EXPERIENTIAL LEARNING IN ONLINE COURSES

Gregory S. Black, PhD, Professor of Marketing,

MSU Denver Center for Teaching, Learning, and Design Peer Associate

Active and Passive Course Designs

A review of the existing teaching styles literature indicates a clear distinction exists between active and passive types of teaching styles. Active course design, in all its forms, incorporates increased student involvement and engagement in the classroom, whereas passive designs are more instructor centered. Active course designs are based on the assumption that an active learner, or one who is more engaged in the learning process, learns much more effectively and the learning experience is more intense and permanent than passive learners enrolled in a traditional lecture-style course (e.g., Allegretti and Fredrick 1995; Derrick and Carr 2003; Hargrove 2003; Klein et al. 1997; Kolb 1983; Labinowicz 1980; Orsmond and Stiles 2002; Sharan 1980). Recent research has specifically examined business students in colleges and universities and shows that course design can significantly impact student performance (Filbeck and Smith 2001; Keltgen 2006; Laditka and Houck 2006; Sims 2002; Smith 2005; Tucker et al. 2003; Wingfield and Black 2005).

Experiential Course Design

Experiential learning is a common type of active course design. It can be defined as *"the process whereby knowledge is created through the transformation of experience"* (Kolb 1983, p. 38). Kolb indicates the crucial first step is to provide the experience from which the learning

comes. Experiential educators are generally aware that experiences alone are not inherently good for learning. The experiences must be relevant to the learning goals and then learners must have time and opportunity to reflect on the experience. Kolb's definition is based on six assumptions: "Learning (a) is a process, not an outcome; (b) derives from experience; (c) requires an individual to resolve dialectically opposed demands; (d) is holistic and integrative; (e) requires interplay between a person and the environment; and (f) results in knowledge creation" (Kayes 2002, pp. 139-140). These assumptions suggest learners will be required to respond "to diverse personal and environmental demands that arise from the interaction between experience, concept, reflection, and action in a cyclical fashion" (Kayes 2002, p.140).

Keeping these assumptions in mind, experiential learning can encompass a wide array of methodologies spanning from outdoor, adventure-based learning, such as Outward Bound, to other forms that are more conducive to a classroom setting. Case studies (Glaser-Segura et al. 2010), value-chain analyses (Sheehan and Gamble 2010), internships (Beck and Halim 2008; Gault et al. 2010), study abroad programs (Rexeisen and Al-Khatib 2009), simulation games (Zeng and Johnson 2009), marketing plans (Lincoln and Frontczak 2008), short-term projects for companies and non-profit organizations (Keller and Otjen 2007; Lee 2007), sales forecasting, salesforce compensation exercises, promotional budgeting, consumer decision-making exercises, and self-evaluation exercises and measures are just some of the experiential techniques used in classrooms and have been linked to more positive student perceptions and performance.

Even corporations recognize the importance of experiential educational opportunities and are working with academic programs to provide real-world experience to students (e.g., Neale et al. 2009). In addition, giving students self-learning instruments also provides experiential learning opportunities for students. Also, many in-class activities are experiential in nature. In

short, assignments can be experiential if they require students to apply concepts learned in the classroom to things they will be expected to do in the "real world" after they graduate. For example, business professors may require students to write a marketing plan, create an actual advertisement, or develop a compensation plan for a sales force. Experiential methods rely heavily on discussion and practice, emphasizing personal application of material and encouraging students to develop belief systems, understanding how they feel about an area of study, and taking appropriate actions given a specific environment (Jones and Jones 1998). In sum, then, an experiential course in marketing is one in which learning is created through the transformation of marketing knowledge into marketing experience. Most evidence indicates that experiential education results in the highest level of understanding (Craciun & Corrigan 2010; Makienko 2009; Mottner 2010) and the best development of job-related skills (Baker 2009; Kaplan et al. 2010).

Bringing Experiential Course Design to Online Asynchronous Classes

The following list summarizes the experiential opportunities suggested in the paragraphs above.

- Case studies
- Value-chain analyses
- Internships
- Study abroad programs
- Simulation games
- Marketing plans
- Short-term projects for real organizations

- Sales forecasting

- Salesforce compensation plan development

- Promotional budgeting

- Consumer decision-making exercises

- Self-evaluation exercises and measures

- Creation of an actual advertisement

Now, the concern is which of the above list is really convertible to an online asynchronous course environment, maintaining the same learning quality as an in-class experience? With perhaps the exceptions of study-abroad programs and internship experiences, all others are easily convertible and sustaining close to the same educational value. It is simple to include various experiential assignments and exercises to an online class. The key to attaining the maximum value is to allow discussion and reflection after the assignments are completed. This can be achieved through the discussion functions of all learning managements systems, such as Canvas and Blackboard.

Specific examples of assignments and exercises, and classes in which they appear, are offered below.

1. Marketing plans – Principles of Marketing, International Marketing, Marketing Analysis & Planning

2. Sales forecasting – Business Communication, Principles of Marketing, International Marketing, Marketing Analysis & Planning

3. Salesforce compensation plan development – Marketing Analysis & Planning

4. Promotional budgeting - Principles of Marketing, Advertising, Promotion Management, International Marketing, Marketing Analysis & Planning

5. Creation of an actual advertisement - Advertising

6. Consumer decision-making exercises – Consumer Behavior, Marketing Analysis & Planning

7. Self-evaluation exercises and measures – Business Communication, Principles of Marketing, International Marketing, Consumer Behavior, Marketing Analysis & Planning.

Summary and Conclusion

In conclusion, it is our responsibility as professors and instructors to provide the best learning environment possible for our students, no matter which mode of instruction we are using. Research has determined that courses that are designed to include experiential assignments and exercise are among the most impactful. With a little effort and creativity, we can find experiential material for our online students that are appropriate for the course topics. Items I use in my classes that may be appropriate for non-business courses include many of the self-evaluation exercises and measures I include. See Appendices A (Personality Inventory), B (Exercise Motivation Inventory), C (Venturesomeness Scale), D (Cultural Openness Survey), E (Ethnocentrism Measure), F (Ethical Perspectives Survey), G (Learning Style Inventory), and H (Strategic Leadership Styles Instrument) for the specific self-evaluation instruments used in my classes.

References

Allegretti, Christine L. and John N. Fredrick (1995), "A Model for Thinking Critically About Ethical Issues," *Teaching of Psychology,* Vol. 7, p. 46-8.

Baker, Michael J. (2009), "Personal Professional Development," *Marketing Review*, Vol. 9, p. 99-113.

Beck, John Edward and Hendrik Halim (2008), "Undergraduate Internships in Accounting: What and how do Singapore Interns Learn from Experience?" *Accounting Education*, Vol. 17, p. 151-72.

Craciun, Georgiana and Hope Bober Corrigan (2010), "An Integrative Experiential Learning Project in the Undergraduate Branding Course: Creating a Marketing Department Brochure," *Journal of Marketing Education*, Vol. 32, p. 116-27.

Derrick, Marcia Gail and Paul Brian Carr (2003), "Facilitating and Understanding Autonomy in Adult Learners," *New Horizons in Adult Education,* Vol. 17, 4-25.

Filbeck, Greg and L. L. Smith (2001), "Learning Styles, Teaching Strategies, and Predictors of Success for Students in Corporate Finance," *Financial Practice and Education,* Vol. 13, p. 74-85.

Gault, J., E. Leach, and M. Duey (2010), "Effects of Business Internships on Job Marketability: The Employers' Perspective," *Education + Training*, Vol. 52, p. 76-88.

Glaser-Segura, D.A., S. Mudge, C. Bratianu, and I. Dumitru (2010), "Development of Professional Identity in Romanian Business Students," *Education + Training*, Vol. 52, p. 198-213.

Hargrove, Kristin (2003), "Images of Teaching," *Gifted Child Today,* Vol. 26, p. 62-4.

Jones, Vern F. and Louise S. Jones (1998), *Comprehensive Classroom Management: Creating Communities of Support and Solving Problems*, Boston, MA: Allyn and Bacon.

Kaplan, Melike, B. Piskin, and B. Bol (2010), "Educational Blogging: Integrating Technology into Marketing Experience," *Journal of Marketing Education*, Vol. 32, p. 50-63.

Kayes, D. Christopher (2002), "Experiential Learning and Its Critics: Preserving the Role of Experience in Management Learning and Education," *Academy of Management Learning and Education,* Vol. 1, p. 137-49.

Keller, Sarah N. and A.J. Otjen (2007), "Creating and Executing an Applied Interdisciplinary Campaign for Domestic Violence Prevention," *Journal of Marketing Education*, Vol. 29, p. 234-44.

Keltgen, Jaciel (2006), "Lies, Sans Sex, and Lacking Videotaope," *The Business Review*, Vol. 5, p. 66-70.

Klein, James D., Heidi L. Schnackenberg, and Kenneth J. Smith (1997), "Effects of Cooperative Learning and Affiliation During an ITV Lesson," *National Convention of the Association for Educational Communications and Technology Proceedings*, Vol. 8, p. 107-13.

Kolb, David A. (1983), *Experiential Learning: Experience as the Source of Learning and Development*, Upper Saddle River, NJ: Prentice-Hall, Inc.

Labinowicz, Ed (1980), *The Piaget Primer: Thinking, Learning, Teaching*, Menlo Park, CA: Addison-Wesley Publishing Co.

Laditka, Sarah B. and Margaret M. Houck (2006), "Student-Developed Case Studies: An Experiential Approach for Teaching Ethics in Management," *Journal of Business Ethics*, Vol. 64, p. 157-65.

Lee, Scott (2007), "Increasing Student Learning: A Comparison of Students' Perceptions of Learning in the Classroom Environment and Their Industry-Based Experiential Learning Assignments." *Journal of Teaching in Travel & Tourism*, Vol. 7, p. 37-54.

Lincoln, Douglas J. and Nancy T. Frontczak (2008), "A Practical and Effective Marketing Plan Assignment for Principles of Marketing Students," *Journal for Advancement of Marketing Education*, Vol. 12, p. 52-62.

Makienko, Igor (2009), "Learning the Basics of Classification in the Introductory Marketing Class," *Marketing Education Review*, Vol. 19, p. 23-7.

Mottner, Sandra (2010), "Service-Learning in a Nonprofit Marketing Course: A Comparative Case of Pedagogical Tools," *Journal of Nonprofit & Public Sector Marketing*, Vol. 22, p. 231-45.

Neale, Larry, H. Treiblmaier, V. Henderson, L. Hunter, K. Hudson, and J. Murphy (2009)m "The Google Online Marketing Challenge and Research Opportunities,"

Orsmond, P. and Margot Stiles (2002), "University Teaching: A Challenge to Staff Development," *Innovations in Education and Teaching International,* Vol. 39, p. 253-5.

Rexeisen, Richard and Jamal Al-Khatib (2009) "Assurance of Learning and Study Abroad: A Case Study," *Journal of Teaching in International Business*, Vol. 20, p. 192-207.

Sharan, Shlomo (1980), "Cooperative Learning in Small Groups: Recent Methods and Effects on Achievement, Attitudes, and Ethnic Relations," *Review of Educational Research,* Vol. 50, p. 241-71.

Sheehan, Norman and E. Gamble (2010), "JetFighter: An Experiential Value Chain Exercise," *Journal of Management Education*, Vol. 34, p. 224-48.

Sims, Ronald R. (2002), "Business Ethics Teaching for Effective Learning," *Teaching Business Ethics*, Vol. 6, p. 393-402.

Smith, Gerald F. (2005), "Problem-Based Learning: Can it Improve Managerial Thinking?" *Journal of Management Education*, Vol. 29, p. 357-78.

Tucker, S. Y., D. Stewart, and B. J. Schmidt (2003), "Teaching and Learning Styles of Community College Business Instructors and Their Students: Relationship to Student Performance and Instructor Evaluations," *New Horizons in Adult Education,* Vol. 17, p. 11-20.

Wingfield, Sue S. and Gregory S. Black (2005), "Active versus Passive Learning: The Impact on Student Outcomes," *Journal of Education for Business*, Vol. 81, p. 119-25.

Zeng, A. and S. Johnson (2009), "Integrating a Discovery-Based Laboratory to Teach Supply Chain Management Fundamentals in an Undergraduate Management Course," *Innovations in Education and Teaching International*, Vol. 46, p. 71-82.

Appendix A. Personality

Instructions: Rate the extent to which each of the following statements is typical of you most of the time. Focus on your general way of behaving and feeling. There are no right or wrong answers. When you have finished, score your answers, according to the information found at the end of these items.

Rating Scale

3 The statement is very typical of me
2 The statement is somewhat typical of me
1 The statement is not at all typical of me

_____ 1. My greatest satisfaction comes from doing things better than others.

_____ 2. I tend to bring the theme of a conversation around to things I'm interested in.

_____ 3. In conversations, I frequently clench my fist, bang on the table, or pound one fist into the palm of another for emphasis.

_____ 4. I move, walk, and eat rapidly.

_____ 5. I feel as though I can accomplish more than others.

_____ 6. I feel guilty when I relax or do nothing for several hours or days.

_____ 7. I doesn't take much to get me to argue.

_____ 8. I feel impatient with the rate at which most events take place.

_____ 9. Having more than others is important to me.

_____10. One aspect of my life (e.g., work, family care, school) dominates all others.

_____11. I frequently regret not being able to control my temper.

_____12. I hurry the speech of others by saying "Uh huh," "Yes, yes," or by finishing their sentences for them.

_____13. People who avoid competition have low self-confidence.

_____14. To do something well, you have to concentrate on it alone and screen out all distraction.

_____15. I feel that others' mistakes and errors cause me needless aggravation.

_____16. I find it intolerable to watch others perform tasks I know I can do faster.

_____17. Getting ahead in my job is a major personal goal.

_____18. I simply don't have enough time to lead a well-balanced life.

_____19. I take out my frustration with my own imperfections on others.

10

_____20. I frequently try to do two or more things simultaneously.

_____21. When I encounter a competitive person, I feel a need to challenge him or her.

_____22. I tend to fill up my spare time with thoughts and actions related to my work (or school or family care).

_____23. I am frequently upset by the unfairness of life.

_____24. I find it anguishing to wait in line.

Scoring and Interpretation: The Type A personality consists of four behavioral tendencies: extreme competitiveness, significant life imbalance (typically couple with high work involvement), strong feelings of hostility and anger, and an extreme sense of urgency and impatience.

Scores above 12 in each area suggest this is a pronounced tendency. Research suggests that the hostility aspect of the Type A personality is the most damaging to personal health. If your overall score is 37-72, you qualify as a Type A personality.

Competitiveness		Life Imbalance (Work Involvement)		Hostility/Anger		Impatience Urgency	
Item	Score	Item	Score	Item	Score	Item	Score
1	_____	2	_____	3	_____	4	_____
5	_____	6	_____	7	_____	8	_____
9	_____	10	_____	11	_____	12	_____
13	_____	14	_____	15	_____	16	_____
17	_____	18	_____	19	_____	20	_____
21	_____	22	_____	23	_____	24	_____
TOT		**TOT**		**TOT**		**TOT**	
						Total Score	

Appendix B. Exercise Motivation Inventory

The Exercise Motivations Inventory - 2 (EMI-2)

On the following pages are a number of statements concerning the reasons people often give when asked why they exercise. *Whether you currently exercise regularly or not,* please read each statement carefully and indicate, by circling the appropriate number, whether or not each statement *is true* for you personally, *or would be true* for you personally if you did exercise. If you do not consider a statement to be true for you at all, circle the '0'. If you think that a statement is very true for you indeed, circle the '5'. If you think that a statement is partly true for you, then circle the '1', '2', '3' or '4', according to how strongly you feel that it reflects why you exercise or might exercise.

Remember, we want to know why *you personally* choose to exercise or might choose to exercise, not whether you think the statements are good reasons for *anybody* to exercise.

		Not at all true for me				Very true for me	

Personally, I exercise (or might exercise) …

1	To stay slim	0	1	2	3	4	5
2	To avoid ill-health	0	1	2	3	4	5
3	Because it makes me feel good	0	1	2	3	4	5
4	To help me look younger	0	1	2	3	4	5
5	To show my worth to others	0	1	2	3	4	5
6	To give me space to think	0	1	2	3	4	5

Personally, I exercise (or might exercise) …

		Not at all true for me					Very true for me
7	To have a healthy body	0	1	2	3	4	5
8	To build up my strength	0	1	2	3	4	5
9	Because I enjoy the feeling of exerting myself	0	1	2	3	4	5
10	To spend time with friends	0	1	2	3	4	5
11	Because my doctor advised me to exercise	0	1	2	3	4	5
12	Because I like trying to win in physical activities	0	1	2	3	4	5
13	To stay/become more agile	0	1	2	3	4	5
14	To give me goals to work towards	0	1	2	3	4	5
15	To lose weight	0	1	2	3	4	5
16	To prevent health problems	0	1	2	3	4	5
17	Because I find exercise invigorating	0	1	2	3	4	5
18	To have a good body	0	1	2	3	4	5
19	To compare my abilities with other peoples'	0	1	2	3	4	5
20	Because it helps to reduce tension	0	1	2	3	4	5
21	Because I want to maintain good health	0	1	2	3	4	5
22	To increase my endurance	0	1	2	3	4	5

23 Because I find exercising satisfying in and of itself   0   1   2   3   4   5

	Not at all true for me				Very true for me

Personally, I exercise (or might exercise) …

24 To enjoy the social aspects of exercising	0	1	2	3	4	5
25 To help prevent an illness that runs in my family	0	1	2	3	4	5
26 Because I enjoy competing	0	1	2	3	4	5
27 To maintain flexibility	0	1	2	3	4	5
28 To give me personal challenges to face	0	1	2	3	4	5
29 To help control my weight	0	1	2	3	4	5
30 To avoid heart disease	0	1	2	3	4	5
31 To recharge my batteries	0	1	2	3	4	5
32 To improve my appearance	0	1	2	3	4	5
33 To gain recognition for my accomplishments	0	1	2	3	4	5
34 To help manage stress	0	1	2	3	4	5
35 To feel more healthy	0	1	2	3	4	5
36 To get stronger	0	1	2	3	4	5
37 For enjoyment of the experience of exercising	0	1	2	3	4	5
38 To have fun being active with other people	0	1	2	3	4	5

	Not at all true for me					Very true for me

Personally, I exercise (or might exercise) …

39	To help recover from an illness/injury	0	1	2	3	4	5
40	Because I enjoy physical competition	0	1	2	3	4	5
41	To stay/become flexible	0	1	2	3	4	5
42	To develop personal skills	0	1	2	3	4	5
43	Because exercise helps me to burn calories	0	1	2	3	4	5
44	To look more attractive	0	1	2	3	4	5
45	To accomplish things that others are incapable of	0	1	2	3	4	5
46	To release tension	0	1	2	3	4	5
47	To develop my muscles	0	1	2	3	4	5
48	Because I feel at my best when exercising	0	1	2	3	4	5
49	To make new friends	0	1	2	3	4	5
50	Because I find physical activities fun, especially when competition is involved	0	1	2	3	4	5
51	To measure myself against personal standards	0	1	2	3	4	5

The Exercise Motivations Inventory - 2 (EMI-2)

Scoring Key

Scale scores are obtained by calculating means of the appropriate items

Scale	Items			
Stress Management	6	20	34	46
Revitalisation	3	17	31	
Enjoyment	9	23	37	48
Challenge	14	28	42	51
Social Recognition	5	19	33	45
Affiliation	10	24	38	49
Competition	12	26	40	50
Health Pressures	11	25	39	
Ill-Health Avoidance	2	16	30	
Positive Health	7	21	35	
Weight Management	1	15	29	43
Appearance	4	18	32	44
Strength & Endurance	8	22	36	47
Nimbleness	13	27	41	

Appendix C. Venturesomeness Scale

Instructions: Using the following scale, respond to the items below by placing the number from the scale that best describes yourself in the space provided. After completing the five items, calculate and interpret your score according to the directions at the bottom of the page.

Strongly Disagree	Disagree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree
1----------------2----------------3----------------4----------------5----------------6					

_____ 1.	I almost always accept a dare.

_____ 2.	I like to be with people who are unpredictable.

_____ 3.	Rarely, if ever, do I do anything reckless.

_____ 4.	I would never pass up something that sounded like fun just because it sounded a little bit hazardous.

_____ 5.	Frequently, I like to take a chance on something that isn't sure, such as gambling.

Scoring: First take your answer for item #3 and convert it using the following.
If your answer for #3 is:
   1   change it to   6
   2   change it to   5
   3   change it to   4
   4   change it to   3
   5   change it to   2
   6   change it to   1

Next, add your scores including the new score for item #3. If your score is in the range of 23-30, you are highly adventurous. If your score is in the range of 13-22, you are a little bit adventurous, but cautious. If your score is in the range of 5-12, you are not adventurous.

Appendix D. Cultural Openness Survey

Respond to each of the following statements by marking an "X" on the scale below each item.

1.   I would like to have opportunities to meet people from other countries.

   Strongly Agree _____:_____:_____:_____:_____ Strongly Disagree
                    5   4   3   2   1

2.   I am very interested in trying food from different countries.

   Strongly Agree _____:_____:_____:_____:_____ Strongly Disagree
                    5   4   3   2   1

3.   We should have a respect for traditions, cultures, and ways of life of other nations.

   Strongly Agree _____:_____:_____:_____:_____ Strongly Disagree
                    5   4   3   2   1

4.   I would like to learn more about other countries.

   Strongly Agree _____:_____:_____:_____:_____ Strongly Disagree
                    5   4   3   2   1

5.   I have a strong desire for overseas travel.

   Strongly Agree _____:_____:_____:_____:_____ Strongly Disagree
                    5   4   3   2   1

6.   I would like to know more about foreign cultures and customs.

   Strongly Agree _____:_____:_____:_____:_____ Strongly Disagree
                    5   4   3   2   1

7.   I have a strong desire to meet and interact with people from foreign countries.

   Strongly Agree _____:_____:_____:_____:_____ Strongly Disagree
                    5   4   3   2   1

Scoring: Add the numbers corresponding to each of your responses above. This survey does not measure if you are ethnocentric or not. It is designed to assess the degree to which a person is interested in the values and artifacts of other countries as well as desiring to interact with people from those nations.

If your score is 19-35, you are considered to be culturally open. If your score is 7-18, you are

considered to be culturally closed.

Appendix E. Ethnocentrism

Instructions: Please indicate your level of agreement or disagreement with each of the following statements by circling the appropriate number. (Mark one for each item.) In a short paper, report your score and answer the following questions. Are you ethnocentric? What impact does it have on you as a consumer of products made in other countries?

	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
American people should always buy American-made products instead of imports.	1	2	3	4	5
Only those products that are unavailable in the U.S. should be imported.	1	2	3	4	5
Buy American-made products. Keep America working.	1	2	3	4	5
American products first, last, and foremost.	1	2	3	4	5
Purchasing foreign-made products is un-American.	1	2	3	4	5
It is not right to purchase foreign products, because it puts Americans out of jobs.	1	2	3	4	5
A real American should always buy American-made products.	1	2	3	4	5
We should purchase products manufactured in America instead of letting other countries get rich off us.	1	2	3	4	5
It is always best to purchase American products.	1	2	3	4	5
There should be very little trading or purchasing of goods from other countries unless out of necessity.	1	2	3	4	5
Americans should not buy foreign products, because this hurts American business and causes unemployment.	1	2	3	4	5
Cubs should be put on all imports.	1	2	3	4	5
It may cost me in the long run, but I prefer to support American products.	1	2	3	4	5
Foreigners should not be allowed to put their products on the market.	1	2	3	4	5
Foreign products should be taxed heavily to reduce their entry into the U.S.	1	2	3	4	5
We should buy from foreign countries only those products that we cannot obtain within our own country.	1	2	3	4	5
American consumers who purchase products made in other countries are responsible for putting fellow Americans out of work.	1	2	3	4	5

Scoring: Add your numbers above. If your total is 17-51, you are not ethnocentric. If your total is 52-85, you are ethnocentric.

Appendix F. Ethical Perspective Survey

Respond to each of the following statements by marking an "X" on the scale below each item.

1.   There are no ethical principles so important that they should be part of any code of ethics.

Strongly Agree _____:_____:_____:_____:_____ Strongly Disagree
              5   4   3   2   1

2.   What is ethical varies from one situation or society to another.

Strongly Agree _____:_____:_____:_____:_____ Strongly Disagree
              5   4   3   2   1

3.   Moral standards should be seen as being individualistic; what one person considers to be moral may be judged immoral by another person.

Strongly Agree _____:_____:_____:_____:_____ Strongly Disagree
              5   4   3   2   1

4.   Different types of moralities cannot be compared to "rightness."

Strongly Agree _____:_____:_____:_____:_____ Strongly Disagree
              5   4   3   2   1

5.   Questions of what is ethical for everyone can never be resolved since what is moral or immoral is up to the individual.

Strongly Agree _____:_____:_____:_____:_____ Strongly Disagree
              5   4   3   2   1

6.   Moral standards are simply personal rules which indicate how a person should behave, and are not to be applied in making judgments of others.

Strongly Agree _____:_____:_____:_____:_____ Strongly Disagree
              5   4   3   2   1

7.   Ethical considerations in interpersonal relations are so complex that individuals should be allowed to formulate their own individual codes.

Strongly Agree _____:_____:_____:_____:_____ Strongly Disagree
              5   4   3   2   1

8.   Rigidly codifying an ethical position that prevents certain types of actions could stand in the way of better human relations and adjustment.

Strongly Agree _____:_____:_____:_____:_____ Strongly Disagree
              5   4   3   2   1

9.   No rule concerning lying can be formulated; whether a lie is permissible or not permissible totally depends upon the situation.

Strongly Agree _____:_____:_____:_____:_____ Strongly Disagree
              5   4   3   2   1

10.   Whether a lie is judged to be moral or immoral depends upon the circumstances surrounding the actions.

Strongly Agree _____:_____:_____:_____:_____ Strongly Disagree
              5   4   3   2   1

Scoring: Add the numbers corresponding to each of your responses above. This survey does not measure if you are ethical or not. It measures how flexible your ethics are.

If your score is 30-50, your ethics are considered to be flexible. If your score is 10-30, your ethics are considered to be rigid.

Appendix G. Learning Style Inventory

This inventory is designed to assess your method of learning. As you take the inventory, give a high rank to those words which best characterize the way you learn and a low rank to the words which are least characteristic of your learning style.

You may find it hard to choose words that best describe your learning style because there are not right or wrong answers. Different characteristics described in the inventory are equally good. The aim of the inventory is to describe how you learn, not to evaluate your learning ability.

INSTRUCTIONS

There are nine sets of four words listed below. Rank order each set of four words assigning a "4" to the word which best characterizes your learning style, a "3" to the word which next characterizes your learning style, a "2" to the next most characteristic word, and a "1" to the word which is least characteristic of you as a learner. Be sure to assign a different rank number to each of the four word in each set or row. Do not make ties.

1. _____ discriminating   _____ tentative   _____ involved   _____ practical

2. _____ receptive   _____ relevant   _____ analytical   _____ impartial

3. _____ feeling   _____ watching   _____ thinking   _____ doing

4. _____ accepting   _____ risk-taker   _____ evaluative   _____ aware

5. _____ intuitive   _____ productive   _____ logical   _____ questioning

6. _____ abstract   _____ observing   _____ concrete   _____ active

7. _____ present-oriented   _____ reflecting   _____ future-oriented   _____ pragmatic

8. _____ experience   _____ observation   _____ conceptualization   _____ experimentation

9. _____ intense   _____ reserved   _____ rational   _____ responsible

SCORING: Now add each column of numbers and enter the totals in the spaces below.

CE _____   RO _____   AC _____   AE _____

A high score on CONCRETE EXPERIENCE (CE) represents a receptive, experience-based approach to learning that relies heavily on feeling-based judgments. High CE individuals tend to be empathetic and "people-oriented." They generally find theoretical approaches to be unhelpful and prefer to treat each situation as a unique case. They learn best from specific examples in which they can become involved. Individuals who emphasize CONCRETE EXPERIENCE tend to be oriented more towards peers and less towards authority in their approach to learning, and benefit most from feedback and discussion with fellow CE learners.

A high score on REFLECTIVE OBSERVATION (RO) indicates a tentative, impartial and reflective approach to learning. High RO individuals rely heavily on careful observation in making judgments, and prefer learning situations such as lectures that allow them to take the role of impartial objective observers. These individuals tend to be introverts.

A high score on ABSTRACT CONCEPTUALIZATION (AC) indicates an analytical, conceptual approach to learning relying heavily on logical thinking and rational evaluation. High AC individuals tend to be oriented more towards things and symbols and less towards other people. They learn best in authority-directed, impersonal learning situations that emphasize theory and systematic analysis. They are frustrated by and benefit little from unstructured "discovery" learning approaches, like exercises and simulations.

A high score on ACTIVE EXPERIMENTATION (AE) indicates an active "doing" orientation to learning that relies heavily on experimentation. High AE individuals learn best when they can engage in such things as projects, homework, or small group discussions. They dislike passive learning situations such as lectures. These individuals tend to be extroverts.

Appendix H. Strategic Leadership Styles Instrument

Instructions: Within each of the five groups of statements (Group A through Group E), read all eight statements; then write the number "8" in the space preceding the statement that most accurately describes you, your behavior, or your beliefs. Next, write the number "1" in the space preceding the statement that least accurately describes you and your behavior or beliefs. Finally, use the numbers "2" through "7" to indicate the best intermediate rankings for the remaining statements. Then proceed to the next group and repeat the operation. Rank all statements (leave none blank), and use each ranking number only once within each group of statements.

Group A

_____ 1.   My ideas are long range and visionary.

_____ 2.   My top priority is survival, and my mission is clear and urgent.

_____ 3.   I enjoy actually making products or delivering services.

_____ 4.   I am a convincing and enthusiastic communicator.

_____ 5.   I seek to balance opposing forces.

_____ 6.   Thus far, my career has taken place mainly in staff areas rather than production areas.

_____ 7.   In meetings, my remarks review what has already happened.

_____ 8.   I have not personally developed a new product or service in a long time.

Group B

_____ 9.   I am willing to make sacrifices to see my ideas realized.

_____10.   I do not like analyzing numbers and trends prior to acting.

_____11.   I like measuring the results of my work.

_____12.   Sometimes, I feel as though I work for my customers or clients rather than for this organization.

_____13.   I openly discuss the philosophy and values behind my decisions.

_____14.   I consider myself to be an expert at procedures, processes, and systems.

_____15.   I do not see my job as including the development of new products or services.

_____16.   I concentrate on strategic planning rather than actually producing products or services.

Group C

_____17.   I tend to withdraw for long periods to think about ideas.

	18.	I am in charge and am very comfortable making decisions.
	19.	I make decisions quickly, take action, and see the results.
	20.	I like to keep score and am competitive by nature.
	21.	I am hard on performance but soft on people.
	22.	Order, consistency, and smooth operations are high priorities for me.
	23.	Views of the organization are more important than those of its customers.
	24.	A person in my position has a right to enjoy exclusive perks.

Group D

	25.	Other people see me as being a bit different.
	26.	Other people say I am authoritarian and do not consult them on decisions.
	27.	I am not a visionary and do not devote a lot of time to dreaming.
	28.	I believe this organization should place a greater emphasis on expansion.
	29.	I stress teamwork and constant improvement of products and services.
	30.	I focus more on the present than on the future.
	31.	I believe that tighter controls will solve many of the organization's problems.
	32.	Only I and a few others really understand the organization's strategy.

Group E

	33.	I am neither well-organized nor overly interested in details.
	34.	I am action-oriented and do not like careful planning.
	35.	I do not like wasting time doing things through committees.
	36.	I feel that the organization gets bogged down in paperwork.
	37.	I believe in the value of organizational flexibility.
	38.	I place heavy emphasis on control and discipline.
	39.	I spend more time with staff personnel than production personnel.
	40.	Many times I cannot trust people to do what is right.

STRATEGIC LEADERSHIP STYLES INSTRUMENT
SCORING SHEET

Instructions: Transfer the number you assigned to each statement in the Strategic Leadership Styles Instrument to the corresponding blank on this sheet. Then add the numbers under each category and write the total in the blank provided.

1.   **Prophet Category**

Statement 1   _____

Statement 9   _____

Statement 17   _____

Statement 25   _____

Statement 33   _____

Total =   _____

This is your *Prophet* score. Prophets are visionaries who create breakthroughs and the human energy needed to propel organizations forward.

2.   **Barbarian Category**

Statement 2   _____

Statement 10   _____

Statement 18   _____

Statement 26   _____

Statement 34   _____

Total =   _____

This is your *Barbarian* score. Barbarians are leaders who thrive on crisis and conquest, who command organizations during periods of rapid change.

3.   **Builder Category**

Statement 3   _____

Statement 11   _____

Statement 19   _____

Statement 27   _____

Statement 35   _____

Total =   _____

This is your *Builder* score. Builders are developers of the specialized structures required for successful change and growth. They initiate the shift from command to collaboration.

4. **Explorer Category**

Statement 4 _____

Statement 12 _____

Statement 20 _____

Statement 28 _____

Statement 36 _____

Total = _____

This is your *Explorer* score. Explorers are developers of the specialized skills required for successful change and growth. They complete the shift from command to collaboration.

5. **Synergist Category**

Statement 5 _____

Statement 13 _____

Statement 21 _____

Statement 29 _____

Statement 37 _____

Total = _____

This is your *Synergist* score. Synergists are leaders who maintain a balance and continue the forward motion of a growing and complex organization by unifying and appreciating the diverse contributions of Prophets, Barbarians, Builders, Explorers, and Administrators.

6. **Administrator Category**

Statement 6 _____

Statement 14 _____

Statement 22 _____

Statement 30 _____

Statement 38 _____

Total = _____

This is your *Administrator* score. Administrators create integrating systems and structures, and they shift the organization from expansion toward security.

7. **Bureaucrat Category**

    Statement 7 _____

    Statement 15 _____

    Statement 23 _____

    Statement 31 _____

    Statement 39 _____

    Total = _____

This is your *Bureaucrat* score. Bureaucrats impose tight controls that inhibit the creativity of Prophets and the risk-taking habits of Barbarians.

8. **Aristocrat Category**

    Statement 8 _____

    Statement 16 _____

    Statement 24 _____

    Statement 32 _____

    Statement 40 _____

    Total = _____

This is your *Aristocrat* score. Aristocrats are those who inherit success and are alienated from those who do the actual work. They often cause rebellion and disintegration.

STRATEGIC LEADERSHIP STYLES INSTRUMENT
SCORING GRID

Instructions: On the grid below, circle your scores for each of the eight leadership styles shown at the top. Then connect the circles with a line to form a graph of your comparative style preferences.

Prophet	Barbarian	Builder	Explorer	Synergist	Administrator	Bureaucrat	Aristocrat
40	40	40	40	40	40	40	40
39	39	39	39	39	39	39	39
38	38	38	38	38	38	38	38
37	37	37	37	37	37	37	37
36	36	36	36	36	36	36	36
35	35	35	35	35	35	35	35
34	34	34	34	34	34	34	34
33	33	33	33	33	33	33	33
32	32	32	32	32	32	32	32
31	31	31	31	31	31	31	31
30	30	30	30	30	30	30	30
29	29	29	29	29	29	29	29
28	28	28	28	28	28	28	28
27	27	27	27	27	27	27	27
26	26	26	26	26	26	26	26
25	25	25	25	25	25	25	25
24	24	24	24	24	24	24	24
23	23	23	23	23	23	23	23
22	22	22	22	22	22	22	22
21	21	21	21	21	21	21	21
20	20	20	20	20	20	20	20
19	19	19	19	19	19	19	19
18	18	18	18	18	18	18	18
17	17	17	17	17	17	17	17
16	16	16	16	16	16	16	16
15	15	15	15	15	15	15	15
14	14	14	14	14	14	14	14
13	13	13	13	13	13	13	13
12	12	12	12	12	12	12	12
11	11	11	11	11	11	11	11
10	10	10	10	10	10	10	10
9	9	9	9	9	9	9	9
8	8	8	8	8	8	8	8
7	7	7	7	7	7	7	7
6	6	6	6	6	6	6	6
5	5	5	5	5	5	5	5

| COMMAND | COLLABORATION | DISINTEGRATION |