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## Volunteers from the Business Community Give High Marks to Quality of Junior Achievement's Middle Grades Program

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VOLUNTEERS FROM THE BUSINESS  
COMMUNITY GIVE HIGH MARKS  
TO QUALITY OF JUNIOR ACHIEVEMENT'S  
MIDDLE GRADES PROGRAM

Lori A. Jacob, B.S.



An Abstract Presented to the Faculty of the Graduate  
School of Lindenwood University in Partial  
Fulfillment of the Requirements for the  
Degree of Master of Business Administration

1998

## ABSTRACT

This thesis will focus on the study of business volunteers' perceptions of quality of Junior Achievement's Middle Grades Program. Areas of emphasis will include teaching material provided to the volunteer, support from the Junior Achievement staff, and volunteer orientation.

Business people from the St. Louis metropolitan area teach Junior Achievement programs to students in schools, during the school day. Business people, whom JA calls consultants, volunteer one hour per week for eight to fifteen weeks to share their business experience with Middle Grade students. Educators set aside valuable classroom time for Junior Achievement consultants to present activities. In the St. Louis metropolitan area, over 500 business people are participating in Junior Achievement's Middle Grades Program reaching over 17,000 students.

Before business volunteers begin teaching the Middle Grades Program, they are required to attend a two hour training session. During the training, consultants receive valuable information regarding teaching techniques and classroom etiquette. First-time volunteers also hear the "realities" of what to expect from Middle Grade students.

The kit of material that is provided to each volunteer is designed on a National level by a group of economist and educators. The material is used in 96 countries around the world.

Volunteers in the St. Louis metropolitan area also receive additional activities that were designed by veteran consultants on a local level.

Continued support of the JA staff is vital to the quality of the Middle Grades Program. Junior Achievement staff support includes matching the volunteer with the right classroom, effectively training the volunteer, continued communication throughout the semester, and making sure the volunteer is recognized at the end of the year.

The information obtained through research will be a valuable tool for marketing purposes. The organization will improve the quality of the program in areas that may be lacking. The results of the research will be published in the Junior Achievement Middle Grades newsletter, and will be presented to the Board of Directors of Junior Achievement of Mississippi Valley, Inc.

One hundred and twelve business volunteers participated in the study, fifty nine males and fifty three females. The subjects were administered a survey. Data were analyzed using a one-tailed multivariate test.

Results of the analysis produced considerable evidence to suggest that the hypothesis be accepted, and to conclude that business people perceive Junior Achievement's Middle Grades Program to be of high quality in the areas of teaching material, customer service, and volunteer orientation.

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**COMMITTEE IN CHARGE OF CANDIDACY:**

Associate Professor Daniel W. Kemper,  
Chairperson and Advisor

Adjunct Assistant Professor Laura DeRigne

Adjunct Assistant Professor John Sterbenz

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## Chapter I

### INTRODUCTION

Junior Achievement is the world's largest and fastest-growing non-profit economic education organization. The purpose of Junior Achievement is to educate and inspire young people to value free enterprise, understand business and economics and be workforce ready.

Junior Achievement was founded in 1919 by Theodore Vail, president of American Telephone & Telegraph; Horace Moses, president of Strathmore Paper Company, and Senator Murray Crane of Massachusetts (Francomano 12). Its first program, The Company Program, was designed to help provide young people the knowledge and skills needed in a manufacturing age. After phenomenal growth in the 1950s and 1960s, its management found itself facing immense challenges in the changing world of the 1970s (14). Junior Achievement responded to the challenge by creating three new economic-education programs to be taught in America's classrooms--*Project Business* (eighth grade), *Business Basics* (fifth grade) and *Applied Economics* (twelfth grade). The strategic move into the schools brought the organization to a landmark achievement in 1987-1988 when it reached one million students in a single school year for the first time in its history (82).

In the last ten years, Junior Achievement gradually expanded its activities to reach all students, kindergarten through twelfth grades. Through 194 domestic affiliates, Junior Achievement reaches more than 2.7 million U.S. students each year in cities,

suburbs and rural areas. Junior Achievement International reaches over 600,000 students each year in ninety six countries (National).

Junior Achievement Inc. is headquartered in Colorado Springs, Colorado. The national office provides strategic direction, leadership and support to over 1,400 employees in 194 local operations in all fifty states and in the District of Columbia (National). Policy and direction for each affiliate are set by local volunteer boards of directors made up of business, education and civic leaders.

Junior Achievement of Mississippi Valley, Inc. is a local operation which encompasses the St. Louis metropolitan area and surrounding counties. This school year, Junior Achievement of Mississippi Valley Inc. will reach over 100,000 students through its volunteer taught programs.

Junior Achievement's programs are divided into three categories; *Elementary School Program*, *Middle Grades Program*, and the *High School Program*. Students in Kindergarten through sixth grade learn about the United States economic system through Junior Achievement's *Elementary School Program*. These children learn concepts and skills that build on those taught in preceding grades. Volunteer consultants from the local community lead students in engaging activities one visit a week for five weeks. The consultants serve as role models and enrich the activities with their own life experiences.

Consultants present activities from one of seven themes:

- *Ourselves* (Kindergarten) introduces students to basic personal economic issues and the roles individuals play as workers, consumers and family members.
- *Our Families* (first grade) explores the role of families in the local economy, the jobs they have, and their economic needs and wants.
- *Our Community* (second grade) demonstrates the responsibilities of and opportunities available to citizens in their economic community.
- *Our City* (third grade) introduces students to business operations, city planning, and economic development issues.
- *Our Region* (fourth grade) discusses state economies, the economic resources of regions, and decisions businesses must make.
- *Our Nation* (fifth grade) relates how businesses operate in the U.S. economy, including management, marketing, production, and sales presentation activities.
- *Our World* (sixth grade) explores uses of world economic resources and different economic systems, and demonstrates global trade using international currencies (Elementary).

The *Middle Grades Program* is presented by business volunteers who visit the classroom one hour per week for eight to twelve weeks. Consultants present activities from one of two themes:

- *Personal Economics* (seventh grade) helps students assess their personal skills and interests, explore career options, learn job-hunting skills, and discover the value of an education. They

also learn about budgets, personal and family financial management, and the use and abuse of credit.

· *Enterprise in Action* (eighth grade) helps students understand the principal characteristics of the U.S. economic system and the role of business in it. Students learn the steps in organizing a business and producing and marketing a product. They also study the social responsibilities of business and the role of government in the U.S. economy (Middle).

The *High School Program* is provided as an after school program or as a full curriculum course in the High School. Business volunteers present activities over fifteen weeks from one of the three themes:

- *The Company Program*, the original Junior Achievement program, provides high school students with practical business experience through the organization and operation of a business enterprise. The students gain insights into the complexities and rewards of the American economic system.
- *Economics* is an in-school, one semester course introducing economics to high school sophomores, juniors, and seniors. The students use a textbook, a study guide, and computer software developed and produced by Junior Achievement. Theoretical concepts are enriched by the experience of organizing and operating a “student company,” by a computer management simulation, and by weekly visits from a business volunteer.
- *The International Marketplace* (ninth grade) helps students appreciate how they are connected, through trade, to people and cultures throughout the world. The program begins with a focus

on the resources of selected countries and how they impact their cultures, governments, and the economic systems. The focus then turns to the benefits of international trade and important international economic issues (High).

All of Junior Achievement's programs are presented by volunteers. According to Gary Kampmeinert, Senior Manager for Junior Achievement's Middle Grades Program, volunteers are people who give of their time (Kampmeinert). In 1993, 89.2 million adults volunteered, representing forty eight percent of the American Adult population. Volunteers contributed an average of 4.2 hours per week. The amount of volunteer time totaled 19.5 billion hours and these hours represent the equivalent of 8.8 million full-time employees (Hodgkinson).

There are many motivations for community service across the social and economic levels. According to a survey conducted by the Independent Sector in 1994, wanting to make a significant change in society was the motivation of fifty seven percent surveyed. Other reasons included that many people had witnessed those they admired helping others, or that they had been helped themselves. Excellent volunteers are everyday people who find it necessary to lend a helping hand (Reach).

During the 1995-96 school year, business volunteers taught 25,210 classes of Junior Achievement's *Middle Grades Program* across the nation. Of the 23,065 volunteers who responded to a questionnaire, 55.46 percent participated before, and 44.52 percent were first time volunteers. The gender of the 20,844 volunteers who responded were 51 percent male and 49 percent female. The

ethnic origin of the 21,277 volunteers who responded were 1.94 percent Asian, .28 percent Native American, 13.2 percent African American, 81.55 percent White Non-Hispanic, and 3.05 percent Hispanic (Johnson).

During the 1995-96 school year, business volunteers taught 732 classes of Junior Achievement's Middle Grades Program in the St. Louis metropolitan area. Of the 692 volunteers who responded to a questionnaire, 57.36 percent participated before, and 42.77 percent were first time volunteers. The gender of the 486 volunteers who responded were 39.09 percent male, and 60.9 percent female. The ethnic origin of the 632 volunteers who responded were 1.1 percent Asian, .63 percent Native American, 16.29 percent African American, 79.43 percent White Non-Hispanic, and 1.1 percent Hispanic.

During the 1995-96 school year 220 schools participated in Junior Achievement's Middle Grades Program. Of those schools, 20.83 percent were inner city/urban schools, 70.37 percent were suburban schools, and 8.79 percent were rural (Johnson).

Junior Achievement's *Middle Grades Program* is taught by business volunteers. In the Mississippi Valley area, over 730 classes will take place during the 1996-97 school year in 227 schools. Once a person volunteers to teach the *Middle Grades Program*, many steps take place before that volunteer enters the classroom.



## Volunteer Orientation

All first-time volunteers are required to attend a two hour orientation session. During the orientation, volunteers receive valuable information regarding teaching techniques and program material. During the 1995-96 school year, 95.14 percent of the volunteers attended an orientation session, and 4.85 percent did not attend an orientation (Johnson).

Kampmeiner feels it is important to introduce the program to first time volunteers by starting off the orientation with a video of student responses to basic business questions. During the video, "Kids Speaking on Economics," students are asked questions about America's Economic System. The "real" response of the students shows volunteers what to expect from Middle Grade students when they are in the classroom teaching. One question asked of the students in the video is, "What percentage of profit do businesses make?" The students' responses ranged from twenty percent to eighty percent. Another question asked in the video is, "What is the gross national product." Student responses were, "Gasoline. No, automobiles," and "Probably the worst product anybody has ever made." When the students were asked if they were a part of America's Economic System, one eighth grade girl responded, "I don't think so." An eighth grade boy responded, "I'm a deduction on my parents taxes." The responses of the students are real (Kids). Many of the volunteers chuckle at the responses of the students, and are shocked at the same time. Many find it hard to believe that

middle grade students do not know the answers to some simple questions (Kampmeiner).

### Teaching Material

Volunteers participating in the *Middle Grades Program* teach from one of two themes; *Personal Economics* or *Enterprise in Action*. Teaching kits for the two themes contain similar material. The only difference between the programs are the actual activities that are provided. Each kit contains thirty table tents, thirty student manuals, two teaching guides, overhead transparencies, optional activities, and thirty certificates of accomplishment. Each activity is laid out the same way. The ten activities provided in the *Personal Economics* Program Guide are:

- First Impressions  
Students learn the importance of meeting and greeting business associates professionally.
- What are my Strengths?  
Students Complete a “life map” or “Career Interest Inventory.” They also identify personal interests and skills and relate them to job opportunities.
- Job Shuffle  
Students learn about career clusters and play “Job Shuffle,” a career-awareness card game.
- Keys to My Success  
Students with similar interests relate their career goals to specific education requirements.

- **Getting Your Foot in the Door**  
Students discover sources of employment information. They use the local newspaper to identify job opportunities.
- **Stepping Inside**  
Students discuss the employee characteristics employers want and evaluate a job interview.
- **Personal Budgeting**  
Students use hypothetical information to develop a personal budget for a typical teenager.
- **Family Finances (Life Skills--Write Checks Right)**  
Students develop a monthly family budget.
- **Spending Wisely (Life Skills--Making a Good Buy)**  
Students analyze advertisements and compare values as they make purchasing decisions.
- **Using Credit Wisely**  
Students discuss the costs and benefits of using credit. Emphasis is placed on the "Three Cs of Credit"--capacity, collateral, and character (Personal).

The ten activities provided in the *Enterprise in Action* Guide are:

- **A Consumer Hit Parade**  
Students identify goods and services they want or buy often and discuss how businesses affects lives.
- **Enterprise in Action**  
Student candy producers and consumers interact in a competitive environment to learn key features of our economic system.

- **The Wheel of Enterprise**  
Students learn about the resources required to operate a cookie business. They also develop a simple business plan.
- **Burger Breakdown**  
Students estimate the cost of operating a hamburger stand and discover that profit margins frequently are small.
- **Great Hats, Lots of Hats**  
Students conduct experiments to determine the most efficient way to produce high-quality paper hats.
- **A CAPital Market**  
Students interact in a competitive wholesale cap market to create supply and demand schedules and discover how the “market-clearing price” is established.
- **From Producer to Consumer**  
Students study the marketing function. they explore advertising strategies and develop an advertising campaign.
- **Business and Your Community**  
Students learn how business expenses become income for others.
- **Business and Social Responsibility**  
Students discuss ethical and economic problems businesses commonly face.
- **Economic Indicators**  
Students measure the health of the economy using current statistics to describe economic trends (Enterprise).

Both *Personal Economics* and *Enterprise in Action* are sequential programs; the activities in each program build from one to the next.

However, each program does allow for some variations based on the students' ability levels, the number of activities presented, and the length of the time available for each presentation (Enterprise).

Volunteer Blanche Wells feels that the teaching material is easy to follow. Each activity in the Consultant and Teacher's Guide is laid out the same way, including an overview of the activity, objectives, preparation, and materials needed. Each activity begins with a five to ten minute dialogue with the students. The dialogue leads right into the activity which lasts about twenty minutes. Upon completion of the activity, the volunteer has about ten minutes for discussion, then five minutes for summary and review. The presentation outline at the end of each detailed activity in the Consultant's Guide is a helpful tool to follow while presenting the activities (Wells).

### Customer Service

The JA Manager for Junior Achievement's *Middle Grades Program* is responsible for ensuring a quality program for volunteers, students and educators. Communication is the key to ensuring a successful program. During the orientation, the volunteers are asked to return a fax form including comments of their first experience in the classroom. Managers from the JA office read each fax form and respond immediately to every request or concern. Not all requests can be filled by the JA office, but managers respond with an explanation. A JA Manager is responsible for contacting every volunteer and classroom teacher

within the first two weeks of the program (Kampmeindert).

Every volunteer and classroom teacher receives a newsletter three times throughout the semester. The newsletter contains information on important upcoming events, inspiring quotes, additional activities, and helpful teaching tips. Teachers receive a different newsletter before the end of the program. In the Teacher Newsletter, teachers are encouraged to show appreciation of their volunteers by having the students write "thank you" notes (Kampmeindert). As one volunteer shared, "The most gratifying aspect of the teaching Junior Achievement's *Middle Grades Program* was to see that the students appreciated my time with them."

Junior Achievement has a great need for business volunteers to perceive the program is of high quality. Every year, Junior Achievement relies on volunteers to come back and participate in the program again. Volunteer retention is vital to the success and growth of the *Middle Grades Program*. Junior Achievement is supported financially by the business community. If business volunteers perceived that JA operated a program of poor quality, the organization would lose funding. In order to provide the programs free of charge to the schools, Junior Achievement must rely on its support from the business community through volunteerism and financial support (Jarchow).

### Summary and Statement of Purpose

Business volunteers need to feel that the support they receive from Junior Achievement is of high quality. This begins with the

orientation session, and continues throughout the semester with quality service from the JA managers. Business volunteers are the core supporters of 730 Middle Grade classes reaching nearly 16,000 students during the 1996-97 school year. In order to reach more students next year, Junior Achievement must maintain its quality in the areas of teaching material, volunteer orientation, and customer service.

Therefore, the purpose of this study is to evaluate business volunteers' perception of the quality of Junior Achievement's *Middle Grades Program*. Areas of emphasis will include volunteer orientation, teaching material, and customer service.

## Chapter II

### LITERATURE REVIEW

Drs. Robert Buzzell and Bradley Gale summarize the link between customer perceptions of quality and competitiveness.

Achieving superior perceived quality gives your business three options--all of them good. First, you can charge a higher price for your superior quality offering and let the premium fall right to the bottom line. Second, you can charge a higher price and invest the premium in R&D and in new products to ensure your perceived quality and market share for the future. Third, you can offer the customer better value by charging the same price as competitors, but for your superior product/service offering. The gain in share means volume growth, rising capacity utilization and, ultimately, capacity expansion allowing you to introduce new equipment that embodies the latest cost-saving technology. (Chang 49)

The U.S. General Accounting Office published the results of its review of twenty companies that were among the highest-scoring applicants in 1988 and 1989 for the Malcom Baldrige National Quality Award. The GAO concluded that these companies had significantly improved their performance through quality efforts. "In nearly all cases, the report stated, "companies that used total quality management practices achieved better employee relations, higher productivity, greater customer satisfaction, increased market share, and improved profitability" (Chang 50).

According to Y.S. Chang, George Labovitz, and Victor Rosansky, authors of Making Quality Work, research findings



substantiating the links between quality, customer retention, and business success are:

- The American Management Association estimates that sixty five percent of the average company's business comes from its repeat customers.
- Research conducted for the Office of Consumer Affairs indicates that ninety one percent of dissatisfied customers will never do business with the offending company again.
- Technical Assistance Research Programs of Washington, D.C., estimates that it costs five times more to attract a new customer than it does to retain an old one.

This research serves mainly to provide empirical confirmation of a truth business leaders have always understood: Customers are like fine antique china. They must never be dropped (50).

#### The Awards and Their Importance

Awarded annually by the Union of Japanese Scientists and Engineers (JUSE) since 1951, the Deming Prize recognizes outstanding achievement in quality strategy, management and execution. Separate categories of the Deming Prize are awarded to individuals, corporate firms and factories. There are other tributes to total quality excellence, but the Deming Prize is clearly the best known and most universally coveted of such awards (Chang 171).

The criteria used to select winners of the Baldrige Award are in some ways different from those used in selecting winners of the Deming Prize. However, the two awards are essentially similar in

that “both look for quality commitment throughout the organization, from the top down, including anyone with a relationship with the company, such as suppliers, distributors, and customers. This similarity suggests that U.S. corporations now aspiring to the Baldrige Award can profit from an analysis of the quality management practices of Deming Prize winners (Chang 171).

### The Deming Principles

Dr. Deming did not provide a recipe to improve quality. He wanted one to think about what is being done at a company. Deming believed that one is not likely to think if he is intent on following a list of prescribed steps and trying to match what is happening with what has been forecast to happen. However, while he gave no recipe, Deming outlined 14 Points, which he developed in the late 1970s to better teach his quality management system. They are something like rules of the road for achieving quality. Rules of the road will not make one a good driver, but it is difficult to imagine a good driver who doesn't know them (Dobyns 69).

The 14 Points should be considered as a group, rather than as disparate bits of information. They represent a philosophy, a logical, humane, and pleasant way to get things done. The 14 Points are a must for everyone.

#### 1. Create Constancy of Purpose

Two questions must be answered: What are we doing? Why are we doing it? One must have a long-term aim, something that every member of the organization knows and can understand. It

must have meaning. It must be concerned with the future. It must be aimed at making life better for the customer.

## 2. Learn the New Philosophy

This old philosophy is to compete. The new philosophy is to cooperate in the organization so that everyone can win. For that to happen there must be a determination of what is needed, how an organization is to achieve what is needed, and the knowledge and the know-how to get it done. The Deming system has to be learned, then taught to everyone in the system.

## 3. Cease Dependence on Mass Inspection

Inspection does not add quality. Inspections verify whether quality is there or not. Inspection may be, at least in theory, one way to ensure quality to the customer, but it is expensive and often unreliable.

The most obvious place where this point is being ignored in current debate is in secondary education, where citizens are arguing over whether there should or should not be a national test before American students graduate from high school. A test is inspection. It cannot make any student more intelligent. It can only point out which ones have mastered the material and which have not, or perhaps it can indicate which students know how to take tests well and which ones do not.

Having taken the National Test to Make Education Better, not one student in the United States will be smarter or dumber than he or she was before taking the test. The cost of education will have gone up because someone has to prepare, administer, and grade the tests. Inspectors must be paid. It is also predictable that

if enough students fail the test, the result will not be a more rigorous education but a less rigorous test. Public education will have become both more expensive and worse because Deming's third point was ignored (73).

#### 4. Don't Buy on Price Tag Alone

The cost on anything is not the initial price, but the initial price plus how much one must pay over the life of the product for maintenance and repair. Buying the cheapest supplies may often raise actual costs.

Deming told of a shoe company that saw a sudden, dramatic drop in its productivity. What had happened, he discovered, was that an eager young purchasing agent had found thread for a penny-a-bobbin cheaper. It takes an enormous amount of thread to make certain models of shoes, and while a penny is not much money, multiplied by millions of bobbins, a penny becomes big bucks. The new thread cost a penny less because it was not as well made. It would break. Sewing-machine operators had to stop and rethread their industrial sewing machines. Productivity and profits dropped because one person looked at the price tag on the bobbin of thread and did not consider what the company would actually pay for it in lost productivity. One must learn to ignore how much it costs and consider how much it is worth.

#### 5. Improve Constantly Every Process

This point is often misunderstood. Critics claim that a quality management system will not work because continual improvement gives only incremental improvements when what is needed is an enormous leap forward. That criticism is misplaced. With the

Deming management system, one would get those leap-forward improvements along with the smaller improvements between the leaps. If one gained massive improvement and never stopped trying to make it better, another problem would surface. The Deming management system may be the first solution that does not have a future problem built in (75).

#### 6. Institute Training for Skills

Robert Reich, before he was secretary of labor, said, "Your most precious possession is not your financial assets. Your most precious possession is the people you have working there, and what they carry around in their heads, and their ability to work together." The Deming method says that part of training is about how to do the job and another part is about why the job is being done. Unless everyone knows why they are doing a job, they cannot do it well. They have to know the aim of the system and where their tasks fit in (76).

#### 7. Institute Leadership

Training for management must include training for leadership, an altogether different skill from what has normally been required, which is supervision. Deming believed the American worker, when properly led, not driven, is the best in the world, so leadership must replace supervision. "What leadership must do," Deming said, "is to help people" (77).

#### 8. Drive out Fear

Deming says, "Point 8 is to drive out fear, build trust. It's purely a matter of management." Fear is a method of control and directly opposite what the Deming method teaches. He insisted that

everyone in an organization must cooperate in a sense of mutual trust and respect. For a quality management system to succeed, people at all levels must feel secure enough in themselves and their jobs to cooperate fully and to point out problems and suggest solutions (81).

#### 9. Break Down Barriers Between Staff Areas

“Build a system within your organization,” Deming said, “for win-win. This means cooperation. It means abolishment of competition.” Most American organizations are divided into divisions and departments, each of which competes against the others for its own benefit. Each department guards its own budget and tries to get more even if the money might better be spent somewhere else. The agent who almost put the shoe company out of business (in point 4) bought cheaper thread to make the purchasing department look good by saving money on supplies. Had he been cooperating with manufacturing for the benefit of the company, one test on the bobbin of thread would have prevented the problem and saved the company enormous amounts of money. Equally important, it would have saved the workers weeks of growing anger and frustrations as they were prevented by poor supplies from doing their best work.

Another problem of divisional or departmental competition is the internal politics wars it inevitably causes. Anyone who knows corporate politics knows that if one cannot make himself look better, the next best thing is to make an internal rival look worse. While ethics may not be the first casualty of competition, ethics will be a casualty (Dobyns 82).

#### 10. Eliminate Slogans, Exhortations, and Targets

Slogans, exhortations, and targets do not answer the question Deming was so fond of asking: "By what method?" How is one going to increase productivity? If the supplies are shoddy, the work force untrained and fearful, the machines out of control, and the management system chaotic, productivity is not going to be increased by anything other than pure luck (83).

#### 11. Eliminate Numerical Goals and Quotas

"This will mean, Deming said, "abolish the annual rating or merit system which ranks people, creates competition, conflict." Annual ratings of personnel were initially designed to solve a problem. Companies had to find out who was doing well and should be rewarded and who was doing so poorly that he or she should be replaced. An annual personal rating, it was initially believed, was a systematic and objective way to find out. Actually, it is not at all systematic, it is anything but objective, and it answers neither question. What it does do is enormous harm. Norb Keller at General Motors explains it well. "What gives me the right," he asks, "to tell you that you're in the lower 25 percent? Does that make you feel good? Does that make you think you're going to do it better in the future? I think probably it just makes you feel bad, and you'd want to do something else."

After studying the Deming management system, the Department of the Navy stopped forcing its best people to compete for ratings. The Navy realized that it was eliminating or discouraging about half of its best personnel.

The objective of removing all the barriers is to let people take pride and joy in their work, rather than in their rating. People want to know how they are doing, and their manager wants to know as well. Rather than a rating, some companies now call each worker in at least once a year for a long chat on how each feels about the company and his or her place in it, and each worker is always asked how the manager can make it easier for him or her to do the work. There is not rating, nor comparison; there is an honest assessment on both sides of what is happening and what needs to happen (86).

### 13. Institute Education and Self-Improvement

Do not confuse education with training (Point 6). Training is for the specific skills that one needs to do a specific job. Deming said, "Education has to do with anything whatever to keep people's minds developing. No organization can survive with just good people. They need people that are improving."

### 14. Accomplish the Transformation

To put it to use, one must not only believe that the Deming quality management system will work, one must develop a "critical mass" of associates who also believe it will work.

### Junior Achievement Representatives' Views on Deming's Points

Alice Drobisch, Director of Junior Achievement's Secondary Education Programs, agrees with Deming on many of his points. Drobisch agrees that an organization must create constancy of purpose. The long-term aim of Junior Achievement is to reach twenty percent of the student population by the year 2005. This is a



National initiative, as well as a local initiative. "Every member of the organization knows and understands the meaning and impact it will have on our customers," says Drobisch (Drobisch).

Eileen Smith, Vice President of Junior Achievement agrees with Deming's second point that employees from the top down must learn Junior Achievement's philosophy of cooperation so that everyone can win. The Junior Achievement staff has determined that a new computer system is needed to accomplish their jobs more effectively and efficiently. All employees took part in the design of the new system and have been trained in how to use the system. Smith feels that the cooperation with the staff has improved productivity and customer service (Smith).

Smith strongly agrees with Deming's fourth point; not buying on price tag alone. A couple of years ago a manager thought the organization would benefit by using an orientation facility which was available at no cost to Junior Achievement. The facility did not meet the expectations of the volunteers. Smith feels that it is important for Junior Achievement's business volunteers to have a positive, professional perspective of the organization from the beginning of their experience (orientation session) to the end of their volunteer experience (Smith).

Drobisch feels that Junior Achievement has been fulfilling Deming's fifth point; improving every process constantly. Drobisch says, "Every time we think we have the perfect system in servicing our customers, we make a point of finding something to make it even better." The staff communicates with each volunteer many times throughout his volunteer experience. After the orientation,

each volunteer is contacted to see if he has any questions. Once the volunteer begins his teaching experience, a manager will call after the second week to see how things are going. Then, the manager will make contact two more times throughout the semester. "At the time, I felt this was a good communication system, but wanted to make it even better," Drobisch says. Another step was added to the process; a fax form for the business volunteers to send to the JA office after their first class. The two basic areas for the volunteer to complete on the form are:

1. Description of First Class
2. Comments/Suggestions/Requests

Drobisch says, "This has helped our customer service tremendously. We were making contact with the volunteers after their second teaching session and found that many requests needed to be fulfilled after the volunteer's first class."

Drobisch feels there are many examples of how Junior Achievement improved processes. "The teaching material is outstanding. All material is updated every three years by JA's National office. The activities were designed by economists and educators," says Drobisch. Throughout the semester some volunteers would comment on how they completed the lesson and had a few minutes left at the end of class. Drobisch and her team immediately responded to these few comments by providing all volunteers with a packet of "filler" activities. These are five to ten minute activities that are designed to fill the gap at the end of class if a volunteer completed his lesson before the class was over. "Our business volunteers loved this idea. Many veteran consultants

began sending us additional “filler” activities to add to the packet,” says Drobisch” (Drobisch).

Smith feels Deming’s sixth point is extremely important. Every manager understands where their tasks fit in to the overall purpose of the organization. Managers receive on-the-job training and it takes about one year for a manager to understand the full scope of the organization. “First and foremost,” Smith says, “managers understand the importance of working together as a team.”

Smith agrees with Deming’s seventh and eighth points in that management with Junior Achievement is more of a leadership position than a supervision position. The leaders of the organization help employees accomplish their jobs. “There is a sense of mutual respect and trust within our organization. The leaders do not instill fear. JA employees freely point out problems and suggest solutions,” says Smith.

Smith feels that barriers between departments (Deming’s ninth point) have been detrimental to the Junior Achievement organization in the past. As an example, neither of two program departments at the St. Louis operations was succeeding. Employees were overly concerned with seeing their opposing department fail. Morale was low, employees were negative, and customer service was slacking. Two years ago the two program departments were merged into one. Smith feels that that was the best decision the organization has ever made. During the 1995-96 school year, the department as a whole succeeded by reaching twenty percent more students than the prior year. During the 1996-97 school year, the

department increased the number by thirty percent. "Once the two departments were merged into one, employees took ownership of their jobs. They felt good about what they were doing and began to help one another. In the past two years, we have seen dramatic improvement with customer service," says Smith.

Drobisch agrees with Smith and agrees with Deming's tenth point of eliminating slogans. Drobisch says, "We succeed through cooperation and don't use slogans."

Smith partially agrees with Deming's eleventh point of eliminating numerical goals and quotas. Junior Achievement employees meet their supervisors at least four times a year to discuss how they feel about the job they are doing, and what is needed for them to improve their performance. Each employee has a numerical goal to achieve. However, each goal is different and there is no rating system which ranks employees (Smith).

While everyone needs to know the 14 Points, the truth is that getting a quality management system going depends on top management. "Quality goes all the way through an organization," Deming said, "but it can be no better than the intent of the top people. With better quality and lower costs, you can capture the market" (88).

For most companies, winning a prize is, at best, a secondary mission. The primary missions of the modern corporation are to compete, win new customers, and prevent the competition from winning away one's own customers. This is every bit as true in Japan as it is in the United States and Europe.

The Deming Prize and business success are closely correlated. Companies honored for achievement in total quality also tend to be leaders in their industry and successful in other competitive markets. Four such companies that have won the Deming prize are:

- Toyota Motor Co., Ltd. This is the largest and most profitable auto and truck manufacturer in Japan. Favorable consumer perception of the quality and value of Toyota products has helped the company capture nearly ten percent of world automotive market share.
- NEC IC/Microcomputer Systems, Ltd. A clear winner in the competitive semiconductor marketplace, NEC has also earned a reputation for having exceptional quality in a diverse spectrum of electronics and has enjoyed dramatic gains in market share.
- Shimizu Construction Co., Ltd. One of the top five construction firms in Japan, Shimizu has recently made impressive inroads in the United States by developing golf courses, condominium communities, and similar projects. Industry observers note that Shimizu is exceptionally adept at managing properties after development is complete. Shimizu builds long-term relationships with its buyers.
- The Kansai Electric Power Co., Inc. The most emulated Japanese utility company, Kansai helped open the floodgate of service sector quality initiatives in Japan with its total quality implementation. Kansai offers electric service at consistently low rates and has managed to shorten service interruptions (Labovitz).

The Malcolm Baldrige National Quality Award has done more to make Americans aware of quality than any other award. Some of the Baldrige Award winners include Motorola, Inc., Westinghouse Commercial Division, Xerox Business Products and Systems, IBM Rochester, Cadillac Motor Car Company, Zytac Corporation, and AT&T Network Systems Group (Chang 174).

In defining world-class, a number of performance areas are usually mentioned that relate to standards of quality, cost, lead time, delivery and customer satisfaction. What is important is that these can be used to classify and define the scope of world-class status. However, what one person thinks is important, another might dismiss. They may all share the same value criteria, but may each rank them differently, emphasizing different factors. To achieve world-class status, everyone in the chain must work together, with the same value set, remembering that world-class status is in the eye of the customer (Stevens).

#### The Concept of Product and Service Quality

Alan Benedict, who studies quality methods, suggests that people stop saying “quality” altogether because “the more you try to grasp Quality, the more it slips away...Personally,” he wrote, “I always thought ‘value’ summed it up pretty well. I can understand that a Ford Taurus may be a better value than a Rolls-Royce, but I have a hard time seeing it as having greater quality” (Dobyns 26).

Years ago, a magazine ad for a fountain pen touted its quality by bragging about the number of inspections each pen had to pass.

The pen had high quality and an equally high price. The Deming method, on the other hand, aims to achieve that extreme level of quality at a reasonable price, and that is one meaning of value (29).

Smith agrees that when we sell Junior Achievement programs to businesses that they are getting a great value. The cost for twenty five students to participate in an eight to ten week program is four hundred dollars. The value to businesses is:

- twenty five students will have a better understanding of business which will help businesses in the long run by having better prepared employees for the future,
- business employees who teach the program improve their communication, organization, and presentation skills,
- increased morale with business employees who teach the program,
- and businesses have a better relation with the education system (Smith).

The definition of customer expands in most quality programs to include internal and external customers. The external customer is fairly obvious: it is whoever is paying the bill for the product. The internal customer is whoever depends on another employee's work. On an assembly line or in the accounting department, it is whoever works next on what an employee has already accomplished. "The idea," Dr. Myron Tribus, a consultant, says, "is that you organize the work of people so that each person tries to please the next person in line, treat the next person in line as a customer" (15).

However "customer" is defined, that customer is the person who will define "quality." The generally accepted definition is that,

with some specific limitations, quality is whatever the customer says it is. That grew out of a sentence the author Robert Pirsig wrote nearly twenty years ago: "Even though quality cannot be defined, you know what quality is" (16).

Howard Wilson, the director of market-driven quality in corporate services at IBM explains that customer satisfaction is not enough. Essentially, he said that if companies don't satisfy the customer, the customer sooner or later will find someone who does. If the company does satisfy the customer, he or she may come back or may give someone else a try. If companies want the customer to return, then that customer must be delighted. The way to delight customers is to give them something that they did not expect. Wilson calls this the delight factor (81).

In a radio commercial for TWA that was on the air in April 1993, an airline customer described the additional leg room in TWA's coach class as "a prize, something you didn't expect for the same amount of money." Delight factor. It doesn't have to be expensive (90).

Drobisch agrees with Wilson's delight factor. At the end of the 1995-96 school year, Junior Achievement asked the Governor of Missouri and the Governor of Illinois to write a special thank you letter to business volunteers in their state who participated in JA's programs. "Business volunteers were surprised to get a personalized letter from their Governor," says Drobisch. Over the past five years, Junior Achievement managers asked classroom teachers to have students "thank" their business consultants in some way. Many business consultants were delighted to receive special



thank you letters, posters, and some even received a small gift from their students (Drobisch).

According to Y.S. Chang, George Labovitz, and Victor Rosansky, authors of Making Quality Work, the five Pillars of Quality are:

- Customer Focus (Meeting Requirements)
- Total Involvement (Taking Responsibility for Quality)
- Measurement (Monitoring Quality)
- Systematic Support (Leading and Reinforcing)
- Continuous Improvement (Preventing and Innovating) (147).

The goal of any well-managed firm must be to increase its value to the market. In the long run, the company strives to become a value leader in its market--whatever its market is or becomes. In the short run, the company makes itself more valuable to its present customers. Everything else that happens occurs between those two poles (Carr 4).

For a company to increase its value to the market, it must increase value to every customer, every day, at every moment of truth. Companies must focus on how to deal with unhappy customers. The goal in dealing with them is not simply to correct a problem--it is to restore full value to their original transaction and create the expectation that future purchases from the company will be valuable for them. The key concept is value.

Value is the benefit that a customer gets from a company's product or service, minus the cost of purchasing it from that company. Benefit can include utility, excitement, peace of mind, a full stomach--whatever the customer values enough to pay for. Cost

includes not only the money but also the time, effort, and disruption that a customer has to spend in order to get that satisfaction (5).

According to Clay Carr, author of *Front Line Customer Service*, the most important ways for companies to increase their value to customers are to recognize:

- From the point of view of a company's customers (potential, actual, or former) the only excuse for being in business is to satisfy them.
- Companies should not sell products or service or even benefits. Companies should sell value--or not sell anything at all.
- Customers define value in their own terms. If a company wants to satisfy them, it must look at its products or services through the customer's eyes--always!
- If anything happens after the sale to prevent the customer from getting at least the value he expected, he has not received the value for which he paid--and the customer knows it! In short, this company created a dissatisfied customer.
- Dissatisfied customers are not problems; they are golden opportunities.
- The really picky, demanding customers are platinum opportunities. When companies keep them satisfied, they are in business for life.
- If employees intend to deal successfully with dissatisfied customers, they should focus on saving the customer, not on saving the sale.
- Either customer satisfaction and loyalty are primary, or something else is. No compromise is possible.

- Front-line people will not treat customers any better than top management treats their front-line people.
- When a customer provides honest comments, he is doing that company a favor--and that is how he looks at it.
- To satisfy an unhappy customer, companies must add extra value to make up for the value that was originally promised.
- Customers should always be treated as if they are going to be a customer for life.
- Dissatisfied customers should be provided with a positive reason for dealing with that company again.
- The whole process by which a company creates and delivers its product or service must support the creation of customer dissatisfaction and loyalty.
- Every organization has customers--every one. The organizations that thrive and prosper and *feel good about what they do* are those that constantly satisfy their customers (18).

Smith agrees with Carr's assessment of increasing value to customers. She feels that it is extremely important for Junior Achievement employees to look at products and services through the eyes of the customer. Every manager teaches a JA class just as a volunteer does. Managers gain first-hand experience and better understand the needs and requests of the business consultants.

Over the years, Junior Achievement managers have come to realize that dissatisfied customers are not problems, but golden opportunities. During the 1996-97 school year, a business consultant complained about the length of the class time allowed for his lessons. Pattonville Heights Middle School changed its

schedule and only allowed thirty minutes for business consultants to present their lessons. The JA manager immediately called the other volunteers who were teaching in that school to discuss the situation. All volunteers at this school were frustrated with the situation. However, none of them had shared their frustration to the JA manager prior to the manager's phone call. They were relieved to learn that this particular school's schedule was not the norm. Many of the volunteers thought they were doing something wrong because they weren't finishing the lessons on time. The JA manager covered ways with each volunteer on how to present the material in a shorter time period. This one customer who called to complain saved Junior Achievement from losing nine other volunteers who were teaching at the same school (Smith).

According to Clay Carr, author of Front-Line Customer Service, the following facts illustrate how customers behave when they are unhappy:

- Ninety-six percent of all dissatisfied customers will not ever complain to the company about the way they were treated.
- Ninety percent of them will not be back to buy from that company.
- Each of the ninety percent will tell at least nine other people how dissatisfied they are with that company (19).

The customers lost because they were dissatisfied with a product or service are just the beginning. Here is what it means if last month a company had just ten unhappy customers:

- One of them (maybe) told someone with the company that he was dissatisfied.

- Nine others did not say anything, but most of them became ex-customers. Eight of the nine, being bashful, only told nine friends apiece about the bad service. The ninth may have told as many as twenty people.
- In other words, one person told a company that he was dissatisfied, nine other people were just as unhappy--but as many as one hundred and one people now have a poor opinion of the company's products and/or services.

Reasons why customers do not report to companies when they are dissatisfied:

- They don't feel as if the company cares about them.
- The company makes it hard for customers to share their dissatisfactions.
- Customers don't feel that they need to be doing the company's work, correcting the company's mistakes.
- Customers feel that the company does not deserve their comments (21).

Reasons why companies should spend time, effort, and money to satisfy customers:

- New customers are very expensive. It costs five to six times as much to get a new customer as it does to keep one.
- Current customers are very valuable.
- Satisfied customers are very forgiving.
- Customers respond more strongly to the way they are treated than anything else (28).

A number of writers, Tom Peters in the forefront, have stressed that quality is a major determinant of value. If a company

wants to compete in today's world, it must offer high-quality products and services. Studies have shown constantly that firms with a reputation for quality have much higher than average profit margins (36). Motorola, for example, has exhibited a 400 percent gain in share value since winning the Baldrige Award in 1988 (Rapert). To see what a reputation for poor quality can do to an organization, one would need to look no further than the market-share bloodbath taken by American automobile manufacturers in the early 1980s.

Note that quality is not the whole of benefit--not by a long shot:

The quality of Japanese cars is generally understood to be topflight, and the quality of American cars is improving dramatically. This is true if you look at quality as absence of defects and reliability. As soon as you broaden the definition to include *repairability*, though, the picture changes significantly. Today's cars, Japanese or American, are significantly more difficult and expensive to repair than those of a decade ago. The manufacturing processes used today do prevent defects and enhance reliability--but they often increase the expense of repair. It's not unreasonable to suppose that, within the next five years, repairability may become a major benefit for which car buyers look. (Carr 37)

Companies must plan on producing and delivering high-quality products and services. Quality should not be confused with benefit. If a product or service has a benefit for the customer, high quality

will enhance that benefit. If the benefit is not there, no amount of quality will create it.

The three kinds of benefit are:

1. The expected benefits: what the customer knows he is looking for and can tell the company about.
2. The assumed benefits: what the customer expects to get from the purchase that he is not aware of at the moment.
3. The bonus benefit: what the customer does not realize is available from the purchase, but which can be provided by the company (39).

As mentioned earlier, value is defined by Clay Carr as the benefit that a customer gets from a product or service, minus the cost of purchasing it from the company (5). Customers buy in order to obtain expected benefits. To get the benefits, they incur various costs. The benefits minus the costs represent the value of the product or service. When a customer makes a purchase, she has decided that this is a worthwhile value--that its benefits exceed its cost. Her husband might disagree; her boss or kids might disagree. That is irrelevant. She has placed a value on what is offered, and she has acted on that value (45).

The customer's perception of value is the balance point of the sale--and it is personal to the customer. Customers define value in their own terms. If an organization wants to satisfy its customers, they have to look at their products or services through the customer's eyes.

When a customer makes a purchase, he is not buying value directly. As Harvard University marketing guru Ted Levitt says,

“individuals buy expectations, not products.” Even more specifically, they buy expectations of value. They do not find out until later whether their expectations were correct or not. The actual value of the product or service may turn out to be greater or less than the customer’s expectations.

Drobisch feels Carr’s point on customer expectations is very important. During the orientation session seven to ten years ago, JA managers used to tell business volunteers that they will have a fantastic experience and that the students will love every activity they present. The problem was, this was not true. Business volunteers expected all students in the class to participate, but that was not happening. The customer’s expectations were not met. Now JA managers present the hard facts to business volunteers during the orientation about what to expect from students. JA managers tell business volunteers that some students will not participate at all, some will even be rude, and some will participate and gain a great deal from the lessons presented. Business volunteers’ expectations are met, and some are pleasantly surprised to have every student participate (Drobisch).

At the moment of sale, the customer expects to receive a benefit greater than the cost. If anything happens after the sale that unexpectedly adds to the cost or decreases the benefit, the value decreases and the organization has a dissatisfied customer (Carr 46).

An organization’s job is to empower its front-line people to handle moments of truth with great independence and a strong sense of personal responsibility. Jan Carlzon coined the phrase “moments



of truth” to describe the “golden opportunities to serve the customer” (2). Dr. Andrew Jackson wrote:

Moments of Truth can be defined as those crucial points of customer contact with an organization, and the standard of management which will either make or break that organization over time. (Jackson)

Synergem, an international consulting firm, defines “The Moment of Truth” as any episode in which the customer comes into contact with an organization and gets an impression of its service.

Carlzon, of Scandinavian Air Systems, produced one of the most dramatic turnarounds in the airline industry. One of his key changes was to give responsibility and authority to his front-line people. As he says,

By giving more responsibility to the front-line personnel, we are letting them provide the service that they had wanted to provide all along but couldn't because of an inflexible hierarchical structure. (Carr 71)

Under Carlzon's leadership as president and CEO, Scandinavian Airlines System emerged from deficits to profitability, improved services, and enhanced its market position by becoming a customer-oriented company organized for change. He focused on the customer, encouraging risk-taking, delegating more authority to front-line employees, and eliminating vertical levels of hierarchy (Carlzon).

David Swenscher, Vice President of Training for Junior Achievement, believes in Carlzon's "moments of truth." Swenscher feels it is important for front-line employees to be empowered to make decisions to satisfy the customer's needs (Swenscher). Drobisch adds that JA managers make decisions on their own daily and do not have a need to check with management before making a decision (Drobisch).

Appropriately selected and strategically used technology can create a tremendous service-quality advantage. The organization that does not take advantage of new labor-saving, customer-pleasing technology will not be around long. Technology has been put to good use by a number of companies.

- When a customer phones the Chevrolet Customer Assistance Center, after just a few questions, the operator can call up a complete history of the customer's car, including the plant where it was manufactured. If the customer is stranded out of town, the adviser can give the name of the nearest dealer, the name of the towing company used by that dealer, and the name of the service writer in the dealership. Ninety percent of the customers who use Chevrolet's Roadside Assistance report that they intend to purchase another Chevrolet--more than double the national average of thirty eight percent.
- Kmart is piloting a system called ShopperTrak, which gives each store manager a minute-by-minute customer-traffic profile of the store. Armed with this information, the manager can dispatch additional floor assistance to crowded areas or open additional checkout lanes.

- If a customer calls Metropolitan Life with a question that falls beyond the salespeople's expertise, a specialized computer system enables the salesperson to simultaneously transfer the caller and the data to a specialist. Prior to installing the system, the salesperson had to create a back file so the specialist could call the customer later, resulting in a decrease in customer satisfaction.
- Arby's is testing Touch 2000, a computerized system that allows customers to order food from a touch-sensitive display screen. As the food selection is touched on the screen, it is displayed on monitors in the food-preparation area. The system's screen automatically indicates the selections and keeps a running tab of the order (Connellan 66).

As these examples vividly show, technology has revolutionized the way organizations approach service and maximizes the use of resources, especially human resources. Time, money, and people are always in short supply (67).

Gary Kampmeinert, Senior Manager for Junior Achievement, feels that technology has created a tremendous service-quality advantage for the organization. An updated Unix system was collectively designed by the entire program department. Secretaries, Managers, Directors, and the Vice President discussed department processes and determined that the the computer system was not effective or efficient enough for customers. "Before the new system, it used to take at least ten to fifteen minutes to match a volunteer with a school," says Kampmeinert. Managers would call a volunteer and ask for a school location and class time that would

be convenient for him. Then the manager would go through a list of over two hundred schools to find two or three choices to give the volunteer. Many times, the manager would ask the volunteer for preferences, hang up, search through the list, then call the volunteer back. With the new Unix system, the manager simply types in the volunteer preference, and a short list will pull up. Kampmeinert feels that the new system has improved volunteers' first impression of the organization. "In many cases, the first time we talk with volunteers is when we match them with a school. I feel first impressions are important. We want to look professional. With the new computer system, we look like we know what we're doing and we're not wasting the volunteer's time," says Kampmeinert.

According to Kristin Anderson and Ron Zemke, Co-authors of Delivering Knock Your Socks off Service, there are ten deadly sins of customer service that can be controlled by an organization:

1. "I don't know." A survey of retail customers in Washington, D.C., found the number one reason for switching to catalog shopping was that salespeople in stores were so ignorant about the merchandise. Customers expect employees to know something about the products and services they sell. If an employee can not answer a customer's question, three essential words should be added to the sentence above: "I'll find out."
2. "I don't care." Customers want employees to care about serving them. They want to sense that employees take pride in what they are doing.
3. "I can't be bothered." Actions really do speak louder than words. If an employee's conversation with a co-worker or an

obviously personal phone call takes precedence over a customer, that customer will be annoyed--and rightfully so.

4. "I don't like you." Customers are sensitive to attitudes that subtly or overtly say, "You're a nuisance; please go away." No one enjoys the occasional encounter with a customer service person who is openly hostile. The more aggressively obnoxious the behavior, the more memorable it will be for the customer.
5. "I know it all." When an employee jumps in with a solution or comment before a customer has finished explaining his problem or question, that is too pushy. Also, trying to force a customer to make a buying decision is too pushy and rude. Knowledge should be a tool to help serve customers better.
6. "You don't know anything." There are no dumb questions, only dumb answers. When employees rudely or insensitively cut off, put down, or demean customers for having a confused or wrong idea of what exactly they need, they offend that customer.
7. "We don't want your kind here." Prejudice, like customers, comes in all shapes, sizes, ages, colors, and educational levels. Regardless of class or category, every customer is an individual who wants to be treated with courtesy and respect.
8. "Don't come back." The purpose of serving customers well is to convince them to come back again and again. The easiest way to discourage that is to make it clear in words or actions that they are an inconvenience. Thanking customers for their patronage and loyalty builds a relationship that can grow and mature.

9. "I'm right and you're wrong." One of the easiest traps to fall into is arguing with a customer over something that really is more a point of personal pride than professional service. Customers are not always right, of course, but it does not cost an organization anything for employees to give customers the benefit of the doubt.
10. "Hurry up and wait." More than any other variable, time may be the number one obsession for people today. Everyone starts with only twenty-four hours a day; no one wants to waste any of it, whether waiting for something to take place or being forced into a hasty decision that they will sooner or later come to regret. Employees should respect their customers' time (Anderson 38).

According to Michael Baber, author of Integrated Business Leadership Through Cross Marketing, the rules of customer service are:

- Make the customers feel heard.
- Make the customers understood.
- Make the customers liked.
- Make the customers respected.
- Make the customers feel helped.
- Make the customers appreciated and respected.

The Forum Corporation has conducted widely varied research projects to identify the practices that result in a customer-driven organization. In separate studies, it has examined:

- the relationship between managerial practices and employee attitudes on one hand and customers' assessment of quality on the other,
- the practices that result in customer-focused selling,
- how managers use influence to benefit customers,
- what leaders do to create customer-driven companies,
- the characteristics of organizations that succeed in focusing their resources on the customer. (Whiteley 163)

In one study, conducted by The Customer Focus Executive Assessment in 1989, a survey questionnaire was administered in forty-four companies to 563 senior executives. The research group developed a list of eighty four organizational characteristics that had been widely believed to result in customer-focused organizations--practices defined by statements such as:

- We provide opportunities for employees at a variety of levels and functions to meet with customers.
- Executives demonstrate by their actions that customers' satisfaction is important. (Whiteley 164)

The organizational characteristics were chosen according to results of previous Forum Corporation research and careful study of the literature on quality and customer service.

The senior executives answering the survey questionnaire were asked to do three things:

1. Rate their own organization for its achievement of customer-oriented performance outcomes, such as whether it typically exceeded customers' expectations, whether it provided value for the customer, and whether it achieved customers' loyalty.

2. Report essential financial data for their organization, such as return on investment and rate of annual increase in revenues.
3. Give their judgment about the extent to which their organization processed each of the eighty-four characteristics.

Those companies whose executives reported that they achieved customer-oriented performance did in fact achieve exceptional financial performance (Whiteley 215).

Monitoring and achieving quality characteristics will help an organization exceed today's customer expectations. However, an organization will achieve the biggest growth in market share by meeting expectations and needs that customers do not yet know they already have (Whiteley 164).

Organizations can measure the achievement of some product and service characteristics directly, and for others they can learn whether they have been successful by watching customers' behavior. Organizations will not discover how they are doing on the majority of characteristics that mean most to customers unless they develop a reliable method for learning customers' opinions. Four of the most common methods are:

1. Customer comment cards provided when the product is delivered.
2. Mail surveys of customers.
3. Personal interviews--face to face, by phone, or in a focus group.
4. "Mystery shoppers."

Customer comment cards are the easiest way of measuring satisfaction, and they can provide a direct link with every customer.



They give unfiltered feedback that will warn the organization about problems demanding quick attention.

Surveys by mail often cost only a bit more than a well-managed program of comment cards. Regular customers will usually respond to a mail survey. Mail surveys do have flaws. Many of them get answers from only a small portion of the people solicited. Although the results of a mail survey probably are less biased than those of a collection of comment cards, it can be hard to determine the representation of the sample.

Customers are generally more likely to answer questions posed by a good interviewer, either on the phone or in person, than a survey sent by mail. Interviews can frequently give an organization quicker results than comment cards or mail surveys.

“Mystery shoppers” are professionals--unknown to the people being evaluated--who pose as customers and then report on service. They are often quite reliable. The mystery-shopper programs involve four potential problems:

1. The cost is much higher per encounter than for other forms of measurement.
2. Employees may catch on and figure out who the mystery shoppers are.
3. Mystery shoppers themselves may be inconsistent or biased.
4. Even if the mystery-shopper system is fair, employees may feel that their privacy is being invaded (Whiteley 168).

The three methods Junior Achievement uses to learn customer's opinions are:

1. Fax Form - During the orientation, every volunteer receives a form to complete and fax to the JA office after the first class is taught.
2. Interviews - JA managers contact each volunteer by phone at least three times a semester. During those conversations, managers ask volunteers open-ended questions about the program.
3. Survey - At the end of each program semester, volunteers are asked to complete and return a survey which includes their overall assessment of the program and its quality (Drobisch).

According to one group of researchers, customer expectations about service can be broken down into ten categories (Koob 118):

1. Tangibles
2. Reliability
3. Communication
4. Credibility
5. Security
6. Competence
7. Courtesy
8. Understanding
9. Knowing Customers
10. Accessibility

According to Paul Levesque, author of The Wow Factory, there are certain general expectations that all customers share:



Promptness, accuracy, courtesy, high-quality goods and services at reasonable prices, etc. Beyond the general expectations there usually exists a whole range of expectations that are specific to certain categories of customers. Most businesses miss the boat altogether in this regard. Not all customers share the same expectations (88). It is the organization's responsibility to identify those expectations.

An important theoretical framework composed of structure, process, and outcome should be considered when studying perceived service quality. "Structure" is the consumer's perception of the physical environment and physical facilities in which the service occurs. It also includes corporate image, appearance/aesthetics, cleanliness/tidiness, security, and tangibles. "Process" is consumers' perception of their interaction with service personnel and with each other within that environment during the service performance. In general, the dimensions of the construct that represent the process are: interactive/integrative, responsiveness, assurance/friendliness, empathy/courtesy, competence, access, communication, and availability. The "outcome" component of the model is the consumer's perception of the result of that interaction. Outcomes are the result of the process. Research found that the outcome includes technical quality, reliability, and recovery (Zifko).

A philosophy of quality service cannot occur unless upper management is serious about making it a top priority. It takes deeds, not talk, to prove to customers that they are getting what they want. Customer satisfaction happens when a company focuses

on quality service. Customer satisfaction produces real rewards for the company in the form of customer loyalty and corporate image. Lack of customer satisfaction produces real liabilities and this is a fact that business can ill afford to ignore (Denton 5).

Customers go back to a business again and again because they know its quality, they can depend on the people there, and they know that they will get consistent service. Demographics and the increase in complaints tend to indicate that more and more people are willing to pay for good service (Denton 15).

If businesses consider customer complaints as a symptom of deeper problems, then the situation is even more serious than it first appears. Complaint-handling in the United States was studied by the White House Office on Consumer Affairs, and some disturbing evidence was uncovered. In the studies it was discovered that most dissatisfied customers do not complain. For every complaint at company headquarters, the average business has another twenty six customers with problems, at least six of which are serious. The cold facts are, according to this study, that anywhere from sixty-five to ninety percent of those noncomplainers will not buy from that business again. Furthermore, the business will never know why they lost the customer (Denton 1).

Demographically, the baby-boom generation is likely to have an effect on what is expected in terms of service. Households headed by people between thirty-five and fifty years old will control forty-two percent of household income by the year 2000. More than half of these households will have incomes of \$35,000 and over (in 1985 dollars). They will be income-rich and time-poor, and

businesses can expect that these customers will demand convenience and better service (13).

Kampmeindert agrees with Denton in that customers want convenience and better service. There are three orientation sessions scheduled each semester. All first-time volunteers are required to attend an orientation session. The orientations are scheduled at three locations (one North, one South, and one centrally located), at different times. "If a volunteer is unable to attend one of the three orientations, we make it convenient for the volunteer by scheduling a time for a manager to come to that person's business and conduct the training one-on-one," says Kampmeindert.

A lot of disasters start before the customer ever appears. A bad beginning can be those telephone systems that make customers listen to long recorded messages. Sears uses automated systems in its New York area stores. If a customer wants to find out about vacuum-cleaner bags. Is it hardware - "press four now" - or appliances "press five now." By the time a customer can reason it out in his mind, the recorded voice is telling that customer about the credit department and catalog pickup. The driving force is efficiency, but it makes it difficult for the customer (Glen 29).

Bonwit Teller tried to break the high-tech habit once. Every person answering a phone was required to say, "Bonwit Teller. Have a nice day." But because most of the people were busy all the time and tended to be impatient, it usually came out as kind of a garbled hostile snarl: "BONWITTELLERHAVEANICEDAY - HOLD!" (Glen 57).

Face to face with service can also be interesting. A customer asked for Kleenex in Kroger's. The employee stocking shelves, did not ever look up, but said, "Nine." At Dayton's in Minneapolis a salesperson was talking to a customer who was trying to return a pair of panty hose. The garment was in tatters. The salesperson said, "Honey, if you'd cut your toenails, that wouldn't happen" (Glen 61).

Suddenly, service providers are starting to issue guarantees and pay their customers after providing them with bad service. The pizza place offers a discount if the order is not delivered within thirty minutes. Some restaurants will give customers free meals if they are not served in ten minutes. Some banks hand out five dollar bills if customers wait in line more than five minutes.

Bad service includes errors and inaccuracy, inefficiency, slow response, and lines that are just too long. Across the United States an average customer will wait in line ninety minutes per week. That's 4,680 minutes, or seventy-eight hours per year. The average U.S. life expectancy is 74.9 years. A customer will wait in line 5,842 hours during his lifetime, just slightly less than a year (Glen 71).

In 1985, the Key Bank of Wyoming pioneered a "No-Goof Guarantee" offering five dollars if anyone caught the bank in a mistake. Wells Fargo has a "Five Minute Max" promotion. Customers are handed one dollar at Glendale's Fidelity Savings if tellers do not greet them by name, and smile and thank them (Glen 71). Service providers are perfecting their apologies instead of their service.

Here is a story of triumph for the customer that is also a lesson for businesses:

Customer John Barrier went into the Old National Bank (Now U.S. Bank) in Spokane to cash a \$25.00 check. On his way out of the parking lot, the kid in the booth told him he would have to charge him sixty cents or he would have to take his parking ticket back inside to get it validated.

John Barrier reparked his pickup, reentered the bank still wearing his Acme Concrete Company baseball cap, and re-presented himself to the teller who has cashed his check. She informed him that she could not validate his ticket; validations were given only for "transactions" and the policy of the bank was that check cashing was not a "transaction."

"Let me be sure I heard that correctly," said the customer. "You will not validate my sixty cent parking ticket?" "You heard me correctly," said the teller. John said, "Get me the manager." "Okay," said the teller, "but he'll just tell you the same thing I did." The manager "emerged," as managers sometimes do in times of trouble, and told the customer that as he understood it, the teller had already told him the bank's policy, and that the bank would not validate his parking ticket because he had not made a transaction.

John Barrier said, "I am about to make a transaction. Give me the one million dollars I keep in your bank. I'm taking it next door." And that is exactly what he did. This multimillionaire real estate developer, who didn't quite look the part, had a genuine customer triumph. And the Old National Bank saved sixty cents (Glen 215).

Many customers experience bad service every day. Problems range from indifferent sales clerks to rude waiters to the purchase of expensive items which not only fail to work, but also seem

impossible to service. The refrigerator freezes the lettuce, but not the ice-cream, or a blouse labeled "Machine Washable" shrinks. The waitress brings a well-done steak when rare was ordered. The morning paper can not be found because it is nestled behind the bushes. Airline flights take off late because traffic is stacked up.

Businesses can learn from the mistakes of others as well as learn from their superior service. An employee at This End Up (a furniture store) was dispatched to a woman's home after she called to complain that a piece of furniture had been delivered unassembled and she could not put it together. When the employee got there he discovered that the woman had bought the furniture from Sears. But he assembled it for her anyway. That is great service (217).

People under twenty-five years old may never have seen a service station attendant wipe windshields. When the media heard about a service station with service, they made a feature story out of it. Newspapers raved about Eastham's service station on Wisconsin Avenue in Bethesda, Maryland. Two Eastham attendants run toward every car that pulls up the the pumps. "Good morning!" they yell out to the driver. They scurry about swiftly pumping gas, cleaning every inch of glass, and shouting for the driver to unlatch the car's hood. Hands fly among the hoses and belts, checking oil and water levels (Tschohl 23).

A lot of disasters start before the customer ever appears. Advertising can be translated as bad service when people are alienated or offended by the ad. B. Altman's, a store that catered to sweet old ladies, once ran a "fashion" ad. A normal looking



newspaper ad with a drawing of a lady wearing a sweater, had the following published with it:

If enemy aliens from outer space caused all the knitting needles on Mother Earth to disappear into some ultra-sonic infundibulum Whoosh! Like that, 99 percent of the world's would be best-dressed women would find themselves wearing nothing at all this fall (Glen 52).

The dictionary definition for infundibulum is "any of various conical or dilated organs or parts." This ad confused customers, and those who looked up the definition of infundibulum were more confused and offended. This is a small example of how B. Altman alienated customers in the days before it went out of business.

Seven days after the great Mexico City earthquake of 1985, a full-page ad appeared in the Los Angeles Times for Forest Lawn Mortuary. The headline read: IF, GOD FORBID, L.A. IS NEXT, OUR COMMITMENT WILL REMAIN UNSHAKEN (Glen 52).

Another "Bad Beginning" is driving around looking for a parking space. At Metro Center, an enormous shopping complex in Phoenix, there is a Broadway Department Store. In front of the entrance a customer would find a parking space that was protected by a brightly colored, striped canvas awning that was supported on brass poles and looked like a miniature circus tent. Under it a Jaguar XKE. An engraved plaque in front read, NO PARKING! THIS SPACE RESERVED FOR STEPHEN P. MEARA II. CHAIRMAN OF THE BROADWAY (Glen 53). It is hard to imagine why anyone could expect good service out of the Broadway when the boss is exalted and the customer can park over

in the satellite 3 lot where one would get out of the car and step in bad drainage or a sea of filth.

Does it not lift a customer's heart when he shows up at the front door of a store and signs greet him with, NO FOOD, NO DRINKS, NO TANK TOPS, NO EXCHANGES, NO RETURNS, NO STROLLERS, NO BAREFEET, NO SMOKING, NO SHIRT, NO SHOES, NO SERVICE? Welcome to the store. Bad signs are bad service.

Littman's Jewelers, a chain of jewelry stores, has a professionally lettered sign that sits on a table in front of its stores that reads: PLEASE FEEL FREE TO ENJOY YOUR FOOD OR DRINK IN OUR STORES (Glen 54). Why not? If someone makes a mess in a store, it is because a potential customer was present.

Concerning advertising, an observation made by Irwin Bross in his book Design for Decision:

The purpose of studies in consumer preference is to adjust the product to the public, rather than, as in advertising, to adjust the public to the product. (Bross 95)

The problems inherent in attempts to define the quality of a product, almost any product, were stated by Walter A. Shewart. The difficulty in defining quality is to translate future needs of the user into measurable characteristics so that a product can be designed and turned out to give satisfaction at a price that the user will pay. This is not easy. As soon as one feels fairly successful in

the endeavor, he finds that the needs of the consumer have changed, and the competitors have moved in (Shewart 4).

Customers are demanding, and they have every right to be. Today's customers have more options than ever before. If an organization does not offer what customers want or need, if it does not interact with the customers in a manner that meets or exceeds their expectations, they will just walk on down the street and do business with one of its competitors (Tschohl 29). If an organization does not have customers, the organization is out of business.

A spokesman for the Egyptian Cotton Exporting Companies, quoted in the *New York Times* says, "The industry is in continuous development, and so are the tempers of consumers. Both demand more and better quality."

According to Kristin Anderson and Ron Zemke, authors of Delivering Knock Your Socks Off Service, researchers consistently find that it costs five times more to attract a new customer than it does to keep one. Many businesses think only of making the sale instead of developing long-term customer relationships.

In order to get organized, businesses should look at the framework invented by Texas A&M researcher Dr. Leonard Berry. He and his colleagues observe that customers evaluate service quality on five factors:

1. Reliability. The ability to provide what was promised dependably and accurately.
2. Responsiveness. The willingness to help customers promptly.

3. Assurance. The knowledge and courtesy shown to customers, and the ability to convey trust, competence, and confidence.
4. Empathy. The degree of caring and individual attention you show customers.
5. Tangibles. The physical facilities and equipment, and your own (and others') appearance ( 9).

Satisfaction of customers with respect to any given service or product, by any criterion, if they have any opinions to offer, will show a distribution that ranges all the way from extreme dissatisfaction to highly pleased (Deming 185).

A man may scream bitterly to the dealer that sold him a lemon, yet not give a thought to the quality of work done by his laundry or dry cleaner. Some characteristics of quality of service are easy to quantify and to measure as the characteristics of quality of a product. Accuracy of paperwork, speed, dependability of time of delivery, care in handling, care in transit, are important characteristics of service, and are easy to measure (Deming 186).

The customer's reaction to what he calls good service or poor service is usually immediate, whereas reaction to the quality of a product may be retarded. How a customer will rate a product or service a year later or two years later can not be ascertained today. Judgment of the consumer may shift with respect to service. His needs may change. Alternate choices of service may appear on the market (Deming 186).

## Summary

The leading author in customers' perceptions of quality is W. Edwards Deming. Other leading writers who agree on many of Deming's points include Tom Peters, Lloyd Dobyns, Y.S. Chang, George Labovitz, Victor Rosansky, and Dr. Leonard Berry. However, Dr. Leonard Berry's third pillar of quality, Measurement (Monitoring Quality), conflicts with Deming's third point of his quality management system, which is Cease Dependence on Mass Inspection.

Representatives of the Junior Achievement organization agree with Deming's Points of achieving quality, which are also agreed upon by many leading authors in the area of quality. Those representing Junior Achievement are key personnel in the operation of the Middle Grades Program.

Writers on quality agree that top executives must begin with the commitment to quality and make it felt throughout their organizations. Customers are the judge of quality. Their perceptions are individualized and it is the organization's responsibility to determine how customers define quality.

Therefore, it is reasonable to hypothesize that business people perceive Junior Achievement's Middle Grades Program to be of high quality in the areas of volunteer orientation, teaching materials, and customer service.

## Chapter III

### RESEARCH METHODOLOGY

#### Subjects

Junior Achievement's 340 Middle Grades Program classes were presented by 260 business consultants during the spring semester of the 1996-97 school year. Of the 260 consultants, 159 were male and 101 were female. Thirty nine consultants taught more than one class; fourteen female and twenty five male. Consultants consisted of business owners, managers, and retirees. The 188 consultants who taught in St. Louis represented the following companies:

Affton License Office	Lucent Technologies
Alliance Blue Cross Blue Shield	Magna Bank N.A.
Anheuser-Busch Companies Inc.	Maritz
Arthur Andersen LLP	Mark Twain Bank
Best Buy Co., Inc.	Mastercard International
Boatmen's Bancshares Inc.	McDonnell Douglas Corporation
Bryan Cave	Midwest Casualty Company
Christian Hospital Northeast	Monsanto Company
Clark Refining & Marketing Inc.	Monsanto Retirees
Concordia Publishing House	Midwest Stone Institute
Cooper Automotive	Office Depot
Coopers & Lybrand	Procter & Gamble
Dart	Purskne Oil & Tire Company
Deutsche Financial Services	Regional Commerce & Growth Association
Edward Jones	Right Choice Managed Care
Elizabeth Arden	Schnuck Markets, Inc.
Ernst & Young	Southwestern Bell Telephone Co.
Federal Reserve Bank of St. Louis	Sverdrup Corporation
Filenet	TM Gotsis DDS PC
Frank Patton Interiors, Inc.	The Infinity Group
GenCare/Physicians Health Plan	The May Department Stores
General American Life Insurance Co.	The Newberry Group
H.L. Yoh	

IBM Corporation  
JKL Associates

Union Electric  
United Missouri Bank

The seventy two consultants who taught in Illinois represented the following companies:

A.G. Edwards & Sons	Hussmann Corporation
Alliance Blue Cross Blue Shield	IBM Corporation
B-Line	Jakel
Basler Electric	Jefferson Smurfit Corporation
Belle Valley South	Jim Ford Men's Wear Inc.
Boatmen's National Bank	Korte Construction
Centralia Chamber of Commerce	Magna Bank of Southern Illinois
Centralia Savings Bank	Marsh Company
Centralia Stationery	Mercantile Bank of Centralia
Chaney & Karch Insurance Group	Monsanto Company
Craft	Nutri-Basics
Diel & Ferguson	Occidental Chemical
East Alton Village Treasurer	Riverbend Investment Group
Edward Jones	Shell Oil Company
Federal Reserve Bank of St. Louis	St. Anthony's Hospital
First National Bank of Millstadt	Safeco Insurance Companies
Fuehne, Fuehne & Smallwood	Scott Airforce Base
General American Life Insurance Co.	Terra Properties
Highland Machine	The Ballpark Sports Center
Highland Supply Company	Tri-Onics Incorporated
Hudson Realtors	

Of the 188 consultants who participated in St. Louis, 112 (59.57 percent) were male and seventy six (40.43 percent) were female, and sixty (31.91 percent) were first-time consultants and 128 (68.09 percent) were veteran consultants. Of the 112 male consultants, thirty two (28.57 percent) were first-time consultants and eighty (71.43 percent) were veteran consultants. Of the seventy six female consultants, twenty eight (36.84 percent) were first-time consultants and forty eight (63.16 percent) were veteran consultants (Table 1).

Of the seventy two consultants who taught in Illinois, forty seven (65.28 percent) were male and twenty five (34.72 percent) were female, and twenty nine (40.27 percent) were first-time consultants and forty three (59.72 percent) were veteran consultants. Of the forty seven male consultants, eighteen (38.3 percent) were first-time consultants and twenty nine (61.7 percent) were veteran consultants. Of the twenty five female consultants, eleven (44 percent) were first-time consultants and fourteen (56 percent) were veteran consultants (Table 2).

Of all 260 volunteers who taught in the St. Louis and Illinois, 159 (61.15 percent) were male and 101 (38.85 percent) were female, and eighty nine (34.23 percent) were first-time consultants and 171 (65.77 percent) were veteran consultants. Of the 159 male consultants, fifty (31.45 percent) were first-time consultants and 109 (68.55 percent) were veteran consultants. Of the 101 female consultants, thirty nine (38.61 percent) were first-time consultants and sixty two (61.39 percent) were veteran consultants (Table 3).

Table 1

## St. Louis Consultants

	<b>Veteran</b>	<b>First-Time</b>	<b>Total</b>
Male	80 or 71.43%	32 or 28.57%	112 or 59.57%
Female	48 or 63.16%	28 or 36.84%	76 or 40.43%
Total	128 or 68.09%	60 or 31.91%	188 or 100%



Table 2

## Illinois Consultants

	<b>Veteran</b>	<b>First-Time</b>	<b>Total</b>
Male	29 or 61.7%	18 or 38.3%	47 or 65.28%
Female	14 or 56%	11 or 44%	25 or 34.72%
Total	43 or 59.72%	29 or 40.27%	72 or 100%

Table 3

## St. Louis and Illinois Consultants

	<b>Veteran</b>	<b>First-Time</b>	<b>Total</b>
Male	109 or 68.55%	50 or 31.45%	159 or 61.15%
Female	62 or 61.39%	39 or 38.61%	101 or 38.85%
Total	171 or 65.77%	89 or 34.23%	260 or 100%

**Instrument**

A two-page survey (Appendix A) was administered to 260 business volunteers who participated in Junior Achievement's Middle Grades Program during the spring semester of the 1996-97 school year. The entire population was surveyed.

The first question allowed respondents to give their overall assessment of Junior Achievement's Middle Grades Program by circling one of four response alternatives; excellent, good, fair, or poor. The next three sections were divided into three categories; Program Content and Instruction, JA Office Support, and Orientation. Within the three sections, respondents were asked to rate Junior Achievement's Middle Grades Program by responding

to statements on the Likert Scale. Respondents were asked to circle the appropriate number to indicate whether they:

- 1 - Strongly Disagree
- 2 - Somewhat Disagree
- 3 - Neither Disagree/Agree
- 4 - Somewhat Agree
- 5 - Strongly Agree

In the Program Content and Instruction section, there were eight statements for the respondents to rate on the likert scale. The questions were:

1. The activity plans were easy to read and understand.
2. The activity concepts were appropriate for the students.
3. The students understood the concepts and content presented.
4. The activities stimulated active participation from the students.
5. The vocabulary was appropriate and clear.
6. Hands-on activities were effective.
7. Group activities were effective.
8. The activities were free from stereotyping or bias.

At the end of the Program Content and Instruction section, respondents were asked to comment on statements that they rated significantly high or low.

In the JA Office Support section, there were three statements respondents were asked to rank on the likert scale. The statements were:

1. The JA staff provided me with adequate information about the program in a timely fashion.

2. The support provided by the JA staff was sufficient.
3. Any special requests or concerns were promptly handled by the JA staff.

At the end of the JA Office Support section, respondents were asked to comment on statements that they rated significantly high or low.

In the Orientation section, respondents were asked to rank the following three statements on the likert scale:

1. The orientation length was adequate.
2. The orientation location was convenient.
3. Orientation content was sufficient.

At the end of the Orientation section, respondents were asked to comment on statements that they rated significantly high or low.

Following the three categories respondents were asked to comment if there was pertinent information not included in the evaluation form. At the end of the evaluation, respondents were asked if they would participate in Junior Achievement's Middle Grades Program again. Respondents were asked to check "yes" or "no."

### Procedure

A pretest was administered to twenty seven respondents. The respondents were randomly selected consultants who participated in Junior Achievement's Middle Grades Program during the fall semester of the 1996-97 school year. The results indicated that three of the twenty seven pretest respondents were

unclear about the Staff Support section. The pretest had Staff support as a section, the final survey was changed to JA Staff Support. The three respondents who were unclear about this section thought Staff Support meant the support they received from the school at which they were teaching. All other sections of the survey were clear to the twenty seven pretest respondents.

The final survey was administered to all 260 business consultants who participated in Junior Achievement's Middle Grades Program during the spring semester of the 1996-97 school year. The survey was mailed to consultants on May 15, 1997.

### Data Analysis

The hypothesis of this study is: Business people perceive Junior Achievement's Middle Grades Program to be of high quality in the areas of teaching materials, customer service, and volunteer orientation.

The descriptive statistics (mean, median, mode, standard deviation, and standard deviation squared) were calculated for each dimension:

1. Program Content and Instruction
2. JA Office Support
3. Volunteer Orientation

The inferential statistics for each dimension was calculated using multivariate t. The actual statistical hypothesis states the mean will be significantly greater than three, which is the neutral point on the five point likert scale used in this study. The null statistical

hypothesis states the mean will not be significantly greater than three. The statistical hypotheses are as follows:

$$H: \begin{array}{l} \text{stat} \\ \text{actual} \end{array} \quad \bar{x} >> 3$$

$$H: \begin{array}{l} \text{stat} \\ \text{null} \end{array} \quad \bar{x} \leq 3$$

T calculated was determined by subtracting the neutral point (three) of the five point likert scale, and dividing that number by the standard error of the mean. T calculated was determined for each of the three dimensions previously listed. Once t calculated was determined for each dimension, t critical was determined by using a one-tailed alpha (significance) of .0005, and the degrees of freedom, which is the number of observations minus one.

The last step of the data analysis compared t calculated with t critical. If t calculated is greater than t critical, the null hypothesis will be rejected and the actual hypothesis supported. If t calculated is less than t critical, the study would fail to reject the null hypothesis and fail to support the actual hypothesis.

## Chapter IV

### RESULTS

#### Respondents

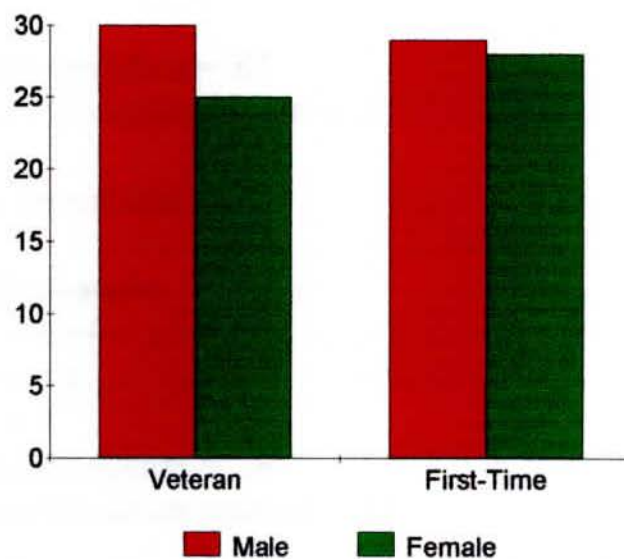
Of the 260 surveys that were mailed to business volunteers, 112 (43.08 percent) were returned. Fifty nine out of 159 males (37.11 percent) responded to the survey. Fifty three out of the 101 females (52.48 percent) responded. The total survey response consists of fifty nine (52.68 percent) males and fifty three (47.32 percent) females. Of the 112 respondents, fifty five (49.1 percent) were veteran consultants, and fifty seven (50.9 percent) were first-time volunteers. Of the fifty nine males who responded, thirty (50.85 percent) were veteran consultants and twenty nine (49.15 percent) were first-time consultants. Of the fifty three females who responded twenty five (47.17 percent) were veteran consultants and twenty eight (52.83 percent) were first-time consultants (Table 4, Figure 1).

Table 4

#### Respondents to Survey

	<b>Veteran</b>	<b>First-Time</b>	<b>Total</b>
Male	30 or 50.85%	29 or 49.15%	59 or 52.68%
Female	25 or 47.17%	28 or 52.83%	53 or 47.32%
Total	55 or 49.1%	57 or 50.9%	112 or 100%

Figure 1  
Respondents to Survey



## Results

The three dimensions of the survey are Program Content, JA Office Support, and Volunteer Orientation. The descriptive statistics for each dimension are:

### 1. Program Content

894 observations

Mean = 4.49

Median = 5

Mode = 5

Standard deviation = .65

Standard deviation squared = .37

## 2. JA Office Support

329 observations  
Mean = 4.65  
Median = 5  
Mode = 5  
Standard deviation = .61  
Standard deviation squared = .37

## 3. Volunteer Orientation

135 observations  
Mean = 4.44  
Median = 5  
Mode = 5  
Standard deviation = .78  
Standard deviation squared = .61

The inferential statistics for each dimension using multivariate t are:

### 1. Program Content

t calculated = 67.73  
t critical with alpha of .0005 = 3.291

### 2. JA Office Support

t calculated = 48.53  
t critical with alpha of .0005 = 3.291

### 3. Volunteer Orientation

t calculated = 21.49  
t critical with alpha of .0005 = 3.291

Since t calculated is greater than t critical in all three dimensions, the null hypothesis is rejected and the actual hypothesis is supported.



## Program Content and Instruction

The written comments from business volunteer consultants regarding Program Content and Instruction are:

“The program is well laid out and self-explanatory.”

“I never had a problem understanding what to present. The students all respond extremely well to hands-on activities.”

“I think your manuals and class activities are very well organized, easy to read and understand.”

“The program materials were “to the point” and easy to follow.”

“Very well put together, and students understand.”

“It was hard for the slower student to keep up when presented the budget exercise.”

“I feel the program is a good one. We tried our best to put it in terms the students could relate to. I thoroughly enjoyed it.”

“I taught a 9th grade class. Enterprise in Action was a little below the maturity level of my class. I modified some of the lessons to create a better fit.”

“The program was very good. I was disappointed in the students’ response, somewhat. Some, of course, did real well, but others could care less and made a point to say so. The instructor said that “this class was like that.”

“Great materials. Much more than can be covered in fifty minutes in some cases.”

“The plans were good, but there was not enough time for the students to get really involved. They enjoyed participating in the hands-on activities.”

“I liked the final evaluation form (test) given to the students to determine what they learned from eight weeks of instruction.”

“Some activities took extra time to explain and motivate students to work in a team.”

“The content for the students was generally excellent.”

“The card game “Job Shuffle” was good. The marketing phrases (slogans) was very entertaining - please find more. Content was quite good.”

“I think it was appropriate to update the Project Business manual.”

“Some of the activities needed to be aimed at an older audience.”

“The program was easy to adjust to fit the needs of the individual class. They were at risk kids who needed to understand what options they have other than college. The program gave me room to do it.”

“Overall, the students enjoyed the program. I often used the outline as a guide and added my own activities, i.e. role playing interviews.”

“All materials are well conceived and do make the appropriate points about the intended content. The game of life is very well done and helped students understand what is required educationally to succeed.”

“Instructions weren’t as clear as they could have been. Some problems came up during group activities, due to incomplete instructions.”

“Everything went extremely well this semester. It may just be that I had a terrific class or my experience in teaching the class, but everything went well.”

“Having taught at an urban middle school, both students and teacher found the program to be interesting, challenging and thought provoking.”

“The table tents are useless. This year I used clip type name badges. I strongly suggest you include this name identifying method in your supplied materials.”

“I feel that there was not any sort of stereotyping present within the program.”

“I found that the new material was much more clear than material in the past. The students were very interested in the material and were eager to participate. In addition, the lesson plans helped me prepare better for the classes and took some of the burden of preparation off of me.”

“Hands-on activities are very significant to children. Too much reading and pencil work is too much like regular school work. The games, etc. that Junior Achievement offers are excellent.”

“This was my second time teaching “Personal Economics” and I think it was very successful this time. Reasons; more experiences for me, a better time slot for the class, and a better teacher/class relationship.”

“The students really seemed to want to get involved (especially with group activities).”

“The activities for the stock/investing section seemed to be over their heads.”

“I loved working with the new material. It was very easy to use.”

“The lesson plans are excellent, but I think some of the material in Personal Economics is not really appropriate at this time. I can get participation from the class in the exercises and role plays. But I’m never completely satisfied that everybody got the message. Class times are really just forty minutes long and this is too short a time to get into an exercise, to continue the outcome and to nail home the lesson. Time is a given. However we must learn what we can with the time available.”

“I think that the material is extremely well thought out--the manuals are excellent. There is an underestimate of the time activities take to complete, however.”

“The program was well received by all of the students.”

“The students like all of the activities, but some of the students didn’t care to write comments in their workbook. The students always enjoy the activities. Sometimes it’s difficult to get the point across or to explain it in a manner they would understand.”

“Excellent programs.”

“There were not enough “hands-on” or “group” activities. The Education Game and budget activity were well done, but the rest of the material was less effective.”

“The lessons/activities are easy to understand and execute. The students responded well and learned a great deal.”

“I liked the program. Most kids received it well.”

“I loved the new bags. Classroom time is too short. Forty minutes is just enough time to get into it. One hour would be better.”

“The budget worksheet (in the extra packet of materials) worked VERY well. Students even asked for extra copies after class. Every student enjoyed the board game SUCCESS!”

“Personal Economics - More in depth activity needed for balancing your checkbook, reconcile bank statements, and bad vs. good credit.”

“On a whole, the activities and content were very good (easy to read, understand, and teach). However, retaining the student’s attention for one and a half hours (per the teacher) was difficult.”

“Participants enjoyed the International Marketplace. Thanks!”

“We didn’t do all of the hands-on activities. I didn’t feel real comfortable with the hat activity. The supplemental sheets were very popular. The slogan matching game needs to be updated, but they liked the activity.”

“I do not like the new format of splitting Personal Economics from Business Economics. I much prefer the older, combined method and manual. I still teach using the older manuals.”

“Some of the tapes are somewhat dated and I think more current ones are available.”

“Some students have problems bigger than what we address. The game of success and the civilization exercises teach the importance of each human being.”

“The teachers manual for the course should include examples/suggestions for hands-on or roll playing activities for the students. The class I had really liked the activities.”

A summary of the major themes regarding Program Content, and the number of responses for each theme are:

- Program content is good to excellent. - 11 responses
- Not satisfied that all students understood points presented - 2
- Satisfied that most/all students understood points presented. - 2

- Not enough time to present material. - 6
- Classtime of one and a half hours was too long. - 1
- Extra activities provided by local offices were helpful. - 4
- Liked changes from Project Business to new program format. - 5
- Does not like new program format. - 1
- Program material is:
  - well organized. - 3
  - easy to follow. - 9
- Students responded well to activities. - 10
- Students enjoyed activities. - 12
- Students understood points presented. - 5
- Some activities difficult to explain. - 4
- Program content gave room to modify activities to fit classroom needs. - 4
- Certain activities do not fit maturity level of students. - 4

### JA Office Support

The written comments from business volunteer consultants regarding JA Office Support are:

“The JA Staff are very concerned and show interest in helping.”

“The information was given to me the day before, due to a class opening that fit my availability.”

“I did not have a great deal of interchange with the staff, but all was timely and efficient.”

“Everything was provided. No problems.”

“Very enthusiastic.”

“The entire staff is courteous and responds to all needs promptly.”

“Good and Helpful!”

“Every request was promptly addressed.”

“Gary has worked with me for several years. I look forward to our continuing relationship. This semester I requested a video on the New York Stock Exchange. It was received promptly. Thanks!”

“Immediate response to video loan and questions.”

“The staff tried to work with us. However, I didn’t learn my class assignment until a week before we began.”

“Whenever I called with questions, I received an answer promptly.”

“Everyone I spoke to was helpful and pleasant. I did leave a message to please call me that went unanswered.”

“During the past ten years I have been given adequate support from the JA office. Keep up the good work!!”

“They were very helpful and friendly.”

“My JA representative called me every two to three weeks. I found this beneficial because he was able to respond to any issues.”

“Gary was extremely helpful and checked after some of the classes to see how things went.”

“Gary was extremely helpful in trying to provide me with teaching checkbooks. He gave me a few he had left over and also tried to give me different avenues to get additional copies.”

“I felt that the support given to me was excellent. I was given immediate attention whenever I called.”

“Since we no longer receive checkbooks - and I had already prepared the class for this - JA provided me with all that I needed and my overall course work became easier.”

“Information requested was handled promptly and counsel by the staff was very helpful.”

“I was not informed that the curriculum had changed until I called and requested student manuals.”

“The staff is a great support group and I can rely on them to get me what I need.”

“JA staff is helpful. Coordinating class date/time with the teacher initially is a difficult process.”

“EXCELLENT!”

“I did not need to contact them regularly, but the times that I did they were very helpful.”

“Eileen Smith is dynamic!”

“Friendliness was great!”

“High = when I requested copies of worksheets for a lesson they always got them to me on time.”

A summary of the major themes regarding JA Office Support, and the number of responses for each theme are:



- Members of the JA staff :
  - showed interest. - 2
  - were helpful. - 10
  - were pleasant/friendly/courteous. - 4
  - were enthusiastic/dynamic. - 2
- Class information was not received in a timely fashion. - 2
- Requests were addressed promptly. - 13
- Appreciate calls from staff throughout the semester. - 2
- JA staff members are a great to excellent support group. - 4

### Volunteer Orientation

“A bit more information about expectations for this age group regarding analysis, critical thinking, sequential thinking, etc. It’s easy to overestimate their readiness level.”

“Perhaps a more central location. The Clayton area would be nice.”

“When I walked out of the orientation with a briefcase full of JA materials I felt very unprepared.”

“I saw a brief presentation. I’m not sure I saw the most current orientation program.”

“More detailed instructions or a training session on how to present the material would have been helpful.”

The last question on the survey asked if there was pertinent information that was not included in the evaluation form. The following comments were written in this section:

“No - Everything was given to me.”

“No. I feel that the questions asked were direct and aimed at the important aspects of the program.”

“I felt that the teacher whose class I taught in was uncooperative and not supportive of the information that was being presented. More care should be taken to make sure the teachers are informed about the program and understand what their role is relating to it.”

Of the 105 who responded to their overall assessment of Junior Achievement's Middle Grades Program, fifty six (53.33 percent) rated excellent, forty eight (45.71 percent) rated good, one (1 percent) rated fair, and nobody rated poor (Figure 2).

At the end of the survey, respondents were asked if they would participate in Junior Achievement's Middle Grades Program again. Of the 111 who responded to this question, 103 checked “yes,” two checked “no,” and six wrote in “maybe.”

**Figure 2**  
**Overall Assessment of Junior Achievement's**  
**Middle Grades Program**

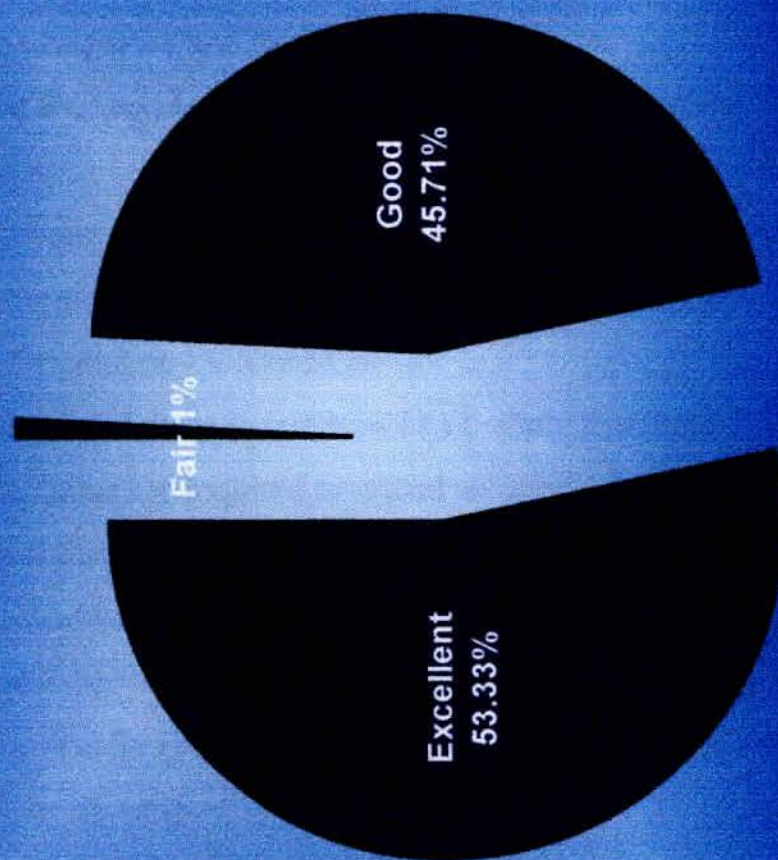


Table 5 is an outline of the responses by subject. The first column indicates the subject number. The second column indicates the sex of the subjects; M=male and F=female. The third column refers to the subject's teaching status; R=returning or veteran consultant, and N=new or first-time consultant. Column A lists the subjects responses to their overall assessment of Junior Achievement's Middle Grades Program with response choice of excellent, good, fair, and poor. The variable value is one through four, with one being poor and four being excellent.

The next fourteen columns represent questions according to their dimensions:

1. Program Content and Instruction - Columns B-I
2. JA Office Support - Columns J-L
3. Volunteer Orientation - Columns M-O

"NA" is listed several times in columns M-O. Only first-time volunteer consultants are required to attend an orientation. All respondents were not expected to complete this section.

The last column on the spreadsheet indicates the respondents responses to whether they would participate in Junior Achievement's Middle Grades Program again. The responses are Y=yes, N=no, or M=maybe.

**Table 5**  
**Junior Achievement**  
**Survey Responses 1997**

																			Y=00
	M=00	R=00																	N=01
Subj #	F=01	N=01	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	M=02	
1	0	0	3	4	4	4	5	5	5	4	3	4	4	4	NA	NA	NA		
2	1	1	3	5	5	4	4	5	5	5	5	5	5	5	NA	NA	NA	0	
3	0	0	3	5	5	5	5	5	5	5	5	4	4	4	NA	NA	NA	0	
4	0	1	4	5	4	5	4	5	5	5	5	5	5	5	NA	NA	NA	0	
5	1	1	3	5	4	4	4	5	4	2	4	5	5	3	NA	NA	NA	0	
6	0	0	4	5	5	5	5	5	5	5	5	5	5	5	NA	NA	NA	0	
7	1	1	3	4	4	4	5	4	5	5	5	4	4	3	NA	NA	NA	0	
8	1	1		5	5	5	5	5	5	5	5	5	5	5	NA	NA	NA	0	
9	0	0	4	5	4	4	4	5	5	4	5	4	5	5	NA	NA	NA	0	
10	1	1	3	4	5	5	4	4	5	5	5	5	5	3	5	5	5	2	
11	0	1	4	5	4	5	5	5	5	5	4	5	5	3	NA	NA	NA	0	
12	1	0	3	5	4	4	4	4	5	4	4	5	5	5	4	4	4	0	
13	0	1	4	5	5	5	5	5	5	5	4	5	5	5	NA	NA	NA	0	
14	0	1	4	5	5	5	5	5	5	5	5	5	5	5	NA	NA	NA	0	
15	0	1	3	5	4	4	2	4	3	3	4	5	5	4	4	5	4	0	
16	0	1	3	5	5	5	5	5	5	4	4	4	5	5	5	4	5	2	
17	1	1	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	
18	0	1	4	5	5	5	5	5	5	5	5	5	3	3	NA	NA	NA	0	
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22	1	1	4	5	4	5	4	5	4	4	5	5	5	5	NA	NA	NA	0	
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24	0	0	3	5	5	4	4	5	4	4	5	5	5	5	NA	NA	NA	0	
25	0	1	3	4	2	4	3	4	4	4	5	4	4	4	4	4	4	2	
26	0	1	4	5	3	4	3	5	5	4	4	5	4	5	NA	NA	NA	0	
27	1	1		5	4	4	5	5	4	4	5	5	5	5	4	4	4	0	
28	1	0	4	5	4	4	4	4	4	4	4	5	5	4	NA	NA	NA	0	
29	0	0	4	5	5	5	5	5	5	5	5	5	5	5	5	5	5	0	
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40	0	1	4	5	5	5	4	4	4	4	5	5	5	5	4	5	5	0	
41	1	1	4	4	5	5	5	5	5	5	5	4	4	4	2	5	1	2	
42	1	0	3	4	4	4	2	4	5	4	4	5	5	5	NA	NA	NA	0	

																			Y=00
	M=00	R=00																	N=01
Subj #	F=01	N=01	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	M=02	
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82	1	0	4	5	5	4	4	4	5	5	5	5	5	5	NA	NA	NA	0	
83	0	0	3	5	4	4	4	4	4	4	5	5	5	4	NA	NA	NA	0	
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85	1	0	4	5	5	5	5	5	5	5	5	5	5	5	NA	NA	NA	0	
86	0	1	3	5	5	5	4	5	4	4	5	5	5	5	4	5	4	0	

																			Y=00
	M=00	R=00																	N=01
Subj #	F=01	N=01	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	M=02	
87	1	0	4	5	5	5	5	5	5	5	5	5	5	5	5	NA	NA	NA	0
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89	1	0	4	5	5	4	4	5	5	5	5	5	5	5	NA	NA	NA	0	
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108	0	0	3	4	4	4	3	4	5	5	3	3	4	5	NA	NA	NA	0	
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110	1	0	4	4	5	4	5	4	5	5	5	3	4	4	NA	NA	NA	1	
111	0	0	4	4	5	4	5	5	5	5	5	5	5	5	NA	NA	NA	0	
112	1	0	4	5	5	4	4	4	4	4	5	4	4	5	NA	NA	NA	0	

Overall, the descriptive statistics for program material, customer service, and volunteer orientation combined are 4.52 for the mean, 5 for the median, 5 for the mode, .66 for the standard deviation, and .44 for the standard deviation squared.



## Chapter V

### DISCUSSION

#### Summary

The three dimensions of the survey are Program Content, JA Office Support, and Volunteer Orientation. Under the first dimension, Program Content, the mean score of eight statements on a five point likert scale regarding program material was 4.49. The statistical hypotheses are as follows:

$$H_{1:\text{stat}} \quad \bar{x}_1 \gg 3 \\ \text{actual}$$

$$H_{1:\text{stat}} \quad \bar{x}_1 \leq 3 \\ \text{null}$$

Since 4.49 is far greater than three, this study supports the actual statistical hypothesis and rejects the null hypothesis. T calculated for Program Content was 67.73 and t critical was 3.291. Since t calculated is far greater than t critical this study supports the actual hypothesis and rejects the null. Therefore, business people perceive Junior Achievement's Middle Grades Program to be of high quality in the area of program material.

Under the second dimension, JA Office Support, the mean score of three statements regarding customer service on a five point likert scale was 4.65. The statistical hypotheses are:

$$H_{2:\text{stat}} \quad \bar{x}_2 \gg 3 \\ \text{actual}$$

$$H_{2:\text{stat}} \quad \bar{x}_2 \leq 3 \\ \text{null}$$

Since 4.65 is far greater than three, this study supports the actual hypothesis and rejects the null hypothesis. T calculated for JA Office Support was 48.53, and t critical was 3.291. Since t calculated is far greater than t critical, this study supports the actual hypothesis and rejects the null. Therefore, business people perceive Junior Achievement's Middle Grades program to be of high quality in the area of customer service.

Under the third dimension, Volunteer Orientation, the mean score of three statements on a five point likert scale was 4.44. The statistical hypotheses are:

$$H3: \text{stat } \overline{x}_3 \gg 3$$

actual

$$H3: \text{stat } \overline{x}_3 \leq 3$$

null

Since 4.44 is far greater than three, this study supports the actual hypothesis and rejects the null hypothesis. T calculated for Volunteer Orientation was 21.49, and t critical was 3.291. Since t calculated was greater than t critical, this study supports the actual hypothesis and rejects the null. Therefore, business people perceive Junior Achievement's Middle Grades Program to be of high quality in the area of volunteer orientation.

The statistical analysis of this survey is also backed up by personal comments from the business volunteers regarding the high quality of the program. Four respondents commented on the helpfulness of the extra "filler" activities provided by the JA office.

One of Dr. Deming's points regarding ways to improve quality (noted in chapter II) was to improve every process

constantly. Junior Achievement improved one process by providing volunteers with additional “filler” activities to present to the students. The above comments indicate that this extra step has helped to improved the quality of the program.

Jan Carlzon coined the phrase moments of truth. Gary Kampmeinert, Senior Manager for Junior Achievement’s Middle Grades Program experienced moments of truth when confronted with needs from the business volunteers. The following comments from business volunteers on the survey indicate that he seized the moment to help the volunteer:

“Gary was extremely helpful in trying to provide me with teaching checkbooks. He gave me a few he had left over and also tried to give me different avenues to get additional copies.”

“Since we no longer receive checkbooks - and I had already prepared the class for this - JA provided me with all that I needed and my overall course work became easier.”

The overall assessment of the program indicates that 99.04 percent of the respondents rate the program as good or excellent, and 92.79 percent of the respondents indicated that they would participate in the Middle Grades Program again. This study clearly indicates that business people perceive Junior Achievement’s Programs to be of high quality in the areas of program material, customer service, and volunteer orientation.

## Limitations

While completing this study, minimal problems were encountered. The pretest helped reduce instrument problems. However, eight of the surveys were previously marked with ones and twos circled on the five point likert scale. These eight respondents erased these responses, and circled fours and fives. This indicates that these respondents misread the scale; one being strongly disagree and five being strongly agree.

Another error in the survey instrument was under JA Office Support. The first statement was double barreled, with two ideas combined into one. The statement was: The JA staff provided me with adequate information about the program in a timely fashion. This statement covered two points; adequate information and timely information. These two points should have been separated into two different statements to be rated on the likert scale.

Evaluator bias was not an issue in this study. All business volunteers who participated in Junior Achievement's Middle Grades Program during the spring semester of 1996-97 received this survey, therefore, there was no bias in the selection process. The statements were rated on a likert scale, therefore, there was no bias in calculating results. Respondents were asked if there was pertinent information not included in the survey, therefore there was no bias in trying to eliminate statements that may have been pertinent to the study.

### Suggestions for Future Research

This survey is the first detailed survey given to business volunteers regarding the quality of Junior Achievement's programs in the areas of program material, customer service, and volunteer orientation. This survey, with minor adjustments, will be administered every semester in order to weigh the responses semester after semester; to evaluate the perceptions over time. A few adjustments of the survey include:

1. Dividing the first statement under JA Office Support into the following two statements:

The JA staff provided me with adequate information about the program.

The program information was provided to me in a timely fashion.

2. Add clear directions regarding the likert scale:

1 = strongly agree  
2 = somewhat agree  
3 = neither agree/disagree  
4 = somewhat disagree  
5 = strongly disagree

3. Add a section regarding class experience with statements rated on a five point likert scale:

The length of the class time was sufficient for presenting the activities.

The classroom teacher seemed to be informed about the program.

The classroom teacher seemed to be supportive of the program.

The likert scale will be followed with a section for respondents to comment on statements regarding class experience that they rated significantly high or low.

In the study completed for the spring semester of the 1996-97 school year, there were seven comments written under the Program Content and Instruction area indicating that the length of the classtime may not be sufficient in presenting the activities. An abbreviated summary of those comments are:

“Great materials. Much more than can be covered in fifty minutes in some cases.”

“...there was not enough time for the students to get really involved.”

“Some activities took extra time to explain...”

“Class times are really just forty minutes long and this is too short a time to get into an exercise...”

“...There is an underestimate of the time activities take to complete...”

“...classroom time is too short. Forty minutes is just enough time to get into it. One hour would be better.”

“...retaining the student's attention for one and a half hours was difficult.”

The above comments, in addition to a strong comment written by a respondent regarding the lack of support from the classroom teacher, indicates the need to add a section regarding class experience to the survey.

## Appendix A

# Junior Achievement Evaluation Form

To be Completed by the Volunteer Consultant

In order to ensure the quality of Junior Achievement's programs, we need your input. Many of the changes that have been made are the direct result of your comments and suggestions. If there is something that we have done especially well, or an area we can make even better, please comment and return this form in the envelope provided.

*Thank you for your thoughts.*

What is your overall assessment of Junior Achievement's program? Please circle one:

Poor                  Fair                  Good                  Excellent

Please rate Junior Achievement's program by responding to each of the following statements:

PROGRAM CONTENT	strongly disagree	somewhat disagree	neither disagree/agree	somewhat agree	strongly agree
The activity plans were easy to read and understand.	1	2	3	4	5
The activity concepts were appropriate for the students.	1	2	3	4	5
The students understood the concepts and content presented.	1	2	3	4	5
The activities stimulated active participation from the students.	1	2	3	4	5
The vocabulary was appropriate and clear.	1	2	3	4	5
Hands-on activities were effective	1	2	3	4	5
Group activities were effective.	1	2	3	4	5
The activities were free of stereotyping or bias.	1	2	3	4	5

Please comment on statements pertaining to program content that you rated significantly high or low.

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JA OFFICE SUPPORT

	strongly disagree	somewhat disagree	neither disagree/agree	somewhat agree	strongly agree
I was provided with adequate information about the program in a timely fashion.	1	2	3	4	5
The support provided by the JA staff was sufficient.	1	2	3	4	5
Any special requests or concerns were promptly handled by the JA staff.	1	2	3	4	5

Please comment on statements regarding support that you rated significantly high or low. \_\_\_\_\_

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ORIENTATION

Did you attend an orientation session this year? \_\_\_\_\_ If yes, please complete the ORIENTATION section.

	strongly disagree	somewhat disagree	neither disagree/agree	somewhat agree	strongly agree
The length of the orientation was adequate.	1	2	3	4	5
The orientation location was convenient.	1	2	3	4	5
Content and instruction was sufficient.	1	2	3	4	5

Is there pertinent information that we failed to include in the evaluation form? Please comment. \_\_\_\_\_

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Would you participate in Junior Achievement's Program again? \_\_\_\_\_ Yes \_\_\_\_\_ No

Name: \_\_\_\_\_ School: \_\_\_\_\_

Phone: \_\_\_\_\_

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