

Thus, in spite of the fact that so many people successfully "just do it," it serves a useful purpose to ground our teaching practices in scholarly publications, and to document the networks of scholars within the business and society community who are developing new teaching practices. That is, in the spirit of this special issue, what the paper attempts to do.

SERVICE LEARNING ABOUT BUSINESS AND SOCIETY

ACTIVE LEARNING FOR BUSINESS AND SOCIETY STUDENTS: COMMUNITY SERVICE MODELS

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INTRODUCTION

This paper was motivated by the authors' personal experience with assigning community service to students in business and society courses. Combined with a survey of colleagues at other schools, as well as relevant literature, the paper identifies reasons why teachers use community service, and discusses various strategies and resources available for those seeking to implement this practice in their own courses.

One of the most striking findings of the survey was that only a few respondents had relied on published sources for guidance in either learning about community service (Table 1) or in implementing a teaching program (Table 2). The largest number of respondents described themselves as self-directed.

A central theme of the business and society course is a careful consideration of the implications of a market-based economy for society. Through a variety of theoretical and instructional approaches the course ideally demonstrates that an essential failure of market capitalism is the creation and neglect of societal segments that lack financial clout. Moreover, the dominant business ideology of the 1990s holds that government should not be the controlling force in solving the problems of the "have nots." Yet the business sector, regardless of intentions, seems ill equipped to take on that role (Zlotkowski, 1996, p. 15). Most frustrating to many instructors is the seeming resistance of some business school students to accepting these circumstances, so that a classroom dialogue on the possible role of business organizations in their communities can begin.

This paper discusses a teaching technique that addresses such problems directly: student volunteerism through class-sponsored community service projects. Because volunteerism is a prominent neoclassical value aimed at developing nongovernmental solutions to the maldistribution of wealth in market-oriented economies, it represents a workable starting point for the consideration of corporate-society relations.

Table 1. Original Source of Idea to Use Service Learning

Self-initiated/no specific source	9
Colleague at another school	7
Campus program	4
Departmental colleague	2
Published sources	1
Total	23

Notes: a) Table 1 is based on the author's categorization of open ended survey responses by twenty teachers of business and society and related courses. The question asked "How did you originally hear about community service as a teaching activity?"
b) Total exceeds 20 because three respondents listed more than one item.

Table 2 Sources of Guidance in Implementing Service Learning

Self-directed	8
Student and client feedback	6
Colleague at another school	6
Campus programs	3
Published sources	2
Total	25

Notes: a) Table 2 is based on the author's categorization of open ended survey responses by twenty teachers of business and society and related courses. The question asked "What have been the major sources of guidance in developing your [service learning] program?"

b) Total exceeds 20 because five respondents listed more than one item.

In the classroom context community service projects require students to work as volunteers with community agencies as part of course requirements, and usually require written reports and/or statements of reflection in conjunction with the time volunteered. Although pioneered in more traditional "service" disciplines such as social work, medicine, education, and law, the role of community service or "service learning" in business schools appears to be growing in importance (Trent, Grasso, & Roby, 1996).

As a teaching innovation community service projects effectively meet current demands in business education, and instill relevance in business and society and business ethics courses. In terms of pedagogy community service works through active learning techniques, where "learning involves transactions between the person and the environment" (Kolb, 1984, p. 34). By placing responsibility for action upon students, community service forces students to confront and reflect upon the social environment of business. Our research and personal experience show that faculty who utilize service learning are highly enthusiastic about their undertakings (some to the point of missionary-like zeal). Finally, students often start out wary, but generally complete their projects with a strong sense of satisfaction and self-discovery.

Despite these positive notes, it is fair to say that service learning gets a mixed reception within business schools, and within the field of business and society. This should not be surprising, since it challenges many established educational practices with respect to the sources and authority of knowledge, the pattern of teacher-student interactions, and the venue where learning occurs.

The purpose of this paper is to review and evaluate the use of community service projects as a teaching technique in business and society and related courses. Based on the sample population of instructors who have experience with service learning (including the authors), the paper suggests that other business teachers can use service learning effectively in their courses. We expect that exposing students to the possibility for interaction between business organizations and community groups will improve their social performance and capabilities as managers.

BACKGROUND LITERATURE AND METHODS

The campus movement toward service learning, now firmly institutionalized on many campuses, often stakes its heritage on the philosophy of John Dewey (Kolb, 1984; Albert, 1994), with its emphasis on learning by doing: "... how much keener and more extensive our observations and ideas would be if we formed them under conditions of a vital experience which required us to use judgement" (Dewey, cited in Albert, 1994).

The growth of campus-sponsored service learning programs led to the founding of the National Society for Experiential Education (NSEE), a professional association representing university faculty and staff involved in service learning programs. Albert's (1994) *Service Learning Reader* is an NSEE-sponsored text originally developed for a full-time course in service learning at the University of Vermont. The readings fit nicely with many of the objectives of a business and society course (e.g., ethics, social justice, individualism, and community), and, by being academically respectable, serve to show the difference between service learning and simply being forced to volunteer. This is worth a look by those seeking a literature-based teaching approach. Kendall's (1990) NSEE "resource book" is service learning with a vocational flavor, providing uneven coverage of a great many topics, including legal issues, choices involving pedagogy, and models for program evaluation; Luce (1988) is an accompanying bibliography.

Government programs provide a second source of literature on service learning: the federally sponsored Corporation for National Service's reader (*Expanding Boundaries*, 1996) discusses service learning in numerous educational and vocational settings, with some

emphasis on professional schools such as law and medicine. *What You Can Do For Your Country* (1993) is the report of the Bush Administration's Commission on National and Community Service. It explains implementation of the 1990 National and Community Service Act, and provides some information on sources of grant money and institutional support.

An effort to coordinate the growth of service learning programs led to the formation of Campus Compact in 1985 (Morton & Troppe, 1996). Campus Compact consists of more than 500 university and college presidents committed to supporting community service at their respective institutions. Campus Compact develops technical support for college campuses, supports legislative initiatives such as the National and Community Service Trust Act of 1990, and publishes reports (Stanton, 1990). In 1994 Campus Compact helped to found The Invisible College, a national organization of educators active in service learning. There is also an Internet listserv discussion group for service learning educators; the authors can provide subscription information upon request.

In summary, there is a significant literature on the theory and pedagogy of service learning, mostly from the field of education. There is also significant institutional support on campuses. Yet it is also worth noting that most of the teachers surveyed by this paper have not paid much attention to it (Tables 1 and 2). Thus, the contribution of this chapter is to examine service learning specifically in the context of business and society courses, using an empirical base, in order to communicate and document in a systematic way these important educational initiatives.

The findings and suggestions presented here are drawn from a set of cases (each case is one teacher's experience with service learning), coming from two sources. First, nine cases are drawn from a special issue of the *Journal of Business Ethics* (1996), where nine teachers discuss their personal experiences with service learning (see Table 3). Second, 20 instructors who utilize service learning techniques were surveyed using mostly open-ended questions about their motivations, experiences, and classroom practices. Three of the survey respondents also were authors in the *JBE* special issue. Thus the total number of unique cases is 26.

The survey respondents were identified through a posting of the research agenda on two electronic listservers (sponsored by the International Association of Business and Society, and the

Organizations and the Natural Environment interest group of the Academy of Management). Most but not all respondents used electronic mail to process and return the surveys.

It should be clear that the sample set is biased in the sense that all members are active practitioners of service learning techniques. No attempt has been made to survey those who, for whatever reason, choose not to use service learning. The usual concerns about generalizability should be less important here because this paper does not claim to engage in hypothesis testing—it simply seeks to describe the current practices of some business and society teachers.

Based on the sources of information discussed previously, the remainder of the discussion is structured as follows. First, several types of service projects are reviewed. Second, the major benefits of service learning for teaching effectiveness in business and society courses are identified. Third, the paper presents specifics of how to design and implement a service learning project.

TYPES OF COMMUNITY SERVICE PROJECTS

A recent special issue of the *Journal of Business Ethics* (January 1996) focused on a variety of service learning approaches in business education. Nine articles in the volume are essentially instructor's reports on various service learning initiatives. While several of the nine project types discussed are much too broad in scope for one instructor to handle in the context of a single course, the papers allow consideration of a wide range of possibilities for service learning.

As shown in Table 3, the projects discussed in the *JBE* issue are structured in diverse ways, ranging from in-class projects at the undergraduate, MBA, and executive MBA levels (Bies, Collins, Friedman, Graham, Hogner, Kohls) to internships (Smith), to a student orientation and team building exercise (Mercer), to a comprehensive four-year "across the curriculum design" (Kenworthy). Project objectives also vary widely, from a primary emphasis on the service experience itself (Hogner), to required outcomes being "products" such as business plans (Graham). Several of the projects involved highly formalized campus and community networks as resource bases, while a smaller number relied on self-directed student initiative and correspondingly less instructor control.

Table 3. Types of Service Learning Projects Described in JBE Special Issue*

Author/School	Description
R. Bies Georgetown University	MBA students in leadership course apply concepts of power to assist "powerless" constituencies in Washington DC. Student projects involve advocacy and lobbying on behalf of constituency.
D. Collins University of Wisconsin	MBA students in business ethics course contribute to low-income community improvement projects (e.g., homeless shelter) under coordination of instructor and agency managers.
5. Fredman Wharton Business School	MBA students in leadership course have option of working on a team based service-learning project with the goal of a tangible "pro-social" outcome.
J. Graham Loyola Univ. Chicago	MBA students in strategic management course develop business plans for new ventures providing business services in low-income neighborhoods.
R. Hogner Florida Int'l University	"Self-managed" undergraduate business and society students volunteer with service agencies of their choosing or develop their own service organization.
A. Kenworthy Bentley College	College coordinates service learning across the undergrad curriculum. Selected students receive four year "community scholarships." 25% of faculty utilize some form of service learning.
J. Kohls Gonzaga University	Campus office of Volunteer Services coordinates placement, training, and evaluation of undergraduate business ethics students using formal service learning placement agreements.
G. Mercer University of Michigan	Incoming MBA students spend two days of orientation week in a workshop teamed with corporate sponsors. Teams assess community service organizations and propose solutions to problems they identify.
D. Smith North Central College	After completing undergraduate course in leadership theory, students enroll in 10 week internships working 12 hours per week in community service. Interns meet weekly for "reflection seminar."

Source: Journal of Business Ethics, (1996) special issue on service learning projects in management education

For this paper the focus is on how an individual instructor can design and implement service learning with minimal external support (at least in the beginning), which has been the experience of most of the survey respondents. To this end, we consider a number of dimensions that describe various "types" of service projects.

Table 4. Examples of Community Agencies Served and Tasks Performed

Homeless shelter: serve food; check-in clients; sort out and organize donated clothes and food
Community foodbank: sort food donations; prepare food boxes; process client applications
Regional food distribution network: audits and operational assessments for compliance with government aid rules
Emergency women's shelter and support agency: general assistant to counselors and social workers
Public school math department: Computer installation and instructional support
Elementary School implementation of formalized mentoring program, where college students act as "big brothers/sisters" to students in Grades 2-6
Habitat for Humanity (building homes for low income families): volunteering labor as needed
City parks department (construction and improvement projects): volunteering labor as needed
Humane Society (care for animals): Repair computers and develop information systems database; assist with animal cruelty investigations; exercise animals
Campus office of handicapped student services: administrative assistance; helping clients with basic needs; patrolling handicapped parking spaces for parking violators
Campus adult literacy project: tutoring illiterate university employees
Nursing Homes: Reading to the elderly
FIU Food Runners: Students organize, self-fund, and implement distribution of food and toiletries to homeless in South Florida

Organizations served: The possibilities here are endless, as suggested in Table 4. Whether in an urban or rural setting, numerous community agencies offer a wealth of service opportunities. Students have, in some cases, elected to form their own organization to deal with social problems they identify (Hogner, 1996).

Core objective: From the preceding section we see a number of objectives that service learning can fulfill. The choice of objectives distinguishes one type of project from another. For example, if strong emphasis is placed on developing and applying business skills, the effort and outcomes will be much different than if the main objective is moral development and ethical reflection (for example, a business plan rather than a personal statement of reflection).

Nature of student-teacher interaction: Regardless of time commitments the instructor's choice about how much to control the service learning determines much of its subsequent development. A very direct contrast can be shown between a "self-managed" approach (Hogner, 1996, p. 42) and a "structured" approach (Collins, 1996, pp. 70-73). In the first case, students identify their own organizations and negotiate their roles, while the instructor reserves the right to veto projects that do not meet the spirit of the assignment (e.g., volunteering for political candidates). As one survey respondent noted, forcing the students to find their own way serves a certain purpose:

During class discussion, one student said that I should go out and identify a bunch of projects and then give the list to the students. He said "I had a lot of trouble finding a project. I had to walk around downtown for a while until I found an opportunity." He looked at me and suddenly figured it all out, adding "That was part of the learning experience, wasn't it?" (from survey).

The "structured" approach offers other benefits, and is appropriate especially where the instructor seeks to have the service effort make a measurable difference: by identifying the projects and organizing student effort, the instructor ensures that a substantial contribution is made to the service organization. This approach also offers better monitoring and control of student behavior, and allows the entire class to engage in discussion of an experience common to all. A major drawback is that it can require a lot of time for planning and coordination.

A number of other dimensions or types of projects explored in our survey uncovered a few interesting points. First, there seems to be little difference in learning objectives and methods used between undergraduate and MBA classes (roughly half the respondents teach MBAs and half undergraduates; two use service learning at both levels). The MBA instructors are slightly more likely to emphasize application of business skills (see, for example, Graham, 1996). Second, most instructors require all students to volunteer; about one-third provide students with an alternative assignment such as a research paper. Third, about half the instructors use team-oriented designs, about half do not or make it optional. Some instructors use a team approach because team building exercises are part of their educational objectives (Mercer, 1996; Friedman, 1996).

BENEFITS OF SERVICE LEARNING PROJECTS

Building Awareness of Social Problems

Many business and society instructors complain that business school students are, at best, insulated from the plight of people who don't share in the bounty of capitalism. At worst, such teachers complain that many of their students are openly hostile to such an analysis. Providing students with an opportunity to interact with less privileged citizens, for example by working at a homeless shelter or volunteering labor to improve city parks in decaying neighborhoods, serves to teach this lesson without depending on the teacher being perceived as not supportive of the market economy model that is so central to business education. One of our students who worked for a food pantry observed:

During my visits I was most struck by the level of poverty. I was instantly reminded of my years in Africa. We've all heard about the conditions in Eastern Kentucky, but I'm not sure I was prepared for what I saw. These [food distribution] programs offer a significant measure of relief to the needy. They operate on ridiculously small budgets and manage to help a great many people (from student report).

Illustrating Business and Society Course Concepts

In addition to building awareness of social problems, community service provides an active learning approach that reinforces the importance of basic concepts of the business and society paradigm. Themes cited by survey respondents include: the importance of communities as corporate stakeholders; the need for alternatives to market mechanisms for distributing such goods as education, income, and food; and the justification for corporate social responsiveness, especially the possibilities for business firms to initiate and implement positive social change. The active experience of community service may lead students to understand and accept such concepts in a way that is far more permanent than can be achieved in a pure lecture format. One instructor argues that, in the end, "the service activity has its greatest impact on the students and not on the community" (Hogner, 1996, p. 41).

Footnote on International Students

We find the benefits cited earlier to be especially valuable for international students for two reasons. First, international students tend to hold idealized notions of American society (e.g., that market economy is a panacea, that everyone lives like royalty). At the same time, such students benefit greatly from breaking out of the insular lifestyle often found in academic settings. One of our students from Indonesia wrote:

At first, I thought that being required to volunteer would not have too much of an impact on me. I was not sure to what extent it would sensitize me to the hardships and needs of the poor. However, it opened my eyes and now I can say that I have a better understanding of several aspects of poverty in the United States.

On the other hand, some international students hold very negative views about American society. A student from Iran wrote:

Why should I care if (Americans) are poor? How many poor Americans wept when several million Vietnamese got slaughtered? How many poor Westerners lost sleep when the French massacred over a million Algerians? The examples are endless. Why should I give a hoot about the poor in France or America?... [After serving the homeless] I no longer viewed the American poor in such black and white terms.

Second, many international students, while dedicated, tend to be rather mechanical in their learning style. Active participation in a nonclassroom setting seems especially valuable in helping them see the deeper meaning of concepts presented in class. For both of these reasons, a carefully structured learning experience away from campus can be very beneficial, leading to a higher level of student satisfaction. One student, a very shy Asian woman, who served at a shelter for battered women wrote that:

Participating as a volunteer gave me an opportunity to learn something I could not learn in the classroom... the experience provided me with a chance to develop relationships with other people, which can broaden my horizons and enhance my communications skills (from student paper).

Tangible Contributions to Solving Real-world Problems

Our survey respondents were mixed in terms of the importance of this aspect of service learning. The importance of this criteria depends on the structure of the activity. If the entire class works toward a common goal (e.g., everyone volunteers at the same homeless shelter), the cumulative impact is likely to be much greater than if student effort is scattered across many activities. An additional dimension worth considering is that students will use their initial entry into community service as a starting point for future individual and organizational contributions.

Applying Tools of Business Education to Increase the "Fit" of the Business and Society Course in the Curriculum

Following from what has been said so far, if service learning is deemed valuable by students, business and society courses should gain in stature. We also suggest that instructors attempt to build linkages to other coursework in the business school. One way of achieving this goal is to ask students to apply the tools of business education to the organizations they work with (Graham, 1996).

With or without the cooperation of the service organization, students can analyze management structures, financial controls, marketing plans, strategic plans, and other operational issues. In the best case, students can work as consultants to assist organizations in improving their processes (this contribution may not always be welcome). Another technique is to require students to develop written critiques of the management of the service organization. For example, one common finding is that service organizations often fail to utilize the time of volunteers effectively, either because the time is perceived as "free," or because overstaffing is seen as necessary given that volunteers tend to be unreliable about showing up when they are supposed to. The important point is that students will take a greater interest in their work if they see an opportunity to apply the skills and tools they have developed in school.

Building Linkages Between Business Institutions and Communities Bringing Corporate-Community Interdependence to Life

Business schools can implement community service projects not only to teach their students, but also as a strategy that recognizes the necessary role that universities play in their communities. Those of us teaching in public universities face an increased level of public scrutiny regarding what we deliver to the taxpayers who sustain our existence. The development of responses to this pressure varies greatly across institutions, but the need for a response is widely recognized (the University of Maryland's new strategic plan lists "improving the university's contribution to society" as one of five primary goals for the future). To this end, business schools with well-developed community service programs are in an especially strong position to support their institutions in both symbolic and measurable ways. We regard this aspect of service learning as holding great potential for enhancing the visibility of business and society programs.

Table 5 shows the responses of survey participants to the preceding list of "benefits" of service learning. The question was framed as "respond to each item in terms of the reasons that have guided YOUR OWN experience with community service, not whether or not the reason makes sense to you." It is notable that, with one exception, all of the items received some support from all respondents, even though the option of "not relevant" (coded as 0) was available. Thus there appears to be a measure of consensus on the rationale for community service projects.

Table 5. Importance of Various Criteria in Survey Respondents' Rationale for Service Learning

	Developing Awareness of Social Problems	Illustrating Course Concepts	Helping to Solve Real-World Problems	Building Links Between School and Community	Applying Tools of Business Education
Mean Score	2.7	2.55	2.4	2.3	2.25
Range	1-3	0-3	1-3	1-3	1-3
Number of Responses	20	20	20	20	20

(0 = "Not Relevant", 1 = "Low Importance", 2 = "Medium Importance", 3 = "Highly Important")

Although not included in the survey specifically, two other benefits of service learning were strongly communicated, as explained next.

Self-actualization for the Business and Society Instructor

While this benefit may at first seem a selfish motive for instructors, one's enthusiasm for teaching contributes greatly to the classroom experience. It has been said that business and society types are often idealistic, and the responses to the survey certainly support that view. Some of the following reasons cited as motivating factors for using service learning show that instructor satisfaction is a major benefit:

The decision to do this was initiated by me as a method to reform business school education. It all made sense to me so I just did it.

This is one of the elements I'm most proud of instituting in my classes. I tell others about it... I told my mom. That's the real test!

It is the right thing to do...our teaching must provide some valuable contribution to both students and to the community.

My personal experience, as an undergrad and currently, led me to unilaterally (with no support from anyone here) launch the requirement in this course.

Student Satisfaction and Personal Development

Most instructors have found student satisfaction with community service to be high (see also Middelhoff, 1996). Both of the authors have encountered initial resistance from some students, but very positive feedback in the end. Some representative comments include:

[Service learning] allows students through expanded perception to see the world differently. One student said: "business will not be the same because I am not the same" (from survey).

I did not look forward to the homeless project but I've changed my mind. In terms of lasting impact, the experience was worth twenty class sessions. My preconceived ideas about getting a job and taking care of ones' self were pretty naive (from student paper).

The overwhelming sentiment last spring was that the projects were the most useful part of the course... [the students] said they preferred doing the project to having exams. They felt they did something worthwhile (from survey).

My students are *really high* on their experiences. Some continue on after their official course involvement is over (from survey, emphasis in original)

Here I was at the shelter uselessly pouring milk because of some assignment and this homeless guy was thanking me like I had actually done something worthwhile. I felt like apologizing and explaining the situation....[In retrospect] the experience had been worthwhile, more than anything else I had done all semester (from student paper).

Drawbacks to Service Learning Projects

None of our survey respondents reported any substantial complaints or regrets. The biggest problems identified are the time commitment involved, and the reaction of colleagues. In terms of time commitments, that is within the instructor's control to some degree. Faculty who spend "too much" time probably do so of their own choosing, and that is a general problem that many academics face. With respect to the reaction of colleagues, that depends on one's institutional environment. Faculty at "research schools" may see service learning as not sufficiently academic or as out of step with "mainstream" business school culture (Friedman, 1996, p. 100).

HOW TO IMPLEMENT SERVICE LEARNING APPROACHES

This section suggests a series of steps aimed at explaining "how to" implement community service projects in a business and society course or related course.

1. The first step should be a careful consideration of learning objectives (the prior section should be helpful here). Most other elements of designing the community service experience follow from this process. It is also important to determine the desired extent of instructor participation and control versus student self-direction.

2. Identify community organizations, either for instructor-controlled scheduling, or for developing a list of suggested organizations for student contacts. Potential resources include campus volunteer offices, local community volunteer offices, and umbrella organizations such as United Way. Many communities publish lists of volunteer opportunities in the newspaper or newsletters. One survey respondent distributes the local volunteer newsletter with check marks identifying appropriate opportunities. This gets easier the second time since the initial venture will generate helpful contacts.

3. Consider which course concepts the service assignment should reinforce and develop lecture plans and reading assignments accordingly. One approach is to teach the theory of why service is important in the context of the individual's relationship to society, in order to "build a firm theoretical base for students to understand the social, political, and philosophical context of their educational experience in the [service] Project" (Hogner, 1996, p. 38; p. 40 includes suggested readings). A related alternative involves underscoring the problems of the underclasses in market economy and showing how business can make a difference (Collins, 1996, pp. 68-69). Several instructors utilize a leadership theory framework (Smith, 1996; Bies, 1996; Friedman, 1996). As these authors discuss, it should be noted that several schools have recently combined the subject matter of leadership with business ethics as part of curriculum reform. This seems to create a favorable climate for launching service learning projects.

4. Draft specific requirements for students: Given that the syllabus is increasingly viewed as a contract, as well as in the interest of smooth organization, formalizing specific tasks required of students is essential for securing the commitment of students up front and avoiding much subsequent problem solving.

Some students will complain about "being forced to volunteer"; this issue is best resolved early in the course. One professor has substituted the word "serve" for "volunteer" in the project instructions because "students are more receptive to being required to serve in the community than being required to volunteer (students are sensitive to oxymorons, particularly in business ethics classes)." In practice, instructors have found that most initial resistance to mandatory community service is overcome once students spend the time and get the experience (Kohls, 1996, pp. 50-52; Hogner, 1996, p. 41).

The specific requirements of the project may include the following:

- time commitment (8-20 hours or two sessions is most common)
- work product consistent with the teacher's objectives (e.g., a reflective paper, a report on the service organization's operations and management structure; an in-class presentation of findings)
- alternative to community service requirement, if desired
- individual or group work options
- grading standards and weighting for the course grade

5. The instructor needs to develop mechanisms for control. One approach involves students signing formal learning contracts and asking administrators of the service organization to verify student performance (for sample see Kohls, 1996, p. 49). Another common practice is requiring students to keep a journal of their activities; periodic instructor review should allow identification of students who are not keeping up with the service assignment. Some well-developed programs utilize teaching assistants or independent study students (with prior experience with the service projects) to play the role of site supervisor or "team leader." Such designated leaders cannot only monitor performance but also assist with socialization in what some students may find to be an unfamiliar environment (Hogner, 1996, p. 42).

6. Discuss expectations for student conduct and responsibilities, and warn students to take basic precautions to ensure their personal safety. Given that students may be required to spend time in unsafe urban areas and may work with mentally unstable and potentially violent clients, a number of respondents have raised concerns about the personal safety of students and, ultimately, the legal liability of instructors and the colleges and universities that employ them. Although we are not aware of any cases where students have been harmed, this concern should not be taken lightly.

There is good reason to fear that, should legal issues be extensively deliberated by campus administrators and attorneys, the initiative for service learning will be consequently stifled. On the other hand, proceeding with service learning projects without thinking about liability could obviously backfire. Without extensive deliberation, instructors can take some basic precautions. For example, students can be instructed to travel in pairs or groups, even if they will ultimately work alone. This remains an unresolved issue, which deserves further consideration.

7. After students have been given time to digest the assignment and develop their plans, the instructor should arrange short meetings to review plans and answer concerns. Some students may object to the assignment, and you must be prepared to meet these objections (see Collins, 1996, pp. 75, 80-81).

8. Grading: This is a difficult issue, and should be considered in the context of each instructor's grading philosophy. At one level, grading seems to contradict the spirit of active learning (Friedman, 1996, p. 99). On the other hand, many students expect to be graded

and may fail to identify with alternative forms of motivation. If the instructor prefers to reward and punish through grades, most of the weighting can be put on the final work product (i.e., the paper or report turned in).

9. Follow-up: In addition to the usual student evaluation mechanisms the instructor should carefully evaluate the quality of student experiences and seek to identify service organizations and employees who were most helpful and most open to student participation. It is at this stage that the initial experimentation with service learning begins to snowball as contacts, friendships, and interorganizational networks develop.

10. Seeking publicity is a two-edged sword and should depend on the learning objectives sought. On the positive side, favorable publicity is good for the business school, and may lead to additional resources and organizational contacts. On the other hand, some theories of service suggest that it should be done quietly, for its own sake, and not to win public accolades.

CONCLUSION

This chapter has discussed the use of community service as a teaching technique for making some aspects of the business and society paradigm more meaningful to students. Hopefully, the reader has gained a greater appreciation of the rationale for service learning, and digested some concrete suggestions for implementing this technique in a classroom setting.

As others have noted (Kolenko, Porter, Wheatley, & Colby, 1996, p. 141), despite plenty of anecdotal evidence, we have no statistical proof that service learning experiences lead students to engage in more community activism, or that they will use their positions as managers to redefine the relationships between corporations and their communities. Enough business students have now been exposed to service learning to allow measurement of these questions.

On the other hand, one might say: "so what?" Despite constant focus on assessment, attainment of educational objectives is notoriously difficult to measure. The contributions of service learning to the business school, both symbolic and tangible, seem to speak for themselves. Business and society scholars like to talk about "making a difference": here is a way to do so.

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