effective process of data gathering and problem-solving, and suggestions for investigating and instituting change in an organization not typically subject to change.

BACKGROUND

The pastor slowly rose to his feet. He had been praying furiously waiting for a revelation on how to handle this difficult situation. Through all of his education and pastoral experience, he had never been involved in an issue such as this. A bachelors, masters and even doctoral study had prepared him for leading a congregation on a spiritual journey, but not dealing the with the church's advisory panel (or council). They were convinced a significant change was needed in the church services. Specifically, several members of this small church in the Midwest believed that services had become stagnant as had the church membership and giving. They believed that rather than holding 8:30 AM and 11:00 AM services, it would be best to combine the two services, meeting at the 11:00 AM to 12:00 noon period. By folding the early service into the 11:00 AM service, the advisory council reasoned, the larger congregation would naturally be more energetic. The additional energy would eventually lead to a higher level of attendance from members, a greater likelihood of gaining new members, and with that, revenues that could be used to fund programs for the needy in the local community. Their brief six-week experiment led them to believe they were moving in the right direction and had just voted to make the change permanent.

The pastor knew he wasn't bound by the panel's recommendations but needed to consider their views as they were supposedly representative of the wishes of the entire congregation. The members of the council had, after all, volunteered for three-year terms, and once they satisfied their commitment, could stay on as long as desired. There were no membership requirements and the council tended to attract church members that had an interest in viewing the “business” of operating a church. There was no orientation for new council members, nor had any team training occurred with the council, the council’s president, and the pastor. Some of the council members, were asked to serve while others approached the pastor and offered to assist with the council’s work. These approximate 20 volunteers and reluctant “draftees” acted as the guiding body for the direction of the church. Several of the advisory council members had business experience, both operating small businesses as well as in a corporate setting. A few had formal education with one holding a degree in accounting which she used in her accounting practice. The requirements for members to serve on the council were simple – attend the bi-weekly meetings, which typically lasted about one and a half hours and vote on issues when asked. The vast majority of the members did not consider themselves as being overly active in the church but found serving on the council as a way to contribute to the church in some way.

With the exception of a few, the council members did not consider themselves to be leaders in the church, only parishioners interested in helping the church. It was the accepted custom for those few that desired a leadership role in the council to maintain an open line of communication with the pastor and other senior members of the church and be willing to spend the additional time to understand the issues facing the church. As the president’s term expired, members would hold a meeting to determine if any members were willing to take on the president’s role. The position was typically reluctantly filled by a more senior member of the board. The remainder of the council members relied on the president to make recommendations that were accepted with little discussion even though most votes were not unanimous. Members would simply register their opposition to a proposal by a vote rather than discussion. If a vote was needed, a show of hands was taken, as that was determined to move the meeting along at a faster pace than an anonymous poll.

The middle-aged minister had taken over this church four years ago after the previous pastor had moved to a larger church on the other side of the state. Chris, the previous pastor and an ordained minister, had started the church when he saw a need for nondenominational services in the growing community. As a recent graduate of divinity school, Chris, while working full-time in a “big box” home improvement store, built the church from a handful of parishioners that met on Sundays in his small rented home to almost 150 meeting in a rented multi-use facility within only a few years. The facility was primarily used as a wedding venue, generally booked on Friday and Saturday evenings, so the owner gave Chris, and his fledging congregation, a discounted rate. As the church outgrew the wedding venue, Chris quit his fulltime job and focused entirely on building the church that he believed the community needed. With a growing congregation coupled with increasing contributions, Chris and his burgeoning church managed to finance the construction of a moderately sized building only several miles from their regular meeting location. Planning for the future, their new gymnasium-style building served multiple purposes – as a worship center, activity hall, and church staff offices.

Later, as the church continued to grow, the need for additional space developed to the point where a construction campaign yielded the funds needed to build an even larger facility. Again, with a vision of the future, the advisory committee, under Chris’s leadership, determined that the current facility would house a children’s daycare service that was badly needed in the community. Although the new business would require additional employees and state licensing, it was determined by the church's accountant that the revenue generated by the daycare would more than cover the costs and provide an additional source of income for the church. The new building would serve as a sanctuary as well as an expanded activity center, large enough for basketball and volleyball courts. The advisory council deemed the facilities more than adequate for future growth.

Chris, a humble but vivacious person, never harbored desires to do anything but grow his hometown church. But, when the search committee of a much larger church on the other side of the state contacted him, Chris felt an obligation to his family to at least listen to their proposal. While Chris had managed to maintain a reasonable standard of living for his family, he wasn't prepared to live the somewhat spartan life of a small church pastor. Even with his wife working part-time as a receptionist, the increased financial burden of leaving his management position at a "big box" home improvement store weighed heavily on him. He was, after all, the father of two small children and wanted to give them every possible opportunity to have a "good" life. It was in his heart to grow the church, but he had to consider his family.

With the full support of his wife, Chris traveled across the state to meet with the search committee. Upon returning, and after a long discussion with his wife, friends, and the church council, Chris decided to leave the church he had founded in order to take on the reigns of the much larger (and financially lucrative) church on the other side of the state.

A search committee was formed to find Chris's replacement, and through a rigorous selection process, Martin was determined to be the top candidate for the position. Martin had previously been an associate pastor at another church with the dream of becoming a senior pastor - a dream that he finally realized four years ago. The congregation had been accepting of the new pastor, although there had been some distressed feelings when it was announced that Chris, the previous pastor, would be leaving.

Initially, church attendance showed a minor increase as did monetary giving and church membership. Shortly thereafter, however, attendance became stagnant leading to lower revenues, coupled with little growth in membership. The advisory panel had viewed the numbers and became concerned that the church would continue to falter and, with reduced revenue and attendance, would not be able to serve the burgeoning community in which they were located. That was probably the most difficult aspect that the church's advisory panel had to consider - they were located in an area that was experiencing explosive growth. All around them contractors were in the process of building new subdivisions. It was only natural their church should grow - they were in one of fastest growing regions in the state. New families were moving into the area at an unprecedented pace, but the growth of the church was anything but memorable.

Something was wrong, and it was the responsibility of the panel to "fix" the problem. Although this was not a problem when Chris, the previous pastor, was leading the church, the issue, as the advisory board saw it, was that two services diluted the spirit of the church. In other words, two smaller services could not develop the enthusiasm and "family atmosphere" that a few members of the panel believed were necessary for the church to thrive.

Leading the drive was the advisory panel's President, Paul Forthright. After graduation from high school, Paul attended a community college where he received his associate's degree in business management. After graduation, Paul was employed as an administrative assistant with an oil and gas company. While working, Paul took advantage of his employer's educational assistance program and earned his bachelor's degree in business administration. His hard work was rewarded with his eventual promotion to manager of mineral rights acquisition. Now 37 years old with a wife and two children, Paul and his family have been members of the church since moving to the area eight years ago.

Paul assumed the leadership position about a year ago after serving on the panel for three years. A thoughtful individual, Paul, nonetheless, was quick to make a decision and had little patience for anyone that questioned his authority. Colleagues at work described him as being “assertive” almost to the point of bullying others to achieve his objective. He has expressed his frustration with other members of the council for their slow, methodical decision-making process. “We take too long making decisions” he complained.

This was in sharp contrast to the previous President, Ronald Calmson, who meticulously reviewed each decision with the panel and, in order to not sway the members, chose to withhold his view until after everyone had expressed their opinion on matters brought before the council. Paul, a member of the council, was frequently at odds with Ronald over his leadership style. “Tell them what to do!” Paul would tell Ronald in private, and occasionally when the council was in session. The friction between the two was palpable. The members of the council were volunteers, Ronald thought. They don’t want any drama and won’t tolerate any political shenanigans.

Ronald was well aware of Paul’s reputation as someone with little tolerance for differences of opinions and extended discussion. If Paul thought a council discussion was going on too long, he would not hesitate to tell another member to “Wind it up. We’re burning daylight,” if he believed they were taking too long in explaining their position on a matter. He also saw no need for agendas. He considered them a waste of time and stated several times that “good” managers could run a meeting without having to resort to a “roadmap.” He vowed that when he moved into the president’s position, that he would “move things along” and “turn this church into something to be proud of.”

Regarding the declining attendance and revenues, he was convinced that combining the services would "save the day" and pressured members of the panel to move forward with this idea, of which he was the primary architect. Martin, however, was not convinced. “I don’t believe this will work,” Martin told the panel during their monthly meeting. “Think about Starbucks,” he said. “They’ve got stores all over the place. If they followed the same principle that Paul is proposing, they’d have only one store in town.” Besides, other members of the panel have expressed reservations about the change. How will the members that attend the early service respond? Will they adjust to the later service or will they transfer to another church? The members considered the pastor’s argument and then Paul insisted that a vote is taken before the conclusion of the meeting. The vote, by a slim margin, was for Paul’s proposal. So, a decision was made to conduct the experiment and combine the 8:30 AM and 11:00 AM services into one 11:00 AM service during Lent, the six-week period between Ash Wednesday and Easter. Martin didn't agree. “If this works, I'll stand before you and eat my hat.”

He knew he could override the group’s decision, it was, after all, an advisory panel, one that the pastor was not obligated to follow. Martin knew, however, that if he didn’t comply with their decision, Paul would blame him if the church continued to lose attendance and revenue. The panel’s members, Paul, and Martin left the meeting, and Paul would draft the email to all of the parishioners announcing the temporary change.

During the six-week period, the combined attendance reached a level greater than the total of the two services for the previous six weeks. Emboldened with that data, Paul believed they were on the correct path - the combined service was the sole reason for the increase in attendance.

There was no discussion on the differences in the content of the services. The early service was a contemporary service with the church choir and all of the formal trappings of a typical religious service. The 11:00 AM service, on the other hand, was deemed a "contemporary" service with a Christian rock band, and very informal adherence to any religious doctrine. Paul didn't want to hear of any dissent. "It's a church service. One's as good as the other," he stated. Ronald and Martin were stunned. There were significant differences in the services with the early service aimed at the older, conservative churchgoer, while the later service was designed for young, sleep-in, music-minded young people. As president of the council, Paul was in charge and pushed the members to approve the motion to combine the services, over the objections of Ronald and Martin. With a show of hands, a slim margin prevailed and the committee approved the temporary change.

Some parishioners were perplexed at the change. While the area was experiencing tremendous growth, it was still, in many ways, a rural area with farms dotting the landscape. The farmers longed for the early service that would allow them to attend church then go to work avoiding the heat of the day. Others, such as nurses, preferred the first service which would give them the flexibility to attend church then work a full day's schedule and still return home at a reasonable hour. The more traditional parishioners preferred a service without a band with guitars and drums. The church had a fine choir, why tamper with a good thing by adding loud rock music to an already pleasant service?

During Lent, the panel decided that a survey was necessary to accurately assess the parishioners' attitudes toward the combined services. The combined services experiment would continue one week after Lent to allow for return of the surveys that would be distributed immediately after Lent. The survey was sent to those members in which the church office had email addresses. Since no one had any experience in developing surveys, Paul undertook the task. It was a relatively short assessment, completed online, in which no identification was requested. Using a scale of 1, completely agree, to 5, completely disagree, the questions included: Have you enjoyed the new services? Do you like the music? Is the temperature of the sanctuary comfortable? Is the volume of the public address system for the pastor and choir sufficient? Is the lighting adequate for the services? Were you able to find a convenient parking place? Is seating in the sanctuary comfortable? Will you continue to attend our church? Finally, Paul concluded with a "Yes" or "No" question - Are you a member of this church?

The results of the survey were mixed but positive. Paul and the advisory panel believed that the modest increase in attendance and giving, coupled with the survey results gave clear and unequivocal signal that the changes they put in place would reinvigorate the church. Paul now firmly believed he had saved the church. As a result, the panel, under pressure from Paul and again with a show of hands, voted to eliminate the early service and hold only one service at 11:00 AM. To alleviate issues with the change, it was also decided that the 11:00 AM service would remain as a contemporary service, rather than attempt to work out a combination of traditional and contemporary practices. As the meeting ended, Paul went home to prepare the email stating that there would no longer be any 8:30 AM services. Ronald picked up a friend and headed to a local casino to try and forget the debacle that just occurred. Martin left the meeting room, went to the chapel and started to pray.

Review the case and consider yourself a consultant for the church. They want you to analyze the situation and develop an "after action" report in order to avoid any "issues" if this situation may occur in the future and to help other congregations that may be dealing with a similar situation. Consider the following questions in your analyses.

1. What is the root problem?
2. What should Martin have done prior to the vote to combine the services?
3. What should Martin do now?
4. What are the potential causes of stagnant church attendance and giving when the surrounding area is growing?
5. Did Paul and the advisory panel adequately explore those potential causes?
6. Does Paul's vision for the church differ from the other council members' vision?
7. What leadership characteristics should the church advisory panel consider when electing a president?
8. Could Chris or Martin have taken action to avoid the situation?
9. Based on your coursework, what could have been done to either prevent the situation from occurring or minimize the effect of its actions once implemented?
10. Do we know for certain that the combination of services is the sole reason for the increase in attendance?
11. Were there any potential issues with the survey and the method to distribute the survey?
12. How could the survey be improved?

PROFESSIONAL VALUES AND MARKETABLE SKILLS DEVELOPED THROUGH SERVICE-LEARNING: AN ANALYSIS OF BUSINESS STUDENTS' PERCEPTIONS

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ABSTRACT

Since at least the late-1990s, business professors and professionals have been promoting the incorporation of service-learning into the business curriculum (Kenworthy-U'Ren, 2008). Service-learning describes projects and curricula that aim to provide students an opportunity to work with a community partner, such as a business or organization, on a project that involves the application of course concepts to address an issue for the partner. Researchers argue that service-learning helps business students apply course concepts while gaining practical experience (Clark & Stewart, 2012), strengthen their business ethics (Flosi et al., 2019), and develop a broader understanding of how business disciplines work together in "real world" scenarios (McCord et al., 2015). Students who complete service-learning projects also report an improved understanding of course concepts and the ability to apply more quickly than learning in their jobs (Marques, 2016; McCord et al., 2015). Students also indicate that potential employers often ask about their prior service-learning experiences in job interviews, suggesting employers place a high value on such educational experiences (Littlefield, 2006). Moreover, community partners often report positive impressions and useful outcomes from service-learning projects (Vizenor et al., 2017).

While the use of service-learning projects in business courses is well supported, this project investigates how such projects shape students' professional values related to community engagement and develop valuable professional skills. The service-learning project featured in this study required students in a junior-level business communication course to work within and across teams within their section to create a proposal for a research-supported recreational retreat for U.S. military veterans. A fine-grain, multi-round thematic analysis of students' post-project written reflections (n=44) was conducted to identify trends in students' beliefs about the value of community engagement for business professionals, the skills students felt they developed, and how students believed the service-learning project would improve their employability.

The analysis showed that students believe community engagement is important for business professionals. However, the most frequently identified benefits of professionals' community engagement are related to business growth. Regarding skill development, students reported strong growth in their written, interpersonal, and team communication skills. Correspondingly, they planned to use the service-learning project as a strong example of their teamwork and professional communication skills, and students reported that the project provided them more "real" work experience. These findings support earlier research supporting the use of service-learning in business courses while raising some questions. Students' emphasis on the *business benefits of community engagement raises concerns about whether such projects effectively strengthen students' business ethics and professional values. Still, this study reinforces earlier findings that service-learning strengthens highly desired professional skills," including written and interpersonal communication and teamwork skills, and students may benefit from more explicit coaching regarding how to discuss their service-learning experiences as they seek employment. While the sample size of students of small, this study provides business educators in all disciplines a deeper understanding of the value of service-learning projects for faculty, future employers, and students.*

INTRODUCTION

Since at least the late-1990s, business professors and professionals have been promoting the incorporation of service-learning into the business curriculum (Kenworthy-U'Ren, 2008). Service-learning describes projects and curricula that aim to provide students an opportunity to work with a community partner, such as a business or organization, on a project that involves the application of course concepts to address an issue for the partner. Service-learning is also sometimes referred to as *community engagement*, *community service, academic-community engagement,* and other similar terms (Wakefield & Sissom, 2013; Wozniak, Bellah, & Riley, 2016). Service-learning projects are often lauded for their ability to engage students in applying theoretical concepts, as well as their "realistic" nature (Zlotkowski, 1996; Littlefield, 2006; Cyphert, 2006; Govekar & Rishi, 2007; Godfrey et al., 2005; Wakefield & Sissom, 2013; Blewitt et al., 2018; Flosi et al., 2019).

Through effective service-learning partnerships and projects, students can learn about and then apply business education concepts. Successfully completing these projects requires students to comprehend, apply, and synthesize what they are learning in their courses. To deliver the useful products that service-learning projects require, students also must evaluate their process and product in relation to their community partner and the partner's needs. As a result, service-learning projects meet the highest levels of learning identified in Bloom's Taxonomy (Wakefield & Sissom, 2013). These objectives are achievable through successful service-learning projects because such projects engage students in each element of Kolb's Learning Cycle: concrete experience, reflective observation, abstract conceptualization, and active experimentation (Wozniak et al., 2016). In addition, when clearly articulated, service-learning projects can help students internalize desired attitudes and values regarding business culture as well as community and service (Steiner & Watson, 2006). Essentially, service-learning engages students in the most effective learning practices and helps them fully comprehend and make use of the business curricula content.

Service-learning projects also provide benefits to the community partner. Surveys, focus groups, and interviews with community partners in multiple studies show that they generally have positive perceptions of working with students on service-learning projects and are often able to use all or part of the students' delivered products (Akpabio, 2012; Flosi et al., 2019; Rinaldo et al., 2015; Vizenor et al., 2017). Further, in Vizenor et al.'s (2017) study, partners reported they also used students' deliverables for strategic planning and improving daily practices. Thus, while community partners sometimes report concerns with semester-based timelines, the development of authentic reciprocal relationships, and other aspects (e.g., Petri, 2015), community partners tend to report positive tangible and intangible outcomes from service-learning projects.

The overall pedagogical value of service-learning is well-supported in a wide collection of academic disciplines, including the business disciplines. This study analyzes post-project written reflections to investigate specifically the influence of a service-learning project on participating students' attitudes toward the importance of community engagement for business professionals and students' perceptions about how the project improves their skills and competitiveness when seeking employment. The analysis results add to existing research on students' perceptions of service-learning projects and provide faculty useful insights that can help them evaluate the appropriateness of service-learning projects for their courses and consider how to frame and present the value of such projects to students.

The following sections offer, first, a review of the scholarship on the benefits of service-learning in the business curriculum and then describe the service-learning project assigned to the participating students. Descriptions of the data collection and analysis methods are included, followed by a discussion of the results and implications for future research.

THE VALUE OF SERVICE-LEARNING PROJECTS IN BUSINESS EDUCATION

As noted previously, service-learning projects have been shown to provide value and useful deliverables to the community partner (Akpabio, 2021; Rinaldo et al., 2015; Vizenor et al., 2017). Further, these projects support the inclusion of impactful pedagogical practices, including incorporating work that meets the highest levels of Bloom's Taxonomy and adheres to Kolb's Learning Cycle (e.g., Wakefield & Sissom, 2013; Wozniak et al., 2016). While providing quality education is a goal of schools and colleges of business, service-learning is also encouraged as a strategy for addressing two key widespread critiques of business education.

One of these critiques is that business education focuses on teaching functional knowledge and skills and promotes the prioritization of financial "bottom lines" over moral and ethical decision-making (Godfrey et al., 2005; Ocampo-Gómez & Ortega-Guerrero, 2013; Blewitt et al., 2018). This critique was partially in response to several high-profile lapses in judgment by business leaders, such as the Enron scandal (Godfrey et al., 2005), around the turn of the 21st century. The resulting concern about business professionals' ethics persists to this day. During what Michael Maslansky (2010) terms the Post-Trust Era, the period following the 2008 economic recession, the American public's trust in many institutions, including business, has been consistently low. Respondents to the 2020 Edelman Trust Survey evaluate businesses as being competent but unethical (Edelman, 2020).

To address this concern and respond to public expectations, schools and colleges of business began to emphasize ethics in individual courses and/or require courses focused entirely on business ethics. Due to its reliance on developing ethical relationships with the community partners, service-learning offers an opportunity to improve students' understanding of acceptable business ethics and social responsibility in courses across the business disciplines (Flosi et al., 2019). Many students who participate in service-learning projects report that they plan to be more committed to community engagement in the future (Boss, 1994; Bush-Bacelis, 1998; Wittmer, 2004). In addition, some students have reported an increased sense of connection to their local communities (West & Simmons, 2012; Wozniak et al., 2016; Blewitt et al., 2018). Students participating in service-learning projects have also reported an improved understanding of community needs as well as their ability to make a difference, even as an individual (Boss, 1994; Vega & McHugh, 2003; Marques, 2016). Boss (1994) also found that students' scores on moral decision-making improved after completing a service-learning project in a business ethics course, compared to students who only discussed moral issues without completing a service-learning project.

Service-learning is also promoted as a strategy for addressing the second critique that business education curricula often "silo" courses and/or content with little emphasis on cross-disciplinary knowledge and skills (Godfrey et al., 2005; Kenworthy-U'ren, 2008; McCord et al., 2015; Zlotkowski, 1996). The lack of emphasis on cross-disciplinary education may be explained by the organization of schools and courses by academic discipline (McCord et al., 2015) and/or by the frequent emphasis within business curriculum and courses on technical skills within specific disciplines (Godfrey et al., 2005; McCord et al., 2015). Those who critique the narrow focuses within business curricula propose that service-learning encourages students to apply course concepts in practical, authentic, and cross-disciplinary contexts that better reflect the kinds of business problems graduates will be facing in their careers (Godfrey et al., 2005; McCord et al, 2015; Zlotkowski, 1996). Service-learning projects can provide a context for students' work that is not bound by the specific discipline of the course, and therefore the projects require students to use a broader knowledge and skill base to effectively complete the project (Bush-Bacelis, 1998; Tucker et al., 1998; Godfrey et al., 2005; Steiner & Watson, 2006; McCord et al., 2015). In addition, students often complete service-learning projects in teams with members who may have different majors, allowing students to understand how their area of developing expertise interacts with other areas.

Students who have completed service-learning projects report the development of a wide range of business knowledge and skills. Generally, students report an increase in their understanding and application of course concepts and theories (Govekar & Rishi, 2007; Marques, 2016; Flosi et al., 2019). In addition, students in Govekar and Rishi's (2007) study claimed they were more effective in going beyond the textbook to find answers, and some of Clark and Stewart's (2012) students were more effective at adapting course theories to practical situations. In a survey of alumni who participated in a multi-course service-learning project, McCord et al. (2015) found that students who participated in the project felt that they were able to apply their learning more quickly in their jobs. The research also shows that service-learning projects improve students' communication skills (Bush-Bacelis, 1998; Govekar & Rishi, 2007), including their abilities to articulate and address a business need (Littlefield, 2006), their managerial skills (Flosi et al., 2019), and their emotional intelligence (Marques, 2016). Accordingly, results from Vizenor, Souza, and Ertmer's 2017 survey of community partners in service-learning projects support students' perceptions that they are effectively learning and applying business knowledge and skills as almost all the partners claimed the students' projects would be used, at least in part, by the partner. Moreover, some students report that they were often asked during employment interviews to elaborate on and discuss their service-learning projects, suggesting that businesses do see value in this kind of experience (Littlefield, 2006).

While the research supporting service-learning speaks to many benefits of the approach, some reasonable concerns persist. Developing and sustaining service-learning projects, even within one semester, can be time- and resource-draining. These aspects can be mitigated through institutional support (Steiner & Watson, 2006) and/or by involving students in the development of partnerships (Bush-Bacelis, 1998; Wittmer, 2004; Littlefield, 2006). Additionally, effectively incorporating a service-learning project takes practice. First attempts, and even subsequent attempts, can produce unexpected concerns that even a well-prepared instructor did not foresee, including discrepancies between partner practices and textbook theories (Clark & Stewart, 2012). Addressing these potential concerns and the lessons offered by these concerns with students can help mitigate students' uncertainty. Finally, while some students' life-long commitment to engagement is positively developed through service-learning, some research finds that required service-learning can have the opposite effect, reducing the likelihood that students will engage in community service in the future (Dienhart et al., 2016). A positive, detailed, and well-organized presentation of a service-learning project is essential in addressing student resistance (Bush-Bacelis, 1998). The research on service-learning in business courses shows that there can be significant, positive, and useful results on students' understanding of and ability to use course concepts as well as implied positive development of the students' ethical approach.

Overall, the research on service-learning projects has measured students' attitudes toward service-learning at various points, community partners' responses to service-learning projects, and, in some cases, students' learning on specific objective measures. Like previous research, this study focuses on students' perceptions about community engagement and their preparation for the business world after completing a service-learning project. Specifically, given the argument that service-learning improves business students' ethics and community engagement (e.g. Blewitt et al., 2018; Boss, 1994; Flosi et al., 2019), the investigation herein first questions how service-learning projects might influence students' values and beliefs about business professionals and businesses being engaged with their communities.

In addition, the study adds to existing research about the skills that students strengthen or believe that they strengthen when they complete a service-learning project. In previous studies, students have reported strengthening their understanding of course concepts or general skills areas, such as communication, but most of these responses have been either general comments or indicated through survey questions with closed-answer options (e.g., Clark & Stewart, 2012; Marques, 2016). The analysis in this study highlights more specific skills within broad categories, like communication, that students believe that they strengthened and how students believe that the service-learning experience and new skills will help them be more competitive when applying for a job.

This study analyzes students' written reflections using thematic analysis to offer insight into students' beliefs about community engagement for business professionals and how the project prepared them to be strong contributors in their professional roles. These results can help faculty determine the appropriateness of service-learning projects for their courses and/or help them emphasize the potential benefits for students completing such projects. Before describing the thematic analysis methods in more detail, the next section provides information about the service-learning project.

SERVICE-LEARNING PROJECT OVERVIEW: PROPOSAL FOR RETREAT FOR MILITARY VETERANS

With the intent of providing students an enhanced learning experience and a community partner a valuable service, the author incorporated service-learning into a junior-level business communication course required of all business majors. Students submitted a guided written reflection at the end of the course which captured their perceptions regarding the value of business professionals' community engagement practices and the potential value of the project in the students' professional development. The students' perceptions provide insight into the ways that service-learning projects may influence students' beliefs about professionals' community engagement and about the educational and professional development advantages of service-learning projects.

Students enrolled in two sections of the author's junior-level business communication course partnered with the university's administration for a service-learning project. The administration of this large, Southern university was interested in hosting a retreat for local military veterans at the university's recreational camp facility. The author's business communication course included a research-based report assignment that was a good fit for the partner's expectation of an evidence-based proposal for an effective retreat for military veterans. In addition to being evidence-based, the university administration expected a professionally written and designed proposal that included a responsible budget and that included all materials needed to recruit and prepare participants. These parameters made the project a good opportunity for a business course that is required by all business majors because it would require students to accommodate multiple business considerations and work within and across teams comprised of students with various business majors.

Two business communication course sections participated in the service-learning project. The professor and the students worked with the university's director of emergency management as the primary contact for this partnership. The primary contact is a retired lieutenant colonel in the U.S. Army, so he also provided insight about the potential retreat participants (military veterans).

The professor and the primary representative of the university administration (the director of emergency management) worked with students in previous sections of the course to develop basic framing guidelines for the proposed recreational retreat, including the recommended number of participants, length of the retreat, time of year the retreat would be held, and so on. These framing guidelines were provided to the two sections of the professor's business communications course included in this study. These students worked in teams to develop research-supported recommendations for five different aspects of the retreat. The following list details the five teams and their primary responsibilities:

- Marketing Team – Establish key terms and language used to market the retreat and recruit participants (the name, motto, promotional pamphlets, invitations, and more), as well as the logos for the retreat
- Reception Team – Develop the timeline for recruiting participants and securing resources leading up to the retreat as well as the time allotments for events during the retreat
- Resources Team – Develop a list of all resources that may be used during the retreat and a corresponding budget with recommendations for where and how to secure the resources
- Organized Activities Team – Recommended activities that would support the purpose of the retreat, including any opening and closing ceremonies, evening activities, and alternative “rain out” activities.
- Challenge Course Team – Develop recommendations for each challenge course element available at the university’s camp facility and a recommendation for which combination of elements and scenarios would best support the retreat’s purpose.

While each team focused on a specific aspect of the retreat planning, these teams also worked together because each team required information from the other teams to develop effective recommendations for their focus. At the end of the semester, all teams within each course section worked together to deliver a unified presentation for the entire retreat proposal. For each section, the students’ final presentation was attended by the director of emergency management, local veterans, and other leaders of the business college and university administration. Because there were two course sections involved in this project, two proposals were ultimately delivered to the university administration.

Although the proposed retreat was designed to benefit local veterans, the primary partner for the service-learning project was the university administration who had expressed interest in hosting the retreat. To support the development of the proposal, the director of emergency management attended a class session early in the project to motivate students, answer questions, and offer feedback on the students’ initial ideas for the retreat. In addition, some students met with him in small groups later in the semester to further discuss the options their teams were considering for the retreat. Representatives from each team also participated in a site visit at the university’s recreational camp facility, where they consulted with the camp’s director about options for the retreat and potential accommodations that they planned to include in their proposals depending on the abilities of the retreat participants. Fortunately, each course section also included multiple students who were either veterans or otherwise military-connected and thus provided additional insight into the potential retreat participants.

Based on the students’ proposals, the university administration worked to identify a campus organization or local veteran-support organization that would support and assist in funding the proposed retreat. The proposed retreat is currently in limbo after some university personnel turn-over, budget concerns, and the COVID-19 pandemic. Nevertheless, the university administration and students worked together in earnest through the proposal project’s completion, and the students’ final reflections about the project offer insight into their perceptions of business professionals’ community engagement and their professional development. The following section describes the participating students and the process used to analyze their reflections.

METHODOLOGY

As noted previously, service-learning projects in business courses can improve students' professional ethics (Boss, 1994; Flosi et al., 2019) and long-term commitment to community engagement (Wittmer, 2004). Following this line of consideration, this study's first research question asked, "What is the value of a business professional engaging with their community, in the students' perception?" This question aims to better understand the value business students might place on business-community relationships and how they might imagine their future roles as business professionals.

While the first research question asks broadly about students' perceptions of professional ethics and values, the other two research questions focus more specifically on the skills and advantages that business students believe that they develop through service-learning projects. Specifically, the following pair of research questions guided this study.

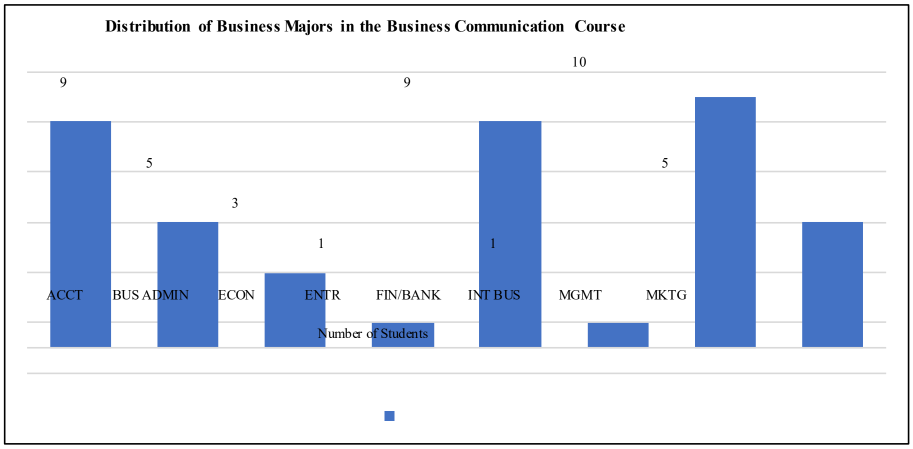
- In students' perception, which business skills are strengthened through service-learning projects?
- In students' perception, how might service-learning projects make the students more competitive when they are seeking employment?

To answer these questions, a thematic analysis was conducted on the students' written reflections that were submitted at the end of the service-learning project. Of the 57 students enrolled in the two participating sections, 44 submitted a final reflection. The study and data collection process were IRB approved.

Student Participants

There were 57 students enrolled in the two sections of the participating junior-level business communication course. Of these students, 32 were female and 25 were male. These students represent 18 academic disciplines. Forty-three of the students held majors within the institution's business college, distributed as shown in Figure 1. The other 14 students held the following majors: Healthcare Administration (6), Communication (2), Construction Management (2), and one each of Criminal Justice, Plant and Soil Science, Psychology, and Public Health.

Figure 1



Thirty-eight of the 57 students enrolled in the course were classified as seniors, 18 were in their junior year, and one was a graduate student. The student's average age is approximately 24 years. For the students enrolled in the course, the average grade point average (GPA) is 3.00; when analyzed by major, GPAs ranged from 2.41 (Construction Management) to 3.77 (Criminal Justice).

Thematic Content Analysis Procedures

The students' 44 submitted written reflections were analyzed using grounded thematic analysis, through which trends are identified based on careful, systematic review and analysis of qualitative data (Creswell, 2008; Starks & Trinidad, 2007; Nowell et al., 2017; Tie et al., 2019). Thematic analysis is a useful method when the researcher is seeking to understand the perspective, thoughts, and responses of the participants (Nowell et al., 2017). The research questions in this study aim to develop a better understanding of student participants' perspectives following the completion of a service-learning project, so the use of thematic analysis on students' post-project written reflections offers methodological coherence and sample appropriateness that supports the study's methodological validity and congruence because the research questions, analysis method, and data samples align (Morse et al., 2002).

When using the thematic analysis method reliably, the researcher should use an iterative process to engage with the data while being responsive to emerging information throughout the data collection and analysis process and having theoretical sensitivity to identify relevant information and phrases (Morse et al. 20002; Tie at al., 2019). Following methodological recommendations (Nowell et al., 2017; Tie et al., 2019), the researcher first immersed herself with the reflection data by reading the reflections multiple times without any attempts at coding. By reading the reflection samples without any coding attempts, the researcher was able to familiarize herself with the data while remaining responsive to the possible trends in the reflections (Morse et al., 2002). Further, the first immersion reading round allowed the researcher to notice course-specific language and phrasing that the students were using in their reflections, such as "receiver-centric" which is a term used in the course to refer to the skill of adapting to the audience's expectations and preferences. The researcher's awareness of the course-specific phrases and the course structure improved the researcher's responsiveness and theoretical sensitivity when identifying relevant content for answering the research questions (Morse et al., 2002; Tie et al., 2019).

Further, through the initial round of immersion in the data, the researcher noticed that only three of the reflection assignment prompts related to the study's research questions. Therefore, the sample set appropriateness was improved by narrowing the focus on the students' responses to the prompts relevant to the study (Tie et al., 2019; Morse et al., 2002; Nowell et al., 2017). The narrowed prompts are provided in the following list; Appendix A provides the full reflection assignment sheet and prompts.

- Why do you believe it is important (or not important) for business professionals to be engaged citizens? Offer at least two (2) concrete, supported reasons.
- Name three (3) concepts covered in this course that you feel you improved through this project? Offer concrete details of how you improved in each area. "Concepts" include communication topics and skills covered in class and in the textbook, such as organization, design, routine message composition, and so on.
- Describe at least one way that you believe your work on this project has made you more marketable as a prospective employee.

From the students' responses to these prompts, the researcher identified units of meaning, referred to herein as comment units (Creswell, 2008; Nowell et al., 2017; Tie et al., 2019; Starks & Trinidad, 2007). A comment unit was defined as a phrase that provided a direct response to the reflection prompt and any additional related explanation provided by the student. Thus, the length of comment units ranged from a phrase to a few sentences. For example, in response to a prompt about why it is important or not important for a business professional to be engaged in their community, a student may have provided a list of reasons within one sentence, such as, "It is important for business professionals to be engaged in their community because they can get more ideas from more people, meet new people and customers, and feel good about themselves." In this sample, each item in the list would be coded as a separate comment unit because each item provides a different direct response to the prompt. In contrast, some students would write responses like, "Being involved in community engagement can give a business professional a better understanding of what their community is going through and where their perspective is. With this knowledge, they can drive their business in the direction that pleases the community." These two sentences present and then explain the direct response that being engaged helps businesses understand the community, and therefore, both sentences were coded as one comment unit. The researcher's sensitivity and responsiveness to varying lengths of comment units helped ensure that all data relevant to the research questions were selected for analysis (Nowell et al., 2017; Tie et al., 2019).

The comment units were then decontextualized by excerpting them into a Microsoft Excel file with separate sheets for each of the three reflection prompts so that themes within the comment units could be identified without interference from irrelevant surrounding phrasing (Starks & Trinidad, 2007; Nowell et al., 2017; Tie et al., 2019). The researcher reviewed the comment units and labeled each comment with a theme that reflected the primary idea communicated in the comment. Not surprisingly, many students incorporated language from the course when discussing the skills that they developed through the project. For example, “receiver-centric” is the term used in the course to refer to the idea of considering and accommodating the audience, or receiver, of one’s message. The researcher’s familiarity with the course vocabulary improved the researcher’s theoretical sensitivity and responsiveness which enabled more reliable development of initial code labels (Morse et al., 2002; Starks & Trinidad, 2007; Tie et al., 2019).

Although the initial code labeling avoided collapsing or condensing the number of codes (Tie et al., 2019), the identified codes were sorted into sets based on which reflection prompt the comment unit was responding to. Following the order of the previously bulleted reflection prompts, the theme sets were labeled “Importance of Engagement,” “Developed Skills,” and “Employability Value.” With the initial code categories labeled and organized into prompt-based theme sets, the researcher then reviewed the code categories and their descriptions to identify those high levels of similarity and collapse categories where relevant (Nowell et al., 2017). In most cases, themes were combined when the described concepts within the themes were related to a certain course concept as well. Namely, in the “Importance of Engagement” and “Employability Value” theme sets, there were multiple themes that related to professionalism. Within the course, some of the core concepts related to professionalism include credibility, character, care, trust, and ethics. In some reflections, when offering comments related to their professionalism aspects, students specifically connected these concepts and supported the connection with references to their descriptions in the course textbook, Peter Cardon’s (2017) *Business Communication: Developing Leaders for a Networked World*. Therefore, the researcher combined these themes into one category related to professionalism. In the Developed Skills theme set, some initial themes were combined into categories based on the type of communication or broader skill set to which they belonged. For example, the Written Communication theme category includes a variety of skills needed to write effective professional messages. Overall, the researcher aimed for interpretive validity by retaining distinct theme categories unless the themes were closely connected in the students’ descriptions and/or the course content (Hayashi et al., 2019; Nowell et al., 2017; Starks and Trinidad, 2007; Tie et al., 2019).

Resulting Theme Categories

The thematic analysis revealed the breadth of the students’ perspectives and learning through the academic-community engagement project. The initial identification of comment units identified 82 units about why business professionals should (or should not) be engaged citizens. There were 111 comment units about the skills students felt that they strengthened through the service-learning project and 67 comment units about how the project would make them a more marketable candidate when applying to future positions. Through the code labeling and theme category development, 10 distinct theme categories were identified from the students' responses to the Importance of Community Engagement and Developed Skills prompts, and 11 distinct categories were identified from the students' responses to the Employability Value prompt.

Tables 1-3 provide the final theme categories, with brief category descriptions, that were identified through thematic analysis of students' responses to each reflection prompt. Categories labeled with asterisks (*) combine multiple themes from the initial thematic analysis. To support methodological transparency, Appendix B shows the first-round themes that were merged into the final theme.

Table 1
"IMPORTANCE OF ENGAGEMENT" THEME CATEGORIES

Theme Categories	*Description*
Awareness Development	Improves professionals' understanding of others' perspectives, backgrounds, etc.
Business Idea Development	Improves professionals' and businesses' ability to develop and market their products and services
Community Improvement	Improves the community in some way, such as building unity, "giving back," creating safer places, and more.
Customer Growth	Improves businesses' and professionals' reputation in a manner that fosters a strong and growing customer base
Employee Performance	Improves employee performance across various measures, e.g. engagement, morale, productivity, skill development, etc.
Example Setting	Provides an opportunity for professionals and businesses to be a role model
Information Sharing	Provides an opportunity for information sharing about projects and opportunities
Networking*	Expands and strengthens professionals' and businesses' networks of potential clients, employees, and employers. Expands options for future professional opportunities, e.g. contracts, sales, partnerships, etc. *Combined category includes Networking and Employability themes.*
Personal Accomplishment	Provides professionals with some sense of personal, intangible reward (pride, accomplishment, etc.).
Professional Credibility*	Strengthens professionals' and businesses' reputation and community members' perceptions of professionals and businesses. *Combined category includes Demonstration of Care, Moral Obligation, and Trust Building themes.*

Table 2
"DEVELOPED SKILLS" THEME CATEGORIES

Theme Categories	*Description*
General Communication	General improvement in one's communication skills, both written and oral
Interpersonal Communication*	Approaches, processes, and skills related to communicating with others, particularly team members and other "co-workers" (members of other teams), e. g. relationship management, active listening, patience, time accommodation, delivery and reception of feedback, group problem solving, team communication, etc. *Combined category includes Interpersonal Communication and Listening themes.*
Leadership	Establish, maintain, and implement a structure and plan; provide an example for others' work and behavior
Message Planning	Assess goals, receivers' needs, necessary content, and format options as part of message development
Persuasion	Ability to convince others through written and oral communication
Productivity Skills*	Skills related to completing tasks and creating products. *Combined category includes Personal Organization and Time Management themes.*
Receiver-centric Approach	Consideration and accommodation of the receivers' needs and expectations when communicating (written and oral)
Research	Evaluate and select sources to address a research objective
Teamwork Skills	Approaches, processes, and skills related to completing tasks as a team (e. g. coordination, task distribution, deadline setting, etc., excluding communication)
Written Communication*	Various skills related to writing effective professional communication. *Combined category includes Editing, Format & Design, Organization, Routine Messages, and Writing Features themes.*

Table 3
"EMPLOYABILITY VALUE" THEME CATEGORIES

Theme Categories	*Description*
Community Service	Addition of community service to resume improves employability and competitiveness on the job market
Diversity Awareness	Improved awareness of a specific population
Interpersonal Communication	Experience working and communicating with a variety of people
Leadership	Experience in a leadership role
Problem Solving	Experience in developing ideas and potential solutions to address a challenge
Professional Communication	Improved communication skills, generally and in written and oral delivery modes
Professionalism*	Experience with presenting a professional demeanor and interacting professionally. *Combined category includes Character, Credibility, Networking Skills, and Professionalism themes.*
Research	Stronger skills in finding relevant, credible sources
Teamwork	Experience working with team members and other teams to complete tasks (including a variety of teamwork skills)
Work Ethic	Improved experience working consistently and persistently work on tasks and projects
Work Experience	General acquisition of "hands on" experience

RESULTS

After determining the theme categories, the researcher assessed the quantity and proportion of each category's comments within the responses to each prompt.

Table 4 shows the quantity and proportion of comments in the theme categories regarding students' perceptions about the importance of business professionals engaging with the community. Students' responses to the connected reflection prompt showcase the reasons that business professionals should be engaged in their communities. Although the reflection prompt explicitly included the option for students to explain why such engagement is *not* important, all the responding students agreed that professionals should be engaged in their communities.

Table 4 IMPORTANCE OF PROFESSIONALS' ENGAGEMENT IN THE COMMUNITY (N=82)		
Theme Category	*Comment Quantity*	*Comment Proportion*
Networking	17	20.7%
Community Improvement	11	13.4%
Business Idea Development	11	13.4%
Professional Credibility	10	12.2%
Awareness Development	9	11.0%
Employee Performance	7	8.5%
Personal Accomplishment	6	7.3%
Customer Growth	5	6.1%
Example Setting	5	6.1%
Information Sharing	1	1.2%

Some service-learning advocates note that community engagement projects in business courses can assist in mitigating the critique that businesses and business professionals care only about the financial "bottom line" because these projects encourage stronger ethics and consideration for people (Godfrey et al., 2005; Ocampo-Gómez & Ortega-Guerrero, 2013; McCord et al., 2015). Thus, a second analysis was conducted to identify the primary beneficiary that was signaled in each comment unit responding to the Importance of Community Engagement prompt. Each comment unit was coded to indicate whether the beneficiary was the individual professional, the business, or the community. In one comment, regarding Information Sharing, the comment did not clearly identify a beneficiary, and therefore, this comment was excluded from the analysis. Comments were coded rather than categories because the comments in a single category may have identified different beneficiaries. For example, the Networking category includes comments the emphasize the benefit to the individual professional while other comments emphasize the benefit to the professional's employer (business).

This analysis showed that students' reasons for engaging with the community typically focused on the benefit to the business (See Figure 2).

Figure 2
Proportion of Community Engagement Beneficiary Indentified in Comments (n=81)

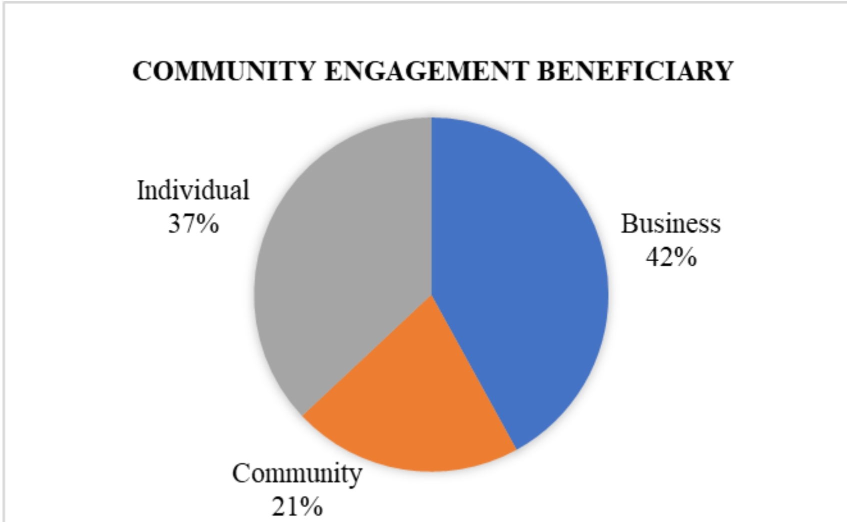


Table 5 shows the quantity and proportion of comments identified in students' reflections about the skills that they strengthened. Overwhelmingly, students' comments identified skills related to written communication, with interpersonal communication and teamwork skills as the second and third commonly identified skill areas.

Table 5
SKILLS DEVELOPED THROUGH THE COMMUNITY ENGAGEMENT PROJECT (N=111)

Theme Category	*Comment Quantity*	*Comment Proportion*
Written Communication	43	38.7%
Interpersonal Communication	21	18.9%
Teamwork Skills	17	15.3%
Message Planning	9	8.1%
Receiver-centric Approach	7	6.3%
Productivity Skills	5	4.5%
Research	3	2.7%
General Communication	2	1.8%
Leadership	2	1.8%
Persuasion	2	1.8%

Finally, Table 6 shows the quantity and proportion of comments in each theme category regarding the students' perceptions of how they might discuss the service-learning project in an employment interview. The connected reflection prompt encouraged students to consider how their experience with the service-learning project might be discussed to showcase their skills, learning, or other valuable aspects to a potential employer.

Table 6 EMPLOYABILITY VALUE STRENGTHENED THROUGH THE COMMUNITY ENGAGEMENT PROJECT (N=67)		
Theme Category	*Comment Quantity*	*Comment Proportion*
Teamwork	22	32.8%
Professional Communication	13	19.4%
Work Experience	9	13.4%
Professionalism	4	6.0%
Leadership	4	6.0%
Work Ethic	4	6.0%
Interpersonal Communication	3	4.5%
Research	3	4.5%
Community Service	2	3.0%
Problem Solving	2	3.0%
Diversity Awareness	1	1.5%

The previous tables showcase high-level trends in the students' perceptions and growth through the service-learning project. The following discussion section offers more insight into the nuance and specific skills within the top three theme categories for each reflection response.

DISCUSSION

The thematic analysis identified a range of theme categories within each response set. The breadth of categories suggests that service-learning projects provide value to students in many ways. The following sections discuss the students' most commonly identified theme categories for each analyzed prompt and some considerations based on the frequency of the identified categories.

Students' Perceptions of the Importance of Professionals' Engagement in Their Communities

Some previous studies have shown that students are more committed to future community service after completing service-learning projects (Marques, 2016; Wozniak et al., 2016; Blewitt et al., 2018). Although, Dienhart et al. (2016) found that required service-learning sometimes reduces students' interest in future community service. In the written reflections analyzed in this study, the results offer insight into students' perceptions of *why* such community engagement might be important for business professionals and businesses.

Students were prompted to provide two reasons why being engaged in the community is important (or not). In their 44 written reflections, students unanimously agreed that community service was valuable and that business professionals should be engaged in their communities. All students provided at least one reason, while some provided two or more reasons.

The students' most frequently mentioned reason for engaging in community service, at 20.7% of the 82 provided reasons, was that such service provides networking opportunities for the professional and their employer. The next two commonly cited reasons each accounted for 13.4% of the provided reasons: first, that the community is improved, and second, that familiarity with the community might improve business idea development. Of these top three theme categories, two categories emphasize the benefit to the business or professional.

This pattern mirrors the results of the beneficiary analysis, in which comment units were coded based on whether the identified reason was a benefit to the community, the individual professional, or the business. This analysis showed that 79% of the comment units indicated that business professionals should be engaged in their community to improve the success of their individual or organizational business interests.

The first research question in this study asks, "What is the value of a business professional engaging with their community, in the students' perception?" The students' reflections in this study suggest that a professional's community service is primarily of value to the professional and/or their employer. Thus, the trends in these responses raise questions about how effectively service-learning addresses the previously raised concern that business education prioritizes "bottom-line" thinking and functional knowledge and skills (Godfrey et al., 2005; Ocampo-Gómez & Ortega-Guerrero, 2013; McCord et al., 2015).

Students' Perceptions of Their Skill Development through Service-Learning Projects

Previous research on service-learning in business courses shows that students often agree that these projects improve their ability to apply course concepts (Govekar & Rishi, 2007; Marques, 2016). The course objectives for this course focus on strengthening students' ability to assess a communication situation and communicate professionally and effectively in that situation. Also, the service-learning project included oral progress reports, a final team-written report, and a cross-team oral presentation. Given this, it is unsurprising that the top three skill areas that students claimed to have strengthened through the project were written communication (38.7%), interpersonal communication (18.9%), and teamwork skills (15.3%). Within these top theme categories, students identified some specific skills that they were able to improve. These more detailed skills offer insight into the specific communication skills that students may develop through service-learning projects.

Students most often mentioned that they improved their written communication skills, with 43 of 111 comments addressing this skill area. Within this category, three comments claimed to have generally improved their writing skills, without noting a specific skill or approach. There were six specific skill areas identified in the other comments in this category: format and design (14), organization (8), grammar (5), routine messages (5), content curation (4), and editing (4). The frequency of comments about format and design may be the result of the students' unfamiliarity with formal report writing. Many students noted that they had not previously written a formal report, or even a long paper, and that they were unfamiliar with the formatting conventions. They noted their improved use of headings, bullets, page formatting, and other aspects that would make their messages "easy to understand, organized, and visually attractive." Many of the comments about formatting and design noted that these aspects help the reader easily understand the message, which suggests that students improved their awareness of the purpose of formatting approaches rather than just the functions.

The three sub-categories of Organization, Content Curation, and Routine Messages are all related to the ideas included in the written message. Organization comments typically discussed the order of ideas and the approach of including the main idea at the beginning of the message and paragraphs, while Content Curation typically discussed the ability to select the most relevant information and the appropriate amount of detail. The five Routine Messages comments tended to focus on the students' increased familiarity with sending concise and clear messages to their teammates and the professor, especially via email and messaging apps.

The Grammar and Editing sub-categories showed that students felt as though they improved their ability to compose and critique their writing at the sentence level. Grammar comments tended to focus on specific errors that the students were better able to avoid, such as verb tense errors. The Editing comments noted the students' improved willingness and ability to review and edit their writing. Service-learning projects may improve students' willingness to attend to their writing correctness because they know that someone beyond their professor will view and potentially use their work.

While students most often noted their improvement of written communication skills, the second and third most frequent areas noted for improvement were Interpersonal Communication (18.9%) and Teamwork Skills (15.3%). These two categories are closely related since teamwork requires effective interpersonal communication. Comments were coded as Teamwork Skills if the comment focused on a skill needed to complete the team tasks rather than communicating with team members. The Interpersonal Communication comments focused on skills needed to communicate effectively with the student's team members or members of other teams.

Within the 21 comments in the Interpersonal Communication category, there were 11 different skills noted. Improved listening skills were mentioned the most often, with 5 comments. Students noticed that common active listening approaches, such as eye contact and focusing on the speaker's message rather than planning their response, improved their ability to understand and work effectively with their teammates. General improvement in the students' ability to communicate with their team members was the second most commonly mentioned skill in this category, with four comments. The other 12 comments mentioned the following interpersonal communication skills or approaches: using effective vocal tone, accommodating personalities, showing care, compromising, being persuasive, building relationships, accepting critical feedback, being transparent, and being patient.

Only four sub-categories emerged from the thematic analysis of the 17 Teamwork Skills comments: coordination (7), collaboration (5), work distribution (2), and meeting behavior (1). Students who wrote about their improved coordination skills focused on their ability to coordinate the timely completion and compiling of a product that required work from multiple team members. Collaboration skills focused on the students' improved ability to work with and trust others. Comments about coordination and collaboration sometimes also included notes about how the student typically preferred completing group projects on their own but that the nature of this service-learning project made it impossible for them to complete it independently. As a result, these students felt that they better understood why teamwork was important.

Again, since the course objectives focused on business communication, students' improvements in written communication, interpersonal communication, and teamwork skills reinforce prior findings regarding students' improvement in their understanding of and ability with course concepts and theories (Govekar & Rishi, 2007; Marques, 2016). It is likely, however, that gains in these skill areas could be expected from most service-learning projects since these projects often involve written materials that are delivered to the community partner and require professional and interpersonal communication with the partner and often with project teammates.

Students' Perceptions of the Service-Learning Project's Contribution to their Employment Value

In some prior research, former students who had completed service-learning projects report that they were often asked about such projects in subsequent employment interviews (Littlefield, 2006; McCord et al., 2015). These findings provide implicit evidence that employers are likely to value applicants' service-learning experiences. In this study, though, the third research question considers students' perceptions about how the project might help them be more competitive in future efforts to gain employment.

Overall, students indicated that the project was valuable because it provided them additional experience. Students most frequently mentioned that the project would be valuable as an example of their ability to work with a team, with 33% of the 67 comment units in this category. This teamwork experience was important, the students explained, because it provided a real example of their ability to do things like work with people with different personalities, distribute and coordinate work, and complete tasks collaboratively. Four students specifically mentioned the value of having to coordinate their work with multiple teams. Students seemed keenly aware that they would need a strong example of their teamwork abilities, and their reflections suggested that the length and complexity of this service-learning project made it a prime example of their skills.

Students also planned to use the project as an example of their experience with various professional communication skills (19.4%), including written and interpersonal communication. While two of the Professional Communication comments referenced general improved communication skills, the other 11 comments indicated valuable experience with written or oral communication skills, specifically. The three oral communication comments mentioned the experience of delivering regular oral progress reports and the final oral presentation. The relatively low number of oral communication comments is likely because teams usually relied on only one or two members to deliver their oral updates and presentations, rather than all team members taking turns. Most of the comments regarding professional communication described this project as an example of the students' ability to compose concise and correct messages, particularly in the report format. Students' specific notes about their experience with report writing echo the prevalence of comments about improved formatting and design skills in other sections of their reflections. The length and depth of a formal report often require more investment from students than other, shorter assignments, and students likely complete fewer of these kinds of assignments in their courses. The required investment level and the relative novelty of the report assignment may be one reason why these students felt that their related skills and experiences would be a differentiating factor for them in an employment search.

The third most common reason that the project may help students as they seek employment was that the project added to their overall workplace experience, with such comments accounting for 13.4% of the comment units. The other 34.4% of the comments was distributed across eight other theme categories: professionalism, leadership, work ethic, interpersonal communication skills, research skills, community service, problem-solving ability, and diversity awareness. Each of these categories included four or fewer comments in the category. Nevertheless, as a group, students seemed to agree that the service-learning project provided them valuable experience that could be referenced in their future employment searches. The variety in identified experience types could optimistically be interpreted as a signal that students were able to craft and interpret their participation in the project in a way that best suit their professional goals. Alternatively, the variety in the identified benefits may signal a lack of clarity in the students' perception of how the project may be presented as a valuable professionalizing experience to a future potential employer. Although the reflection data does not provide enough information for a clear interpretation, students would likely benefit from explicit discussion of how a service-learning experience may be used as an example of their effective professional development.

CONCLUSION

Service-learning projects provide a prime opportunity to engage students in meaningful work that strengthens their professional knowledge and skills. The analysis results based on these students' reflections corroborate prior research showing that service-learning projects are valued by students, community partners, and faculty (e.g. Vizenor et al., 2017). In part, service-learning projects strengthen students' understanding of the value of engaging with communities. For these students, the thematic analysis shows that community engagement is seen as an important avenue for adding value for individual professionals, businesses, and communities. Most of the provided reasons for professionals to engage with the community, however, seem to focus on the subsequent business-related benefits. A business student's focus on the business benefits of community service is likely expected. However, one goal of service-learning in business courses is often to promote more humanistic civic engagement and ethical decision-making (Boss, 1994). Thus, the students' written responses suggest that service-learning alone will not address concerns about questionable ethics in professional settings. It is important to consider, though, that a focus on business benefits does not exclude more humanistic considerations.

Beyond the influence of service-learning projects on business students' mindset, this analysis shows that these projects strengthen students' professional communication and teamwork skills. Students most frequently identified skills within these categories as the ones that they improved the most through the project, and students believed that the project would provide a strong example of their skills in these areas to potential employers. Although multiple course objectives targeted the improvement of these skills, the nature of service-learning projects suggests that improvement in communication and teamwork skills could be expected from nearly any service-learning project in any business course. Most service-learning projects culminate in a written or oral message and require communication with the instructor, the community partner, and, often, class teammates. Strengthening these skills is valuable across all disciplines as effective communication and teamwork skills are among the top skills sought by employers (National Association of College and Employers, 2019).

As mentioned previously, developing a service-learning project can pose significant challenges for instructors, and including a teamwork component adds further challenges. However, the students' reflections about this project suggest that students see notable value in service-learning projects and at least certain team projects. As some students explained, this project was different from their prior team experiences because it required them to rely on their team members and members of other teams, and that the experience helped them understand why teamwork was valuable compared to independent work.

Even though these students expressed generally positive feedback about the service-learning project, there were some hints that the project was a significant challenge for them. In their discussion of the skills that they developed, the students' comments about their improved interpersonal communication and teamwork skills often noted how they overcame issues, such as miscommunication, and improved their ability to accommodate different personalities and remain patient. While students wrote positively about their improved skills, the referenced skills imply struggles within their teams. Similarly, regarding the development of their written content, students referenced struggles with finding relevant, credible sources and with composing correctly written and formatted messages. Finally, students' discussions of how the project might make them a more competitive applicant sometimes made reference to their ability to, again, work with a variety of people and to manage multiple tasks and projects, which suggests challenges with the workload and intensity of this particular project.

Students' reflections presented these skills in a positive, future-looking perspective, but the comments also signaled concerns that they may have regarding such projects, similar to concerns revealed regarding the level of time and investment expressed in McCarthy and Tucker's (1999) survey of students. Future research on students' attitudes toward service-learning may investigate in more detail the sources of students' resistance to service-learning projects.

Students' perceptions of service-learning projects and their learning provide instructors insight into the kinds of projects that can motivate and engage students in a course. This study shows how one ambitious service-learning project influenced students' perceptions of community engagement for business professionals and of what the students learned and can use in future professional settings. Although, this study does have some limitations. The sample set is relatively small with only 44 reflections, but the included reflections do provide depth to the consideration of what a relatively small set of students gained from one project. Further, as a single-author project, the researcher relied on methodological recommendations such as initial data immersion and an analysis process that included comment unit isolation and multiple, time-spaced rounds of coding to strengthen the consistency and validity of the resulting themes (Morse et al., 2002; Nowell et al., 2017; Tie et al., 2019). Still, including multiple reviewers and/or analysis debriefing sessions with others would be valuable in future projects (Nowell et al., 2017; Starks & Trinidad, 2007). Future research into this topic may consider students' perceptions of various service-learning projects and/or may address the small sample size concern by collecting a larger data set.

Ultimately, the thematic analysis trends suggest that students perceive service-learning projects as effective opportunities to strengthen their communication skills, including their written professional communication and their ability to communicate effectively in writing and orally with each other and with community partners and professionals. This growth may be due in part to the higher stakes nature of communicating with and for someone who is not "just the professor." The research has established that service-learning projects are beneficial. The findings included herein offer some additional depth into the perspectives, skills, and perceived value that students believe they gain through such projects and that will help them as they begin their professional careers.

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APPENDIX A. WRITTEN REFLECTION PROMPT

ACE PROJECT REFLECTION

For your written reflection, review and respond to all of the following prompts. Each section asks that you first think about the topic/relationship presented and then offer a response that addresses *at least* the bulleted prompts.

Format your response as a memo. You are encouraged to use headings and other document formatting in your response. Use Times New Roman 12 pt font.

Submit your reflection as a PDF or Microsoft Word document to Blackboard by the beginning of the final exam period.

Community Impact

While sometimes under-considered in business, attending to community needs and supporting "the community" at various levels can lead to tangible and intangible gains in the workplace. Events in and out of class have highlighted some important connections between being an engaged citizen and being a business professional. Considering this, address at least the following:

- In what ways did this project influence your perceptions or beliefs about the value of community engagement and service? Offer concrete details.
- In what ways, or to what extent, did this project change your understanding of military personnel, their experiences, and their concerns? Offer concrete details.
- Why do you believe it is important (or not important) for business professionals to be engaged citizens? Offer at least two (2) concrete, supported reasons.

Link between Theory and Practice

For this response, consider how this project helped you develop your business communication skills. Then, address at least the following:

- In what ways did knowing that your work will be used outside of the course affect your writing process and your final report? Offer specific details.

- Name three (3) concepts covered in this course that you feel you improved on through this project? Offer concrete details of how you improved in each area. "Concepts" include communication topics and skills covered in class and in the textbook, such as organization, design, routine message composition, and so on.
- In what "concept" areas do you need to improve? What can you do in the future to improve in those areas? Discuss at least two (2).
- Describe at least one way that you believe your work on this project has made you more marketable as a prospective employee.

APPENDIX B. ROUND 1 THEMES

After extracting the comment units into Excel, each unit was labeled with a theme that reflected the main idea presented in the comment. Tables 7-9 show the initial themes that were combined for the final theme categories presented in the main text.

Table 7
COMBINED THEME CATEGORIES REGARDING THE IMPORTANCE OF BUSINESS PROFESSIONALS BEING ENGAGED IN THEIR COMMUNITIES

Combined Theme Category	*Initial Themes & Descriptions*
Networking	*Employability*: Improves a professional's competitiveness when they are seeking employment
	Networking: Expands and strengthens professionals' and businesses' network of potential clients, employees, and employers. Expands options for future professional opportunities, e.g. contracts, sales, partnerships, etc.
Professional Credibility	*Demonstration of Care*: Provides a way for businesses and professionals to show their care for the community
	Moral Obligation: People, including professionals, are morally obligated to be engaged in their community.
	Trust Building: Improves trust between businesses and individuals

Table 8
COMBINED THEME CATEGORIES REGARDING THE SKILLS STUDENTS DEVELOPED THROUGH THE COMMUNITY ENGAGEMENT PROJECT

Combined Theme Category	*Initial Themes & Descriptions*
Written Communication	*Editing:* Reviewing and editing of written communication
	Format & Design: Format and design readable documents (headings, lists, sections, etc.)
	Organization: Develop clearly organized written messages
	Routine Messages: Development and delivery of routine messages, often via email or text channels
	Writing Features: Various skills related writing effective professional communication, such as correctness, clarity, and conciseness
Interpersonal Communication	*Interpersonal Communication:* Approaches, processes, and skills related to communicating with others, particularly team members and other "co-workers" (members of other teams), e. g. relationship management, active listening, patience, time accommodation, delivery and reception of feedback, group problem solving, team communication, etc.
	Listening: Attend to others' oral communication with the intent to understand and with an open mind
Productivity Skills	*Personal Organization:* Skills related to organizing personal work and resources
	Time Management: Skills related to completing work in a timely manner

Table 9
COMBINED THEME CATEGORIES REGARDING THE PROJECT'S INFLUENCE ON STUDENTS' FUTURE EMPLOYABILITY

Combined Theme Category	*Initial Themes & Descriptions*
Professionalism	*Character*: Experience working with a diverse group of people
	Credibility: Improved their ability to demonstrate their competence and consideration of others
	Networking Skills: Experience with the demeanor and skills when making connections at events and within a community
	Professionalism: Experience presenting oneself appropriately in a professional setting (e.g., attire, demeanor)

COMMUNITY-BASED LEARNING IN SCHOOLS OF BUSINESS—CONSIDERATIONS AND GUIDING PRINCIPLES

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ABSTRACT

Many higher education institutions have designated centers to support training and logistics for community-based learning (CBL). However, some reports indicate that the number of students enrolled in these courses is relatively low. Limited information is available regarding the extent to which CBL has been implemented in schools of business or specific considerations for its use in this context. The purpose of this article is to examine the current status and relevance of CBL in schools of business and offer an overview of issues and principles to guide implementation and practice. The article illustrates effective practice by providing an example of a CBL initiative in a school of business focused on engaged learning. Overall, the review indicates a lack of recent information specific to CBL practice in business schools and establishes a foundation on which to base future research.

Key Words: service learning, community-based learning, schools of business, high impact practices

INTRODUCTION

Many universities have designated centers and even multiple-unit coordination to support training and logistics for community-based learning (CBL). In spite of this, only 17% of Campus Compact members surveyed indicated that 10-25% of their graduates had taken at least one service-learning course with another 10% indicating that 26-50% had taken one or more courses (Campus Compact, 2016). This raises the question as to the degree to which CBL has become institutionalized, or "central to the mission, policies, and day-to-day activities of universities (Taylor & Kahlke, 2017, p. 138).

Even less is known about the extent to which CBL has been implemented in schools of business or specific considerations for its use in this context. The Campus Compact organization, a coalition of over 1,000 higher education institutions committed to campus-community partnerships to enhance teaching, scholarship, and the public good, has not tracked data on institutional type since 2010. In that year, results indicated that 35% of students in institutions self-identified as business schools participated in some type of service activities (in contrast with professional schools at 38%, liberal arts schools at 39%, and faith-based institutions at 57%). The results also indicated that only 7% of faculty members in business institutions taught a service-learning course, which was also the national average.

It is unknown what percentage of students and faculty members participate in CBL in schools of business within various institutional types (e.g., research institutions, land grant schools, community colleges, faith-based institutions, historically black institutions, technical schools, and so forth). Previous survey results indicated that 46% of Campus Compact members utilized service learning in business courses (Campus Compact, 2004). Although some indicate that business schools are behind other disciplines in the use of service learning (Manolis & Burns, 2011), this is difficult to substantiate due to the absence of recent data.

The lack of current information about CBL practice and the extent of CBL adoption in schools of business is a critical gap. To set a foundation for filling the gap, this article examines what is currently known regarding CBL in schools of business as well as considerations for its use. The discussion focuses on principles that may be helpful to guide CBL practice in business schools and shares an example of a school of business that illustrates effective practice. While the focus is on schools of business, and much of the literature cited is situated in that context, other CBL literature is drawn upon with the goal of helping to inform current practice in business schools.

In this paper, *service learning* and *CBL* are used interchangeably to refer to partnerships between universities and the community aimed at helping students apply their learning and gain real-life experience. "There is no single definition or name to describe the role that public and community engagement play within the taught curriculum. . . . Service-Learning, community-based learning, civic learning, scholarship of engagement, learning-linked volunteering are all frequently used terms by academics and practitioners" (University of Bristol, 2017, para. 3).

CBL IN SCHOOLS OF BUSINESS – THE STATUS QUO

Extensive foundations have been established for CBL in higher education (e.g., see Eyler et al., 2001 for a discussion of student learning outcomes; Farber, 2011 and Olberding, 2012 for information on civic engagement outcomes; Hicks et al., 2015, Stanlick & Sell, 2016, Olberding & Hacker, 2016, and Whitney et al., 2016, for the role of community partners; Kupka et al., 2014 for community impact data; Andrade & Westover, 2020 for an examination of community partners' perceptions of student competences; and Goodman et al., 2018 for research on student reflections). An extensive review of this literature is beyond the scope of this paper. Certainly, schools of business and the faculty within them can gain much from applications of CBL research in other disciplines. However, the purpose of this article is to determine what is known about the extent to which CBL has been implemented in schools of business and to draw lessons from the literature to make recommendations for practice.

A search for relevant studies was conducted using Business Source Premier and Academic Search Ultimate, both of which utilized "OneSearch," which accesses multiple databases. Search terms included the following: service learning, community-based learning, and schools of business. Articles were selected that focused on CBL practice in business schools specifically rather than on CBL generally or how individual business faculty implement CBL in their courses. The timeframe searched was 1990-2021 with an emphasis on research conducted within the last 10 years. These methods were designed to fit the purpose of the study, which is to identify practices related to CBL adoption and use in schools of business.

In spite of research on a variety of aspects of CBL in higher education, the review determined that limited information is available about how schools of business support and embed CBL. The *Journal of Management Education* published a special issue in 2010 on service learning; however, the focus was on *how to* articles representing the implementation of service learning in management courses (Kenworthy, 2010) rather than an examination of the extent to which schools of business are implementing CBL and achieving desired outcomes for student learning and career preparation. No special journal issues on CBL in business and management education have been published since this time nor have Campus Compact surveys tracked information specific to schools of business since the 2004 and 2010 data cited in the introduction.

This results in current researchers making claims about the status of CBL in schools of business based on dated information. For example, a recent study cites research from 1996, 2005, and 2006 to conclude that service learning is soft-funded, time-consuming, and detrimental to tenure (e.g., see Halberstadt et al., 2019). Another study claims that business schools lag behind other disciplines in the adoption of CBL (Manolis & Burns, 2011). These types of claims are extremely difficult to support due to the lack of recent data on these topics. As such, more research and information is needed about CBL adoption in schools of business and related practices.

While this article does not specifically address the lack of data on the extent to which CBL is in use in schools of business or its effectiveness in that context, it does establish the need for this information and reviews what is currently known about CBL in schools of business in order to establish a foundation for future research. It also provides key considerations and guiding principles based on this literature as well an exemplar to demonstrate how one particular school of business embedded CBL into its culture in alignment with institutional goals.

RATIONALE FOR CBL

High impact practices (HIPs) in higher education typically include community and service learning, learning communities, writing intensive courses, internships, capstone experiences, undergraduate research, diversity/global learning, collaborative assignments, common intellectual experiences, first-year seminars, and ePortfolio (Kuh, 2008; Kuh & O'Donnell, 2013; Kuh et al., 2017). HIPs are associated with deep learning, which involves the ability to draw conclusions, synthesize ideas, connect new knowledge with previous learning, reflect on learning, and apply concepts to real-life (Finlay & McNair, 2013). Students participating in HIPs report gains in general learning (e.g., written and oral communication, critical thinking); practical competence (e.g., work-related knowledge, working with others; technological, quantitative, and problem-solving skills); and personal and social development (e.g., values and ethics, self-understanding, understanding others, civic engagement, independent learning, contributing to community, and spirituality) (Finlay & McNair, 2013).

In spite of students reporting learning gains as a result of participating in HIPs, evidence suggests that higher education institutions are not preparing students with the skills that employers expect such as effective oral and written communication, teamwork, and critical thinking skills, the ability to work with those different from themselves, or to apply academic concepts to real life (Hart Research Associates, 2015, 2018). Certainly, community-based partnerships formed as part of CBL initiatives can provide insights for how faculty and community partners can collaborate as co-educators to effectively mentor students and facilitate the development of these cross-cutting skills.

Specific to management and business education, two shortcomings have been identified—curricular disciplinary isolation resulting in limited exchange of ideas, and poor preparation of students for authority positions (DiPodova Stocks, 2005). The first can be addressed by expanding practice to service learning across sectors rather than focusing primarily on only for-profit organizations (DiPodova Stocks, 2005). The solution to the second, particularly abuse of authority and power, is to stop isolating students from the real-world and provide them with opportunities to question their assumptions about those different from themselves (DiPodova Stocks, 2005). CBL has the potential to address both of these issues; it helps students understand and learn from people in a range of contexts and develop the ability to work with those different from themselves.

In addition to being the means of addressing curricular shortcomings, CBL is accounted for in accreditation standards for schools of business, such as those of AACSB International, which calls for curricula that fosters and encourages "innovation, experiential learning, and a lifelong learning mindset" and which has a "positive societal impact" (2020, p. 37). The standards emphasize "learner engagement between faculty and the community of business practitioners" (p. 39), such as service learning, internships, and other high impact practices. Although not all schools of business are accredited through AACSB, all share the goal of preparing students for the world of work. Management and business educators emphasize an experience-based pedagogy that helps students deal with ambiguity and change, not only through classroom practices with case studies and teamwork, but by examining messy, real life problems (Zlotkowski, 1996). Such experiences help students develop the cross-cutting skills that are highly valued in the workplace.

Just over half of Campus Compact survey respondents indicated that their institutions identify specific student outcomes for community engagement (51%). For these respondents, the outcomes cover a range of areas including critical thinking (80%), civic or democratic learning (77%), engagement across difference (77%), global learning (64%), and social justice orientation (62%) (Campus Compact, 2016). This identification of outcomes associated with CBL as well as research on HIPs and business school accreditation standards strongly supports the premise that CBL helps students develop the skills valued by employers and prepares them for success in their future professions.

Given the gap in the ability of higher education institutions to graduate students with appropriate levels of non-disciplinary employer-valued skills (e.g., communication, teamwork, critical thinking, application of knowledge to real life; e.g., see Hart Research Associates, 2015, 2018), the potential for CBL to help students develop these skills, and the call to action by business accrediting agencies to build programs that involve engagement with the community, current data on CLB practice in schools of business is critically needed to determine the status quo and identify areas for improvement. In the interim, the literature does provide helpful considerations for the implementation of CBL and associated principles that can guide effective implementation.

CONSIDERATIONS FOR USE

In order to realize the benefits associated with CBL, schools of business must consider issues related to its implementation and adopt appropriate strategies. This discussion focuses on two specific areas—the faculty and the community partner.

The Faculty

A key consideration for successful implementation of CBL in schools of business is the faculty. Lack of competence (Eisen & Barlett, 2006), increased workload (Boice, 1990), preference for discipline-based research (Haas & Keeley, 1998), fear of student acceptance (Boice, 1990), and the absence of rewards (Davidson-Shivers et al., 2005) are common concerns related to the adoption of new educational practices. Faculty members may have difficulty accepting pedagogical innovations, such as CBL, due to not understanding its purpose, believing that it interferes with teaching or violates academic freedom, or discomfort with approaches currently in use (Koslowski, 2006). Motivations for adopting CBL include alignment with teaching goals, commitment, prior experience, and institutional support and rewards (O'Meara, 2013). Schools of business must adopt strategies that build on these motivations.

In order to transform higher education so that it is "centrally engaged in the life of its local communities" and that the "core missions of academia—teaching, scholarship, and service" (Heffernan, 2001, p. 6) are re-oriented toward community transformation, Heffernan (2001) identifies three areas of transformation related to the faculty role:

> Pedagogy is transformed to that of engaged teaching, connecting structured student activities in community work with academic study, decentering the teacher as the singular authority of knowledge, incorporating a reflective teaching methodology, and shifting the model of education, to use Freire's distinctions, from "banking" to "dialogue."
>
> Scholarship of engagement is oriented toward community-based action research that addresses issues defined by community participants and that includes students in the process of inquiry.
>
> Service is expanded beyond the confines of department and college committees and professional associations to the offering of one's professional expertise (p. 6).

Consideration of these core missions to focus on the larger community is central to the transformation needed to help students develop needed skills and apply academic knowledge. It focuses faculty work on "positive societal impact" (AASCB, 2020, p. 37).

Faculty commitment to CBL depends on the environment and the degree to which CBL is valued by leaders (Lewing, 2019). This support is reflected in four underlying conditions that have been identified for faculty support: clear communication of goals that are aligned with faculty values, opportunities to develop expertise with a reasonable investment of time, on-going administrative support, and rewards for participation, primarily intrinsic (Furco & Moely, 2012). A foundational principle for expanding faculty participation is to "make intentions clear through mission statements, reward system criteria, and infrastructure support that either provides resources or helps create efficiencies of time" (Demb & Wade, 2012, 362-363). Support is critical to the success of CBL, particularly helping faculty members with community partner identification, agreements, and other logistics (Demb & Wade, 2012).

To effectively embed CBL into schools of business, resources and recognition play a key role, particularly when research expectations are high (Lewing, 2019). Accreditation and tenure processes have been identified as limiting the implementation of CBL in schools of business due to pressures to publish discipline-based research and the time intensive nature of CBL (Leigh & Kenworthy, 2018; Pearce, 2016). Faculty will spend their time on what counts the most. AACSB International (2020) emphasizes scholarship aimed at solving real-world issues. Specifically, the standards indicate the need for "exemplars of basic, applied, and/or pedagogical research that have had a positive societal impact" (p. 50). This clearly provides support for CBL- and pedagogy-related research. Even in schools of business not accredited by professional bodies, these guidelines may provide helpful in discussions on tenure policy and related expectations. Scholarship on teaching and learning is widely accepted with many business and management journals focused on business education; however, school rankings may play a role in tenure policy in some contexts.

Transformation related to CBL is particularly effective when initiated and led by the faculty. Such grass roots movements may begin with a single faculty member. This is the case with the Bentley College service-learning project where 25% of the full-time faculty adopted service learning impacting 3,000 students (Kenworthy, 1996). Lessons learned from this project include having a core team of advocates or early adopters, administrative support, effective communication, recognition for service learning in the tenure process, faculty training and awards, community partner workshops, cross-department collaboration (e.g., linking business and liberal arts courses), an evidence-based curricular design model, reflection and evaluation, leveraging success, reinforcing the theme of social responsibility in campus events, community volunteerism, and on-going learning from experience. The Bentley project is a model for service learning in management education (Salimbene et al., 2005). It helps students move from theory to application, address complex real-life issues, and develop managerial skills; it also illustrates the power of the faculty and the role of administrators to enable transformation.

In this case of effective CBL implementation, evidence of the use of change models is apparent; such models help facilitate change in organizational culture and increase the likelihood of lasting change. In the faculty-led Bentley project, several elements of Kotter and Cohen's

(2002) eight step model for change can be identified such as create a sense of urgency, form a guiding team, get the vision right, communicate for buy-in, empower action, create short-term wins, do not let up, and make change stick. While some advocate for the use of data to convince, Kotter and Cohen believe that helping stakeholders see how stakeholders are experiencing an organization's processes and products is more convincing. Experts in CBL agree: "It is . . . naive for service-learning advocates to believe that a large number of academics will be persuaded to accept service-learning simply because data show it to have a statistically significant impact on any particular student outcome" (Butin, 2006, p. 489). Schools of business seeking to embed CBL into their culture should be guided by a change model.

Centers and support staff focused on CBL can help address potential barriers experienced by faculty members. In one study, faculty members new to service-learning experienced emotional contagion as the result of students' positive and negative reactions, being encouraged or discouraged accordingly (LeCrom et al., 2016). They also experienced negative emotions due to increased administrative tasks. However, formal and informal support, such as staff assistance and connecting with colleagues helped buffer negative emotions. This demonstrates that success is motivating, particularly when faculty members see the benefits of student engagement; however, a lack of success and a heavy workload are demotivating. Thus, a key strategy for building support is to ensure that needed structures are in place for developing and implementing CBL initiatives.

Overall, service learning is more likely to be institutionalized when it emphasizes students' academic development (Serow et al., 1996) and is aligned with faculty values and commitments. Faculty members are a significant factor in the success of CBL initiatives. "Presidents may dream visions and vice presidents may design plans, and deans and department heads may try to implement them, but without the support of the faculty members, nothing will change" (Bates, 2000, p. 95).

The Community Partner

In addition to faculty considerations, community partner relationships are critical to the success of CBL in schools of business. In this context, community partners can and should include both for-profit and non-profit organizations as appropriate to learning or research objectives as well as community needs. CBL in schools of business can include internships, team consulting projects, or class or individual projects related to the needs and goals of the partners.

Perspectives on the role of community partners has evolved from one in which the community was viewed as a learning laboratory (e.g., as serving the institution and providing students with practical experience) to seeing the community as a source of learning (interview with Barbara Holland as cited in Kenworthy U'Ren et al., 2006). The latter involves faculty and community partners identifying individual and collective goals and creating situations in which these can be achieved. The relationship among stakeholders in CBL is often referred to as *reciprocity*, or the collaboration of students, faculty, the institution, and community partners for equal benefit (Workman & Berry, 2010). A related term is *transformative reciprocity,* which emphasizes collaboration aimed at transforming participants (Jameson et al., 2010).

These reciprocal relationships involve the faculty member and community partner helping students develop practical knowledge and skills and students sharing academic knowledge with the partner through the application of theories and concepts. The institution supports all of the stakeholders with resources, training, and coordination. As such, service learning is characterized as a co-learning environment (Konwerski & Nashman, 2008). Community partners have opportunities to observe students in action and can encourage them to openly share their thoughts and perspectives (Darby, 2016). By encouraging discussion and reflection on students' interactions with diverse clients, for example, partners can increase students' awareness of social issues and how to work with people different from themselves (Darby, 2016), thereby helping them develop a key skill for future employment.

To encourage the development of effective reciprocal relationships, the school of business and faculty member must focus on what community partners need as opposed to narrowly defined class projects or a faculty member's research interests (Hicks et al, 2015; Stanlick & Sell, 2016; Whitney et al., 2016). Students can also be involved in determining goals and projects (Hicks et al., 2015; Kliewer 2013; Meens, 2014; Mitchell, 2008; Saltmarsh et al., 2009). Each participant needs to be "empowered to be an originator or a follower, a teacher or a student, on any given idea or collaboration" (Hicks et al., 2015, p. 108). Community partners stress the need for balance among involved parties and want to contribute project ideas (Harrington, 2014).

Partnerships between schools of business and community partners face a number of logistical challenges. Community partners may be unfamiliar with CBL and their role. Similar to faculty members' concerns over increased workload, community partners may feel that the time needed to participate as co-educators is demanding and results in inefficiencies (Harrington, 2014). They may feel that the time needed to manage student projects is not commensurate with the value of what they receive (Edwards et al., 2001). The short-term nature of projects may limit the ability of students and faculty to address the real needs of the community partner (Hicks et al., 2015; Harrington, 2014). A lack of continuity can also be a problem with students coming and going each semester, resulting in incomplete projects or projects that never get started, and a lack of communication between previous student participants and new participants. Students' busy schedules may cause communication problems (Budhai, 2013). Additionally, the results of studies are sometimes not shared with the community partner (Harrington, 2014).

Effective partnerships with the community entail "beginning with a clear commitment to discovering a community's capacities and assets" (Kretzmann & McKnight, 1993, p. 1). This is in contrast to a deficiency-oriented approach where universities focus on problems and how an institution's services and research can solve these problems. The asset approach emphasizes taking an inventory of the assets and skills of individuals and organizations within a community rather than conducting a needs analysis. Although the asset approach has focused primarily on local urban neighborhoods, the principles apply to the broader role of CBL. Louisiana State University (2013) recommends the PARE model for forming community partnerships:

> *Prepare*—define expectations, determine responsibilities and goals, discuss possible risks, determine the number of student participants, decide on timelines and deliverables,

obtain information on the organization's mission and culture, provide a copy of the course syllabus
Act—designate an on-site supervisor, clarify goals and responsibilities with students, sign up or be assigned to a project, provide orientation to the course and the community organization, review risk management, supervise and monitor, hold students accountable
Reflect—require opportunities to discuss, write, and critically examine learning, involve partners in these opportunities
Evaluate—obtain feedback from the community partner, measure goal achievement, complete surveys or evaluations as required

A guide such as this, accompanied by forms or checklists to structure setting up the partnership, helps address the challenges identified and leads to lasting, reciprocal relationships.

As noted in the model, community partners should be involved in evaluation processes. Partners' perceptions of students' professional competencies (e.g., understanding a problem, attitudes, sense of responsibility, teamwork, and professionalism) influence their views of quality, value to the organization, and future participation (Andrade & Westover, 2020). While community partners are generally willing to work with students, their experience with students and their perceptions of benefits predict future participation (Baker-Boosamra et al., 2006). Studies have determined the importance of being clear about objectives and expectations, practicing effective communication, and emphasizing academic content and reflection across stakeholder groups (Appe et al., 2016). Obtaining an evaluation of projects and those involved from the community partner is critical in ascertaining their effectiveness and making needed improvements.

These studies demonstrate what can be learned from community partners. For partnerships to be truly reciprocal, the community partner must be involved in design, implementation, and evaluation and not be a passive participant (Appe et al., 2016). Collaborative research in which participants are involved in identifying problems, research questions, methods, and other aspects is another important feature of CBL (Crabtree, 2008). A lack of community partner voices is detrimental for continued implementation of service learning and sustainable partnerships (Shalabi, 2013) and may be harmful to the community (Baker-Boosamra et al., 2006). Community partner voices must be reflected in the processes, evaluation, and refinement of CBL. Overall, further research is needed on community partners' perspectives (Tinkler et al., 2014; Vogel & Seifer, 2011). Schools of business can play a key role in this research by developing and documenting effective practices for community partnerships.

GUIDING PRINCIPLES

To enable the effective implementation of CBL in schools of business and the achievement of associated learning outcomes, two models are next presented to guide discussion, implementation, and evaluation.

The WE CARE model identifies six criteria for successful CBL initiatives in business education: "**W**elcomed by faculty members, **E**vidence-based as a result of thorough preparation and integration into a course, **C**omplementary in terms of adding value to each course, **A**ction-oriented involving students in tangible real-world projects with associated goals and outcomes, **R**eciprocal in nature, and **E**pistemic with the aim of increasing students' cognitive abilities" (Kenworthy-U'Ren & Peterson, 2005, p. 272). This model focuses primarily on pedagogical considerations but also has implications for leading CBL initiatives and for supporting faculty. Research is needed to demonstrate how the model has been applied in actual practice.

An additional framework that could be effectively used by schools of business to guide CBL initiatives and determine the extent to which are effective is Furco's (2002, 2003) self-assessment rubric consisting of the following categories.

> *Philosophy and mission*—defining service learning, inclusion in strategic planning, alignment with institutional mission and with educational reforms
> *Faculty support and involvement*—knowledge and awareness, involvement and support, leadership, incentives and rewards
> *Student support and involvement*—awareness, opportunities, leadership, incentives and rewards
> *Community participation and partnerships*—awareness, mutual understanding, voice and leadership
> *Institutional support*—presence of a coordinating entity and a policy-making entity; staffing, funding, administrative support, departmental support, evaluation and assessment

The five criteria listed are embedded into a rubric which outlines three stages (critical mass building, quality building, and sustained institutionalization) with descriptors for each stage of the six dimensions. The goal of the rubric is to facilitate discussion with recognition that some dimensions may be more salient to a particular context than others and that components may need to be added (Furco, 2002). The rubric can help schools of business develop and measure the effectiveness of an action plan for CBL. Like any change effort, embedding CBL into organizational culture takes time and on-going effort. Once again, information is needed on how this is being accomplished in schools of business.

AN EXEMPLAR

When implementing CBL, institutions should consult research, promising practices based on others' experiences, and guiding principles, and determine how these can most effectively be adapted to their contexts. They should also consider change models to inform their approaches such as Kotter and Cohen's (2002) mentioned previously. The implementation of CBL is an iterative process as institutions learn from their own and others' experiences. The example of Utah Valley University (UVU) illustrates how one school of business embedded CBL into its organizational culture in support of larger institutional goals. The example demonstrates how to enable and institutionalize change.

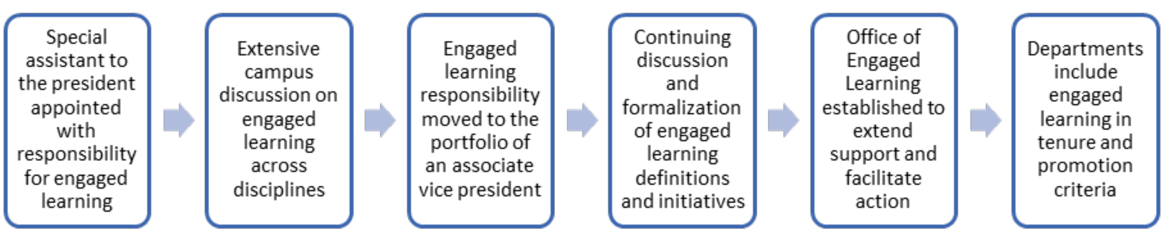
UVU was granted the Carnegie elective classification for community engagement in 2008 with a successful renewal in 2015. The classification reflects “collaboration between institutions of higher education and their larger communities for the mutually beneficial exchange of knowledge and resources in a context of partnership and reciprocity” (Brown University, 2020, para. 1). Available in the U.S. since 2006, the classification is also being piloted internationally based on an initial proof of concept in Ireland and subsequent feedback on how to adapt the standards for international use (Brown University, 2020).

The initial awarding of the elective Carnegie community engaged classification at UVU was based on what was in place at the university; however, the classification and its renewal have provided impetus for further exploration and embedding of related philosophies, values, and practices throughout the university. As a result, on renewal of the classification, the Carnegie Foundation made the following statement:

> Your application documented excellent alignment among campus mission, culture, leadership, resources, and practices that support dynamic and noteworthy community examples of exemplary institutionalized practices of community engagement. The application also documented evidence of community engagement in a coherent and compelling response to the framework’s inquiry" (Utah Valley University, 2020a, para. 2).

This achievement was the result of years of work throughout the university. See the overview of key milestones, particularly related to structure, in Figure 1.

Figure 1
Key Milestones in Institutionalizing CBL



The Office of Engaged Learning at UVU, which has primary responsibility for CBL, has evolved over time in terms of its responsibilities and initiatives. Overseen by an associate vice president in academic affairs, its primary purpose is to identify institutional strategies and facilitate innovative practice. Key areas of oversight include internships, community engagement, global and intercultural engagement, undergraduate research, engaged curriculum, and a field station for research and student projects. A key strategy has been obtaining grants and funding opportunities to enable innovations across the university. Funding schemes have been developed to support the implementation of high impact learning with a focus on supporting diverse students and student persistence, undergraduate summer research, and *green* grants for junior faculty to encourage engaged teaching and learning and support tenure (green is the university's color and also reflects the novice status of junior faculty members). Grants involve faculty-student collaboration and emphasize sustainable and impactful engaged learning projects (e.g., they must involve multiple course sections and affect a significant number of students).

One noteworthy accomplishment of the Office of Engaged Learning is the development of an engaged learning instrument which measures the efficacy of course design. Results demonstrate a connection between academic engagement and student grades and retention (Utah Valley University, 2020c). The Center for Social Impact, which reports to the Office of Engaged learning, provides resources, funding, and training for curricular, co-curricular, and extra-curricular initiatives. It directly supports the 170 service-learning designated courses offered, impacting approximately 8,000 students each year. Fellowships with stipends provide skill development for faculty members, and a service-learning quality assessment instrument guides course redesign (Utah Valley University, 2020b).

The mission statement and strategic plan of the Woodbury School of Business at UVU reflects the community engaged mission of the institution. The mission, "*Through exceptional business education, we help students become successful professionals who build our community*," is operationalized through the strategic plan. Strategic plan goals include maximizing student improvement through engaged learning, helping students obtain and succeed in careers aligned to their goals, producing research that improves business education and practice, and serving the community through increased efficiency and inclusive outreach. These goals reflect the university's core themes of *engage*, *include*, and *achieve*. To achieve strategic plan objectives, the school of business provides grants and resources in addition to those available from the university to support engaged teaching and learning. Faculty innovations are funded through a competition called *Whale Tank*, modelled after a popular television show, and recognition occurs through tenure and promotion as well as from the dean, who calls attention to noteworthy faculty achievements (Andrade, 2020). An overarching theme for engaged learning in the school of business is referred to as Delta, or "maximizing student improvement through engaged learning" (Andrade, 2020, p. 4).

In this exemplar institution, CBL is central to the mission, and as such, has been embedded into processes, policies, and practice both at the institutional level and within the school of business. In this way, over a period of time and through positive reinforcement and enabling structures, CBL (e.g., engaged learning in the UVU context) has become part of the culture. Additional examples of schools of business that have effectively implemented CBL in order to transform business and management education are needed to demonstrate how to prepare students for what has been called an unscripted future that "involves rapid change, global factors, a need to develop soft skills, and the pressure to remain current (particularly given the rapid rate at which information is created, and subsequently becomes outdated)" (Kenworthy & DiPadova-Stocks, 2010).

CONCLUSION

CBL is well-established as a high impact practice with much potential to help students in schools of business develop employer-valued skills. Researchers and practitioners have identified a variety of considerations as well as principles to guide effective CBL implementation in schools of business and generally. The review of literature in this article, however, has demonstrated that research and documentation regarding the extent to which CBL has been implemented in schools of business and effective practices for doing so is dated or has not yet been collected or examined.

It should be acknowledged that "compared to other pedagogy, service-learning takes additional time from all participants and is difficult to do. It requires commitment on the part of the faculty member, institutional administration, community partner, and students" (Kenworthy-U'Ren et al., 2006, p. 123). This article has identified key considerations to illustrate how leaders and administrators in school of business can effectively lead CBL initiatives. It sets a foundation for further research.

While much progress has been made generally regarding the validity of CBL for enhanced student learning, further opportunity exists to investigate and improve on current practices. In particular, the exploration of considerations and guiding principles in this article indicates the importance of further examination of CBL practices in schools of business to determine the status quo and identify future directions, including exemplary practices and innovations that go beyond the course level to transform practice and prepare students for the 21st century.

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IS ACADEMIC ENTITLEMENT A WESTERN CONCEPT? AN EXAMINATION OF TAIWANESE BUSINESS STUDENTS

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ABSTRACT

This research details a study of Taiwanese business majors and their views on the academic entitlement. Taiwan is an under-examined population on this issue. In the current project, we surveyed university students from Zhongli, Taiwan (n=603) in 2019. We found Taiwanese students felt very entitled about grades, felt somewhat entitled about outside of class interactions with students, but not entitled about issues of classroom decorum. We examined differences between students' attitudes based on several demographic factors, and found gender, First-Generation status, military experience, and having taken ethics to have significant influence on academic entitlement. However, we found marital status and employment did not affect academic entitlement. We conclude by discussing the implications for further research in this area.

INTRODUCTION

Academic entitlement has been described as having two factors, first, unreasonable expectations of high grades for modest effort and second, a demanding attitude toward teachers (Greenberger et al., 2008). More than half of USA college students viewed themselves as entitled in surveys (Gillespie, 2014). Miller (2013) summarized the current generation of college students are "lazy, whiny, pampered and entitled." It is hard to disagree with that assessment. To make the discussion more palatable, we will describe the students as "academically entitled." Academic entitlement manifests itself in behaviors that further goal orientation (higher scores) rather than mastery of the material. Students see themselves as consumers of education, and the outcome of the transaction should be measured in high grades, not comprehension. Entitlement is often tied to parenting styles which encourage academic goals (Greenberger, Lessard, Chen, & Farruggia, 2008).

Entitlement can be simplified as an expectation of receiving something for doing nothing (Twenge, 2010). Chowning & Campbell (2009) stated that the acquisition of knowledge has turned into a commodity reflected in a degree, not comprehension of the subject matter. Gates, Heffernan & Sudore (2015) summarized, “When faculty become customer service representatives and students the consumers of services, no one wins” (p.891). The students do not have all the blame. Gross & Hogler (2005) opined that the rise of entitled student behavior is attributed to many factors, including faculty and administrators as well, in trying to reduce education to a consumer transaction.

Almost all studies of entitlement have used Western cultures, which are high in individualism (Hong, Huang, Lin, & Lin, 2017). The authors wondered whether academic entitlement exists outside a Western (highly individualistic) culture, or if entitlement was just a manifestation of individualism. This project will examine an under-studied population, Taiwanese students, and their views toward academic entitlement.

In the current project, we surveyed Taiwanese college students in 2019 on academic entitlement. To support this analysis, we will first review the relevant literature. Next, we will examine the survey methods. Then, we will discuss the findings. We conclude by predicting further research in this area.

REVIEW OF THE LITERATURE

Taiwan is an understudied population on the issue of academic entitlement. The only reported study in the English language is Hong, Huang, Lin, & Lin (2017) which examined a sample from Taiwan (n=297), and used ten questions divided into three factors. They found that performance promotion goals increase academic entitlement. The authors advised teachers to “avoid promoting mutual competition among the students and should avoid the behavior of academic comparison” (p.353). The current project is to build on this knowledge of the Taiwanese student population. Hong, Huang, Lin, & Lin (2017) indicated future projects should look to individual characteristics among Taiwanese students for differences in entitlement. This paper’s second goal is to fill that void. With little research on a Taiwanese sample, we first examine the highly studied American population on academic entitlement.

Greenberger, Lessard, Chen, & Farruggia (2008) examined US college students (n=839) and found much of the entitlement issue was caused by parents, not students’ high self-esteem. In fact, they found that entitlement and students’ self-esteem was negatively related. They further found that demographic variables (gender, nationality, race) had only minor associations with entitlement at best. The same authors, Lessard, Greenberger, Chen, & Farruggia (2011) later examined 466 undergraduates and found that entitlement has negative and positive characteristics (which they identified as exploitive and non-exploitive entitlement), providing evidence that entitlement is not all bad.

Entitlement was tied to permissive parenting, which then leads to students expecting the same treatment in college, especially among the male students (Barton & Hirsch, 2016). Further, Barton & Hirsch (2016) found that entitlement led to poorer relationships with others and was a risk factor for college retention.

Luckett, Trocchia, Noel, & Marlin (2017) provided evidence that academic entitlement is comprised of three dimensions, grade entitlement (I deserve a higher grade), behavioral entitlement (I can come and go from class as I wish), and service entitlement (the teacher is there to serve my needs on my schedule).

A great deal of research has concluded that students' entitlement increases their expectations on faculty. Chowning & Campbell (2009) found that students have shifted the responsibility of learning to their instructors, and expected those instructors to accommodate their needs individually. Laverghetta (2018) replicated Chowning & Campbell's AEQ (2009) and found entitlement was highly correlated with incivility in the classroom. Zhu & Anagondahalli (2017) surveyed 689 undergraduates and found that entitlement was tied to negotiation strategies with their instructors for a compromise on their grades. Zhu & Anagondahalli (2018) examined 483 undergraduate students and found that demanding attitudes by students lowered their satisfaction with the course.

Some research has examined demographic factors, especially gender, has been an influence on academic entitlement. Lemke, Marx, & Dundes (2017) examined two samples of liberal arts students eight years apart and found that males felt more entitled that females, but only in one of the samples. Ciani, Summers, & Easter (2008) also found greater sense of entitlement in males. Elias (2017) replicated Greenberger et al., and found that males and younger students felt more entitled. Wasieleski, Whatley, Briihl, & Branscome (2014) examined undergraduates (n=264) and found males behaved with more narcissism than females.

Some projects have examined faculty perspectives on student entitlement, and not surprisingly have found faculty less than enthusiastic about this development. For example, Gates, Heffernan, & Sudore (2015) examined faculty in social work (n=57), and found little support for student entitlement, nor as students as consumers of education.

Is Academic Entitlement related to individualism? Hofstede (1983) defined culture into dimensions that allowed easy international comparisons. Hofstede (1993, 1991, 1983) argued cultural differences impact business conduct and decision-making. Culture and training also shape personal values (Hofstede, 1991).

Individualism as explained by Hofstede can be summarized as,

> The high side of this dimension, called Individualism, can be defined as a preference for a loosely-knit social framework in which individuals are expected to take care of only themselves and their immediate families. Its opposite, Collectivism, represents a preference for a tightly-knit framework in society in which individuals can expect their relatives or members of a particular ingroup to look after them in exchange for unquestioning loyalty. A society's position on this dimension is reflected in whether people's self-image is defined in terms of "I" or "we." (Hofstede Insights, 2021).

The individualism differences between the United States and Taiwan are quite striking. Hofstede's Globe compares all the culture factors on a scale of 0 to 100, with 100 being the highest possible score. On individualism, USA is very high (91) and Taiwan is very low (17) (Hofstede's Globe, 2021). Taiwanese schools are more collectivist (Hong, Huang, Lin, & Lin, 2017). This should influence the students' views on entitlement.

RESEARCH QUESTIONS

This project will examine two broad research questions. First, is academic entitlement related to or caused by individualism? If so, academic entitlement should be near zero in Taiwan, which has little emphasis on the individual.

Second, do demographic factors affect students' attitudes towards academic entitlement? While some past projects have examined gender, we wanted to confirm this finding in the Taiwanese sample, as well as examine several other variables, such as marital status, employment, First-Generation status, military experience, and having taken business ethics.

METHOD FOR THE SURVEY

Participants

The participants are from Chien Hsin University of Science and Technology in Zhongli, Taiwan. The university has over 13,000 students in five colleges with seventeen (17) degree programs (Chien Hsin, 2021). Our survey included a random sample of students (n=603) by first finding professors who volunteered their students (and class time) to participate in this project. We attempted to include all business majors, our intended study group.

In our sample, most (67%) of the participants were business majors. The remainder were distributed in other disciplines with none exceeding 10%. The respondents were in the following academic years: first, 47.3%; second, 28.2%; third, 14.1%; and fourth, 10.3%. Upperclassmen were underrepresented in our sample. Males outnumbered females 57% to 43%. Our group consisted of primarily traditional students (95% were aged 18-22). Only 15 students (3% of the respondents) were married, and only 11 (2%) students had children. Half of the students (50%) worked part time while attending school. Taiwanese Folk Religion was the dominant group with 25%, while 47% identified as non-religious. Other students were spread among other faiths. Nearly all students (83%) reported to not going to a church service monthly, and only 4% identified with being "strongly religious." The majority of students (63%) were the first in their family to attend college. Only 7% had military experience. Over half (56%) had taken a business ethics course.

Procedures

A convenience sample was taken from large, introductory classes at Chien Hsin University in Zhongli, Taiwan during a series of guest lectures in the spring of 2019. To avoid language/translation issues, the bi-lingual survey was conducted simultaneously in English and Mandarin Chinese. The students at Chien Hsin are multilingual (Mandarin and English), with several programs taught in English to benefit their international exchange programs. Most foreign teachers in Taiwan are English speakers (Chang, Bai, and Wang, 2014). The Mandarin translation was accomplished by one of the authors, who is a language professor, and the translation was pilot studied before implementation.

Students were asked to complete the questionnaire during class time. The survey was voluntary and anonymous. No inducements were offered to the students to participate. A total of 603 surveys resulted. Some surveys were returned blank, but records of these were not retained. We would estimate a return rate of approximately 90% or higher. The text of the questions is included in the tables.

Measures

Two most replicated measures of academic entitlement are Chowning & Campbell (2009) and Greenberger, Greenberger, Lessard, Chen, & Farruggia (2008). In the present project, we replicated the research of Greenberger et al., (2008). The fifteen (15) item scale has been shown reliable in previous replication studies (Zhu & Anagondahalli, 2018; Lemke, Marx, & Dundes, 2017). The fifteen items are ranked by a six level Likert scale from strongly disagree, disagree, slightly disagree, slightly agree, agree, strongly agree.

VALIDITY AND RELIABILITY

The study appeared to have face and content validity. As a test for internal consistency, we conducted a Cronbach's alpha for the scale. Our sample resulted in an alpha of .860 for the 15-item scale. We used SPSS version 24 for analysis. We used t-tests to compare the demographic factors.

FINDINGS AND DISCUSSION

We were best able to minimize the socially appropriate response bias by using a large group survey, anonymous results, and confidential submissions. Luckett, Trocchia, Noel, & Marlin (2017) examined academic entitlement and found it is comprised of three dimensions, grade entitlement (I deserve a higher grade), behavioral entitlement (I can come and go from class as I wish), and service entitlement (the teacher is there to serve my needs on my schedule). We will use this terminology to describe the results of the Taiwan study. See the complete results below in Table 1.

Table 1. Overall Results.

Question (n = 603)	Mean	Std. Dev.
1. If I have explained to my professor that I am trying hard, I think he/she should give me some consideration with respect to my course.	4.75	1.036
2. I feel I have been poorly treated if a professor cancels an appointment with me on the same day as we supposed to meet.	4.57	1.280
3. If I have completed most of the reading for a class, I deserve a B in that course.	4.27	1.046
4. If I have attended most classes for a course, I deserve at least a grade of B.	4.39	1.115
5. Teachers often give me lower grades than I deserve on paper assignments.	3.46	1.224
6. Professors who will not let me take an exam at a different time because of my personal plans (e.g., vacation or other trip that is important to me) are too strict.	3.57	1.408
7. Teachers often give me lower grades than I deserve on exams.	3.31	1.303
8. A professor should be willing to lend me his/her course notes if I ask for them.	3.08	1.254
9. I would think poorly of a professor who did not respond the same day to an e-mail I sent.	2.95	1.326
10. If I am not happy with my grade from last quarter, the professor should allow me to do an additional assignment.	3.46	1.371
11. Professors have no right to be annoyed with me if I tend to come late to class or tend to leave early.	2.61	1.398
12. A professor should not be annoyed with me if I receive an important call during class.	3.61	1.459
13. I would think poorly of a professor who did not respond quickly to a phone message I left him or her.	2.95	1.277
14. A professor should be willing to meet with me at a time that works best for me, even if inconvenient for the professor.	2.48	1.341
15. A professor should let me arrange to turn in an assignment late if the due date interferes with my vacation plans.	2.95	1.400

In regards to grades, the Taiwan sample shows a very entitled view of the students. The six questions on grades (Q1, 3, 4, 5, 7, 10) have a mean of 3.31 or higher. Students demonstrated a high expectation that effort should be rewarded (Q1 with a mean of 4.75) and even attempts at doing the assignments (Q3 with mean of 4.27) or good attendance (Q4 with a mean of 4.39) should result in no lower than a B grade.

In service (from the professor), Taiwan's students are very demanding, highly critical of a professor who cancels and appointment (Q2 with a mean of 4.57) and expects the professor to reorganize the class schedule to match a student's personal plans (Q6 with a mean of 3.57). The Taiwanese students have some elements of service entitlement, while perhaps not as strong as western samples, they exist. For classroom behavior, Taiwanese students expect to be on time for class (Q11 with a mean of 2.61) but expect professors to forgive cell phone interruptions (Q12 with a mean of 3.61).

We assumed that Taiwan, with low individualism would have little to no emphasis on entitlement. Clearly, we were mistaken in that assumption. Our first general research question would seem to be rejected. Our results would indicate that entitlement is strong even in a non-individualistic culture like Taiwan. Entitlement is not a Western phenomenon, nor only an

American problem. Our findings support the idea that academic entitlement is global, affecting all students.

DEMOGRAPHIC DIFFERENCES

Gender

We also examined our sample, dividing them into different demographic groups. The group was fairly divided by gender (57% male). In our study, eleven of the fifteen questions had statistically significant results on gender, all eleven indicated that males felt more entitled than their female counterparts. This confirms prior western comparisons which found male students felt more entitled. [Lemke, Marx, & Dundes (2017); Ciani, Summers, & Easter (2008); Elias (2017); and Wasieleski, Whatley, Briihl, & Branscome (2014)].

Table 2. Results by Gender.

Question (male = 318, female = 241)	**Male Mean (Std. Dev.)**	**Female Mean (Std. Dev.)**	**t-test**	**Signif.**
1. If I have explained to my professor that I am trying hard, I think he/she should give me some consideration with respect to my course.	4.78 (1.075)	4.74 (.963)	.470	NS
2. I feel I have been poorly treated if a professor cancels an appointment with me on the same day as we supposed to meet.	4.64 (1.274)	4.56 (1.267)	.698	NS
3. If I have completed most of the reading for a class, I deserve a B in that course.	4.27 (1.078)	4.29 (.971)	-.229	NS
4. If I have attended most classes for a course, I deserve at least a grade of B.	4.36 (1.137)	4.43 (1.043)	-.676	NS
5. Teachers often give me lower grades than I deserve on paper assignments.	3.56 (1.200)	3.38 (1.226)	1.679	.094
6. Professors who will not let me take an exam at a different time because of my personal plans (e.g., vacation or other trip that is important to me) are too strict.	3.65 (1.433)	3.43 (1.356)	1.809	.071
7. Teachers often give me lower grades than I deserve on exams.	3.48 (1.307)	3.09 (1.248)	3.589	.000
8. A professor should be willing to lend me his/her course notes if I ask for them.	3.23 (1.262)	2.86 (1.184)	3.471	.001
9. I would think poorly of a professor who did not respond the same day to an e-mail I sent.	3.06 (1.349)	2.78 (1.276)	2.419	.016
10. If I am not happy with my grade from last quarter, the professor should allow me to do an additional assignment.	3.60 (1.360)	3.31 (1.366)	2.460	.014
11. Professors have no right to be annoyed with me if I tend to come late to class or tend to leave early.	2.75 (1.438)	2.39 (1.281)	3.022	.003
12. A professor should not be annoyed with me if I receive an important call during class.	3.72 (1.488)	3.44 (1.419)	2.216	.027
13. I would think poorly of a professor who did not respond quickly to a phone message I left him or her.	3.05 (1.288)	2.75 (1.242)	2.701	.007
14. A professor should be willing to meet with me at a time that works best for me, even if inconvenient for the professor.	2.62 (1.379)	2.23 (1.210)	3.524	.000
15. A professor should let me arrange to turn in an assignment late if the due date interferes with my vacation plans.	3.06 (1.351)	2.79 (1.444)	2.271	.024

NS = not significant at 0.10 level

In regards to grades, the three significant results (Q5, 7, 10) all indicated males were more entitled. For classroom behavior, in both questions (Q11, 12) the differences were significant and found that males were more entitled. In service from the professor, the results show (Q6, 8, 9, 13, 14, 15) all questions indicate that males felt more entitled. The only two questions where females felt more entitled were Q3 and Q4, about grades for reading or attendance, but neither difference was significant. These results indicate a strong entitlement gap based on gender in Taiwanese universities.

Marriage

Our attempt to measure the effect of marriage on the views of entitlement were not successful. Our sample had a very small portion of married students (only 15 students or 2.6%) making any comparisons meaningless. We completed the t-tests anyway, and none of the results were significant. Two conclusions are possible, either marriage does not affect entitlement or our sample was not robust enough to find any relationship. We are more confident in the later. Future projects should broaden the sample to include more married students.

Table 3. Results by marital status.

Question (married = 15, single = 554)	**Married Mean (Std. Dev.)**	**Single Mean (Std. Dev.)**	**t-test**	**Signif.**
1. If I have explained to my professor that I am trying hard, I think he/she should give me some consideration with respect to my course.	4.53 1.457	4.75 1.025	-.808	NS
2. I feel I have been poorly treated if a professor cancels an appointment with me on the same day as we supposed to meet.	4.40 1.352	4.59 1.272	-.577	NS
3. If I have completed most of the reading for a class, I deserve a B in that course.	4.27 1.280	4.27 1.028	-.010	NS
4. If I have attended most classes for a course, I deserve at least a grade of B.	4.40 1.183	4.39 1.091	.030	NS
5. Teachers often give me lower grades than I deserve on paper assignments.	3.33 1.345	3.49 1.212	-.493	NS
6. Professors who will not let me take an exam at a different time because of my personal plans (e.g., vacation or other trip that is important to me) are too strict.	3.87 1.356	3.55 1.402	.853	NS
7. Teachers often give me lower grades than I deserve on exams.	3.40 1.502	3.32 1.291	.227	NS
8. A professor should be willing to lend me his/her course notes if I ask for them.	3.33 1.839	3.07 1.227	.794	NS
9. I would think poorly of a professor who did not respond the same day to an e-mail I sent.	3.33 1.799	2.94 1.317	1.128	NS
10. If I am not happy with my grade from last quarter, the professor should allow me to do an additional assignment.	3.73 1.387	3.46 1.374	.754	NS
11. Professors have no right to be annoyed with me if I tend to come late to class or tend to leave early.	2.80 1.568	2.61 1.388	.521	NS
12. A professor should not be annoyed with me if I receive an important call during class.	3.47 1.598	3.61 1.456	-.376	NS
13. I would think poorly of a professor who did not respond quickly to a phone message I left him or her.	3.13 1.506	2.93 1.263	.619	NS
14. A professor should be willing to meet with me at a time that works best for me, even if inconvenient for the professor.	2.53 1.506	2.47 1.329	.186	NS
15. A professor should let me arrange to turn in an assignment late if the due date interferes with my vacation plans.	3.20 1.568	2.94 1.397	.699	NS

NS = not significant at 0.10 level

Employment

We examined our sample by employment status. In our project, full-time and part-time employment were combined. The sample was fairly divided (54% had work experience). We expected to see employed students to have less expectations of entitlement, as entitlement is lacking in most job situations. To our surprise, none of the fifteen questions had significant results based on employment status.

Table 4. Results by employment.

Question (unemployed = 264, employed = 307)	**Unemploy. Mean (Std. Dev.)**	**Employed Mean (Std. Dev.)**	**t-test**	**Signif.**
1. If I have explained to my professor that I am trying hard, I think he/she should give me some consideration with respect to my course.	4.80 .972	4.72 1.091	.912	NS
2. I feel I have been poorly treated if a professor cancels an appointment with me on the same day as we supposed to meet.	4.51 1.313	4.66 1.234	-1.409	NS
3. If I have completed most of the reading for a class, I deserve a B in that course.	4.33 1.047	4.23 1.028	1.119	NS
4. If I have attended most classes for a course, I deserve at least a grade of B.	4.34 1.101	4.44 1.102	-1.086	NS
5. Teachers often give me lower grades than I deserve on paper assignments.	3.54 1.168	3.42 1.257	1.244	NS
6. Professors who will not let me take an exam at a different time because of my personal plans (e.g., vacation or other trip that is important to me) are too strict.	3.55 1.419	3.58 1.392	-.200	NS
7. Teachers often give me lower grades than I deserve on exams.	3.32 1.260	3.32 1.330	-.005	NS
8. A professor should be willing to lend me his/her course notes if I ask for them.	3.11 1.261	3.06 1.233	.496	NS
9. I would think poorly of a professor who did not respond the same day to an e-mail I sent.	2.95 1.291	2.94 1.367	.113	NS
10. If I am not happy with my grade from last quarter, the professor should allow me to do an additional assignment.	3.43 1.335	3.51 1.410	-.689	NS
11. Professors have no right to be annoyed with me if I tend to come late to class or tend to leave early.	2.58 1.390	2.64 1.398	-.591	NS
12. A professor should not be annoyed with me if I receive an important call during class.	3.65 1.496	3.58 1.431	.580	NS
13. I would think poorly of a professor who did not respond quickly to a phone message I left him or her.	2.97 1.275	2.90 1.266	.692	NS
14. A professor should be willing to meet with me at a time that works best for me, even if inconvenient for the professor.	2.47 1.356	2.46 1.311	.109	NS
15. A professor should let me arrange to turn in an assignment late if the due date interferes with my vacation plans.	2.98 1.403	2.92 1.396	.539	NS

NS = not significant at 0.10 level

First-Generation Students

Next, we wanted to examine the effect of First-Generation status. In other words, did students from an experienced family in higher education (legacy students) have more entitled views or did the unexperienced student also have entitlement issues? The sample was fairly divided, with 36% being First-Generation students. This status was self-reported. First-Generation status was not verified by name/student number since the survey was anonymous.

Table 5. Results by First-Generation status.

Question (First-Generation student = 208, Not First-Generation student = 364)	First Gen. Mean (Std. Dev.)	Not First Mean (Std. Dev.)	t-test	Signif.
1. If I have explained to my professor that I am trying hard, I think he/she should give me some consideration with respect to my course.	4.64 1.012	4.81 1.056	-1.861	.063
2. I feel I have been poorly treated if a professor cancels an appointment with me on the same day as we supposed to meet.	4.53 1.240	4.62 1.285	-.854	NS
3. If I have completed most of the reading for a class, I deserve a B in that course.	4.27 1.025	4.28 1.044	-.016	NS
4. If I have attended most classes for a course, I deserve at least a grade of B.	4.31 1.078	4.43 1.105	-1.214	NS
5. Teachers often give me lower grades than I deserve on paper assignments.	3.57 1.240	3.43 1.194	1.371	NS
6. Professors who will not let me take an exam at a different time because of my personal plans (e.g., vacation or other trip that is important to me) are too strict.	3.53 1.333	3.60 1.441	-.513	NS
7. Teachers often give me lower grades than I deserve on exams.	3.34 1.271	3.32 1.308	.183	NS
8. A professor should be willing to lend me his/her course notes if I ask for them.	3.12 1.233	3.09 1.262	.280	NS
9. I would think poorly of a professor who did not respond the same day to an e-mail I sent.	2.99 1.295	2.93 1.353	.516	NS
10. If I am not happy with my grade from last quarter, the professor should allow me to do an additional assignment.	3.43 1.360	3.51 1.386	-.654	NS
11. Professors have no right to be annoyed with me if I tend to come late to class or tend to leave early.	2.65 1.392	2.60 1.412	.428	NS
12. A professor should not be annoyed with me if I receive an important call during class.	3.73 1.388	3.54 1.496	1.496	.082
13. I would think poorly of a professor who did not respond quickly to a phone message I left him or her.	3.02 1.246	2.91 1.307	.934	NS
14. A professor should be willing to meet with me at a time that works best for me, even if inconvenient for the professor.	2.61 1.353	2.41 1.342	1.742	NS
15. A professor should let me arrange to turn in an assignment late if the due date interferes with my vacation plans.	3.06 1.403	2.91 1.407	1.239	NS

NS = not significant at 0.10 level

We will focus only on the two questions with significant results. In regards to grades, (Q1, trying hard) those students who were not First-Generation are more entitled. For classroom behavior (Q12 phone call during class) we found First-Generation students felt more entitled). Our findings show no real indication for or against entitlement based on First-Generation status.

When compared by First-Generation status or not, only two (2) of the fifteen questions had statistically significant results. We could reach two alternative conclusions from this finding. First, being entitled does not appear to be a First-Generation or legacy student issue. Alternatively, if entitlement is a legacy student issue, the First-Generation students adapt quite rapidly.

Military Experience

We divided students by whether or not they had military experience. In our sample, only 7% had military experience, which makes any comparison findings cautious. We expected those students with military experience to have a less entitled viewpoint, especially with classroom decorum issues. The findings surprised us.

Table 6. Results by Military experience.

Question (military = 40, non-military = 534)	**Military Mean (Std. Dev.)**	**Not Mil. Mean (Std. Dev.)**	**t-test**	**Signif.**
1. If I have explained to my professor that I am trying hard, I think he/she should give me some consideration with respect to my course.	5.15 .864	4.72 1.046	2.519	.012
2. I feel I have been poorly treated if a professor cancels an appointment with me on the same day as we supposed to meet.	4.30 1.285	4.61 1.268	-1.512	NS
3. If I have completed most of the reading for a class, I deserve a B in that course.	4.73 .847	4.24 1.044	2.856	.004
4. If I have attended most classes for a course, I deserve at least a grade of B.	4.93 .797	4.35 1.109	3.218	.001
5. Teachers often give me lower grades than I deserve on paper assignments.	3.70 1.324	3.46 1.204	1.210	NS
6. Professors who will not let me take an exam at a different time because of my personal plans (e.g., vacation or other trip that is important to me) are too strict.	4.08 1.542	3.53 1.388	2.368	.018
7. Teachers often give me lower grades than I deserve on exams.	3.65 1.442	3.30 1.285	1.658	.098
8. A professor should be willing to lend me his/her course notes if I ask for them.	3.58 1.375	3.06 1.237	2.519	.012
9. I would think poorly of a professor who did not respond the same day to an e-mail I sent.	3.13 1.488	2.93 1.321	.872	NS
10. If I am not happy with my grade from last quarter, the professor should allow me to do an additional assignment.	3.98 1.330	3.44 1.375	2.362	.019
11. Professors have no right to be annoyed with me if I tend to come late to class or tend to leave early.	3.08 1.639	2.58 1.375	2.171	.030
12. A professor should not be annoyed with me if I receive an important call during class.	3.53 1.450	3.62 1.464	-.380	NS
13. I would think poorly of a professor who did not respond quickly to a phone message I left him or her.	3.13 1.418	2.93 1.271	.916	NS
14. A professor should be willing to meet with me at a time that works best for me, even if inconvenient for the professor.	2.70 1.522	2.47 1.330	1.065	NS
15. A professor should let me arrange to turn in an assignment late if the due date interferes with my vacation plans.	3.08 1.474	2.95 1.400	.522	NS

NS = not significant at 0.10 level

The results were unexpected. The t-tests showed eight of the fifteen questions were statistically significant. Of the significant results, all showed that students with military experience felt more entitled. For classroom behavior, only one question showed significant results, with military experienced students being more entitled. This was a surprise. These findings should be discounted because of the very uneven sizes of the two groups. A more robust sample of students with military experience is needed to examine these results. Certainly, further research is warranted with a military sample.

Taking Business Ethics

Lastly, we divided students based on whether they had or had not taken business ethics. In our sample, a slight majority (56%) had taken business ethics. We originally thought this finding would be very significant, since entitlement might be discussed in an ethics course.

Table 7. Results by having taken business ethics.

Question (Taken ethics = 320, Not = 254)	Yes Ethics Mean (Std. Dev.)	No Ethics Mean (Std. Dev.)	t-test	Signif.
1. If I have explained to my professor that I am trying hard, I think he/she should give me some consideration with respect to my course.	4.85 .959	4.64 1.101	2.429	.015
2. I feel I have been poorly treated if a professor cancels an appointment with me on the same day as we supposed to meet.	4.72 1.236	4.42 1.294	2.836	.005
3. If I have completed most of the reading for a class, I deserve a B in that course.	4.29 1.042	4.26 1.027	.328	NS
4. If I have attended most classes for a course, I deserve at least a grade of B.	4.43 1.065	4.34 1.134	.923	NS
5. Teachers often give me lower grades than I deserve on paper assignments.	3.47 1.267	3.50 1.136	-.320	NS
6. Professors who will not let me take an exam at a different time because of my personal plans (e.g., vacation or other trip that is important to me) are too strict.	3.58 1.417	3.57 1.378	.035	NS
7. Teachers often give me lower grades than I deserve on exams.	3.23 1.313	3.45 1.256	-2.039	.042
8. A professor should be willing to lend me his/her course notes if I ask for them.	3.08 1.256	3.12 1.235	-.353	NS
9. I would think poorly of a professor who did not respond the same day to an e-mail I sent.	2.93 1.376	2.97 1.268	-.341	NS
10. If I am not happy with my grade from last quarter, the professor should allow me to do an additional assignment.	3.45 1.463	3.53 1.247	-.673	NS
11. Professors have no right to be annoyed with me if I tend to come late to class or tend to leave early.	2.60 1.454	2.65 1.337	-.361	NS
12. A professor should not be annoyed with me if I receive an important call during class.	3.52 1.447	3.74 1.460	-1.807	.071
13. I would think poorly of a professor who did not respond quickly to a phone message I left him or her.	2.92 1.347	3.00 1.195	-.691	NS
14. A professor should be willing to meet with me at a time that works best for me, even if inconvenient for the professor.	2.50 1.405	2.48 1.272	.132	NS
15. A professor should let me arrange to turn in an assignment late if the due date interferes with my vacation plans.	2.97 1.448	2.97 1.353	-.060	NS

NS = not significant at 0.10 level

To our surprise, only four of the fifteen questions yielded statistically significant results. In regards to grades, only two of the six questions had significant results, with one favoring students who had taken business ethics, the other question favoring students who had not taken business ethics. In service (from the professor), only one of the seven questions had significant results, a professor cancelling a same day meeting, demonstrating students who had taken business ethics feeling more entitled. For classroom behavior, only one of the two questions had a significant result, for cell phone use in class (Q12) with students who had not taken business ethics feeling more entitled. As an overall picture, taking business ethics had little influence on the students' views of entitlement.

IMPLICATIONS FOR FUTHER RESEARCH

This project, like all survey projects, has limitations. First is that the results relied on self-reported data from the students. Self-reported data always has problems of generalization and reliability. However, with student privacy concerns, anonymous surveys were the only possible action. Another limitation is that we only examined one institution. This school might not be representative of all Taiwanese universities. In addition, most were business students. Other discipline areas (science, math, history, language, etc.) were not represented. Our sample also did not include graduate students which could have far different views on entitlement, perhaps also shedding light on whether it is a legacy issue or nor. Another limitation of this study is the non-random sample. A random sample could result in more generalization.

CONCLUSION

This project examined two broad research questions. First, is academic entitlement related to or caused by individualism? If so, academic entitlement should be near zero in Taiwan. To our surprise, academic entitlement is strong in Taiwan, providing some evidence that it is not limited to the United States or only individualistic cultures, but appears to be a global phenomenon.

Second, do demographic factors affect academic entitlement? We confirmed that gender as well as First-Generation status had an effect on entitlement. Having taken business ethics had a modest, but inconsistent influence on entitlement. Employment and marital status did not influence academic entitlement. The findings on marital status and military experience should be viewed with caution because of the smaller sample size.

Future projects should examine more cultures to confirm that entitlement is a global problem, not just a few isolated countries. In addition, future endeavors should include other parameters to allow for more in-depth statistical analysis. Further, new projects should strive to gain a well-rounded sample to examine the subgroups of students (religion, major, marital status, employment history). Finally, any future projects should examine in detail the behaviors of entitled students. Entitlement appears to be global, but how it manifests in the classroom could be influenced by culture.

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COMMUNITY ENGAGEMENT AND SERVICE-LEARNING AS PERCEIVED BY GRADUATING SENIORS

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ABSTRACT

The strength of a well-sustained community lies in its citizens' hands and the ways they participate in public and civic life within their community. Community engagement (CE) activities make it possible to provide people with the expertise they need by collaborating with higher education institutes nearby. Students' participation in community engagement activities through service-learning (SL) classes helps students gain hands-on experience in the business environment based on real-life situations. Simultaneously, it gives the students a chance to reach out with hands-on expertise to support local community partners. This study will explore the effect of students' participation in community engagement activities on students' development and the impact on the community. Data is gathered from the exit surveys of graduating seniors from different college departments in a large Midwestern public university. The students' responses will help develop emerging themes for the outcomes of CE and SL activities and their impact on students' development and community. The paper will conclude with a discussion of the research findings and recommendations for future research avenues.

Keywords: Service-learning, community engagement, public affairs, civic education, civic professionalism.

INTRODUCTION

Community engagement (CE) has grown to become a priority among universities all around the world. It is defined as a collaboration between the institutes of higher education and the communities outside the university. These communities can be local, national, or global (Bierly, Rogers, and Snider, 2005). Usually, universities bring their knowledge and the public or private sectors with their resources to this collaboration. It is also known to be individuals' willingness to help shape public life, supposing having the opportunity and capacity to do so (Reid and Howard, 2016). The partnership also aims at strengthening civic responsibility, democratic values, address societal issues, and enhance contribution to the public good. Giroux (2011) noted a mutually beneficial exchange of knowledge and resources between the institutes and the community.

CE's importance has become a critical concept in transforming higher education students into fully aware citizens who participate in activities to improve their communities. This collaboration enriches students' activities related to scholarship, research, teaching, and learning (Fitzgerald et al., 2005). It can be viewed as a process to help students become better citizens influencing strategic priorities and planning (Wakefield and Fleming, 2009). This can be done by enabling the students and providing them with the information, support, and empowerment that they can use to recognize and implement solutions to local problems in their communities. Students' civic participation is well noted to increase through higher education throughout participation as citizens benefit their communities and create positive outcomes for their society. Students who engage in civic affairs and participate in their communities' social life are classified as participatory citizens, as studied by (Westheimer and Kahne, 2004).

Service-Learning (SL) is a pedagogical technique to include CE into the academic curriculum (Thomson, Tolken, and Naidoo, 2011). It is a teaching approach with an educational experience in the form of experiential learning. The process allows students to extend their knowledge and understanding of the academic syllabus throughout serving the community; while relating to course learning objectives (Myers, 2020). It is an opportunity to combine the classroom instructions with meaningful community service that serves the students and helps them understand their topic of study beyond the classroom while enhancing their sense of civic responsibility (Bringle and Hatcher, 1996).

High schools, colleges, and universities have been undergoing a massive shift in teaching to acquire critical skills for students and their communities (Copeland, et al., 2016). Students develop skills that emphasize critical thinking and personal reflection through a well-built syllabus throughout an organized service. As mentioned by Jones (2003, p. 7) in Campus Contact, SL is defined as being an organized service by the university with the community that allows students to learn, develop new skills, and gain college credit while fulfilling the needs of the community (Jones, 2003) (Gruber, 2017).

Students gain the exposure of promoting civic responsibilities through SL by starting to serve the community at a very young age and, at the same time, earning credits towards academic achievement. "Academic credit is not given for engaging in community service; rather, academic credit is based on the academic learning" (Thomson, Tolken, and Naidoo, 2011, p. 224). SL classes can be in the kind of internships, field instructions, or a practicum. Which then provides students with structured time to reflect on their experiences by thinking, discussing, and writing about their service experience. It also helps students use their thinking and interpersonal skills to solve and deal with real-life situations; while stimulating their sense of care for their community and others.

The purpose of the research is to explore SL's outcomes and significance in delivering relevance to CE principles and other relevant dimensions concerned with learning, teaching, research, and civic professionalism. The research team will review the extent of the literature on CE and SL. The paper will review and analyze responses of graduating seniors of a large Midwestern public university upon their graduation about their perception of public affairs mission regarding CE. The study will address the direct and indirect effects of service-learning programs on students. It will also investigate the attributes upon which SL is expected to enhance participating students to become influential citizens in their communities. The research will help in answering the following research questions:

RQ1: Does CE and doing service to the community help students be better citizens?

RQ2: Do CE activities help students extend the knowledge gained from the academic study by applying what is learned during real-life experiences?

RQ3: Do the engagement experiences help students' future perceptions of civic life, politics, and government decisions?

The study's findings will discuss the students' personal views about these questions, which eventually may help universities and partners develop more efficient and effective courses that meet communities' needs and improve students' skills academically and professionally.

LITERATURE REVIEW

Community engagement and service-learning concepts have become the focus of many literature reviews and studies in the past two to three decades. The definitions and concepts of CE and SL have been discussed by many Higher Education Institutes (HEIs) in the United States (Thomson, Tolken, and Naidoo, 2011; Gruber, 2017), South Africa (Castle and Osman, 2003; Preece, 2013), and among other countries in Asia, Latin America, Europe, and the Middle East (Annette, 2003; Perold, Stroud S, and Sherraden, 2003; Ma and Lo, 2016). The Carnegie Foundation for Advancement of Teaching has a classification for community-engaged institutions regarding how they engage within their local communities. The classification measured how HEIs include students' engagement in their core values, mission, and culture. The classification served as a guide for HEIs to develop the documentation as a part of their commitment to participate for the better good of their students, societies, and communities (Discroll A. , 2009). The Carnegie Foundation defines community engagement as the "Collaboration between institutions of higher education and their larger communities" (Carnegie Foundation, 2020). The communities can be local, statewide, national, or global. It also added that the collaboration yields a "beneficial exchange of knowledge and resources in a context of partnership and reciprocity" (Carnegie Foundation, 2020). A well-built community is one that its citizens serve. Higher education's role emerges in building the basis for students to actively engaging with their communities (Thomson, Tolken, and Naidoo, 2011).

An engaged institute that collaborates with its communities builds a redesigned teaching and services functions that involve students and serve their communities' needs. The need for HEIs to fulfill the needs of their local societies is crucial for their development, and cooperation with local communities is sought to advance their students to relate to the problems of their communities (Gruber, 2017). The Kellogg Commission (1999, p. 27) defines institutional engagement as "Something that goes well beyond Cooperative Extension and conventional outreach." Exposing students to such open communities and diverse populations help in enabling students with expertise. These hands-on experiences are used to confront problems posed in their communities (Holmes, 2015).

CE is defined by Roger and Robinson, 2004, as "the opportunity, capacity, and willingness of individuals to work collectively to shape public life" (Rogers and Robinson, 2004, p. 9). It is also seen as allowing students to join the policing and shaping of their communities. This can be done by providing them with the information and support to "help identify and implement solutions to local problems" (Wakefield and Fleming, 2009, p. 2). CE programs are also used to "offer a reflective classroom space for students" (Holmes, 2015, p. 48) to enable them to work through the dissonance that these experiences may accompany.

The Kellogg Commission has generated several characteristics that explain effectively having good societal engagement (Kellogg Commission, 1999). These characteristics include responsiveness to the community's concerns, respect for community partners; academic neutrality for diversified communities; accessibility of expertise; engagement integration with teaching missions; coordination, and resource partnerships (Fitzgerald et al., 2012. They focus on ensuring several traits are achievable, such as being responsive to the community's needs and debating whether the needs and concerns are met. They also mentioned features such as including and involving the community partners in problem-solving and finding mutually beneficial solutions. The characteristics also ensure neutrality and unbiased opinions in achieving community needs with different views and opinions. This way, the community has access to expertise whenever needed or thought of (Fitzgerald et al., 2012). It is vital to have HEIs understand better concepts like service, teaching, and research in their missions. Finally, it enables the resources required for engagement with the community to be accessible (Fitzgerald et al., 2012). The application of these characteristics into the institution missions helps prepare students to be more responsive in public service (Reid and Howard, 2016) and allow students in shaping the public life (Rogers and Robinson, 2004) for one shared vision among the community and partners in society (Hall, 2010).

Higher education institutes' efforts to better engage communities throughout their curriculum necessitates building long-term relationships with them. For such measures to be successful, Service-Learning tools had to be developed to incorporate student learning and community service. Learning through action and reflection of those experiences is better than just reading a book in class (Forbes et al., 2008). Students can best learn if they experience different situations and open new doors, rather than just acquiring knowledge on school premises (Furco, 1996). SL comes in to be an experiential educational pedagogy seeking to achieve the community's needs while linking students to academic development and success. Jacoby (1996, p. 5) explained SL to be "a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities intentionally designed to promote student learning and development." More researchers tried to define SL and many reached comprehensive and illustrative definitions. A definition for SL says that it is a "course-based, credit-bearing, educational experience" (Bringle and Hatcher, 1996).

Another definition is that SL "involves reflection on that service to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility" (Bringle and Hatcher, 1996, p. 112). Waterman (1997) defined SL as a method that "enhances what is taught in school by extending student learning beyond the classroom and into the community and helps to foster the development of a sense of caring for others" (p. 2). That is why SL is considered a form of CE that is curriculum-wise, well constructed to meet academic goals, and instructed to help local communities and businesses.

SL also emerges as a link connecting students with their communities to reach specific educational and civic goals. SL is regarded as a pedagogy that facilitates knowledge acquirement in multiple subject areas (Ma and Lo, 2016). It targets strengthening relationships between HEIs and surrounding communities (Thomson, Tolken, and Naidoo, 2011). A curriculum that combines participation in activities that benefit communities and reflects on them helps understand concepts and contents better. Reflection is then viewed as a defining element in SL because it links the curriculum's learning objectives with SL's service experience (Bringle and Hatcher, 1996). Reflection is defined as "an intentional consideration of an experience in light of particular learning objectives" (Bringle and Hatcher, 1997, p. 154). The SL activity's reflection is essential is to present the experience to other students for their benefit and encourage more students to engage in CE activities. Service-learning can also be seen as a course where students can participate in an organized service activity and can be reflected to gain the benefits of understanding course contents. Simultaneously, these courses increase students' sense of social and civic responsibilities (Bringle and Hatcher, 1996; Thomson, Tolken, and Naidoo, 2011).

SL concepts have grown widely across HEIs because of their ability to link core academic work with higher educational missions of "transformative learning, education for democracy, and research to understand better and improve the world" (Harkavy and Hartley, 2010, p. 419). Unlike other voluntary services, SL is provided as a course-based service with credit hours requirements for students to experience challenging activities. Those activities can be directly or indirectly related to the intended course material (Bringle and Hatcher, 1995).

The core value of how SL is well integrated between universities and their communities is understanding the social issues that impact those communities and finding the right tools to approach them. Also, it encouraged students to take social responsibilities for social illnesses and build on the required skills to serve their professional careers better. Community representatives need to collaborate with HEIs about their communities' social issues, resources, and needs. This collaboration aims to give the institutions all the information required to build an efficient SL course that serves both the community and students and aligns the HEIs educational objectives with those of the community partners (Thomson, Tolken, and Naidoo, 2011).

A study performed on different business schools around the US done by Kolenko et al. (1996) helped answer questions posed by their communities. The challenges include relevance, quality, and effect of the students' personal and professional development in these SL courses. Also, whether SL programs offer real-time learning opportunities worth the time and effort from faculty and students, for this, several SL projects were studied for different schools of business in the US, and the programs were designed to encourage the institutions to include SL ethics and values into their business courses missions and objectives. The study prevailed that all schools built their SL courses at the intersection of three main components: personal insight, application of skills, and understanding of social issues (Kolenko et al., 1996). This conclusion highlights the importance of crafting an SL course that is well designed to address not only the social issues but also help students to apply the skills learned more professionally.

SL programs allow students to interact with their communities and face various challenges, which help build their personal and interpersonal skills. These skills enhance the students' chances of success within school and their professional careers after graduation (Thomson, Tolken, and Naidoo, 2011). Exposing students to diverse people and communities during SL courses impacts how students think about their perceptions and values related to diversity, acceptance, and tolerance (Thomson, Tolken, and Naidoo, 2011; Discroll et al., 1996). SL is also a method that helps to provide students with opportunities to use their acquired skills and knowledge in class and use them in real-life situations through their communities (Waterman, 1997).

RESEARCH METHODOLOGY

This research study explores the significance of SL courses and their effect on students' professional and personal development. Specifically, investigate the relevance of delivering SL courses to CE and these courses' impact on the surrounding community. Qualitative data analysis of students' responses was designed to study those views and search for SL outcomes patterns, subsequently relating those patterns to connections with the community.

The qualitative data came from the responses of graduating seniors on topics related to The University's public affairs mission, which consists of three pillars; (1) cultural competency (CC), (2) ethical leadership (EL), and (3) community engagement (CE), respectively. Specifically, the focus was on students' responses to CE questions.

The questions were open-ended, which allowed the students to freely express their opinions and thoughts about their experiences with CE during their time spent at The University. The questions encouraged students to reflect on how these experiences affected their personal growth and community participation. The findings based on these responses were reorganized under emerging themes related to SL outcomes, which enriched the research with hands-on experience from students' reflections. The students were asked to answer the following four essay questions:

> *Q1: <u>Team Leadership in CE activities</u>, describe experiences in which you have shown initiative in team leadership of complex or multiple community engagement activities. Reflect or analyze the aims of the experience and the accomplishment of your actions.*
>
> *Q2: <u>Learning about yourself through CE</u>, what have you learned about yourself through community engagement activities and coursework on campus?*
>
> *Q3: <u>One's Learning/growth in CE</u>, how did your experiences inside and outside the university classroom contribute to your learning/growth in community engagement?*
>
> *Q4: <u>Academic Study connection to CE</u>, describe ways in which you have connected and extended knowledge (facts, theories, etc.) from your own academic study to community engagement and your current and future participation in civic life, politics, government, and your career.*

Sample

The graduating seniors from The University are the unit of analysis for this sample. The sample is composed of in-state and out-of-state students having prior experiences in CE, either by directly enrolling in an SL class or throughout other forms of engagement through Greek life, on-campus student organizations and activities, internships at local businesses, or through an obligatory General Education Program class (GEP) for first-year students. The sample size consists of 533 graduating seniors throughout the summer and fall semesters of 2019 and graduating in spring 2020. The nationalities of the students are unknown. Yet, a thorough study of the responses indicated fewer are coming from international students than domestic students. Fall 2019 international students' enrollment on campus was 5.19% representing 74 countries, which can be reflected on the sample we have (1,254 international students for a total of 24,126 students enrolled on Springfield Campus) (Francka, 2019).

The total number of essays in the three semesters' duration was 1,566 essays answered by students responding to the three pillars of The University's public affairs mission. This research focuses on 521 reports about CE students participating from seven different business departments in the College of Business (Table 1). Our sample covered a diversity of respondents in terms of gender, culture, and nationality. The university is continuously collecting the data for assessment purposes for each semester, and the identities of the participating students were kept anonymous to the researchers.

Table 1
SAMPLE SUMMARY BY ACADEMIC DEPARTMENTS

Department	Abbreviation	Summer '19 + Fall '19	Spring '20
Accounting Department	ACC	24	41
Finance and General Business Department	FGB	66	52
Information Technology and Cybersecurity Department	ITC	27	24
Management Department	MGT	61	54
Marketing Department	MKT	57	59
Merchandising and Fashion Design Department	MFD	9	17
Technology and Constructions Management Department	TCM	11	19
Total Number of Essays = 521 Essays		**255**	**266**

Data Analysis

Data were analyzed and sorted under different themes that highlighted SL outcomes. One of the researchers of this study read and analyzed all the graduating seniors' responses to understand emerging themes. The other two researchers randomly picked up parts from the verbatim to oversee their consistency and relevance.

SUMMARY OF FINDINGS

The answers to the essay questions helped in generating emerging themes related to CE and SL outcomes. The themes cover the students' perception of engagement and its consequences on both students and their communities. Graduating seniors found that they understood the value of engagement to the fullest throughout their community partners' experiences. It is noted that these experiences have had a significant impact on their acceptance of differences in other people; when they are exposed to different communities with diverse cultures. They develop their professional or personal skills by dealing with the daily obstacles and facing challenges introduced by these experiences. The responses have also shown a considerable impact on their critical and ethical thinking capabilities because of the challenges they face regularly.

The responses of the graduating seniors are part of a required exit survey by the university. The researchers paid particular attention to genuine responses and specific experiences to be considered rather than politically correct answers. Thoughtful responses that reflect the participants' genuine and sincere experiences were chosen carefully. It became clear from the data collected that graduating seniors from the MKT and MGT departments have relatively more in-depth, elaborated, and on target responses.

Verbatims of graduating seniors provide findings of the study and insights about CE. The emerging themes will be based on the sorting of insights and the experiences of seniors. They cover students' understanding of CE, its impact on the community, exposure to different cultures, professional and personal development, critical and ethical thinking, and civic responsibility.

Community Involvement

HEIs collaborate with the surrounding community to support their public affairs missions and to help students get involved with their communities. Students relate to the problems posed on their societies through direct engagement with these societies' problems (Gruber, 2017). Students look for local businesses and nonprofit organizations to offer help. There are several ways for students to get involved with their communities, either university clubs, being a fraternity, or a sorority, which requires them to have specified community service hours per semester or on-campus student organizations to better their communities.

Understanding Engagement

Students view CE as a means to interact with their communities and give back to the communities that have given them many great opportunities. It is considered to be bringing people together through interaction and getting involved in the community by donating time and effort to a better cause and how it is beneficial to everyone involved. The following quotes by different seniors support the understanding of CE as the following:

MKT student: "Getting out and lending a helping hand creates human interaction that is beneficial in so many ways, not only to yourself, not only to the person you are helping but to the entire community."

MKT student: "... how can I give back to my community using my knowledge and life experience…."

MKT student: "...to pull people together from all different backgrounds in various ways to achieve positive, long-term effects in said community."

Another Marketing student explained that getting involved is about "…donating your time to significant causes…." which can be done by "…being openly involved in matters inside and outside of your community." Many students are left with a feeling of self-content after doing something that helps the community. This can be explained by understanding one community engagement motive: egoism (Batson, Ahmad, and Tsang, 2002). Egoism's goal is to increase one's welfare. According to this assumption, everyone acting for others and communities' betterment can be considered a means to promote one's interest and feeling good.

Impact on Community

The effect on communities as a result of CE activities might not be noticeable in the short term. Despite this, the students noticed the impact of their volunteering and engagement in their small communities. It also made them realize that their actions will benefit their communities, no matter how small their contribution is. Participation in CE activities always helped communities and created noticeable positive outcomes (Westheimer and Kahne, 2004). Students' responses can support this:

MKT student: "...I truly got to see the huge impact that was making for communities that were in need, near and far."

MKT student: "It's really nice to see that everyone can work together and see the impact a big school can have on a town like Springfield."

MKT student: "Not only did my team, and I have to think about the client, but also how our plan was going to affect its community as well."

MGT student: "...I saw the impact that I could make on the community, and it filled my heart knowing that I can make a difference in other people's lives."

To support this study, students must realize that they do not have to take a massive action that can be heard on the news, while a tiny step can be just enough. These actions would have a more significant influence on other people and make them participate in CE A Marketing student, for example, said, "Understanding the benefits of active participation in a community can make one more willing to participate."

Cultural Differences

Many students in this study mentioned that they came from small towns. They did not have much experience with different people and have not been exposed to various cultures.

Students participating in CE activities tend to be more exposed to different cultures and diverse communities. Hence, they will likely develop a sense of acceptance and understanding.

Diverse Communities Acceptance

Students are subjected to deal with many challenges throughout their CE experience. One of the challenges is that they deal with diverse communities that have different ways of acting daily. Students' exposure to such incidents and diverse population aids them to acquire skills and expertise in dealing with problems that may arise in their professional life (Holmes, 2015). Exposure to diverse communities was reflected by the following:

> *MKT student: "I have taken on the challenge of getting to know not just people that are similar to me, but more appropriately people of diversity across a wide sphere of social backgrounds."*

> *MKT student: "Just being able to surround yourself with people that are not exactly like you helped me to realize not only how wildly different someone's life can be from my own, but more importantly, how much everyone, regardless of gender, race, or religion has in common."*

Different Cultures Exposure

It was found that students experience exposure to different cultures and norms that help them understand how other people think and eventually deal with, accept, and tolerate other people's differences (Discroll et al., 1996). The effect on students can be seen as having the ability to work well with others with an open-minded attitude, which can be supported by the following:

> *MKT student: "Meeting so many different people who all come from different experiences in life has led me to be more open-minded."*

> *MKT student: "The University has given me the opportunity to meet a lot of people amongst other cultures and people who view the world differently than myself."*

> *ITC student: "As I am planning to work for a global corporation after graduation, it is important to understand the impacts of different cultures from around the world and how it relates to the business environment."*

Personal Development

Students that engage with the community through SL programs are expected to face many challenges throughout the experience. These challenges helped them develop their interpersonal skills and communication skills to help them in their career after graduation (Thomson, Tolken, and Naidoo, 2011). Students' responses support this as they deal daily with different social groups, which gave them the skills needed to develop their traits like teamwork, leadership skills, communication, and organization skills. The students reflected as follow:

> *MKT student: "I have learned how to penetrate a large variety of social groups and make a plethora of friends."*

> *MKT student: "…I don't escape from group chatting anymore…which I think makes me improve a lot in communication skills."*
>
> *MKT student: "Through these team-building exercises, I was able to work on what worried me most and most of all practice something that I had not had much experience on."*
>
> *MGT student: "I have gained leadership experience that has made me more comfortable with taking charge, and this will follow me throughout my career as an HR officer."*

Professional Development

HEIs have been trying to incorporate SL classes that promote student learning and enhancement of their professional development. Referring to the literature of Forbes et al. (2008) and Furco (1996), learning through activities outside of the classroom enhances learning and makes students develop specific skills that would benefit their professional life after graduation. Students were able to discover professional aspects of themselves better when they were dealing with the business world from the community. It has also helped students see the inside business operations, something of a "rare occurrence," as one ACC student said. The experiences also helped many students identify their passion and guidance into their career interests. Passion and guidance can be seen in the following students' responses that support the literature:

> *MKT student: "Another thing I took away from the Fraternity is professional skills regarding dressing professionally and presenting myself in a professional manner."*
>
> *MKT student: "…I was able to take what I had learned in my classes and apply this to my job."*
>
> *MKT student: "…provided great guidance to my career interests. They have helped identify my passion while encouraging me to give back to the community."*
>
> *MGT student: "All of these experiences have helped me grow into a more professional and well-rounded individual."*
>
> *MGT student: "Community engagement is essential for networking and discovering new opportunities to further one's career and progression in life."*

Many students were also able to relate what they have learned in their curriculum and apply it during their internships at several local businesses in their communities, which can be supported by a student who interned as a buyer in a local business:

> *MFD student: "… I was able to apply many skills that I had learned in my classes. I knew what the buyers at the company were referring to, and I felt well prepared."*

Other students have learned that their hands-on experiences on a daily routine have helped them remember and understand their course materials in a better way in their professional internships. As the core of SL, activities involve reflection to better understand course content and an immense appreciation of the discipline (Bringle and Hatcher, 1996). The following quotes have supported this:

> *MKT student: "I feel that (this semester) it is easier for me to remember course materials about marketing, supply chain, and logistics because I lived this every day over the summer…it was a lot easier for me to link things together and remember theories for my exams."*

> *ACC student: "In such a challenging environment, my ability to apply theoretical knowledge to practice has been dramatically improved. More importantly, I have realized the importance of more professional experience to work."*

Critical and Ethical Thinking

One of the principal goals of many HEIs is to enhance students' critical and ethical thinking skills to stimulate correct and informed decisions based on facts (Bohlander, 2010). SL programs can foster these skills through the direct application of knowledge gained in class. Intelligent and logical thinking can be tested throughout students' real-life situations by making the right decisions. Students have declared on many occasions they have seen significant improvements in their problem-solving skills, critical thinking, decision making, and cognitive development. Students' reflections to support:

> *MKT student: "The ethical sales tactics and moral compass I learned from my business classes have helped me grow to be someone more respectable than I would have been otherwise."*

> *MKT student: "Community engagement has also strengthened my problem-solving skills because while volunteering or helping in other ways in the community, you learn to find solutions to the problems."*

> *ITC student: "I was better able to understand complex problems and analyze critical thinking questions thoroughly."*

Civic Responsibility

The benefits of SL programs help students understand the course content by reflecting on the services while enhancing a good sense of civic responsibility (Bringle and Hatcher, 1996). Thus, being better citizens because they feel responsible enough to care for their societies' needs and act accordingly. Students' responses have shown a deep understanding of the concept. The research team was able to identify essential themes concerning being better citizens, the feeling of civic responsibility toward communities and local businesses, and awareness of the effect of their political decisions on their communities. A couple of students' responses reflect these feelings:

> *MKT student: "I am begging to see that impact that giving back to the community had on me as a person and gave me a perspective to be a better person."*

> *MKT student: "When citizens are engaged and included in decisions, discussions, projects, and programs that happen/are put in place to improve something, they feel empowered that they have contributed to the betterment of the community."*

> *MKT student: "These opportunities have provided me with a new passion for helping serve and support the community in which I live."*

MKT student: "I believe that engaging in the community is essential for any individual that has the chance. Community engagement is key to a joyful life."

Helping Local Businesses

Students have the chance to participate in serving their communities by helping local businesses whenever needed throughout SL programs and internships. Community needs can be fulfilled through students that know as a result of their academic excellence. SL programs ensure these communities have access to the expertise they need whenever possible (Fitzgerald et al., 2012). Marketing students were able to reflect their academic experiences on local businesses and nonprofit organizations by helping them with advertising campaigns and marketing concepts that flourished their businesses:

MKT student: "This project included preparing a digital marketing campaign for a nonprofit of our choice."

MKT student: "Through Ad Team, I have been able to implement all the different marketing concepts to help small communities in southern Missouri thrive."

MKT student: "Through Enactus, we teamed up with local businesses who were struggling and did some advertising for them. We also used what we had learned in the classroom to try and help make changes to their business."

MKT student: "As an advertising major, we were given an opportunity to create advertising campaigns for a few local businesses like Vivo Salon and Justice Jewelers, which were great opportunities for me to get real-world experience while also helping a local business with my ideas."

Political Impact

SL programs and activities make students better understand their political positions and beliefs by "developing a moral-political identity of compassion, justice, and activism among students (Winston, 2015, p. 95)". It is noted that SL programs also enhance students' education for democracy and research, improving the world around them (Harkavy and Hartley, 2010). Students' reflections greatly impacted their political views and responsibilities by engaging with SL classes and having experiences with their surrounding communities. Students revealed that they developed a better understanding of their decisions' impact on their lives and communities. Responses from students that support the research claim:

MKT student: "I was able to… create a proper well-rounded opinion on the candidates and vote according to my morals and education."

MKT student: "My political views and votes are far more educated now than they were at the time I arrived in college. I now have a more holistic understanding of the impact of my decisions as well as my communities."

MKT student: "Many of the concepts I learned in economics have helped me make better-informed decisions about political issues."

ACC student: "...I was able to understand my political beliefs more fully and be an informed member of society during local and national elections."

DISCUSSION

Strong relations were found between the student's experience at the university and its effect on their knowledge from participating in CE and SL activities. The research has facilitated the understanding of why students are interested in getting involved with their communities in ways that were not previously mentioned in CE literature. The most apparent motivation factor for them is egoism, which is the feeling of self-content after donating time to help others for a significant cause (Batson, Ahmad, and Tsang, 2002) and act for the betterment of others in the community. The concept of egoism encouraged students to participate in these activities and help the community they live in, even with a relatively small contribution.

The findings pointed out several gains that students acquire due to their participation in CE and SL classes. Westheimer and Kahne (2004) mentioned that CE activities have always benefited the community from their outcomes, no matter how small they are. Students understand the value of engagement as a result of interaction with people in need. They also understand the value because they witnessed the effect of those actions on people's lives. They were also confident in knowing that their actions make a significant difference in in-need communities. The biggest frustration is not being able to see the direct effect instantaneously. However, they were very confident that their actions would significantly impact the community in the long term.

Participation of students in CE activities gives them the feeling of making a difference in their small communities. Students would talk about their experiences with their colleagues after they finish them and influence others to be a part of this accomplishment and be more willing to participate. Thus, spreading the concept of engagement through positive word of mouth communication. The most effective advertising method is the one that shares the same motivations of others through word of mouth (Cheung, Anitsal, and Anitsal, 2007; Dichter, 1966). Promoting engagement as a tool of feeling worthy helps people appreciate their responsibilities towards their communities, which is a major stage of growing up responsibly. Students became encouraged to participate in CE activities around their communities by listening to the stories and experiences of other students' reflections and the effect these experiences had on them.

Exposure to different and diverse cultures helps students be more accepting of others. These situations subject students to daily challenges, which allow them to be more prepared to deal with similar problems and challenges in their professional life (Holmes, 2015). Experience is gained from dealing with diverse communities and situations that help students understand, tolerate, and accept different cultures and opinions. These experiences help students gain values that support their understanding of inter-cultural norms and impacts in a business environment. It also allows students to reduce the presumed stereotypes about said communities.

CE activities and SL classes provide students with situations that require interaction with local businesses offering internships and part-time jobs. These programs challenge students and develop critical personal and interpersonal skills after graduation (Thomson, Tolken, and

Naidoo, 2011). Students' knowledge from their academic study was extended due to applying them to situations they face on real-life experiences through CE Students were given a chance to help their local businesses through partnerships with the university. They were able to apply the expertise they have learned in class to serve local businesses' actual needs in their communities, which had the most significant effect on their communication, presentation, and negotiation skills.

The research elaborated on how students developed their personal and professional traits by facing challenges throughout the engagement experience. These challenges are faced by professional businesses daily, enabling students to learn, discuss, present, and defend their ideas and solutions in front of experienced professionals. They could be more open to penetrate different types of social groups and communicate effectively. Those early experiences of getting exposed to professional life help students shape and figure out their future interests and passion, a life-changing decision that needs proper and critical evaluation. The experiences are also beneficial for the students throughout their college life. This is because students were able to apply what they have learned in school to real professional situations.

The professional experience puts students through complicated situations at a young age, which helps them reason based on well-informed facts and information, and then find innovative solutions using their critical thinking skills (Bohlander, 2010). Regardless of their departments, the participants seemed to agree on CE's effect on their problem-solving skills, decision-making skills, and cognitive development. Complicated community problems that do not provide apparent solutions helped students find ways to enhance their ethical thinking abilities. They were able to think ethically and make decisions in their lives based on their own belief and not being falsely persuaded by other opinions.

SL programs help students develop a sense of civic responsibility towards their communities (Bringle and Hatcher, 1996). Students have shown feeling better citizens after participating in a CE activity, whether on-campus or off-campus; thus, they feel they have contributed something to better support their communities. The participating seniors' responses showed the impact of such experiences on developing their perception of a future life as good citizens by engaging with the community. The research was able to understand the ways CE improves civic responsibility due to students feeling they are better citizens when they have continuous care and affection towards their communities. These experiences made them feel responsible for future decisions regarding their political participation and the value of their vote by listening to the facts and critically analyzing them to better differentiate between the options.

Local businesses reach out to their university partners to ask for help as a part of initial agreements between both parties to care for the concerns of the community, ensuring the engagement experience is well integrated with the learning outcomes, and to have access to expertise whenever needed (Fitzgerald et al., 2012). Students' sense of civic responsibility included caring for and helping local businesses and start-ups by offering their expertise to solve their business problems. Students could apply the concepts they professionally learned in school to help solve local partners' problems. Students are offered the opportunity, through internships, to use their expertise in struggling businesses and help them make changes critical to their businesses.

LIMITATIONS

Graduating seniors' written exit surveys were used in the research to understand their perception of CE and SL effects on the community and the students. The study focuses on graduating students from seven different departments from the college of business at The University in one calendar year. The responses indicate the opinions of these specific groups of students. They do not express the views of other students from other university departments from non-business departments, which is a limitation of the study. It is also important to note that the responses came from the graduating students of only three semesters. It would be beneficial to have more answers included from more semesters to form longitudinal research, which might develop more emerging themes to the study, leading to a better understanding of CE outcomes and benefits.

A better understanding of CE's effects on participating students would have been yielded if we could study gender, age, and race's effect on students' participation. Although some international students' responses, the sample does not differentiate between US nationals and international students. Hence, the research team was not able to study the effect of CE on international students effectively.

Another limitation of the study emerges as students give positive experiences and how they have affected their lives. The participants shared no negative comments; thus, it is not reflected in this study. Having universities directly ask students about their positive and negative experiences would have enriched the research with diverse opinions. It is essential to know if students had negative experiences or comments regarding their participation in SL classes and dealing with different communities to aid universities in dealing with such issues that could arise in the future.

FUTURE RESEARCH AVENUES

This study opens the door for future research to expand the understanding of CE and SL's impact on small communities. Future research needs to measure the direct impact of students participating in SL classes on helping local business partners and reviewing the effect of students' suggestions on their business success. To measure CE and SL programs' direct impact on businesses' profits in the short run is difficult. Such programs' success can be measured by how widespread the awareness of HEI programs, as one business partner's success could attract more struggling local businesses to ask the university for assistance.

The effect of CE and SL on international students is another area of study. We observed that more national students were participating than international students in CE activities. Is it because international students face barriers that prevent them from engaging with these communities, or are there any culturally noteworthy perceptions? It could be beneficial to understand such behavior and how to involve more international students with engagement activities.

HEIs need to collaborate with their community partners to increase the number of students volunteering and participating in CE activities. They need to spread the value of engagement and its effect on student's success and welfare, which could be done by running a viral marketing campaign based on word of mouth between students. Since viral marketing focuses on consumers having the will to spread the campaign's message (Rollins, Anitsal, and Anitsal, 2014), future research could study the correlation between having a viral marketing campaign promoting CE and SL classes.

It is vital to measure the effect of CE and SL activities on students in a later stage of their professional life. Inviting alumni to share how their CE experience has affected their personal and professional careers may be a new research avenue. Future studies can be encouraged to find a correlation between alumni voting and political life participation with whether the alumni have had previous CE experiences with their surrounding communities.

The emergence of the COVID-19 pandemic has affected everyone. Universities worldwide have shifted their course delivery modalities to online and remote teaching or a hybrid. More universities have been trying to be creative in their ways of teaching. Many have started getting virtual study programs, meetings, internships, and even virtual study away programs. The nature of CE seemed to change too under such circumstances, being paused at the beginning of the pandemic. Universities then put measures for CE activities to be offered virtually to students. Future research would find interesting relations between COVID-19 emergence and its effect on CE. Another suggestion for universities would be to include questions regarding the pandemic and its effect on the three pillars of their public affairs mission.

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HARIBO AND THE GUMMI BEAR BUSINESS: A STICKY SITUTATION

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CASE DESRIPTION

The primary subject matter of this case concerns decisions about business and international strategy in an industry with slowing growth, increasing competition, and customer power. Secondary issues examined include the strengths and weaknesses of internal operations, the role of company culture and history, and leadership.

This case is appropriate for advanced undergraduate and graduate level students who have had exposure to strategic analysis and strategy formulation. The case can be used at different stages in a strategy course by focusing on different strategy concepts brought out in the case.

Students should expect to spend two hours preparing for the case discussion. The case can be discussed in the classroom in one to one and a half hours depending on instructor preferences and discussion style.

CASE SYNOPSIS

HARIBO is a storied German confectionery company founded in 1920 by Hans Riegel, Sr. and is the creator and manufacturer of the famous Goldbears, a bear-shaped gummy candy sold around the world. Over its 100-year history this small family business grew into a key player in the international sugar confectionery industry.

Hans Guido has led the third generation of this family business since 2013. Since then, HARIBO has been in a tremendous process of change responding to current shifts in the industry and in consumer tastes and trends. Global competition is impacting growth in an already slow-growing industry, and those competitors are innovating their product offerings in response to market demands. Customers, the retail giants, and online grocers, are consolidating and gaining more power. More and more consumers are focusing on the content of the foods they eat and the health impacts.

High turnover in key management positions has been an issue as new executives could not adapt to the business culture. A move to new headquarters in 2018, including the introduction of a new ERP system, did not go smoothly as production problems during implementation resulted in empty store shelves negatively impacting sales for HARIBO and their customers. Adding to the internal turmoil, unfair and unethical practices by some of HARIBO's *suppliers were exposed in a televised documentary on German public broadcasting, casting a shadow on the company's storied image.*

The company is making minor changes around the edges as its competitors are using product innovation to meet shifting customer tastes in both domestic and global markets. The question remains if HARIBO can change rapidly enough to hold onto market share, profitability, and margins.

INTRODUCTION

HARIBO is a German based confectionery company founded in 1920 by trained confectioner Hans Riegel. The company is the creator and manufacturer of the famous Goldbears, a bear-shaped gummy candy sold around the world. Over its 100 year history this small family business grew into a key player in the international sugar confectionery industry. Throughout its growth the company has overcome the challenges of changing tastes and business environments. The company faces its biggest challenges to date due to pressures from outside forces and internal struggles.

In 2018, the company's supply chain was under pressure due to problems with the implementation of a new Enterprise Resource Planning System (ERP). In 2019, several newspapers and industry experts reported sharply declining sales for HARIBO products. In its biggest market, Germany, sales for its number one-selling product, Goldbears, dropped nearly 25% from the previous year and total sales declined 10%, according to industry reports.[i] In addition, the company faces accusations from human rights activists and animal rights organizations regarding conditions for workers and animals at HARIBO's suppliers.

The company remained relevant in the industry over its long history, even as trends changed, due to the vision and foresight of its leadership. Brothers Dr. Hans and Paul Riegel took over the company from their mother in 1946. Together they ran and grew the company through international expansion, a series of acquisitions, and product innovations. These initiatives were bolstered by successful marketing and brand-building campaigns. The brothers' success thrived until Paul's sudden death in 2009. Hans continued their tradition and success until his death at the age of 90 in 2013. Carrying on the family-run business tradition, Paul's son Hans Guido took the helm of HARIBO. Since that time there has been unprecedented change in management and in Haribo's historic marketing strategy. Fierce competition in the market and a rise in concerns about health and nutrition among its customers lead industry experts to wonder if HARIBO can once again show its ability to stay relevant in a sluggish market, or if the time has come for the 100-year-old Goldbear to retire.

HISTORY

HARIBO was founded in 1920 by Johannes "Hans" Riegel Sr. in Bonn, Germany. The name is an acronym formed by the first two letters of the founder's first name, last name, and the city in which it was registered – **HA**ns **RI**egel **BO**nn. As claimed by Riegel, the only capital needed to start the company was for a sack of sugar, a marble block, a stool, a brick oven, a copper kettle, and a roller. In 1922, the trained confectioner laid the foundation for HARIBO's later success when he invented the Dancing Bear – the first ever gummy candy. The little gummy bears, inspired by the trained bears that were a fixed part of the festivities at annual markets in Germany, were popular right from the very beginning. Gertrud Riegel, Hans' wife and first employee, delivered the gummy bears from door to door by bicycle for the first few years of operation. By 1930, the company employed 160 workers and a sold its products in all of Germany through its trade representatives.[ii]

During World War II business activities declined due to shortages of raw materials and the country's focus on the war. In 1945, Hans Riegel Sr. died at the age of 52. Despite the difficulties brought on by war, Gertrud kept the factory running after his death until their sons Johannes Hans Jr. and Paul Riegel returned to Bonn after the war, and began running the company in 1946. At that time, HARIBO had just 30 employees remaining. Hans Jr. obtained his doctorate in economics at the University of Bonn in 1947 with a dissertation on the role of sugar in world trade. He became the representative for the company, taking responsibility for the administrative side of the business, marketing and sales, and product development. His three years younger brother Paul took responsibility for production, and research and development of new technology. While he was barely involved in any public relations of the company, he had a talent for engineering and developed several production machines on his own. One of his best-known inventions is a licorice wheel winding machine. The still famous Licorice Wheels were made by hand until his invention.[iii] Paul was especially concerned with high quality standards in his production facilities. To assure that his workers kept that in mind he posted signs with the slogan "Quality Above All" around the production site.[iv]

During the economic recovery of the war, also known as Germany's Wirtschaftswunder or "economic miracle",[v] the two brothers transformed the company into a flourishing business. Reaching 1,000 employees only five years later, the family business epitomized Germany's highly successful Mittelstand–small to medium-sized companies that make up the backbone of the economy in German-speaking countries.[vi] In 1960, HARIBO invented the Goldbear as successor to the Dancing Bear. The iconic Goldbears are a registered trademark, and have changed their shape only once, in the 1970's, to take on the appearance they have maintained to this day.[vii]

Owing to Hans' business acumen and Paul's knack for technology, HARIBO conspired to develop the company into an international enterprise with over 7000 employees, 16 production sites, and sales offices across the world. Growth emanated from the acquisition of local businesses in several European countries. The company introduced hundreds of products to become the number one gummy bear producer and a world leader in non-chocolate and licorice products with over 3 billion dollars in sales in March of 2019. (See Exhibit 1 and 2).[viii]

Exhibit 1 – HARIBO Sugar Confectionery Sales (million US$) in Selected Regions

Geography	2014	2015	2016	2017	2018	2019*	Market Share 2018
Asia Pacific	51	61	80	97	104	104	0.5%
Australasia	16	16	19	22	25	27	2.2%
Eastern Europe	192	149	153	176	185	191	5.3%
Latin America	32	23	22	25	23	24	0.4%
Middle East and Africa	17	18	23	24	27	29	0.7%
North America	132	163	211	278	349	398	2.8%
Western Europe	2,116	1,873	1,884	1,912	2,009	1,931	14.5%

*Estimates (December 2019).
Source: Euromonitor 2019.

Exhibit 2 – Top 5 Non-Chocolate Chewy Candy Worldwide

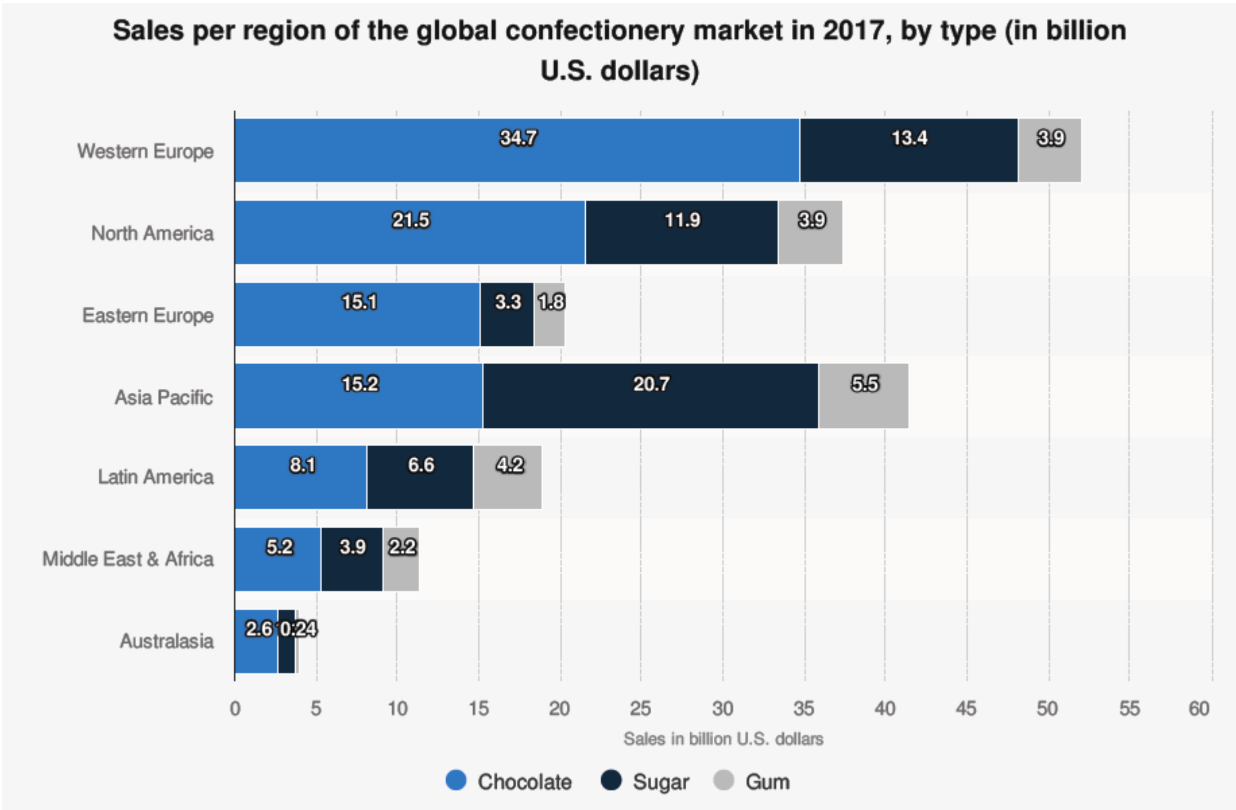
Brand / Product	Company (Parent)	Dollar Sales* (in millions)	Unit Sales* (in millions)
Skittles	Wrigley (Mars Inc.)	$ 329.9	181.5
Private Label		$ 271	199.7
Starburst	Wrigley (Mars Inc.)	$ 245.5	129.8
Sour Patch Kids	Mondelez International	$ 196.7	104.8
HARIBO Goldbears	HARIBO GmbH	$ 171.3	92.7
Total (includes brands not shown)		**$ 3,723.5**	**2,292.2**

*Last 52 Weeks; March 2019.
Source: Candy Industry; IRI.

INDUSTRY

The Global Candy and Chocolate Manufacturing industry has grown sluggishly over the five years up to 2019 as product prices declined. Chocolate consumption remained strong in developed markets, such as Europe and North America, but sugar confectionery consumption declined. The global confectionery market size is estimated at USD 223 billion in 2019. The industry is segmented into three product types; chocolate, sugar confectionery, and gum. Chocolate is the largest segment in the market accounting for over 55% of sales, with sugar confectionery at about 32% and gum at about 13% in 2017 (See Exhibit 3).

Exhibit 3 – Confectionery Market Sales per Region in 2017

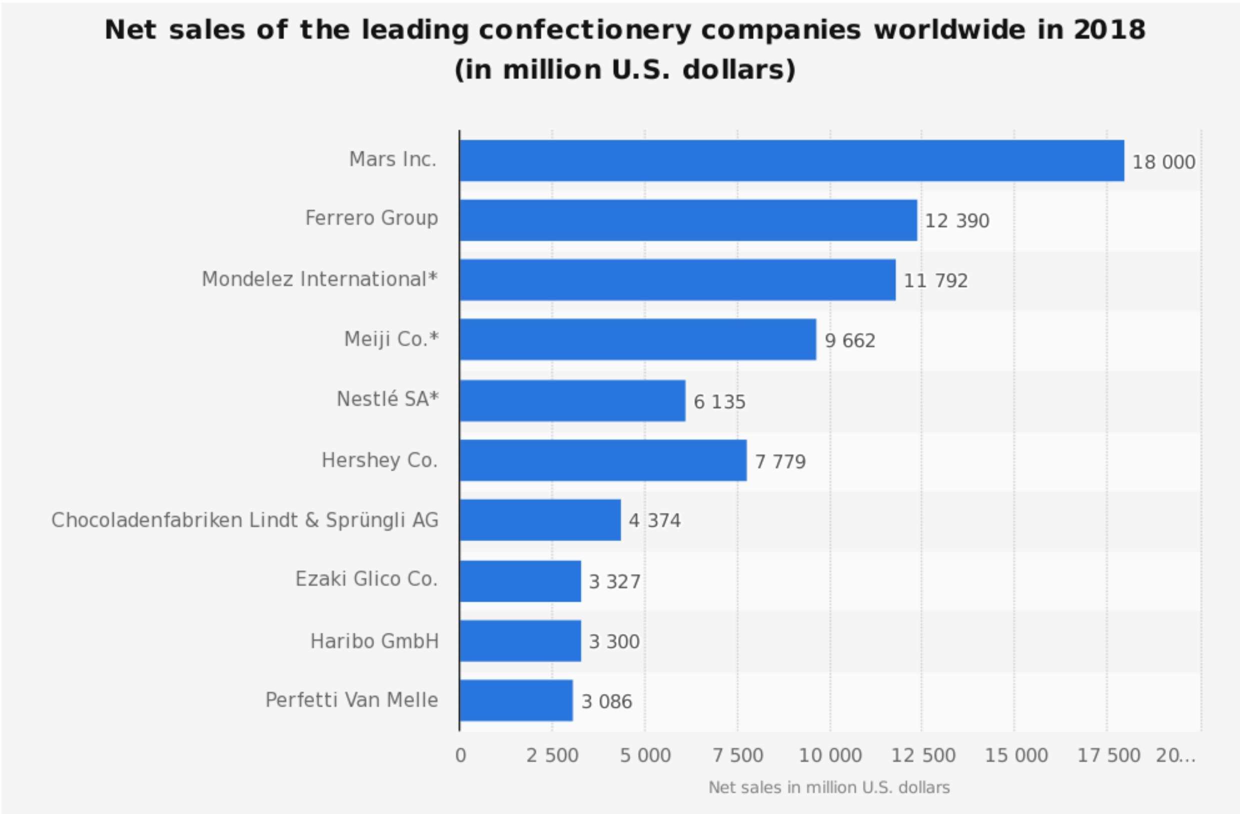


Source Statista 2019; Euromonitor; Candy Industry

COMPETITION

The global confectionery market can be described as fragmented. However, key players with a huge global presence, wide distribution networks, and high-quality products hold prominent market share. These companies include confectionery and snack food conglomerates such as Mars Incorporated, Mondelez International, Ferrero Group, Lindt & Sprungli AG, Nestle, and The Hershey Company (See Exhibit 4). These companies focus their marketing, branding, and distribution efforts in online strategies in order to expand their geographic reach and increase their customer base. They are looking to leverage opportunities posed by emerging markets such as China and India for revenue growth. Rising income levels and an increasing preference for new and different confectionery products in those regions are major factors for investing in those regions. In addition to these large competitors, there are several hundred confectionery manufacturers globally.

Exhibit 4 – Sales of Leading Confectionery Companies 2018



Source: Statista 2019; Candy Industry.

In HARIBO's main product segment, sugar confectionery and in particular non-chocolate chewy candy, the competitive landscape mirrors the overall industry. Mars, and its Wrigley division, lead the market with the two best-selling brands, Skittles and Starburst. Mondelez is also a strong player with its Sour Patch gummies (see Exhibit 2). However, due to the simple nature of the product, private labels have gained high market share in this segment. In 2017 U.S. sales of private label chewy candy brands accounted for nearly the same as market leader Skittles, \$183.2 million and \$185.2 million, respectively.[ix] Another competitive issue is the big supermarkets and hypermarkets are increasingly placing their private label products at eye level on their shelves. In order to obtain a better positioning, brands often have to give further discounts to the retailers, putting pressure on margins.

In Germany and Western Europe, where the majority of HARIBO's sales come from, market growth has been declining over the period 2014-2018 and is predicted to further decline. In addition, competition is particularly high here since several national and international players are active in the region as it accounts for over 38 percent of the world's confectionery market. International brands have grown stronger in this region by investing resources in advertising and product placement. While HARIBO claims that it has managed to maintain a share of 60 percent in the fruit gummy segment in Germany, national players like Trolli, Katjes and Storck have achieved double-digit growth, gaining substantial market share. They achieved this growth through product innovation, introducing sugar-free and vegan products.[x] In addition, Ferrero, the leader in the chocolate segment, is positioning to enter the fruit gummy market in near future.[xi]

The Future of Candy

The global confectionery market is expected to reach USD 284.4 billion by 2025, from an estimated USD 223 billion in 2019. Increasing focus on product innovation is anticipated to help the market gain traction over the coming years. Market players are increasingly introducing new flavors and ingredients in their products to retain the interest of their consumers.

Healthier snacking, along with convenience and taste, is the rising trend among consumers, therefore a major focus of companies in the industry. Due to the growing demand for healthy snacks, confectionery companies are introducing convenient packaging that allows consumers to eat in small portions and preserve the rest for later. Concerns about high sugar intake is another global trend, as it is thought to be linked to a number of health problems. To avoid sugar intake, some consumers are choosing sugar-free options. As a result, lower-calorie products, and sugar-free confectionaries, are expected to be a driving force behind the modest growth in the global confectionery market in the coming years.

THE COMPANY

Management Over the Years

Paul and Hans Rigel worked in the company until their respective deaths in 2009 and 2013. While both undoubtedly had their fair contribution in the success of the company and quite a few people believe that the combination of Paul's aptitude for technology and Hans' business talent was the key to the lasting success, it was Hans who took over the steering wheel and managed to navigate the company through good and worse times, inventing new products and always staying ahead of economic trends.

Viewed as a slightly eccentric boss, Hans was a tenacious entrepreneur and workaholic. His management style did not change over all the years he managed HARIBO, for which he was sometimes criticized as being patriarchal and old-fashioned. As described by Frank Hornig in the German news magazine *Der Spiegel*, Hans Jr. opened every letter addressed to his company to stay on top of things, convinced that otherwise "bad news" would be hidden from him. Moreover, he would meet one-on-one with each of his directors every day to discuss the issues and tasks of each department based on his findings.[xii] Others described the atmosphere at HARIBO as frightening and arbitrary. Bettina Grosse de Cosnac wrote in a biography about the Riegel family: "the ruler of the gummi bears has his court in the company - not only in the executive suite."[xiii]

Hans was divorced and had no children but told *Der Spiegel* that he did not think that any of his brother's three sons, who all worked at the company, were possible successors.[xiv] The result was a heavy fight between the two family sides regarding the future ownership and management of HARIBO. Thus, in 2010, Hans placed the management of the inheritance of his

50 percent stake in company in a foundation. The remaining 50 percent was owned by Paul's three sons. Hans Guido took over as one of three general managers to lead the production and technical department, while Hans Jürgen and Hans Arndt were placed on the supervisory board. Andreas Nicking, long-term employee of HARIBO, was promoted as general manager with responsibility for the international business. As general manager for the German business Michael Phiesel, also a long-term HARIBO employee, was named to the management team in 2014.

Products

Gummies, gummy candies, or jelly candies are a broad category of gelatin-based chewable sweets. The number one best seller around the world is HARIBO Goldbears. The Goldbear is HARIBO’s biggest sales driver and brand anchor. The Goldbears have not change significantly since its revamp in 1979, with the exception of an apple flavor added to the original 5 flavors in most countries in 2007 (pineapple, strawberry, lemon, orange, raspberry).

As early as 1925 the company started to diversify its product portfolio. Hans Sr. started the production of licorice products and created the famous Licorice Wheels. Many of HARIBO’s products were invented by Hans Jr. himself rather than the marketing department. He was credited with inventing some 200 sweets.[xv] Some of his product ideas included *Saure Sau* – the sour sow, *Red Lips* from wine gum with a cherry taste, and *Kosher* fruit gums for export to Israel. To maintain this momentum, he took his inspiration from children's TV series, magazines aimed at young people, and comics. "I love children. They are my customers. I have to be aware of what sweets appeal to them, what they think, of the language they are speaking," he said explaining his methods.[xvi]

In addition to key products of sweet and sour gummy candy, licorice, and its MAOAM chewable sweets, seasonal and local products based on national preferences play an important role in HARIBO’s product portfolio. HARIBO’s subsidiaries are very independent in terms of product innovation and the best-seller list varies widely from one country to another. Even the top secret recipes of the Goldbears vary slightly between regions. The French prefer sugar-coated candies and marshmallow products. In England, Star Mix (a mix-package of gummi candy) is the number one seller. In Scandinavian countries, there is a clear preference for licorice, and the more southern nations, even within Germany, prefer the fruity flavors.

HARIBO offers its products in various package sizes from family sizes–ideal for birthday parties–to mini bags that meet the trend of more conscious “snacking.” In addition, consumers can from single product packages or mixed multi-packs containing different HARIBO products. In Germany alone, HARIBO’s product range includes over 200 products of different packaging sizes.[xvii]

The product is mainly made from sugar, glucose syrup, food coloring, and gelatin, a byproduct from the meat industry. Other than licorice, the company offers a few gummy products that are entirely free of gelatin. In 2017, the company also added a variety of sugar-free and sugar-reduced products to its portfolio in order to attract more health-conscious consumers.

Marketing

One of the biggest contributing factors to HARIBO's success is its brand recognition. The slogan *"HARIBO macht Kinder froh"* a rhyme meaning *"HARIBO makes children happy,"* was introduced in the early 1930s. HARIBO noticed that it was not only children who enjoyed HARIBO products and added a second line to establish the still-used slogan *"HARIBO macht Kinder froh – und Erwachsene ebenso,"* meaning *"HARIBO makes children happy – and adults as well."* This slogan was later transformed into the international version, "*Kids and grown-ups love it so, the happy world of HARIBO.*" This easy-to-remember rhyme was an instant hit and became widely known when HARIBO's first TV advertisement was broadcast on German television in 1962–when television was still in its early stages in Germany. Today, the rhyme has been translated into 22 different languages, with each having a slightly different meaning to keep the melodic rhyme.

HARIBO kept also investing heavily in other forms of advertising. In 1991, the company arranged the very successful and 24 years lasting cooperation with German talk-show legend Thomas Gottschalk as testimonial. He was replaced by colleague Bully Herbig in 2015. However, after Herbig did not want to continue the cooperation in 2018, HARIBO announced it would stop working with famous testimonials. "The brand is self-explaining by now […] that is why we want to try different advertising concepts," Hans Guido explained.[xviii] In 2009, the company started adding spectacular promotions such as decorating whole planes with the Goldbear and sponsoring motor rallies.

HARIBO uses different advertising concepts for different countries, often developed by agencies familiar with the local market. In English speaking commercials, HARIBO is lending kids' voices to serious businesspeople or ice hockey teams to summon the child within us all. "We know from experience in the office that if you open a pack of HARIBO, people can't help but smile and dive in," said Jon Howard, planning director at HARIBO's advertising and marketing agency *Quiet Storm*.[xix]

Besides traditional advertising, the company is also very active in local engagements with the people in its communities. Hans Jr. established the Hans Riegel Foundation, which awards annual scholarships to students at 12 German universities. At the German headquarters, the company offers people the opportunity to exchange collected chestnuts for HARIBO products, to feed the local deer during winter. On social media platforms the firm frequently asks customers for their opinion and lets them vote on the introduction of new products.

Expansion

The company took on the path of expansion from the very beginning. As early as the 1920s, HARIBO made its first business expansion with companies abroad. Its first subsidiary was established in Denmark in 1935, HARIBO Lakrids A/S Kopenhagen. Local expansion was also part of the company's growth strategy. Under Hans Jr.'s management the company acquired several German and international direct and indirect competitors, including Kleutgen & Meier, the company where HARIBO founder Hans Sr. once learned how to cook hard candy. Another prominent acquisition was the Edmund Münster GmbH & Co. KG in Neuss, a company with long traditions and the producer of the famous MAOAM, a chewy sweet novelty in fruity flavors that ideally complemented HARIBO's product range.[xx]

The company expanded across Western Europe between 1960 and 1990. This expansion included the acquisition of Dunhills, a traditional English company known for its Pontefract cakes. In 1996 it acquired the widely known Belgian producer of marshmallow products, Dulcia, and rebranded it under the HARIBO moniker in 2007. It established sales offices across Europe and began to reach out to other markets. Starting in the 1980s, HARIBO expanded its business into America. First exclusively marketed as imported, gourmet confection, HARIBO of America was incorporated a couple years later and the gummy candies were introduced to the U.S. mass market. Sales were so popular the first year that Haribo had trouble keeping up with demand.[xxi] Due to Hans Jr.'s financial conservatism, HARIBO financed all its acquisitions with the company's own funds. After he was unable to pay back a bank credit in time in 1950, the bank seized the company's bags of sugar. It was at that moment he promised himself not to cooperate with banks again, as he described the matter in 2009.[xxii] This decision did not seem to hinder expansions. As a result of HARIBO's growing international activities, the company's sales abroad grew by two-digit figures throughout the 1990s, reaching more than 55 percent of total sales by 2000.[xxiii]

Today, HARIBO's products are already available in over 100 countries around the world. While Germany is still its biggest market accounting for approximately 25% of sales, the company is establishing new offices and production sites. In 2016, Brazil became the first country outside Europe to have a factory and in 2017 the company announced its first U.S. factory in Kenosha County, Wisconsin.[xxiv] The facilities will include a museum and a retail store, and eventually could employ 1,450 people. "Today, our top priority is the expansion outside of Europe," said Hans Guido.[xxv] HARIBO currently has subsidiaries and offices in 27 countries. (For a complete list of HARIBO's expansions & acquisitions see Appendix 1).

CURRENT CHALLENGES

Since the death of patriarch Hans Riegel in 2013, the company has been in a tremendous process of change. The new management team, led by Hans Riegel's nephew Hans Guido, is attempting to modernize HARIBO but is having difficulty engaging employees in change. Numerous hired top executives from corporations like Coca-Cola and Danone have left this family-run business after often only a few months. The changes were, "In agreement because of differing views on the leadership of the German business," a company spokesman explained.[xxvi] In 2018, Herwig Vennekens, a long-time employee who grew with the company, became the third managing director for marketing and sales in just three and a half years. Most recently, he was the company's CEO for Great Britain and Ireland.

There are also reports of unfair practices at HARIBO's suppliers. A 45-minute televised documentary by a German public broadcaster found failures of oversight in the production of carnauba wax and animal gelatin. It showed some of Brazil's poorest workers, and pigs in industrial farms in Germany, suffering in horrific conditions. HARIBO offered a statement saying that it was not aware of a "violation of our guidelines" but that it would "proactively" pursue the matter with its suppliers.[xxvii] However, this did not prevent fans and customers from openly sharing their anger and indignation on HARIBO's social media channels.

Recently, HARIBO has concerns about its business in Germany. In early 2018, the company moved to new headquarters with attached production facilities in Grafschaft, Germany, 17 kilometers from its old location in Bonn. As part of that move, the company introduced a new ERP system to cope with the rising demands of effective supply chain management. Problems with production occurred during the implementation process of the ERP. This resulted in empty store shelves that negatively impacted sales for both HARIBO and their customers, the retail stores.

LOOKING FORWARD

In sight of the company's 100th anniversary experts see difficult times approaching for HARIBO. Personnel changes did not seem to put an end to the turnover in the head office. In 2019 HARIBO responded with the restructuring of numerous responsibilities at the top level. HARIBO's holding company, led by Hans Guido Riegel, Michael Phiesel, and Herwig Venekkens, will be supported by eleven divisional heads who will gain a deeper insight into the reticence of the operating company employees. Despite this restructure, managers who are entrenched in the old ways of the company are being appointed to key roles. This leaves insiders wondering whether the group might fall back into the old patterns of behavior. Although Hans Guido has recently been more transparent internally and externally, he was almost invisible in his first years leading the company. His new-found transparency includes a program where employees can sign up for a breakfast appointment with the bear boss or learn about the financial results and outlook at company town hall meetings. Despite these efforts, it is hard to imagine that he will ever become as publicly involved as his uncle, "I'm convinced that this is the right way. HARIBO should take the center stage, not I," said Hans Guido.[xxviii]

Industry insiders see the problems in the German market not only in the bottlenecks of the supply chain. Fierce competition, a lack of innovation, and advertising campaigns that do not appeal to current or potential customers add to the operational problems. While other confectionery manufacturers invested in research and the introduction of sugar-free, vegetarian, and vegan products years ago, HARIBO focused investment on different varieties of traditional fruit gummies and repackaging those products, rather than on new product innovations to meet current market demands.

The company's response to falling sales numbers in September 2019 was to add new packaging combinations of its legacy Goldbears product. While considered revolutionary for the company, in the always changing confectionery industry, it was merely change at the margins. Will the HARIBO legacy, strong brand, and history of innovation be enough to build on and keep this long-established family business on a path to another 100 years?

APPENDIX 1 – LIST OF HARIBO'S EXPANSIONS AND ACQUISITIONS

Year	
1972	HARIBO acquires shares in Dunhills of Pontefract, in the north of England.
1976	HARIBO sets up a sales organization in Sweden, with its headquarters in Helsingborg.
1977	HARIBO establishes a sales organization in Austria. Following the acquisition of Panuli Bonbon Ges. m.b.H. of Linz in 1988
1982	HARIBO crosses the pond. Founded American headquarter in Baltimore, Maryland.
1983	HARIBO acquires Stella company in Wattrelos (near Lille) in France.
1986	HARIBO takes over Edmund Munster GmBH & CO. KG in Neuss, Germany.
1989	HARIBO establishes a sales organization in Norway, the headquarters of which are based in Oslo.
1990	HARIBO becomes active in the new eastern states of unified Germany after the fall of the Berlin Wall by acquiring the WESA confectionary factory.
1990	HARIBO acquires 100% of the shares in the Italian company SIDAS DOLCIARIA S.p.A. and founds HARIBO Italien S.p.A, based in the northern Italian city of Milan.
1992	HARIBO establishes a sales organization in Finland, with its headquarters in Helsinki.
1993	HARIBO acquires the famous Vademecum brand of dental chewing gums and cough drops.
1995	After having established a sales presence in Spain in 1985, ten years later HARIBO opens production facilities there.
1995	HARIBO opens the Musee du Bonbon (Candy Museum) in Uzes, France.
1996	HARIBO takes over the Belgian company Dulcia and begins to build up its marshmallow range.
1997	HARIBO opens a new production company in Dublin, Ireland; bringing it closer to consumers there
1998	HARIBO acquires Spanish confectionery producer Geldul S.L. in Alicante, establishing a second foothold here along with its operation in northern Spain.
1998	HARIBO opens a sales office in the Czech Republic, based in Brno.
2000	The year 2000 marks the completion of a production facility in Hungary, enabling significant inroads to be made into the Eastern European markets.
2000	HARIBO buys Dutch confectionery manufacturer Hoepman in Hoogezand in the province of Groningen. The company produces licorice and hard and soft marshmallow candies.
2001	HARIBO acquires the Turkish fruit gum and marshmallow producer Pamir Gida Sanayi A.S, opening up new markets for HARIBO in the Middle East, Turkey, and the Muslim regions of the former Soviet Union.

APPENDIX 1 – LIST OF HARIBO'S EXPANSIONS AND ACQUISITIONS (CONTINUED)

2002	HARIBO builds a sales organization in Poland.
2003	HARIBO taps into the largest Eastern European market-Russia-by setting up a sales agency in Moscow.
2004	HARIBO opens a sales organization in Slovakia.
2005	HARIBO Australia Pty Ltd. Becomes the Bonn confectionery producer's representative Down Under.
2005	In Portugal marketing is facilitated by the establishment of a new sales organization.
2012	HARIBO establishes sales organization in Singapore to further develop the South-East-Asian markets.
2013	HARIBO opens a sales organization in Shanghai to better reach the important markets of China, Hong Kong and Taiwan
2014	HARIBO builds a sales organization in Dubai for the Arabic market.
2016	HARIBO opens its first production facility outside Europe – in Bauru, Saó Paulo, Brazil
2017	HARIBO announces to build a new factory in Wisconsin, USA. The plant is planned to open in 2022.
2018	Representative for the Asia Pacific region, a sales office in Japan is established

Source: HARIBO Website. https://www.HARIBO.com/deDE/unternehmen/international.html

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