

**5th Annual Interdisciplinary Symposium ~  
A Teaching & Research Conference for Free Market Intellectuals  
Academic Diversity in Higher Education  
Overview**



**Program:** Friday, March 16, 2018 at The Bay Watch in Myrtle Beach, SC  
Room 1 ~ Cherry Grove 1&2 (the larger room)  
Room 2 ~ Cherry Grove 3 (the smaller room)

8:00	Breakfast & Registration –Mix ‘n Mingle
8:45 – 9:05	Kick-off Welcome ❖ Directions for Session Chairs
9:10 – 9:40	<b>Room 1:</b> Classroom-based research projects –a top ten list (Clifford Thies) Session Chair: Dr. Daniel Hall <b>Room 2:</b> The Work Ethic - Free Markets and Christianity (Wayne Rollins) Session Chair: Dr. Dallas Brozik
9:45 – 10:15	<b>Room 1:</b> Burning the Casting Couch: The Impact of Intervention Measures on Workplace Harassment for Firm’s in the Film and Television Industry (Ben Eng) <i>This presentation was performed by Dr. Robin McCutcheon in Dr. Eng’s absence due to illness.</i> Session Chair: Dr. Daniel Hall <b>Room 2:</b> Unearthing the Roots of Creativity: A Study of the Environmental Factors Impacting Creativity Development (Santiago Ambroggio; co-authors: Reddy & Griffith) Session Chair: Dr. Susan Luck
10:15	Coffee / Tea break
10:30 – 11	<b>Room 1:</b> Free market concepts and Service Learning (Daniel Hall) Dr. Arnold Hite <b>Room 2:</b> <i>Post-Coffee Time Socializing Room set aside for networking and chatting... ☺</i>
11:05 – 11:35	<b>Room 1:</b> Pharmaceutical Faultfinders: Why Patients Need Protection from Critics of the Drug Industry (Michael Brodrick) Dr. Arnold Hite <b>Room 2:</b> Calling in the Cavalry: Increasing Interdisciplinary Critical Thinking Skills in MBA Students (Susan Luck, 1 <sup>st</sup> ) Session Chair: Dr. Dallas Brozik
11:40 – 12n	<b>Room 1:</b> Marshall University Student Session: The Insider’s Scoop: What Students know that Professors Don’t ~ Moderator: Dr. Daniel Hall <b>Room 2:</b> The World is Flat, But You Still Have to Communicate (Susan Luck, 2 <sup>nd</sup> ) Session Chair: Dr. Dallas Brozik
12n – 1p	Lunch
1 – 1:30	<b>Room 1:</b> Wake-up and Smell the Coffee: A Practical Approach to Developing an Entrepreneurial Mindset (Dick Drass) Session Chair: Dr. Daniel Hall <b>Room 2:</b> <i>Post-Lunch Socializing Room set aside for those who haven’t finished their lunch-time conversations! ☺</i>
1:35 – 2:05	<b>Room 1:</b> The Role of Market Makers in Competitive Environment: a Commodities Game (Dallas Brozik) Session Chair: Timothy Bryzik <b>Room 2:</b> Behavioral Economics: A Threat to Rationality and Self-Interest or More Pop Psychology? (John J. Bethune) Session Chair: Dr. Robin McCutcheon
2:10 – 2:40	<b>Room 1:</b> Corporations don't pay taxes. Tax money always comes out of someone else’s pocket? (Merrill Boyce) Session Chair: Dr. Michael Brodrick

	<b>Room 2:</b> A Constrained and Unconstrained View of Innovative Behavior in Entrepreneurship and Small Business Management (Raushan Gross) Session Chair: Dr. Robin McCutcheon
2:45	Coffee & snack break
3 – 3:30	<b>Room 1:</b> Lorenz Curves as a Case Study for Interpreting Macroeconomic Data (Arnold Hite) Session Chair: Timothy Bryzik <b>Room 2:</b> <i>Post-Snack Socializing Room set aside for networking and chatting... ☺</i>
3:40 – 4:10	<b>Room 1:</b> Advertising Unhealthy Foods and Beverages to Children (Allison Wheeley) Session Chair: Dr. Wayne Rollins <b>Room 2:</b>
4:20	<b>Room 1: Hosted by Robin McCutcheon</b> <b>Idea Generating Panel Discussion for the 6<sup>th</sup> Annual Interdisciplinary Symposium</b>
5:00	Cool Down Bar (at the Fishtails Tikki Bar, weather permitting) with Cocktails
6:00	Farewell Dinner at the Blue Bistro {Hotel Restaurant (Dutch Treat)} – if you would like to eat as a group, please let Robin know by 1pm so we can reserve a properly large table.

*Please join us at the*

*6<sup>th</sup> Annual Interdisciplinary Symposium*

*March 22, 2019, at The Bay Watch Resort & Conference Center*

*N. Myrtle Beach, SC*

Brought to you by Dr. Robin McCutcheon and the Lync-Sync.com Team



## 2018 Interdisciplinary Symposium Presenters and Attendees

1	Clifford F Thies	Shenandoah University, Professor of Economics & Finance	<a href="mailto:cthies@su.edu">cthies@su.edu</a>
2	John Bethune	Barton College, Professor of Economics	<a href="mailto:jbethune@barton.edu">jbethune@barton.edu</a>
3	Daniel Hall	High Point University, Associate Professor of Economics	<a href="mailto:dhall@highpoint.edu">dhall@highpoint.edu</a>
4	Wayne Rollins	Middle Tennessee State, Professor of Marketing	<a href="mailto:wayne.rollins@mtsu.edu">wayne.rollins@mtsu.edu</a>
5	Vel Rollins	Guest	
6	Dallas Brozik	Marshall University, Professor of Finance	<a href="mailto:dallasbrozik@juno.com">dallasbrozik@juno.com</a>
7	Doris Brozik	Guest	
8	Ben Eng	Marshall University, Assistant Professor of Marketing	<a href="mailto:eng2@marshall.edu">eng2@marshall.edu</a>
9	Michael Brodrick	Arkansas Tech University	<a href="mailto:michael.brodrick@gmail.com">michael.brodrick@gmail.com</a>
10	Dick Drass	Coastal Carolina University, Business Executive & Entrepreneur	<a href="mailto:pdrass@coastal.edu">pdrass@coastal.edu</a>
11	Santiago Ambroggio	Lenoir-Rhyne University, PhD Candidate	<a href="mailto:santiago.ambroggio@my.lr.edu">santiago.ambroggio@my.lr.edu</a>
12	Merrill Boyce	Coastal Carolina University, Business Executive in International Business	<a href="mailto:mboyce@coastal.edu">mboyce@coastal.edu</a>
13	Arnold Hite	Charleston Southern University, Professor of Economics	<a href="mailto:Ahite@csuniv.edu">Ahite@csuniv.edu</a>
14	Susan Luck	Pfeiffer University, Professor of Business & Communications	<a href="mailto:susan.luck@pfeiffer.edu">susan.luck@pfeiffer.edu</a>
15	Raushan Gross	Pfeiffer University, Assistant Professor of Business Administration	<a href="mailto:raushangross@yahoo.com">raushangross@yahoo.com</a>
16	Ayanna Earl	Marshall University Undergraduate student	<a href="mailto:earl15@marshall.edu">earl15@marshall.edu</a>
17	Justin Hurt	Marshall University MBA student	<a href="mailto:hurt19@marshall.edu">hurt19@marshall.edu</a>
18	Anne Bass	Marshall University Undergraduate student	<a href="mailto:bass22@live.marshall.edu">bass22@live.marshall.edu</a>
19	Ben Vanston	Marshall University Undergraduate student	<a href="mailto:vanston@marshall.edu">vanston@marshall.edu</a>
20	Caitlin Kirk	Marshall University Undergraduate student	<a href="mailto:kirk133@marshall.edu">kirk133@marshall.edu</a>
21	Wyatt McCabe	Marshall University Undergraduate student	<a href="mailto:mccabe14@marshall.edu">mccabe14@marshall.edu</a>
22	Blake Sturgeon	Marshall University Undergraduate student	<a href="mailto:sturgeon19@marshall.edu">sturgeon19@marshall.edu</a>
23	Allison Wheeley	Middle Tennessee State University Undergraduate student	<a href="mailto:apw3m@mtmail.mtsu.edu">apw3m@mtmail.mtsu.edu</a>
24	Bradley Jackson	Institute for Humane Studies	<a href="mailto:bjackson@his.gmu.edu">bjackson@his.gmu.edu</a>
25	Barbara Wheeley	Guest	
26	Derek Sarver	Guest	
27	Timothy Bryzik	Lync-Sync Administrator	<a href="mailto:info@lync-sync.com">info@lync-sync.com</a>
28	Robin McCutcheon	Marshall University, Associate Professor of Economics Coordinator, The Interdisciplinary Symposium	<a href="mailto:mccutcheonr@marshall.edu">mccutcheonr@marshall.edu</a>
29	Clark	Walk-in Guest of Santiago Ambroggio	

## 2018 Interdisciplinary Symposium Session Chairs

Please choose the presentation you would like to moderate and print your name on the Room Itinerary; your name will be added to the conference proceedings before we post the final edition on the Lync-Sync website (sometime in May or June).

Please remember that sessions are 30-minutes long with 5-minutes in between sessions, so please instruct your presenter appropriately.

	Session Chairs	Institution
1	Dr. Susan Luck	Pfeiffer University, Misenheimer, NC
2	Dr. Clifford Thies	Shenandoah University, Winchester VA
3	Dr. Daniel Hall	High Point University, High Point, NC
4	Dr. John A. Tures	LaGrange College, LaGrange, GA
5	Dr. M. Wayne Rollins	Middle Tennessee State University, Murfreesboro, TN
6	Dr. Michael Brodrick	Arkansas Tech University, Russellville, AR
7	Dr. Dallas Brozik	Marshall University, Huntington, WV
8	Dr. Ben Eng	Marshall University, Huntington, WV
9	Dr. Raushan Gross	Pfeiffer University, Misenheimer, NC

## **“The Insider’s Scoop: What students know that professors don’t”, hosted by the Student Participants from Lewis College of Business, Marshall University**

**Anne Bass** is a senior in Finance and Health Care Management. She expects to graduate in May, 2018 and continue her education at UNC Charlotte to pursuing a Master’s degree in both Business Administration and Health Administration. Her future goals include creating a career as either a personal finance advisor or a health administrator. In her free time, she enjoys the outdoors, recreational sports, and doing volunteer work at the local animal shelter.

**Ayanna Earl** is a Finance major and expects to graduate May 2018. He current plans include studying to become a Physician’s Assistant, work across seas for a couple of years, and then get a higher level degree in healthcare policy or something similar so she can work in the white house or be CEO of a major hospital. She enjoys traveling doing adventurous activities.

**Justin Hurt** is a graduate student in Marshall's MBA program. He graduated in December 2017 with a Bachelor of Business Administration (BBA) in Marketing and International Business. He plans to finish a Master's Degree in August 2019. His future plans include working in the marketing department of a fashion/retail/tech company in some sort of branding position. In his spare time, he enjoys hanging out with his cat, enjoying a cup of coffee or tea (depending on the day), and simply lounging around.

**Caitlin Kirk** is a sophomore at Marshall University majoring in International Affairs and Political Science, and minoring in Economics, English, and Spanish. Caitlin expects to graduate in May of 2019 and attend law school upon graduation. She is a member of Alpha Xi Delta, where she serves as the Communications Vice President on the executive board. In her free time she enjoys reading and attending various performing arts shows.

**Wyatt McCabe** is a senior majoring in Economics in the Lewis College of Business at Marshall University. He expects to graduate with a Bachelor of Business Administration with a concentration in Economics in May. After graduation, Wyatt will begin his studies at the seminary to become a pastor. He enjoys reading, running, and spending time outdoors.

**Blake Alexander Sturgeon** is pursuing a double major in Marketing and Management to complete a Bachelor of Business Administration at Marshall University Lewis College of Business, after which he plans to complete his MBA. He is currently employed as a regional sales representative at a local family owned car lot located in the tristate. His military upbringing, and witty attitude makes any encounter memorable. Blake’s short term goals (after finishing college) helping run his family’s business (so his father can retire). He enjoys sales, traveling, and being active in the stock market. His hobbies include traveling, leisurely golfing, and experiencing live music. Blake is proudly owned by a rescue pup named Remington, and keeps Blake’s collars covered in dog hair.

**Ben Vanston** a senior majoring in Economics in the Lewis College of Business at Marshall University. He expects to graduate in May with a Bachelors of Business Administration with a concentration in Economics, then plans on attending West Virginia University Law School in the fall. After finishing a law degree, he plans to stay in West Virginia, possibly in the field of criminal justice. His interests include politics, economics (obviously), world history, music, and sports.

**Allison Wheeley**  
**Middle Tennessee State University**  
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Allison graduated from Watertown High School in 2015 with recognition from the National Honors Society, Beta Club, and Future Business Leaders of America. During her senior year in high school she competed in the business law FBLA competition and won 3<sup>rd</sup> place in the state of Tennessee and went on to compete at the national level. Recently, she also travelled to Williamsburg, Virginia to present another paper at the Atlantic Marketing Association conference and that paper won an award for best paper in that track. She is currently a junior at Middle Tennessee State University studying for a bachelor's degree in Marketing with plans to graduate in Fall 2020 with honors.

**Paper title: Advertising Unhealthy Foods and Beverages to Children**

**Abstract:**

The goal of marketing is to persuade people into buying a particular product. This is especially true of food and beverage companies since competition can be high in those industries. However, many of these products can be considered unhealthy, and children and adolescents are at the most risk for falling for marketing ploys. The younger the child, the more susceptible he or she may be to the tactics used by marketers. This research paper discusses multiple facets of this topic including the ethical issues with televised marketing of these products, product placement in video games, and marketing impact on obesity rates in younger audiences. In the United States, a country where children are often bombarded with enticing visuals, it is often the parents who are the last line of defense for their health. That is not always enough though, and with little government intervention and many factors working against parents it can be difficult to make the healthy choice.

**Santiago Ambroggio**  
**Lenoir-Rhyne University**  
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### **Bio**

Santiago Ambroggio is a junior international student seeking an Entrepreneurship at Lenoir-Rhyne University. He is the founder of Buddy Case, a portable fun case for asthmatic children. He also serves as a Broyhill Entrepreneurship Fellowship for the Center for Commercial and Social Entrepreneurship, Broyhill Leader, and as President of Phi Beta Lambda at Lenoir-Rhyne University. Before transferring his studies to the North Carolina in 2017, Mr. Ambroggio studied in Argentina at Universidad Nacional del Nordeste.

### **Unearthing the Roots of Creativity: A Study of the Environmental Factors Impacting Creativity Development**

Co-Authored with:  
Dr. Supriya Reddy, and  
Dr. Ralph Griffith, both of Lenoir-Rhyne University

### **Abstract**

Studies in creativity were infrequent before the 1950s. However, since the 50s, the systematic study in this field has increased. Nowadays, creativity is understood and recognized as a process that involves the confluence of many internal and external factors. However, there is limited research into the environmental factors that impact creativity. This paper analyzes how four different factors interrelate with creativity development. If researchers can better understand the foundations of creativity, then this could have a large impact on the pedagogy of disciplines such as entrepreneurship, design, innovation, and other related fields. The study focuses on participant's perception of creativity, level of household income, parents' educational level, and program of study, and how these factors correlate with creative development. Our key form of research comes from the "30 circles" exercise, which is used to measure and determine the level of creativity in the participants.

**Ben Eng**  
**Lewis College of Business**  
**Marshall University**  
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## **Bio**

Dr. Eng is an Assistant Professor of Marketing at Marshall University. At the graduate level, he has taught Advanced Marketing Management and Marketing and Management, while at the undergraduate level he has taught Principles of Marketing and Internet and Social Media Marketing. His research focuses on the relational aspects of consumer behavior, with related areas of celebrity branding and narratives. Eng has presented at conferences such as the Association for Consumer Research North American Conference and the Marketing Management Association Spring Conference. Before his career in academia, he worked in the entertainment industry for two of Hollywood's leading talent agencies – United Talent Agency and The House of Representatives. He received his bachelors of arts from James Madison University, his MBA from Marshall University, and his Ph.D. in Business Administration from Southern Illinois University. A native of Huntington, WV, Eng maintains strong ties to the local community. He learned the importance of business and marketing from his parents who owned and operated a locally iconic Chinese restaurant named Ming's Restaurant for over 30 years. He is the current assistant women's soccer coach at St. Joseph's Central High School.

## **Burning the Casting Couch: The Impact of Intervention Measures on Workplace Harassment for Firm's in the Film and Television Industry**

Co-authored with: Dr. Charley Braun, Lewis College of Business, Marshall University

## **Abstract**

Unlike firms in ordinary industries which are regulated by formal rules and laws, companies in the film and tv industry are governed informally by the members themselves. Recently, a wave of workplace harassment incidents has been reported in this industry, yet to date, little guidance has been offered on how firms regulated by network governance can effectively reduce workplace harassment. Traditional workplace harassment strategies have focused on preventative measures (i.e. institution of harassment policies, top-level leadership endorsement) and post-incident sanctions (i.e. warnings, re-assignment, suspension, dismissal). This research posits that due to the unique characteristics of network governance, traditional workplace harassment strategies and legal remedies will not be effective. Instead, we extend upon the theory of network governance and propose that the social mechanisms which are used to coordinate and safeguard exchanges between firms will be more effective at reducing incidents of workplace harassment than both traditional workplace harassment strategies and legal remedies. Specifically, we posit that the most effective workplace harassment interventions for firms regulated by network governance are sanctions that damage reputation, sanctions that restricted access to other network members and preventative measures that highlight the potential damage to reputation and restricted access.



**Clifford F. Thies,**  
**Shenandoah University**  
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## **Bio**

Dr. Clifford F. Thies is the Eldon R. Lindsey Chair of Free Enterprise and Professor of Economics and Finance at Shenandoah University in Winchester, Virginia. Last year, he received his school's award for innovation in teaching in recognition of a long series of innovations in the classroom and in curriculum design. He is a former Chair of the University Curriculum Committee, the primary architect of the school's major in economics and finance, and author of its course Moral Foundations of Free Enterprise. He is currently completing a book, *The Global Economy*, for Lexington.

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## **Classroom-based research projects: A top ten list**

### **Abstract**

Ten projects that can be completed by students and the instructor working in collaboration are presented. Projects include: (1) tracking the price of a commodity in 17th century New England, (2) conducting an economic survey of the local community, and (3) collating student term papers into an e-book. For each project, the part to be completed by students and the part to be completed by the instructor are detailed. In most cases, this involves, first, students doing 1 or 2 hours of gathering primary data and placing this data into an excel spreadsheet; and, second, the instructor transferring this data into a combined spreadsheet, which generates output. This output includes, for project (1), a chart of the price of the commodity, and, for project (2), the official unemployment rate and an analog of the U6 unemployment rate. Each project has been tested, and avoids or has workarounds for major pitfalls. Most require a large number of students each doing a bite-sized amount of work. They are perfect for an out-of-class assignment when classes are cancelled because of inclement weather or when the instructor is unavailable due to illness or travel. The projects might help meet an experiential-learning requirement.

**Dallas Brozik**  
**Lewis College of Business**  
**Marshall University**  
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## **Bio**

Dr. Dallas Brozik is a Professor of Finance at Marshall University and first runner-up in the 2017 Sexiest Man Alive Competition. He has been designing and administering simulations and games for over 30 years in the areas of finance and general business operations.

## **The Commodities Game**

### **Abstract**

The Commodities Game is a simulation in which teams of participants will be placed in the role of market makers in a free market, competitive environment. The action in the simulation mimics the workings of a real market and allows participants to identify characteristics of trading in a dynamic context.

**Daniel Hall**  
**High Point University**  
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## **Bio**

Dr. Daniel Hall is an Associate Professor of Economics, also serves as Chair of the Department of Economics for the Phillips School of Business (PSB) at High Point University (HPU). Dr. Hall has received grants from the HPU Think Big Program and the Charles Koch Foundation supporting to create the iPad apps EconApps and EconApps 2 that help teach economic principles using experiments. He serves HPU as the advisor to the Civitan Club on campus. The Civitan Club has won many awards for service, and Dr. Hall also incorporates Civitan and similar service organizations into his research and teaching of a service learning course.

## **Free Market Applications in Service Learning Pedagogy (Daniel Hall)**

### **Abstract**

Service Learning (SL) is a pedagogy that combines uses experiential learning to combine the benefits of community service, civic learning, and academic learning. SL courses are more commonly found in the humanities, but is it is expanding into the social sciences, hard sciences, and even professional schools. Many schools and colleges already have compulsory SL courses. Service learning can be applied to just about any course, but can free market principles be applied to it? Lessons of the promise and limitations of the Invisible Hand, the promise of self-governance, and the role of the Welfare State crowding out civil society can be applied to service activities. Most importantly the lessons of free market principles are even more likely to stick when tied to the student's experience and desire to serve in the world.

**Dick Drass**  
**Coastal Carolina University**  
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## **Bio**

Paul R. (Dick) Drass is a seasoned executive with experience as an entrepreneur, consultant, regional vice-president, regional manager, general manager, plant and manufacturing manager, and project manager among his extensive business roles. He has worked in numerous industries ranging from design engineering and heavy construction, to homebuilding, manufacturing, retail, restaurants, funeral care, professional services, assessment, and government contracting. Dick's accomplishments include organizational reengineering, plant turn-arounds, just-in-time manufacturing, business start-ups, process design and improvement, human capital and organizational development, and significant cycle time reduction ...to name but a few. Dick, a graduate of West Point and Army Ranger, served two tours of duty in Vietnam, and holds an MBA from the University of North Carolina at Chapel Hill. Following early retirement and a move to West Virginia, Dick began a "third career" and has taught strategic management and business ethics at Marshall University, and Management & Organizations, Entrepreneurship, Practicums, and MBAs in Organizational Leadership. He has won numerous awards in the military, corporate work, and teaching. He is in his 12th year of college teaching and currently holds the Vereen Professor of Applied Learning chair, Wall College of Business, Coastal Carolina University.

## **Wake-up and Smell the Coffee: A Practical Approach to Developing an Entrepreneurial Mindset**

### **Abstract**

In this presentation we'll discuss developing the entrepreneurial mindset and learning entrepreneurship/intrapreneurship/social entrepreneurship by going through a progression of exercises which provide exposure to a model of concepts taught at Babson College, in a progressive experiential system of learning "how to think like an entrepreneur." Just as important is tying in conventional business skills used by any business leader, to demystify the entrepreneurial process and reassure students that entrepreneurship is a mindset rather than a new discipline. The model focuses on research ...more primary than secondary, involves experimentation and modification of ideas, promotes key interpersonal skills needed by the entrepreneur, focuses on field exercises ('learning labs'), can include service-learning projects as an educational vehicle, can use student consulting projects with local entrepreneurial businesses and/or non-profits, and culminates in the student creating a summary report that's usually in the form of a "pitch deck." The goal of the process is to awaken a sense of curiosity and confidence that will help the students become the thought-leaders of the new 21st century economy.

Reference source for Babson College model and teaching philosophy:

**Entrepreneurship: The Practice and Mindset**, by Heidi M. Neck, Christopher P. Neck, and Emma L. Murray. SAGE Publishing, 2017.

**John J Bethune**  
**Barton College**  
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## **Bio**

Dr. Bethune is a professor of economics at Barton College and holder of the Kennedy Chair of Business. He is also the Director of the BB&T Center for Free Enterprise Education. Prior to coming to Wilson, he held the Hendrix Chair of Free Enterprise at the University of Tennessee – Martin. He has a variety of publications, including articles and reviews in the Wall Street Journal, American Economist, Southern Economic Journal, Journal of Economic Education, and The Long Term View. In 2010, 2012, and 2014 he received the Distinguished Research Award from the Academy for Economics and Economic Education.

## **Behavioral Economics: A Threat to Rationality and Self-Interest or More Pop Psychology?**

### **Abstract**

Behavioral Economics (BE) more or less emerged as a serious area of inquiry when Kahneman and Tversky wrote a paper entitled *Prospect Theory: An Analysis of Decision Under Risk*. In it they used cognitive psychology to explain various divergences of economic decision making from neoclassical theory. While the neoclassical economic paradigm had previously been able to subsume challenges from psychological lines of inquiry through the use of models based on expected utility and discounted utility, BE is viewed as a valid, and possibly fatal, assault on “homo economicus.”

The 2017 Nobel Prize in Economics was awarded to Richard Thaler primarily for his work in BE. The Royal Swedish Academy of Sciences stated that “[h]is empirical findings and theoretical insights have been instrumental in creating the new and rapidly expanding field of behavioral economics.” He also coauthored, with Cass Sunstein the popular book *Nudge*, that attempts to spread the broader implications of BE to a wide audience.

This paper questions the validity of the criticisms directed at the assumptions of rationality and self-interest by proponents of BE and seeks to demonstrate that the model of self-interest, properly understood, can account for what BE sees as aberrant or irrational behavior when viewed through the lens of rationality.

**Merrill Boyce**  
**Coastal Carolina University**  
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## **Bio**

Merrill Boyce was conceived in Italy, born in New York, and raised in three southern states. He was educated at the dinner table, at grandma's house, in the neighborhood and on the playground. He learned the most about life at Grove Park down the street where he played until dark every day after school.

A “career” in teaching began after 30 years of doing everything else. The beginning led to a career in international business, mostly in the biotech and pharmaceutical industries. The reward of teaching is that he gets to continue learning from a new generation of humans. It's not clear that his students learn anything from him. One of them pointed out that he teaches mostly “old stuff” and could he please get on with something newer.

He published *Satan's Elixir* as an eBook in 2017.

He lives on the east coast with an idle mind.

## **Corporations don't pay taxes. Tax money always comes out of someone else's pocket?**

### **Abstract**

Here's the case: Business is how money is made. Business revenues cover the cost of doing business, including taxes. The taxes (as any expenditure) involve an opportunity cost in the sense that money spent on taxes can't be spent elsewhere. To find tax money, a business has only a few options. Either it (1) raises the price of its product, (2) reduces the cost of labor, (3) reduces payouts to investors, or (4) reins in expansion plans. Higher prices, a smaller paycheck, a dividend cut and going out of business are a drag on the economy. To pay taxes then, a business reaches into the pocket of the broader economy.

The reverse—competitive pricing, competitive labor, increased dividends and business growth—are considered positive dynamics for a business and for an economy.

**Susan Luck**

**Pfeiffer University**

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**Bio**

Dr. Susan Luck is currently Professor of Business in the Graduate School at Pfeiffer University, specializing in organizational communication, electronic communications, negotiations, public relations, and diversity communication. She has a PhD from the University of South Carolina and is an arbitrator for FINAR and a certified mediator for NC Superior Court..A former TV writer, she teaches both online and in the classroom and is the author of *Zen and the Art of Business Communications*.

## **Presentation 1**

### **Calling in the Cavalry: Increasing Interdisciplinary Critical Thinking Skills in MBA Students**

#### **Abstract**

Increasingly, students enter an MBA course having had little to no full-time work experience. The decrease in overall attendance in MBA schools plus a decrease in the number of jobs available to new graduates, plus an increased realization from the graduates that studying business is necessary for almost all fields, has led business schools to accept students who perhaps 3 to 4 years at an entry-level job and virtually no other experience. Professors know the answers to real life can't be found in the box; they have to come from critical thinking.

When students are faced with assignments that have no real right answer, but require the student to come up with the answer that seems the best given the set of circumstances and then provide evidence of how he arrived with that decision, many are at a loss. Coaching can help students through the process. By pairing each MBA student with a mentor from the professional world who may or may not have a career in the field that the student currently works in or would like to work in, these issues become mitigated.

This interdisciplinary experiential exercise involved in a short original case study called "Puckett's Veterinary Hospital." It asked students to look at a set of circumstances and come to the economic decision that the main character should make then apply Tannenbaum's business communication theory. This assignment and concepts would work well with any level of student. This session will present the case, discuss the assignment itself and how to use it across disciplines and how to find and assign mentors for the students, as well as share results of the mentors on the students' thinking, work, and attitude and beliefs about their career paths.

**Susan Luck**  
**Presentation 2**

**The World is Flat, but You Still have to Communicate: An interdisciplinary, intercultural, international Experiential Educational Exercise in Building intercultural competence through virtual team collaboration across global classrooms**

Co-authored with:

Stephanie Swartz, University of Mainz Applied Sciences. Germany;

Belem Barbosa, University of Aveiro, Portugal; and

Isabella Crawford, Robert Gordon University, Aberdeen, Scotland as virtual presenters

**Abstract**

Teaching at business schools in today's global world presents instructors with several challenges. Through easy accessibility to information throughout the world, instructors of all disciplines must continually keep up with new developments as well as impart critical thinking skills together with fundamental knowledge to their students. Furthermore, technical savviness, knowledge of foreign languages and intercultural competence are prerequisites for graduates today. These skills are no longer exclusively for global careers but also for positions in middle-sized companies.

Instructors in four countries (the USA, Scotland, Germany and Portugal) designed a cross-cultural virtual teams project designed to address these needs. Conducted with students in business programs at universities whose courses ranged from organizational communication, multicultural teamwork to social media communication, marketing, public relations and fashion management, the project aimed at improving English language skills, intercultural competencies, use of digital channels in cross-border communication and skills in communicating with individuals whose native language was different from the other team members. The project also honed team project management skills.

Students completed an online intercultural sensitivity survey based on the Intercultural Sensitivity Scale created by Guo-Ming Chen and William J. Starosta for the University of Rhode Island (2000) at the beginning and end of the project. In addition, they were asked to rate the activity and evaluate both their own and their team members, both at home and abroad, concerning commitment and active participation.

This session will share the details of the project including the project itself and grading rubrics, the findings and outcomes, and offer suggestions for ways for other instructors to incorporate similar strategies in their classrooms.



**Wayne Rollins**  
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## **Bio**

Dr. Rollins is a professor of Marketing at Middle Tennessee State University, and is a co-author of the book “Million Dollar Turtles” and numerous professional articles. He has over 20 years of full-time experience in the classroom and also has over 20 years’ experience in higher education administration. He is the only faculty in the MTSU College of Business who has won the “Outstanding Teacher Award” two times, and he was the MTSU Distinguished Alumnus in 2006 for University Service.

His hobbies include gardening and singing. He has sung twice in Carnegie Hall backing up groups such as Casting Crowns, the Triumphant Quartet, Vocal Union, and singer/song writer Babbie Mason.

## **The Work Ethic - Free Markets and Christianity (Wayne Rollins)**

### **Abstract**

How does the work ethic fit into free markets and Christianity? Some people may argue that a work ethic, or a profit motive (reward), does not fit at all with Christian values. How would Christ incorporate the work ethic into a free market economy? This presentation examines three of Christ’s parables on a work ethic and profit motive. Furthermore, the presentation illustrates the contexts of those parables, giving a perspective to compare and contrast “lessons” that may be derived from the parables. Also, the business language etymology used for reward and work is examined.

**Raushan Gross**  
**Pfeiffer University**

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### **Bio**

Raushan Gross is an Assistant Professor of Business Administration at Pfeiffer University located in the Misenheimer, North Carolina, USA. In addition to his academic career, he has spent over two decades in banking, multi-unit management, fuel pricing and analytics, and government finance. His research interests include entrepreneurial orientation, cross-cultural small business and entrepreneurship, innovative behavior, strategic thinking and flexibility, and absorptive capacity.

## **A Constrained and Unconstrained View of Innovative Behavior in Entrepreneurship and Small Business Management**

### **Abstract**

This presentation presents an analysis, exploring two firm-level views of innovative behavior that are relevant and dynamic—constraining or un-constraining. Innovative behavior is often viewed *as an axiom*, employed as a competitive advantage and as an effective resource in sustaining frontier strategic flexibility. Rarely is there question as to the ideological views of entrepreneurial leaders and their personal philosophy of (IB) at the firm-level of analysis. The view of innovative behavior will ultimately determine if and how (IB) behaviors are adopted or employed. What will be presented are two contrasting views (constrained vs unconstrained) of (IB) in the firm, and how these two views permeate entrepreneurial leader's decision-making related to (IB).

**Michael Brodrick**  
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### **Bio**

Michael Brodrick is an assistant professor of philosophy at Arkansas Tech University in Russellville, AR. Brodrick earned a BA in philosophy from Fordham University (2002) and a PhD in philosophy from Vanderbilt (2010). He has published on American pragmatism and health care ethics. He is currently at work on a book-length project that develops and applies a legal framework for health care ethics.

## **Pharmaceutical Faultfinders: Why Patients Need Protection from Critics of the Drug Industry**

### **Abstract**

Most people do not believe that we would have better pipes if electricians directed plumbers or that wiring would improve if plumbers directed electricians. Unfortunately, such common sense does not seem to carry over to the pharmaceutical industry, which third parties have relentlessly assailed over more than three decades in an effort to improve the industry's overall performance and ethics. Many of these criticisms address marketing practices, including direct-to-physician marketing, disease awareness advertising and industry outlays for research and development (R&D) compared to outlays for promotional purposes. Whatever the differences among the critics in terms of how they diagnose the industry's problems, they seem universally to be disappointed by what they view as its failure to be sufficiently innovative. Their prescriptions often converge on the proposition that government should regulate the industry more stringently. The constant refrain of the critics is that patients must be protected from the drug industry. Seldom is it suggested that both the industry and patients are better off when the industry is less regulated, much less that patients need protection from critics of the pharmaceutical industry, just as much as or perhaps more so than they need protection from the industry itself.

It is argued in this paper that in today's environment of profound and often misplaced distrust of the pharmaceutical industry the greater danger to patients arises not from the industry but from its critics. Proposals that seek to improve the industry's ethics often trade industry innovation for supposed gains in terms of patient care that are difficult to measure and that may or may not materialize. Proposals whose objective is to improve industry innovation by further regulating the industry militate against the very innovations that they seek to encourage. Patients bear the heaviest costs of these proposals as industry innovation slows.

Counterproductive criticisms and reform proposals have two sources. One is the failure of most critics to consider the unique economics of the drug industry; the other is a misguided moral idealism that suggests that no conflict of interest should be tolerated. I argue that the mere existence of a conflict of interest does not necessarily justify taking steps to mitigate it; instead, the costs and benefits of a conflict of interest should be weighed against the costs and benefits of any proposal for its mitigation. I then try to show that conflicts of interest due to direct-to-physician marketing of pharmaceuticals, a favorite target of critics, do not warrant prohibiting or severely restricting the practice. In order to take into account, the full cost involved in

prohibiting direct-to-physician marketing, I explain the unique economics of the drug industry and show how campaigns against direct-to-physician marketing threaten the industry innovation that saves patients' lives and lowers their medical bills. I then review recent criticisms of promotional practices other than direct-to-physician marketing. I show that, while each criticism implies a remedy that would have counterproductive effects, the aggregate effect of those remedies would be to re-organize the entire industry along non-competitive lines. This would, I suggest, be disastrous in terms of lost innovation and devastating to patients whose lives depend on that innovation. Finally, I suggest how the industry's promotional practices should be regulated.

**Arnold Hite**  
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### **Bio**

Arnold Hite is a Professor of Economics at Charleston Southern University where he has been for 28 years. He was Department chair for 10 years and Dean of the School of Business for 4. He ran the Center for Economic Education for 10 years. Dr. Hite was also the director of a small program in Environmental Management until it was discontinued.

Dr. Hite's research interests include evaluating economic forecasts, and evaluating the metrics used for measuring income inequality.

Dr. Hite has been married for 42 years to Sharon Parham Hite. They have one son. Other than professional interests, Dr. Hite enjoys restoring old cars and deep woods camping.

## **Lorenz Curves as a Case Study for Interpreting Macroeconomic Data**

### **Abstract**

Inequality has become a staple in macroeconomic classes. It has taken its place along with the studies of GDP, the unemployment rate, trade balances, and inflation. In spite of this new interest, textbooks offer little critical analysis of the metrics used to measure inequality. Where whole chapters are devoted to the problems of measuring and interpreting GDP, inflation and unemployment, little is offered on inequality. This leaves an opportunity, and teaching moment, for students interested in understanding macroeconomic metrics.

Lorenz Curves, along with the corresponding Gini Indexes, are standard fare for measuring inequality. With a few simple techniques in Excel, it is possible to construct an iterative model of these metrics. They can then be easily modified and compared under differing assumptions. For example, it is easy to show the impact on inequality measured by the Lorenz Curve under changes in family size, long-term changes in the level of education, and even productivity growth. Seemingly arbitrary decisions like how the Census Bureau defines households also affects these metrics.

Alternative approaches to measuring inequality are offered. Surprisingly, shortly after Max O. Lorenz introduced the Lorenz Curve to measure income inequality, it began to be used to measure inequality in market structures. It is possible to use many of the other measures of market structure to measure inequality. For example, concentration curves and instability measures are excellent candidates for measuring inequality.

By working through these calculations, students face many arbitrary decisions on how to prepare the data to fit the metrics. It is with this process of deciding and building the actual indexes that students come to know what is captured by the metrics, and what is not captured.

Why Study Income Inequality –what does it have to do with Free Market Systems?

It is reported that income inequality has risen for many years. These reports are used as evidence that free markets lead to diverging incomes. “The rich are getting richer and the poor are getting poorer” is a common claim. This claim seems supported by the reports. Because of these reports, calls to redistribute income are bold and frequent. It is time to clear the air on what exactly is measured in current income inequality studies.

Typically, the income quintiles reported in the Census Data are used to construct Lorenz Curves and calculate Gini Indexes. A careful study of how Lorenz Curves and Gini Indexes are calculated lead students to discover how these metrics are incomplete for measuring true income inequality. Similarly, a careful study what the Census Data quintiles measure leads students to similar conclusions.

There is considerable evidence that the calculated Lorenz Curves and Gini Indexes are responding to social and technical changes in the structure of the family and lifetime work patterns. Without adjusting for these changes, it is impossible to determine if incomes are diverging or converging. There are alternative ways of measuring income inequality that are sensitive to these changes.

This is a great exercise for college students. It is just one of many examples of how, when you look carefully at a social problem, popular solutions begin to seem unworkable and counterproductive. This is a great lesson for anyone interesting in advancing the cause of free unfettered markets. If all a student ever sees is a graph of a Lorenz Curve, they will never understand the implicit and explicit assumptions that drive the results.