MENTORING PROGRAM

Fall 2003
FSHE 110
Post-Mentoring Narrative Description

Technology: Applied
Instructor: Faustino Dagdag
Course: Marketing 152 Sales Management

Course Description (pre-mentoring description):
Sales Management focuses on the function, structure, activities and competencies in the retail, B2B and industrial sales channels and the results of the interaction of these elements. Further focus is geared to the development of sales strategy, sales programming, forecasting the market, opportunity analysis and budgeting. Various relationships key to sales are examined between sales management, sales force and the customer. Finally, the impact that leadership, motivation and performance techniques are studied to develop the competencies to lead a sales force and achieve goals.

Technology Goal Through Mentoring (pre-mentoring description):
Develop a website to deliver course content that is accessible to students on demand and be interactive with instructor as well as fellow class mates.

Faculty Mentoring:
The use of technology by the instructor prior to mentoring was minimal. The instructor and students communicated with each other via email. Dag also used PowerPoint to present course content. Through mentoring, Dag wanted to learn to make his PowerPoint presentations and course materials accessible at all times. WebCT was decided as the best delivery mechanism for what he wanted to do.

Dag was already familiar with MS Word and PowerPoint. Mentoring in these two applications consisted of showing him how to prepare and convert files into HTML. Dag learned this very quickly. Dag also learned how to use Netscape Composer to edit HTML files.

Dag then learned how to zip files, upload into WebCT, and uncompress the zipped file. Within WebCT Dag learned to manage files and organize them into pages using the built-in tools of WebCT.

Pre-Mentoring Student Technology Use:
• Students communicate with instructor via email
• Students use a word processor to write papers

Post-Mentoring Student Technology Use:
• Communicate with the instructor via email
• Use a word processor to generate course work
• Use a browser to access WebCT to read course materials
• Use a browser to access WebCT to view PowerPoint presentations

Faculty Comments:
"Prior to mentoring I extensively used PowerPoint slides in the delivery of lectures, supported lectures with video presentations and contacted between myself and students was through email.

With the introduction to the use of WebCT, the course content and delivery can and have been expanded beyond the 1-hour 15-minute limitation of a face-to-face lecture. Students are
able to review materials several times, and one student went to the website 27 times. This student had a perfect score.

My main concern was my lack of knowledge of the technology for WebCT. My mentor did an excellent job of breaking down and explaining each basic step – that made the learning experience very positive. My mentor Zoe has great patience which also helped tremendously.

Many of the students expressed enthusiasm for WebCT as it provides another avenue to receive and experience learning via an electronic medium, which increases their flexibility. Students also can go back and review materials based on their notes.

From my experience, the mentoring program is working very well. I’m very satisfied with the program and intend to continue to further develop my skills in WebCT.

If students don’t come to the office for help, why don’t the office go to the students.”