MEA
Marketing Educators' Association

Advancing the Practice and Scholarship of Marketing Education

The Pinnacle
of Marketing Education

Marketing Educators' Association
Established 1978 – www.marketingeducators.org

2010 Conference Proceedings

Susan Cadwallader and Glen H. Brodowsky, Editors

Edited by

Susan Cadwallader
California State University, Fullerton

Glen H. Brodowsky
California State University, San Marcos

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About the Marketing Educators' Association (MEA)

The MEA was originally incorporated as the Western Marketing Educators' Association, a nonprofit organization under Section 501 (c)(3) on April 28, 1978, by the Internal Revenue Service; and on August 15, 1979, by the State of California. The Articles of Incorporation approved by the IRS and the State of California were signed by the following MEA representatives:

Hal Kassarjian (UCLA)
Max Lupul (California State University, Northridge)
H. Bruce Lammers (California State University, Northridge)

By vote of the members in June 2000, the organization became national in scope and the name was changed to Marketing Educators' Association (MEA).

PREFACE

This volume contains the proceedings of the 34th Annual Conference of the Marketing Educators' Association (MEA) held in Seattle, Washington State, USA, April 8-10, 2010.

The conference theme, *The Pinnacle of Marketing Education*, reflects the association's commitment to advancing innovative and effective pedagogy and practices to prepare marketing students to lead the profession to new heights in the future. The conference remains committed to connecting theoretical and practical aspects of the teaching of marketing.

These conference proceedings include competitive papers/abstracts, special session abstracts, and contemporary issues/roundtable discussions. Each competitive paper was double-blind reviewed. Authors of competitive papers were given the option of publishing the entire paper or an abstract. An editorial committee evaluated special sessions and contemporary issues discussions. Chairs of special sessions and contemporary issues/roundtable discussions were asked to include an abstract of up to two pages. Competitive paper authors and special session and contemporary issues authors and panelists represent a geographically diverse group from two dozen U.S. states and the nations of Australia, Canada, The Republic of Georgia, India, New Zealand, the Philippines, and Russia. The papers and abstracts are presented here in the same order as presented in the conference program.

Competitive paper sessions present three or four research papers on topics covering issues a broad range of issues related to the teaching of marketing. Among them are:

- Curriculum Development
- Technology in the Classroom
- Experiential Learning
- Course Management
- Student Career Development
- Teaching Cross-Cultural and International Marketing
- Integrating Sustainability into the Curriculum
- Marketing Teaching Tools
- Case Teaching
- Client-Based Projects
- Relationships Among Students Working in Teams
- Mentoring
- Assessment

A sampling of special session titles and contemporary issues discussions include:

- Welcome to the Future: The Use of iPhone Apps in the Marketing Classroom
- Responding to Disruptive or Threatening Student Behavior
- Active Learning in the Marketing Classroom
- Minorities and Study Abroad

- Integrating Service Learning Throughout the Undergraduate Marketing Curriculum
- Selling in Sales Courses: An Evolving Revenue Paradigm for Marketing Departments
- Former Marketing Students Now Corporate Employees: I Was Told Everything I Need to Know Except…

Anyone with a passion for teaching marketing is sure to find many interesting and useful ideas in the abstracts contained within the pages of these proceedings.

ACKNOWLEDGEMENTS

The Marketing Educators' Association (MEA) conference and these proceedings would not be possible without the voluntary efforts of many people. We would like to thank the authors who submitted manuscripts for review and the reviewers who lent their expertise and their time by providing thoughtful feedback. Additionally, we would like to thank the volunteers serving as session chairs at the Seattle conference.

Special acknowledgement goes to our President, Dr. Robert Lupton who has done an outstanding job managing the MEA and this conference over the past year. We have been especially lucky to have Bob as our president because he brings many years of experience as MEA Secretary-Treasurer, a position that is the backbone of keeping the organization healthy. Beyond his managerial expertise and creativity, Bob also brings the conference to life as he performs every year with his colleagues in the Dave Rawlinson Band. When Bob stepped into the role of president, we were all concerned about losing a Secretary-Treasurer with his depth of experience and institutional memory. However, the board of directors has made a wise choice in selecting Dr. Clayton Daughtrey to step into Bob's shoes. Clay continues to do an outstanding job of managing the behind-the-scenes operations. We all depend on him to keep the organization financially sound and operational feasible.

We would be remiss if we did not offer a special thanks to our Immediate Past President, Dr. Barbara L. Gross. Not only did she make the herculean task of last year's conference look smooth and easy, but also, she did not stop to rest this year. Barbara continues to offer her expertise, leadership, and willingness to roll up her sleeves to help us get the job done. Barbara's bright enthusiasm and her quiet grace inspire us all.

Although this is an organization of marketing educators, some of us actually get to do some marketing. Dr. David Ackerman shows us that some of us who teach can really do. He works closely with our other great practitioner, Dr. Lars Perner, who has revolutionized the MEA website as webmaster. They are but two members of the MEA board of directors drawn from marketing educators across the nation and the world. We would like to thank all of the members of the board for their service.

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Finally, we would like to recognize the support of our membership. Without you, the MEA conference would not have evolved into this special collegial event that we all look forward to attending each year.

The names of those who served as manuscript reviewers and session chairs are listed below. On behalf of all conference participants, we thank you for your contributions.

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Natalie Lupton, Central Washington University
Lori Braunstein, Central Washington University

Neil A. Granitz, California State University, Fullerton
Stephen K. Koernig, DePaul University

David Mark Horowitz, Sonoma State University

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CONTENT ANALYSIS OF MEA AUTHORS

Dennis E. Clayson, College of Business Administration, University of Northern Iowa,
Cedar Falls, IA 50614-0126; dennis.clayson@uni.edu

ABSTRACT

The present analysis looks at the contributions made to the Marketing Educators' Association Proceedings over the last decade and compares and contrasts that with the contributions made in the first twenty years of the organization. This scholarship is compared to author appearances in the *Journal of Marketing Education* over the past ten years. Several trends were noted, including a strong link between marketing education scholarship in MEA and in *JME*.

INTRODUCTION

Since 1981, the best papers submitted to the Marketing Educators' Association (MEA; before 2001, the WMEA: Western Marketing Educators' Association) have been published either as full articles or abstracts in the conference proceedings. These records allow a periodic review of contributors, which is healthy for all organizations. Members can step back and look at what has happened in the past, and comparatively ascertain their contribution to marketing education. It is a method of publically showcasing those who have contributed, while allowing the organization itself to take stock of trends and contributors,

Bruce Stern (1992) first performed this task by publishing a content analysis of the first 11 volumes of the WMEA proceedings, covering a period from 1981 to 1991. Nine years later, Stern, *et al* (2001) followed up with an analysis of the first 20 years of the proceedings (from 1981 to 2000). In both studies, Stern looked at the contributions from both individuals and from institutions. This type of analysis is common in the marketing literature with studies of research productivity (Bakir, Vitell, & Rose, 2000; Chang, Chen, & Chen, 2003), and reviews of journals (Polonsky & Whitelaw, 2005).

METHODOLOGY

All the MEA Proceedings from 2000 to 2009 were inspected. Only the competitive papers were analyzed. Every article was inspected at least twice on two separate occasions separated by several weeks. Any article or author discrepancy was checked a third time, and the discrepancy rectified.

For each author and institution, the number of *appearances* was noted. An appearance is simply the number of times a name or institution appeared, irrespective of the number of authors. In addition, for each author and institution, an *adjusted score* was also recorded. The adjusted score is the fraction of the contribution for each article. For example, if a paper was written by two authors, each would receive an adjusted score of one half; if there were three authors, each received one third. This is essentially a rough measure of contribution. In addition, the ratio of full articles to the total number of papers was recorded. Since MEA sponsors the *Journal of Marketing Education*, there was an opportunity to see if authors of the Proceedings were also contributing scholarly marketing education research to *JME*. Special topics in *JME* that were not refereed were not included. To inspect the total contributions over the entire existence of the organization, data from Stern *et al* (2001) that covered the years from 1981 to 2000 were utilized. This created one limitation with the data. Since Stern's tables only list the top contributors, it is possible that authors and institutions not listed could still have made a contribution prior to the current decade recorded in this study. In such cases, an attempt was made to look at older Proceedings to match contributors.

RESULTS

The Last Decade

In the ten years from 2000 to 2009, 455 authors contributed competitive papers. Seventy percent of the authors had only one appearance in the Proceedings; 87% of these were from papers with multiple contributors. Table 1 shows the authors with the most appearances over the decade. Seven authors published 10 or more papers in the Proceedings during this time. Seventy-two of the 455 authors also published articles in *JME*. Table 2 combines MEA Proceeding and *JME* appearances over the decade listed by total adjusted scores (contribution).

From the Beginning

Using the data presented by Stern *et al* (2001), it is possible to compute the total number of contributions from the initial WMEA Proceedings in

1981 to the last MEA Proceedings in 2009.Tables 3 and 4 show the top contributors by appearances.

Institutions

The authors' institution affiliation over the last decade is shown in Table 5. Table 6 shows the same data for the entire 1981 to 2009 period. In 2001, five of the top six schools were part of the California State University (CSU) system. In the last decade, that is still the case, but beyond this elite group, there has been a subtle shift. In 2001, eight of the top 20 schools were not in California, and only one was not from a Pacific coast state or an adjacent state. Now, twelve of the 20 are outside of California, and 8 of those are outside the Pacific and adjacent states.

Full Papers or Abstracts

Between 1981 and 1991, 59% of the articles in WMEA Proceedings were published as full papers. In the last decade, the percent of full papers published reached a high in 2001 of 68% and a low in 2009 of 28%. A linear regression shows a declining trend in the percent of full papers published in the Proceedings.

Trivia

The most common surname found among the 455 contributors to the Proceedings was Smith (4), followed by Jones (3), Williams (3), and Wright (3). According to the U.S. Census Bureau, the most common surname in America is Smith (1.00%; Smith from MEA, 0.88%, Z = -0.271). Jones is number four from the census (0.62%, Jones from MEA, 0.66%, Z = 0.104), Williams is number three (0.70%; Williams from MEA, 0.66%, Z = -0.102), and Wright is number 31 (0.19%, Wright from MEA, 0.66%, Z = 2.310).

The leading institutions from which authors have come appears to be determined more by the number of authors from each institution rather than the frequency of contributions. In the last decade, 60% of the top ten institutions are in the CSU system, but only 30% of the top ten contributing authors are from CSU schools. An inspection of the top 20 contributors shows that only 20% came from the same institutions. In fact, 45% of the top 20 authors came from institutions east of the Rocky Mountains.

DISCUSSION

There are several factors and trends that stand out in the data.

First, MEA appears to generate a certain amount of loyalty as measured by a willingness to submit competitive papers. While 70% of the contributors had only one appearance in the Proceedings, 87% of these were from papers with multiple authors. Only 9% of the authors from the last decade made only one appearance in the Proceedings with a sole-authored paper. How many of these will contribute again in the future remains to be seen. Most top appearing authors, prior to 2000, who did not make the list in this decade, like Fred Morgan, Bruce Stern, and Robert Zimmer, are retired.

Second, those most active in publishing in the MEA Proceedings are also involved in marketing education scholarship. While there are several journals that publish research in marketing education, even as far back as 1996 the *Journal of Marketing Education* was considered the premier journal in the field (Hult, Neese, & Bashaw, 1997). The majority of the top 30 authors (53%) with the most appearances in the MEA Proceedings had also appeared in *JME*, with a total of 46 appearances over the same time period.

Third, considering the historical roots of MEA within the Pacific and adjacent states, it is somewhat of a surprise to find that 45% of the top 20 authors come from institutions east of the Rocky Mountains. This either means that the organization has been successful in creating a larger base, or that those from outside the area are interested in MEA because they are proportionally more interested in marketing education scholarship, or both.

Fourth, while the number of full papers as a percent of total papers in the Proceedings had remained rather constant over the first 20 years at about 60%, the trend in this decade has been toward publishing more abstracts in the Proceedings. There are a number of unexplored possibilities to explain this shift. Contributors may be feeling more time constraints than in the past. Authors may feel more pressure to find a home for their research in journals and therefore publish an abstract in the Proceedings, or perhaps, authors feel that their paper will not be read by enough people in the Proceedings to make the effort worthwhile.

Fifth, Stern noted that institutions which place emphasis on publication in top-tiered journals have declined in the number of appearances at WMEA. This has continued in the last decade. In the first 20 years of WMEA, the top contributing schools included Oregon State, Arizona State, and Colorado State, none of which are present in the top institutions during the last decade. To the writer's

knowledge, not one school in the top 20 contributing schools from 2000 to 2009 offers a PhD in any business discipline.

In the future, it would interesting to look at this data from a different perspective. For example, do the top researchers in marketing education also tend to be active in MEA? Are marketing educators who have been recognized by their institutions and peers as master teachers more likely to participate in MEA? Is there a relationship between such recognition and contributions to the MEA Proceedings? This is a particularly interesting question because studies have found no relationship between research productivity and teaching evaluations (see Marsh & Hattie, 2002 for a detailed examination of the issue), but would this hold for educators specifically interested in education within their own discipline?

References Available on Request

Table 1
Authors with Most Appearances in the
Proceedings 2000-2009

Name	Appearances	Adjusted Score
Robert Lupton	18	7.20
Stuart Van Auken	14	5.33
David Ackerman	13	6.00
Craig Kelley	12	7.19
Nancy Frontczak	11	6.67
Dennis Clayson	10	8.50
Clayton Daughtrey	10	4.67
Gary Karns	9	6.33
Douglas Lincoln	8	7.50
Glen Brodowsky	8	4.08
Lori Braunstein	8	4.00
Barbara Gross	8	3.50
Linda Rochford	8	3.83
Ludmilla Wells	8	2.83
David Rawlinson	8	2.53
Christina McCale	7	4.83
Beverlee Anderson	7	4.33
Praveen Aggarwal	7	2.83
Rajiv Vaidyanathan	7	2.83
Katrin Harich	7	2.33
Juanita Roxas	7	2.33
Ed Petkus	6	5.00
Wendy B. Wilhelm	6	4.83
William Dodds	6	4.50
Regina Schlee	6	4.17
Neil Granitz	6	2.50
Joseph Orsini	5	4.50
Donald Bacon	5	4.25
Skekhar Misra	5	2.67
Mick Jackowski	5	2.17
Stephen Koernig	5	2.17
Earl Chrysler	5	2.00
Michael Swenson	5	1.83
Helena Czepiec	5	1.62
Kenneth Chapman	5	1.45
James Reardon	5	1.28
Dan Toy	5	1.15
Lauren Wright	5	1.15

Table 2
Top 15 Authors with Most Adjusted
Contributions Between 2000-2009
MEA Proceedings and *JME*

Name	MEA Ap	MEA AdSc	*JME* Ap	*JME* AdSc	Total Ap	Total AdSc
Dennis Clayson	10	8.50	4	3.50	14	12.00
Craig Kelley	12	7.19	4	2.17	16	9.36
Douglas Lincoln	8	7.50	1	1.00	9	8.50
Gary Karns	9	6.33	2	2.00	11	8.33
Ed Petkus	6	5.00	3	3.00	9	8.00
David Ackerman	13	6.00	4	1.83	17	7.83
Robert Lupton	18	7.20	0	0	18	7.20
Donald Bacon	5	4.25	5	2.75	10	7.00
Wendy Wilhelm	6	4.83	2	2.00	8	6.83
Nancy Frontczak	11	6.67	0	0	11	6.67
Stuart Van Auken	14	5.33	3	1.17	17	6.50
Regina Schlee	6	4.17	2	1.33	8	5.50
Barbara Gross	8	3.50	4	1.83	12	5.33
Christina McCale	7	4.83	0	0	7	4.83
Clayton Daughtrey	10	4.67	0	0	10	4.67

Table 3
Authors with Most Appearances in the
Proceedings 1981-2009

Name	Appearances	Adjusted Score
Craig A. Kelley	26	15.38
Stuart Van Auken	23	12.49
Robert A. Lupton	22	9.20
Dennis E. Clayson	17	14.50
Nancy T. Frontczak	17	11.67
Gary L. Karns	16	11.50
Regina P. Schlee	14	10.33
Fred W. Morgan	14	10.00
Helena Czepiec	14	5.55
Joseph L. Orsini	13	11.50
David S. Ackerman	13	6.00
Bruce L. Stern	12	6.49
Juanita Roxas	12	3.68
Curt J. Dommeyer	11	8.33
William G. Browne	11	5.75
Rajiv Vaidyanathan	11	4.41
Michael J. Swenson	11	4.08
Douglas J. Lincoln	10	8.83
Charles S. Sherwood	10	5.83
Clayton Daughtrey	10	4.67

Name	Appearances	Adjusted Score
Katrin R. Harich	10	4.67
Linda Rochford	10	4.58
Denny E. McCorkle	10	2.83
Sharyne Merritt	9	8.50
Leon Winer	8	8.00
William (Bill) Dodds	8	6.50
John Gotto	8	4.33
Glen H. Brodowsky	8	4.08
David E. McNabb	8	4.00
Lori A. Braunstein	8	4.00
Barbara L. Gross	8	3.50
Ludmilla G. Wells	8	2.83
David R. Rawlinson	8	2.53

Table 4
Top Ten Authors: Unique Contributions in the Proceedings 1981-2009

Name	Appearances	Adjusted Score
Craig A. Kelley	26	15.38
Dennis E. Clayson	17	14.50
Stuart Van Auken	23	12.49
Nancy T. Frontczak	17	11.67
Gary L. Karns	16	11.50
Joseph L. Orsini	13	11.50
Regina P. Schlee	14	10.33
Fred W. Morgan	14	10.00
Robert A. Lupton	22	9.20
Douglas J. Lincoln	10	8.83

Table 5
Frequency of Appearance by Institution (2000 – 2009)

Institution	Appearances	Adjusted Score
CSU, Fullerton	24	20.33
CSU, Northridge	23	19.68
Metropolitan St. Coll Denver	20	18.84
CSU, Sacramento	19	16.03
Central Washington Univ.	17	13.41
CSU, Pomona	15	13.47
Seattle Pacific Univ.	15	12.50
CSU, San Marcos	14	12.75
Florida Gulf Coast Univ.	13	8.68
CSU, Chico	12	10.67
Brigham Young Univ.	11	10.50
Western Washington Univ.	11	10.00
Univ. of Northern Iowa	11	8.83
Univ. of Minnesota, Duluth	9	8.00
Boise St. Univ.	8	7.50
San Diego St. Univ.	8	6.25
New Mexico St. Univ.	7	6.50
San Jose St. Univ.	7	5.33
Univ. of Northern Colorado	7	5.19
Fort Lewis College	6	6.00

Institution	Appearances	Adjusted Score
Regis Univ.	6	4.83
Univ. of Denver	6	4.67
CSU, Fresno	5	5.00
Ramapo College	5	4.50
Northern Arizona Univ.	5	4.00
Univ. of La Verne	5	3.83
Merrimack College	5	3.40
Queensland Univ. of Tech	4	4.00
Texas A&M Univ.	4	4.00
CSU, Long Beach	4	3.50
Univ. of Nevada	4	3.33
UNLV	4	3.00
Tampere Univ. of Tech	4	2.03
St. Thomas Univ.	4	2.17
Black Hills St. Univ.	4	1.67
DePaul Univ.	4	1.92
Drake Univ.	4	1.12

Table 6
Frequency of Appearance by Institution (1981 – 2009)

Institution	Appearances	Adjusted Score
CSU, Fullerton	49	40.66
CSU, Northridge	44	37.18
CSU, Sacramento	40	33.63
CSU, Pomona	37	35.14
Metropolitan St. Coll Denver	32	30.84
CSU, Chico	29	21.92
Seattle Pacific Univ.	27	22.50
San Jose St. Univ.	25	22.83
Oregon St. Univ.	24	21.16
CSU, San Bernardino	23	17.55
Brigham Young Univ.	22	18.33
Central Washington Univ.	21	16.41
Boise St. Univ.	20	19.33
Portland St. Univ.	20	18.35
Univ. of Northern Iowa	20	17.33
San Diego St. Univ.	18	14.08
Arizona St. Univ.	17	14.83
New Mexico St. Univ.	16	15.16
CSU, Long Beach	15	13.50
CSU, Hayward	15	12.00
CSU, San Marcos	14	12.75
Univ. of Northern Colorado	14	10.68
UNLV	14	10.68
Univ. of Nevada	13	11.33
Colorado St, Univ.	13	10.75
Northern Arizona Univ.	13	10.33
Florida Gulf Coast Univ.	13	8.68
Univ. of Minnesota, Duluth	12	8.75
Wayne St. Univ.	11	10.00
Western Washington Univ.	11	10.00

RESPONDING TO DISRUPTIVE OR THREATENING STUDENT BEHAVIOR

David S. Ackerman, Department of Marketing, College of Business and Economics, California State University, Northridge,18111 Nordhoff Street, Northridge, CA 91330-8377; david.s.ackerman@csun.edu

Barbara L. Gross, Office of the President and Department of Marketing, California State University, Northridge, 18111 Nordhoff Street, Northridge, CA 91330-8320; barbara.gross@csun.edu

Kirti Sawhney Celly, Department of Management and Marketing, College of Business Administration and Public Policy, California State University, Dominguez Hills, 1000 East Victoria St., Carson, CA 90747; kcelly@csudh.edu

ABSTRACT

The 2007 Virginia Tech shooting tragedy and other incidents of violence on college and university campuses have stimulated concerns among faculty members and students alike. Faculty members and the students they teach increasingly raise concerns about their own safety and/or the safety of others. Potential red flags may include:

- Threatening behavior in the classroom or during office hours
- Verbal threats or challenges to do physical harm stated in a serious or joking manner
- Revealing information in a written assignment which suggests the writer or others may be in danger, or that the writer may be a danger to him/herself or others

More common than concerns about violent behavior, faculty members may encounter disruptive or uncivil student behavior, such as (Watkins, 2007):

- Lack of participation
- Challenging the instructor's authority in class
- Inappropriate, disrespectful, or uncivil responses to the comments or opinions of other students in the class
- Use of obscene or profane language
- Excessive talking
- Late arrival to, or early departure from, class without permission
- Personal and recreational use of electronic devices such as cell phones, PDAs, and laptop computers
- Consumption of food
- Coming to class under the influence of alcohol, drugs, or other controlled substances
- Coming to class in a state of agitation, lethargy, or exhaustion
- Bringing others to class who are not enrolled, including infants and children
- Inflicting damage to equipment, materials or resources

- Inappropriate conduct while participating in field assignments
- Academic dishonesty such as cheating on an exam

These behaviors may arise from various factors. For example, marketing students may come from a background of abuse, neglect, or other types of disruptions in their family life, or be dealing with significant health or personal issues. In the university classroom, such background factors might be reflected in a lack of preparation and maturity level. At some universities there are significant numbers of students who work full time, have family or other adult responsibilities, and are taking a full course load. This sometimes results in less desirable attitudes toward spending long hours in the classroom or on coursework at night and on weekends. Lastly, some disruptive student behaviors are exacerbated by environmental factors such as the existence or lack of cohort relationships or friendships; diversity of backgrounds, abilities, and interests within a class; class size; and instructor characteristics.

How do university instructors deal with disruptive behaviors in the classroom? It is important to understand the origins of the behavior and its impact before deciding on a course of action (Kuhlenschmidt & Layne, 1999). Is it immediately threatening to others, disruptive to the instructor and others in the class, or harmful to the student him/herself? One approach to dealing with disruptive behavior is to apply a professional progress report or rubric to help students track their progress (Murphy, 2007). Instructors may also become more self-aware of their own emotional reactions to student behavior. This in turn will help to monitor their own behaviors that can influence and serve as a role model for students in the classroom (Kuhlenschmidt,1999).

The facilitators will lead an interactive roundtable discussion of experiences and successful practices,

and share some best practices gleaned from student affairs and education literature. Discussion will emphasize the importance of setting and communicating standards, personally modeling the behaviors students are expected to exhibit, firmly and fairly addressing disruptive behavior, and holding students accountable. Additionally, the facilitators will share information obtained from police on dealing with active shooter situations.

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ACTIVE LEARNING IN THE CLASSROOM: ARE STUDENTS ENGAGED OR AMUSED?

**Brian A. Vander Schee, Aurora University, 347 S. Gladstone Avenue, Aurora, IL 60506;
bvanders@aurora.edu**

ABSTRACT

Marketing educators often struggle with how to mitigate student apathy in the classroom. Even in smaller classes where professors have close contact with students, lack of motivation can prevail. At the same time, students cite lack of interesting content delivery as a rationale for boredom in the classroom.

ENGAGING STUDENTS

Professors have tried various strategies to make the classroom environment more engaging. A common approach involves in-class activities where student apathy is challenged with dynamic interaction (Shanahan, Hermans, & Haytko, 2006). Indeed a variety of teaching techniques can be employed to encourage student participation. Specific incentives for participating include the *Golden Duck Award* (Wooldridge, 2008), *Cash for Comment* (Chylinski, 2007), or *Random Selection* (Allerd & Swenson, 2006). These tools are part of a larger set of strategies focused on engaging students in the learning process via active learning.

ACTIVE LEARNING

The value of using active learning is well established in the marketing pedagogy literature (Drea, Tripp, & Stuenkel, 2005). Active learning focuses on the student experience where students engage in the course content through practical activities. Students seem to benefit from an active approach using role plays, case studies, games, simulations and the like in lieu of a passive approach where the instructor lectures for the duration of class time (Kennedy, Lawton, & Walker, 2001; Smith & Van Doran 2004; Wright, Bitner, & Zeithaml, 1994).

Students also appear to appreciate the active approach as several studies have documented high student satisfaction ratings on various active learning techniques (Laverie, 2006; Vander Schee, 2009; Yamarik, 2007). Professors also find them meaningful as they allow students to take more ownership over their learning and do not let students simply record and then replicate static information. Integration of course material with dynamic exercises in active learning helps students to better understand course content and improve academic performance (Drea, Tripp, & Stuenkel, 2005).

DEEP LEARNING

Active learning has been tied to deep learning where students integrate and better retain course material (Smith & Boyer, 1996). Deep learning instruction also tends to foster a more positive student perception of the learning environment and the course in general (Karns, 2006).

Students benefit by avoiding surface learning where they perceive having a higher work load and focus primarily on rote memorization (Lizzio, Wilson, & Simons, 2002). However, the perceived benefits need substantiation to ensure that engagement is not merely providing enjoyment at the expense of academic achievement.

CALL TO ACTION

Marketing educators should demonstrate that their approach to teaching fosters student learning (Chonko, 2004). This can be done via one of a number of assessment measures including testing, portfolios or application projects. Indeed, research demonstrating that students learn more or better via active learning is not as common as the literature describing techniques and student satisfaction with them.

Perhaps students prefer active learning because it is simply more interesting than listening to a lengthy lecture. But is the value of utilizing a game or simulation based on entertainment or engagement? Do students really acquire more knowledge, learn better or more deeply when they participate or interact with the course material? How can one demonstrate that students are not just more satisfied with active versus passive learning, but that their perception of an enhanced experience actually translates into improvement in student learning?

More research is needed to demonstrate that utilizing and assessing active learning in the marketing classroom makes for a more engaging participative atmosphere and a richer learning environment. Future studies should focus on active learning in particular to reflect that active learning indeed translates into deep learning and thus greater academic achievement.

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THE IMPORTANCE OF WEEKLY QUIZES IN MEASURING STUDENT PERFORMANCE

Tamara Gvenetadze, Caucasus School of Business, Caucasus University, Kostava St. 77, G.T.U. VI Building. IV Floor, 0175 Tbilisi, Georgia; tamara_gvenetadze@yahoo.com

ABSTRACT

What role do weekly quizzes play in marketing education? Does they generate student involvement in the course? Do weekly quizzes improve student performance? Does they affect the final grade?

I deliver PowerPoint presentations on every chapter and ask my students to prepare themselves for the weekly quiz before our next meeting. We start the lecture with weekly quizzes and students are given 40 minutes for completing their task. While composing weekly quizzes I include both multiple choice and short essay questions. I believe it is an effective way to check the knowledge of each chapter among the students.

After grading each week's quiz I pay attention to the mistakes students make and we go through the common ones at our next lecture. This helps my students to know where do they make mistakes and to which part of the chapter do they have to pay more attention.

Weekly quizzes play an important role in the final grade as well. I apply 15% of the final grade to weekly quizzes. This as well as the fact that students can check themselves and see what they acquired motivates them to study well each chapter.

I have also tried giving a weekly test on the chapters that I explained the same day. While comparing the results I noticed that students perform better on the quizzes that include previously covered materials.

Students who have weekly quizzes and study chapter by chapter perform better on mid- terms and final exams. In addition to encouraging more regular study, quizzes may provide feedback on where students should focus their efforts during final exams. This also explains why they should study well for weekly quizzes.

In my practice I noticed that the method of using weekly quizzes during marketing education plays an important role in measuring student performance. I believe that the use of weekly quizzes enhances student learning since it encourages students to study on a regular basis.

STUDENTS OF COLOR, CULTURAL PROFICIENCY, AND STUDY ABROAD: A SERIOUS GAP WITH SERIOUS BUSINESS AND MARKETING IMPLICATONS

Theresa M. Conley, Department of Marketing, Daniels College of Business, University of Denver, 2101 S. University Boulevard, Office 491, Denver, CO 80208; tconley@du.edu

ABSTRACT

This contemporary issues presentation is intended to be a forum for discussing the personal, business, and cultural importance of undergraduate students of color's participating in study abroad. The overall value of study abroad, the current state of participation of undergraduate students of color, and the serious business and marketing implications of student of color not participating as readily as Caucasian students will be discussed.

INTRODUCTION

Cultural proficiency is critical to any professional person working in our ever-changing global environment. Sometimes referred to as intercultural capability, cultural proficiency is defined as the knowledge, skills, and attitudes/beliefs that enable people to work well with, respond effectively to, and be supportive of people in cross-cultural settings. Numerous research studies have consistently reported that study abroad programs (SAPs) during a business student's undergraduate studies enhances that person's cultural proficiency, global understanding, and cross-cultural skills in profound and important ways.

STUDY ABROAD BENEFITS

Researchers show gains by students who studied abroad in the areas of intercultural communication, cultural pluralism, efficacy, interconnectedness, global mindedness, intercultural communication, and openness to diversity. Students who engage in SAPs find themselves more aware in a wide range of global issues critical to business and marketing decision-making. Students themselves report increased self confidence, changes in self-perception, risk-taking, new personal and social skills, and changes in perceptions of the world from their study abroad experiences.

STUDENTS OF COLOR PARTICIPATION

According to the Institute for International Education's *Open Door Report* for 2008, students of color only make up 18.3% of study abroad participants nationally while their Caucasian counterparts represent 81.7%. The limited number of students of color participating in study abroad is limited and the impact goes beyond personal and minority group implications - it affects our future economic growth and culture.

BUSINESS AND MARKETING IMPLICATIONS

Given the globalization of our economy and the political demands for the United States, not leveraging our students of color population via study abroad educational opportunities leaves the United States with a serious gap of national and international concern. In a 2002 cry-for-action essay posted on the Institute for International Education website, Dr. Olussoji Akomolafe stated, "[t]oday, the demand for government, business, and education sectors for qualified personnel with international skills is far greater than supply. As a result, institutions of higher learning have an important role to play in addressing this situation."

Students of color, like all students who do not participate in SAPs, miss out on gaining greater intercultural competence, increased openness to cultural diversity, and the opportunity to become more globally-minded. Also relevant to students of color, is SAPs offer participants an edge in the competitive and increasingly complex global job market.

OTHER CONNECTIONS AND OPPORTUNITIES

In a recent exploratory study, Theresa M. Conley investigated the topic of students of color and study abroad participation with a group of undergraduate marketing majors during a quarter-long study abroad program at the University of Bologna in Italy. The results of these discussions, and other literature insights on the topic, were revealing.

This topic is worthy of interest and debate as a contemporary issue topic with marketing faculty who agree with the merits and long-lasting effects of study abroad programs for all students.

References Available on Request

DEVELOPING AND TEACHING AN ONLINE UNDERGRADUATE MARKETING RESEARCH CLASS

Gopala "GG" Ganesh, University of North Texas, 1167 Union Circle, #236, Denton, TX 76203; ganesh@unt.edu

ABSTRACT

This MEA 2010 special session seeks to ascribe, in great detail experience of developing and teaching an online Marketing Research class for undergraduate students. The class was taught for the first time during Summer 2009 and will be repeated in Summer 2010.

BASIC STRUCTURE

The online class is built on a series of html PowerPoint presentations. The professor adopted a very well-regarded and established undergraduate-level Marketing Research textbook. This came with a series of PowerPoint presentations. These were modified and enhanced using the professor's own examples and experiences from nearly 20 years of teaching Marketing Research to undergraduate and graduate students as well as consulting activities. Finally, the topics were combined into 12 modules and placed on the Blackboard platform.

UNIQUE FEATURE: AUDIO+VIDEOS

The online class features several unique aspects. The most prominent of these is the use of nearly 50 Audio+Video segments, produced in the professor's office with the invaluable help of Camtasia software and the Samson USB mic. These A+Vs literally walk the students through topics traditionally regarded as "more difficult", by students from an understanding perspective and by faculty from a teaching perspective. Currently, the featured AV topics include: basic data analysis (frequencies, means,

breakdown of means, cross tabs, Pearson correlation and partial correlation), and simple regression. In every instance, datasets that either came with the book or belong to the professor are actually analyzed from scratch and explained via audio, while the students watch what exactly happens on the computer screen, in digital quality. The A+V segments come with DVD-like controls, allowing replay, rewind, fast forward etc. The professor did not have the luxury of hiring help and ended up doing everything from scratch. This contributed to somewhat crude looks, but a relatively user- friendly result.

Another set of A+Vs deal with a different kind of problem solving, such as those involved in calculating sample sizes and confidence intervals. For this, the Wacom writing tablet, originally designed for digital artists, was roped in as an "online overhead projector". The stylus of the tablet served as a pen and the output was combined with electronic (pdf) versions of standard statistical tables (that came with the book) to create the Camtasia A+V lessons.

A third series of A+Vs were recorded with the help of former colleagues and on-campus experts to explain key concepts in designing and implementing focus groups and illustrating the use of the electronic library (using the examples of ABI-Inform and Lexis-Nexis).

UNIQUE FEATURE: WEB SURVEY

As part of the course, the students designed and implemented an online survey. For this, they made use of the site-licensed Web Surveyor software. Online chat rooms and discussion areas were made available and many of the students made excellent use of these resources to ask questions while designing their individual surveys. The best among these was selected by the professor and placed online for data collection. The resulting dataset was analyzed by the class using SPSS student version. In Summer 2010, Web Surveyor will be replaced by the recently licensed Qualtrics.

PERFORMANCE EVALUATION

Student performance is graded through four Graded Assignments and two exams. The graded assignments are: (GA1) An orientation exercise for SPSS student version. (GA2) A secondary sources assignment to build familiarity for the survey design project, (GA3) Design and then implement an online survey for online data collection. (GA4) Basic data analysis and charting of the GA3 survey data, involving frequencies, means, correlations and cross-tabs.

It is the professor's firm belief that completely fool-proof mechanisms do not yet exist for online

examinations. Therefore, students were required to come to campus for the mid-term and final examinations. Proctored exams at alternative locations were also allowed. Likewise, the professor has previously experienced and therefore does not want e-mail attachment problems. Students are required to submit hard copies of the assignments for grading, either through a physical locked drop box outside the professor's office OR via US mail/alternative courier services. The graded assignments are mailed back to them in the same manner. This has worked well thus far, perhaps since the class size is small.

STUDENT FEEDBACK

The professor administered an end-of-the-semester custom online survey about the class experience. Student feedback about the class was very positive.

CONCLUDING COMMENTS

The sometimes very frustrating experience of developing the course has been, in the professor's opinion, already offset by the very positive experience of actually teaching it. At the MEA 2010 special session, the professor plans to make a very detailed presentation, where colleagues can "see" all aspects of the online class, ask questions and obtain clarifications. Assuming access to the Internet in the conference room, they can even see the class "as implemented".

VIRTUAL TEACHING: THE TRIALS AND TRIBULATIONS OF MOVING THE CLASSROOM INTO THE OFFICE

Claudia M. Bridges, College of Business Administration, Sacramento State University, 6000 J Street, Sacramento, CA 95819; bridgesc@csus.edu

ABSTRACT

Having conquered the challenges of teaching a traditionally-administered Principles of Marketing class in the classroom and the challenges of teaching in a television studio, the author took on the task of administering the class in the office, behind the desk. Armed with a PC, camera, headset and iMeet (Eluminate) software, a semester-long course was developed and comes to a relatively uneventful end that is not without its questions. Having developed a partially synchronous and optionally asynchronous delivery method, the students appeared to be most engaged in the asynchronous collaborative learning forums (ACLF), also known as "discussion threads". Two of these threads were both formal and guided by a topic, while two others were informal and were open for discussions of all things academic and personal. The actual administration of the class created, most likely, the most interactive and stimulating level of participation from the students. This special session will be an introduction to the teaching world behind the desk, a walkthrough of the optionally asynchronous iMeet (Eluminate) learning experience, challenges of teaching in this environment and a discussion of the role of ACLF in the learning experience.

INTRODUCTION

The options for delivery of courses in a distance-learning environment are extensive. Some of these forms include: the integration of Blackboard- or WebCT-based tasks into a traditionally administered class, the hybrid environment of in-class meetings along with online meetings, television broadcasts with or without live student audiences, asynchronous online delivery, synchronous online delivery (using a camera and interactive software) and/or creating an asynchronous collaborative learning forums (ACLF) (Friesen 2004). The opportunity to take learning out of the traditional classroom has expanded the number of students able to take the course and, surprisingly, increased the responsiveness of students to questions asked in class.

OPTIONS FOR ONLINE COURSE DELIVERY

According to Allen and Seaman (2008), online course delivery enrollments have exceeded the increase of total higher education enrollments. In 2007, over 3.9 million students were taking at least one online delivery method course. In our institution there is are incentives (and personal) to increase the distance learning offerings in the College of Business. Without the constraints of time and place, these courses could take on a myriad of forms.

Considering the technologies that were available, the options included developing a course that was prerecorded (using Camtasia) and taught online with no real-time interaction between the student and faculty, a television-studio-based recorded delivery available both in real time and asynchronously and the use of a web-based program (iMeet Eluminate) that could be taught in real time in the office and recorded for those who wished to take the course asynchronously. The decision was made to use the iMeet technology and bring the classroom into the office. Software and hardware included a PC (and optionally a laptop with a built-in camera/microphone for off-campus recording), WebCT fitted with iMeet, a PC camera and audio headset. Students were notified that they could take the class in real time on Tuesdays and Thursdays from 2:00 until 3:15pm or they could watch the recorded sessions available one hour after the live broadcast was over.

THE STRUCTURE OF THE CLASS

The overall structure of the course included optional attendance in the real-time online "classroom", online quizzes and exams, and computer-mediated discussion threads. Each one of these processes was outlined in the syllabus and specific directions, time-frames and rules were given. This section includes a description of each of these processes.

The iMeet Learning Environment

Students were offered the opportunity to take the class in the real time online through WebCT or watch the recorded class afterwards. The incentive to participate in the class in real time was the opportunity to drop one quiz score for every four (4) times that the students attended and participated in the online class, up to four (4) quizzes. Ideally there would be a group of students, having thoroughly

appreciated the interactivity of the online class, that would continue to log on in real time long after they had met the maximum number of dropped quiz scores. Participation would mean more than logging onto the course, it would mean participating in polling activities (raising their virtual hands, using checks and x's or selecting choices of answers such as a, b, c, etc.), asking questions and/or responding to their names when called upon. This would preclude the students logging onto the course and walking away from the computer. Students could respond in a chat box that would bring up their comments along with their names. The option was for their comments to be seen by the entire class or just by the faculty member.

Once the class was to commence, the video transmission of The Moderator (faculty member) was displayed on the screen (in a small box in the corner of the screen, which the students could enlarge), the recording function was set and a lecture and interactive learning environment was deployed. The software offered the opportunity to "share" the desktop of the Moderator with the students. This allowed for the use of the Internet (allowing access to web sites such as YouTube, etc.) and the display of any other necessary documents (Word documents outlining an assignment, for example). PowerPoint slides were displayed on a whiteboard screen and a tablet and drawing stylus were used to make notes and markings on the slides.

Online Quizzes and Exams

Completely online quizzes (9) and exams (3) were administered during the semester. Textbook test bank questions were used and set up to allow for development of randomized question selection and answer order. All exams were multiple choice and 60 questions were randomly selected for each exam out of 400 individually selected questions in the bank. A time period of 15 minutes was allotted for each quiz (10 questions) and 75 minutes was allowed for the 60 question exams.

Discussion Threads

Discussion threads, a form of asynchronous collaborative learning forum (ACLF) (Friesen 2004), gave the students the opportunity to have discussions among themselves in a computer-mediated environment. Three unstructured (and informal) discussion threads were created along with two structured discussion threads assigned to small groups. The unstructured threads were available the entire semester, while the structured threads had a time limit.

OUTCOMES AND CHALLENGES

In a class of over 150 students, over 40 students typically participated in the real-time online class. It was exciting to observe that over the semester they greeted each other and the professor as they entered the "room." Several students would also linger after class and would chat with the professor and each other as others left the "room." Due to the fact that their participation incentive was dependent on their actual participation, everyone was required to respond to questions asked during the class and there were about 15 or 20 students who regularly added comments using the online chat function. Only two or three students did not participate during the average class which was demonstrated by their lack of response to polling questions randomly queried during the class. There were also times when their names were called and they did not respond. Reception of this technology was positive and a solid group of 30 students, who had already dropped as many quiz scores as they could, continued to participate in the online class.

Challenges in this technological environment were many and some will have to be addressed before this class can be administered again. The challenges included controlling student's online behavior, using the honor system in the administration of online exams, time for administrative work, and the failure to reach those students who are not self-motivated.

References Available on Request

A TALE OF TWO MINDSETS: MARKETING DEPARTMENTS AND NEW FACULTY RECRUITMENT IN A TIME OF SHIFTING VALUES

H. Rika Houston, Shirley Stretch-Stephenson, and Olga Di Franco,
Department of Marketing, College of Business and Economics, California State University, Los Angeles,
5151 State University Drive, Los Angeles, CA 90032-8127;
hhousto@calstatela.edu, sstretc@calstatela.edu, odfjec@earthlink.net

Helena Czepiec and Juanita P. Roxas, Department of International Business and Marketing,
College of Business Administration, California State Polytechnic University, Pomona,
3801 W. Temple Avenue, Pomona, CA 91768;
hczepiec@csupomona.edu, jroxas@csupomona.edu

ABSTRACT

When marketing departments and other academic organizations recruit new faculty to fill open positions, it is in the best interest of the respective organization to hire individuals whose values are congruent with those of the organization (Curran and Hyman 2000). Since the direct costs (recruiting costs and high market-rate new faculty salaries) and the indirect costs (reduced faculty cohesiveness, loss of institutional memory, loss of alumni loyalty) are potentially high, making the right hiring decision is critical for the long-term health and productivity of the entire department. The somewhat permanent nature of the university tenure-track faculty system makes such decisions even more important. Nelson (1997, p. B4), for example, states that *"the best tenure decisions are made by hiring, not tenure committees. Most of our undesirable tenured faculty members should not have been hired in the first place."*

Recognizing the importance of hiring new faculty with congruent cultural values, it is also important to understand the evolution of marketing department culture. Curran and Hyman (2000) suggest that the culture of an organization is a product of its employees and its environment over time. The founders of an organization establish the initial cultural values and the policies and procedures to go along with them. Current employees interpret the initial values then institutionalize and internalize them. When new employees join the organization, they are socialized so that their values are aligned with those of the organization. This indoctrination and socialization process is important because studies show that organizational value congruence is directly related to job satisfaction, job tenure, and employee retention (Adkins et. al 1996, Chatman 1991). And equally important, building the ideal marketing department culture requires a strong commitment to a single educational philosophy, competence in delivering an excellent education,

and consistency in attracting, developing, and keeping faculty with a shared vision (Chonko and Caballero 1991).

Hiring "value-congruent" faculty is a daunting enough task when organizational culture is a somewhat stable phenomenon. As AACSB requirements demand increased levels of peer-reviewed publications and the cultural values within business schools and their departments shift to accommodate their respective interpretations of what this means, however, faculty search committees are pressured to hire new faculty members who can publish accordingly. The bad news is that other important marketing department and university responsibilities remain unrewarded, ignored, or disproportionately placed on the shoulders of tenured associate and full professors who are also newly tasked with additional peer-reviewed publication expectations themselves. The temporary gap in teaching needs is often met with adjunct faculty, but this solution does nothing to alleviate the now-neglected need for academic advising, curriculum development, or committee service to the university. At "teaching" universities where teaching loads are heavy and research support is meager or non-existent, this shift in departmental cultural values and expectations contributes to an increasing crisis of identity. Should new faculty be hired to match the comprehensive needs of the students and the university, or should new faculty be hired to publish peer-reviewed journal articles? And, in the wake of increasing AACSB accreditation requirements, who will tend to the responsibilities of the marketing department and its students while new faculty are away from campus publishing? Our panel of tenured, new tenure-track, and adjunct faculty will discuss some of these growing dilemmas and propose possible solutions.

References Available on Request

REFORMING "DEVIANT" FACULTY: A SOCIOLOGICAL APPROACH

James Cross and John A. Schibrowsky, Department of Marketing, College of Business, University of Nevada, Las Vegas, 505 Maryland Parkway, Box 456010, Las Vegas, NV, 89154-6010; james.cross@unlv.edu, john.schibrowsky@unlv.edu

Richard Lapidus, College of Business Administration, California State Polytechnic University, Pomona, 3801 W. Temple Avenue, Pomona, CA 91768; rslapdius@csupomona.edu

Micol Maughan, College of Business, Fort Hayes State University, Hayes, KS 67601; mmaughan@fhsu.edu

ABSTRACT

Under Standard 10, the AACSB requires that a significant proportion (usually 90 %) of the faculty to be either Academically Qualified (AQ) or Professionally Qualified (PQ). The maintenance of AQ status normally hinges on appropriate academic degrees and continuing intellectual contributions. AQ status may be lost without appropriate activities, although it can regained through various remedial actions. Since AACSB accreditation is critical, this is an important issue.

The field of deviance may provide some useful analogies. There are a variety of ways that people can come to be classed as "deviant" in a society. If one considers academics as a subculture within the larger society, some of these concepts can be applied. Further, some of the remedies for deviant behavior could be applied to those judged to be deviant in the academic subculture.

This special session will lay out some of the popular theories from sociology that are used in the deviance literature. Then analogies will be drawn to the subculture of business school academics.

Proposed remedies from the deviance literature will be drawn to the offending professors. Strategies for removal of the deviant behavior (i.e. loss of AQ status) will be suggested and discussed by a current Department Chair and Dean. It is hoped that this fresh perspective on the issues will stimulate discussion.

Professor Schibrowsky will introduce the panel and the topic; at the end of the presentation, he will summarize and open discussion of the issues. Professor Cross will present some ideas on the issues from a sociological perspective. These include the area of prisoner and other rehabilitation issues. Micol Maughan is trained as a social psychologist. He will provide insights from the social psychology literature. He will discuss issues such curbing deviant behaviors such as juvenile delinquency, drug addiction, etc. Finally, Dean Richard Lapidus will offer a Dean's perspective on the topic of "reforming or rehabilitating" unproductive behaviors that jeopardize the College's accreditation. He will present some college wide initiatives that have been tried.

THE IMPACT OF COURSE DESIGN ON EDUCATIONAL OUTCOMES OF BUSINESS STUDENTS

Gregory S. Black, School of Business,
Metropolitan State College of Denver, Denver, CO 80217; gblack4@mscd.edu

ABSTRACT

The objective of this study is to investigate the impact of course design on student outcomes by examining data gathered over several semesters from 563 students at a major university. During this period of time, respondents were enrolled in one of three different business course designs: experiential, participative, and traditional.

Each investigator prepared and delivered courses for the three types of designs—experiential, participative, and traditional. Elements were infused into each course design to assure that students could differentiate between the designs and to insure that each design provided the appropriate type of learning experience. The *traditional lecture* courses were designed to present knowledge to the students through lectures given by the instructor. Evaluation of how students performed in these classes was based on reading the textbook, taking notes during lectures and performing well on exams, quizzes, and assignments, which were based solely on the textbook and the lectures.

The *experiential* courses gave practical experience that could be used by the student in an occupation related to the course. In these courses, students completed exercises and assignments that helped them understand how to apply the knowledge they gained during the semester. Also, they studied the actions of different companies through case studies and were tasked to apply their responses to similar situations. They also completed exercises and assignments that gave them insights about themselves and "hands on" experiences.

The *participative* courses allowed students to have a great deal of control over how they would be evaluated by including them in the decisions on how these classes would be conducted. Students participated in syllabus design and decisions concerning grading options, basically deciding how performance would be evaluated in the course. In addition, about two-thirds through the semester, the instructors came up with several different grading options from which each student could choose to help them focus on the last part of the semester and to reinforce their participation. Finally, instructors utilized group work, presentations and in-class discussions providing opportunities for students to impart information to each other. The following hypotheses were considered:

H_1: Active course designs will result in more positive student outcomes than will passive course designs in the following areas: grades, overall satisfaction with a course, student perceptions of the usefulness of a course to their future careers, and student perceptions of how well a class was conducted.

H_2: An experiential course design will result in more positive student outcomes than will a lecture design, in the following areas: grades, overall satisfaction with a course, student perceptions of the usefulness of a course to their future careers, and student perceptions of how well a class was conducted.

H_3: A participative course design will result in more positive student outcomes than will a lecture design, in the following areas: grades, overall satisfaction with a course, student perceptions of the usefulness of a course to their future careers, and student perceptions of how well a class was conducted.

H_4: A participative design will result in higher levels of student satisfaction with a course than will an experiential design, but will result in more negative student perceptions of the usefulness of a course to their future careers. There will be no differences between participative and experiential designs on student grades and student perceptions of how well a class was conducted.

Results indicate course design influences student's course grades and student perceptions about how the class was conducted. To determine the degree to which professors are likely to use teaching designs that are more conducive to student learning, 522 responses to a survey of management and marketing faculty, across the country, were analyzed. Results indicate that management and marketing professors are utilizing some active course elements in the design of their courses, which should lead to increased student learning.

A NEW MODEL OF EDUCATION FOR INTRODUCTORY LEVEL MARKETING COURSES: EXPERIMENTAL RESULT

Hideki Takei, Robert Trumpy, and Fen Wang,
Department of Information Technology and Administrative Management,
Central Washington University, 400 University Way, Ellensburg, WA 98926;
takeih@cwu.edu, trumpyr@cwu.edu, wangf@cwu.edu

ABSTRACT

The Hybrid Education Model (HEM) was developed and discussed by Takei (2008). He described the model as a "department store," or "smorgasbord," where instructors can pick elements for classroom use and potentially create his or her own model within an HEM framework. In this current study, the authors' goals are to test (1) if HEM could serve as a department store for lecturers, and (2) if a rebuilt model could perform effectively in both education and mentoring during introductory marketing or business courses, at a small liberal arts college.

While results were positive, the findings exposed several practical difficulties in both out-of-class workshops, and cross-disciplinary team activities. Therefore, instructors are advised to develop distinct processes in creating personal-level communications in class. They should also monitor cross-disciplinary team activities to assess student levels of enjoyment and learning, through the team activities.

A TEACHING SPORT MARKETING THE HYBRID WAY: ADDING A NEW TWIST

John Miller, Department of Health, Exercise, and Sport Sciences,
Texas Tech University, Box 3011, Lubbock, TX 79409-3011
john.miller@ttu.edu

Frank Veltri, Department of Health, Sport, and Exercise Sciences, **Robinson Center,**
University of Kansas, 1301 Sunnyside Ave., Lawrence, KS 66045-7520
Frank.Veltri@Colorado.EDU

INTRODUCTION

For the past 15 years, learning institutions have been trying to develop a better understanding of the role of technology in facilitating learning and identify the learning outcomes. Over the past few years, the most rapidly growing use of online teaching has been in teaching hybrid courses. A potential benefit of hybrid teaching is the limited face-to-face interaction with the instructor. Traditional online courses provide no face-to-face interaction.

Distance learning has become an accepted educational tool and has broken into mainstream higher education. It is reported that over one-third of university faculty have taught an online course and find it as effective as face-to-face teaching (Kolowich, 2009). Online learning has been woven into the fabric of higher education and has become the fastest growing model. Online education has become fundamentally accepted and should have continued growth, faculty engagement, student demand, and recognition as a quality educational alternative. Carlson (2004) has suggested that slightly more than half of all colleges rate online learning as "essential to the overall strategy" of the learning environment (p.A30). In the academic year 2000-2001, 90% of 2-year colleges and 89% of 4-year public institutions offered some form of distance learning education (Tallent-Runnels, Thomas, Lan, Cooper, Adhern, & Shaw, 2006). Enrollment in online courses in the United States has increased by 33% per year (Pethokoukis, 2002). It has been estimated that 3.2 million students, or 1 in 6, completed at least one online course during the fall of 2005 (Hatfield, 2006).

Ponzurick, France, & Logar (2000) reported that distance learning has surfaced as a major education alternative, the question remains, should it differ from traditional classroom methods. In the past, the goal of distance learning was to offer students the online educational experience much like the face-to-face classroom instruction. There is a growing concern that face-to-face techniques will not work in a distance education format. One such problem is the lack of dialogue in telecourses when compared to face-to-face instruction. Without interactivity, distance learning degenerates into the old correspondence course model of independent study with the student becoming autonomous and isolated (Sherry, 1995). Sherry (1995) also indicated that to be successful in distance learning, there must be interactivity between instructors, students, and the learning environment as well as active learning in the classroom. The goal of distance learning and traditional learning should be to achieve the same learning results with either model. It improves the comprehension of your conference presentation and is the basis of useful feedback from others interested in your ideas.

HYBRID MODEL

The majority of college students have grown up with the internet, text messaging, email, blogs and real-time interaction. Students are seeking immediate feedback on assignments and demand constant access to grades and class materials. Many colleges have used the combination or hybrid approach offering classes partially online and partially in class.

The hybrid model of teaching has ensured that the college mission of personal touch will continue at many universities. The hybrid models of education have resulted in the convergence of the traditional classroom and distance learning (Shale, 2002) which is a common trend that parallels the adoption of cost-saving and the blending learning methods in business programs. At business schools through the U.S., the hybrid model has gained increased success and acceptance under the banner of "blended learning." Blended learning incorporates the use of multiple technology modes that are combined with pedagogical approaches (Martyn, 2003). Blended learning has the joint effectives of face-to-face and technology with instructor interaction. The application of advanced information technologies has the potential to change educational processes in both the traditional classroom and distance-learning environments.

Online courses can be used in a variety of ways for various marketing courses. Sport marketing courses have seen continued growth in business schools throughout the United States. Sport marketing courses can be designed to use the hybrid model for faculty-student interaction. In designing the sport marketing course, I have added a new twist to the traditional hybrid course to include two meetings (the first and last days). This hybrid course was designed with a series of interactions with the students and a contribution of guest speakers. Nine class sessions were conducted online and the remaining were conducted by the faculty member and guest speakers. There were a number of problems associated with this new hybrid twist in teaching sport marketing. Some of these problems consisted of: coordinating the speakers, online assessments, and the discussion board.

The initial face-to-face meeting familiarizes the students with the technology and creates a sense of community with fellow students and teacher (Martyn, 2003). The first class presented the course outline, learning outcomes, assessments, chat room set-up, discussion board, video lecture, online quizzes, final exam, projects, and guest speakers from sport organizations. The organizational structure of the course was designed to interject the blending of online instruction with the face-to-face experience. The effects of hybrid models on learning processes and outcome is not well understood, leading to the adoption of teaching programs (Smith, 2001).

The hybrid course can take advantage of the pedagogical strengths of on-campus and online teaching. The hybrid course is stuck in the middle of two disparate pedagogies, the traditional in classroom and online instruction. Bersin (2004) has suggested that the hybrid format was developed to minimize the weaknesses of distance learning. he printing of the proceedings will stem directly from electronic MSWord files. In order to ensure consistency and quality appearance the following instructions must be followed precisely. It will not be possible to publish papers that deviate from formatting instructions. Using the following instructions, the electronic file that you submit should reflect the paper in the exact form to appear in print.

THE ROLE OF THE INSTRUCTOR

The role of the instructor is very different from the traditional. The instructor's central role is facilitator of instruction and discussion leader. The instructor must listen, attend the first and last classes, and comprehend student statements. The instructor must then choose questions for discussion and guide the students through towards critical thinking. The instructor's responsibility is to design and deliver course material in a timely matter.

OBJECTIVES OF GUEST SPEAKERS

The goal of the guest speaker model is to enhance discussion between the students in the classroom (Lynn, 1999). Using the discussion board, the class will unfold as a complicated interaction of situations that the guest speaker and instructor provide throughout the learning environment. The cases and discussion questions are posted and student comments are posted and provide a framework of relevant information and robust understanding of case or discussion questions.

THE PURPOSE OF THE STUDY

Previous researchers have considered specific positive and negative aspects of distance-learning (Jackson & Helms, 2008). Studies on students' perceptions of online education have typically included questionnaires or surveys. It has been difficult for researchers and educators to determine if students perceive the same quality elements as do administrators and faculty.

In this observation and teaching model, we introduced a different method of teaching the sport marketing hybrid course. Specifically, our investigation focused on the guest speaker hybrid and online aspect approach to teaching the course. The results will be analyzed using a student questionnaire of the learning outcomes and effectiveness of the hybrid and guest speaker involvement. This analysis should increase student engagement with guest speakers and student-peer interaction. Our results provide insights in two important areas. First, they address the impact of blending online and classroom instruction, with potential educational outcome. Second, the results will address the type of outcome with the use of guest speakers.

The design of the course is as follows:

  a. Half of the class is traditional classroom environment, video lectures, and a number of guest speakers throughout the semester;
  b. Three online exams;
  c. Final project is recorded in studio and linked online for students' view and access with written critique;

d. Online lectures are posted: video lectures of faculty member discussing designed chapters;
e. Guest speakers with various backgrounds presenting to the class;
f. Cases and discussions are posted for students to answer and comment on the posted discussion answers from fellow students;
g. In-class quizzes and online quizzes.

We will survey students in two sections of upper level sport marketing courses. We will conduct the survey online using the WebCT Vista platform and administer it during the final week of the semester 2009. We will provide students with instructions to follow in the completion of the survey. A total of 78 students will be a useable response to the survey. We will encourage students to participate in the survey but will not grade them on their response.

The questionnaire asks students to check a range of values the course had to offer. Students were asked to evaluate interaction with faculty, interaction with guest speakers, and with other students in the hybrid class. The instructor's responsibility includes variables relating to delivery and content of the course.

RESULTS

Data from this study is being collected Fall semester 2009. Educators and students will be able to view issues related to student's issues in the hybrid/guest speaker distance-learning course. The research will provide a list of comments regarding the learner's and instructor's responsibility in distance education. The results will be during at our MEA conference presentation.

References Available on Request

INTERNATIONAL MARKETING RESEARCH: TOO BIG AND TOO IMPORTANT TO FIT INTO A SINGLE CHAPTER

Ruth Lesher Taylor, Texas State University, San Marcos, TX 78666; rt01@txstate.edu

Glen H. Brodowsky, California State University, San Marcos, CA 92096; glenbrod@csusm.edu

ABSTRACT

Managers are spending more time conducting business and research in cross-cultural settings. Companies need well-trained graduates prepared to take on global marketing research tasks and challenges. Based on an extensive review of course offerings and textbooks available in marketing curricula across the US, this paper shows that critical issues in international and cross cultural marketing research are not receiving sufficient attention to prepare students for meeting these challenges. Programs outside the US seem slightly ahead in recognizing this need. The authors describe a customized international marketing research course designed for and delivered to an MBA program in Quito, Ecuador.

Having overcome some of the logistical challenges of collecting data internationally, cross-cultural market researchers – and students—need to take a cautious approach to critically evaluating the meaning of these data. It is one thing to make the (large) assumption that methodological and statistical techniques that make up the bulk of marketing research textbooks translate across cultures. It is quite another to assume that behavior and theoretical models or social constructs can be compared across two or more cultures.

Nonetheless most marketing research textbooks include only a cursory mention of these issues. Some have concluded that not much beyond minor emphasis would be given to internationalizing the marketing curriculum until teaching faculty members, themselves, are internationalized; until there is a model of a successful program to follow; and until marketing educators share their successes and failures with other educators. This paper is an initial step in that direction.

A content analysis of single-chapter treatment of international marketing research concepts in available general international marketing texts revealed that the following international marketing research concepts are typically covered.
a. Challenges of multi-national marketing research including the following: Complexity of research design; Lack of secondary data; Cost of collecting primary data; Coordination of research data collection across countries; Establishing comparability and equivalence.
b. The well-known research process (problem definition to communication of findings) and its universality.
c. Principles and techniques of marketing research used to systematically research potential country markets for political, economic, social, environmental, competitive forces.
d. Identification of some of the problems inherent in conducting quantitative and qualitative primary research country to country.
e. Translation problems in survey design.
f. Comparability of constructs and equivalency of cross-cultural data.

International marketing texts with single-chapter treatments of international market research explain that international research serves two broad purposes. The first is to help firms formulate marketing strategy (market identification, entry, and expansion). Such research is facilitated by the availability of online secondary sources from governmental entities. The second area of research focuses on helping marketers understand the commonality or dissimilarity of customers from different cultures, defined broadly as cross-cultural marketing research. Such research is particularly vulnerable to issues of data comparability.

The customized course that was designed for the Ecuadorian MBA program addressed the above issues of primary data collection. It also included several hands-on activities using qualitative research methods as well as an extensive country-screening market entry exercise using electronic secondary data sources. The full text of the paper describes, in detail, the structure of the course and content of the exercises.

References Available on Request

MARKETIZED EDUCATION AND COMMERCIAL LEARNING BRANDS: THE CONSTRUCTION OF CONSUMER VULNERABILITY IN THE "NEW GLOBAL KNOWLEDGE SOCIETY"

Kelly Tian and Temo Luna-Nevarez, Department of Marketing, New Mexico State University, MSC 5280, PO Box 30001, Las Cruces, NM 88003-1498; ktian@nmsu.edu, ctluna@nmsu.edu

ABSTRACT

Higher education discourses in many academic institutions air considerable concern over student performance and retention. A common goal of these discourses is to identify systemic causes underlying high drop out rates and shifting enrollments across colleges. In this context, questions of the preparedness of students for college emerge, as well as, students' ability to early-on identify colleges that align with their individual academic strengths and career interests. Students are deemed vulnerable to shifting and dropout if their pre-collegiate grounding is uncertain.

Consumer vulnerability is a state of experiencing powerlessness and a lack of control in a consumption situation (Baker, Gentry & Rittenburg, 2005; Baker, Hunt, & Rittenburg, 2007). Education constitutes a consumption situation owing to the marketization of education such that there exists choice among academic learning brands and education venues that are priced and promoted to attract students as customers (Burch, 2006; Codd, 2005; Giroux, 2005). The rapid proliferation of commercial academic learning brands is a phenomenon that counters expectations deriving from the heretofore accepted notion of the nation as a welfare-state that provides education to citizens as a right (Codd, 2005). We apply theoretical notions of consumer vulnerabilty to account for the emergence of commercial academic learning brands targeting precollegiate students. A select few marketing scholars have drawn from educational literature to inform policies and practices of consumer education and consumer literacy, in some instances advocating for school reforms that improve understanding of the marketplace and how to navigate it (Adkins & Ozanne, 2005a, 2005b; Ringold, 2005; Wallendorf, 2001). We take the position that the education system itself is within the market and rather than viewed as a venue or mechanism to foster consumer literacy, is deserving of attention in its own right. Cultural shifts shaped by globalization forces render the U.S. educational system (like those of other nation-states; Codd, 2005), not only one enmeshed within market forces and marketing practices, but also a context capable of producing theoretical insights with broader applicability to the marketing and consumer research disciplines (see Deighton, 2007). "There is virtually no scholarship on globalization and precollegiate education" (Suárez-Orozco & Quin-Hilliard, 2004, 7), with most of the published work on school marketing in the United States being of the "how-to" variety (Lubienski, 2007). We think the field of marketing is well positioned to contribute to needed knowledge in this domain and hope our venture into this context of consumer vulnerability area will stimulate further research.

Drawing from a discursive analysis of public debates over U.S. educational policy reforms, we extend present theorizing of consumer vulnerability to highlight the role of macro-level forces in its construction, and the positioning of commercial brands in assuaging it. We find that in U.S. educational policy debates, the narrative of the "new global knowledge society' is engaged as a promotional mechanism for heightening consumers' perceptions of their vulnerability. This narrative posits a declining material well-being of the nation-state in the face of an emerging world-wide economic order and labor market where a premium is placed on knowledge. At risk, according to this narrative, is the future ability of our progeny and nation-state to succeed in acquiring knowledge-based jobs in the global labor market where "winners" are better able to market the self, thereby claiming better jobs, incomes, and material lives. While both supporters and opponents of new marketized educational reforms make claims that there is an increasing consumer vulnerability wrought by global forces, they debate the means of alleviating consumer vulnerability within the educational system, as well as the "ends" or goals of education. We extend Shultz's and Holbrook's (2009) theorizing of consumer vulnerability by identifying macro-level local-global dynamics that exacerbate consumer vulnerabilities which for-profit educational companies then seize as brand positionings.

While our analysis draws from a pre-collegiate educational context, our discussion features extension of this context to higher education.

References Available on Request

CONSIDERATION OF RUSSIAN EXPERIENTIAL LEARNING METHODS FOR U.S. MARKETING EDUCATION

Angelica Bahl, Department of Marketing, Metropolitan State College of Denver, PO Box 173362, Denver, CO 80217; abahl@mscd.edu

Eugenia Kuzmina, Department of Commerce, Russian State University of Trade and Economics, 36 Smolnaya Street, Moscow, Russia, 125993; ee_k@mail.ru

INTRODUCTION

The Russian higher education has used the traditional lecture format which is a primary learning environment for university's instructors and students. In fact, Russian business higher education currently faces the transformation from the traditional teaching methods, such as educator-centered, knowledge-transfer, and lecture-based learning to a variety of innovative learning techniques. The Russian universities began this process ten years ago and continue at the present time. The American universities across the country experienced this transformation process in the late 80s and the 90s (Bahl & Frontczak, 2008).

The marketing education literature provides a few definitions of the traditional teaching methods. One of the definitions was identified by Alan Guskin (1994). He defined the traditional teaching method as a fairly passive lecture-discussion format where the faculty talks and most students listen, which is contrary to almost all principles of an optimal setting for student learning. Most educators would agree that the traditional lecture format is not the most effective method for today's marketing classroom (Bobbitt et al, 2000). In the 90s, a major shift occurred in American universities moving from an "instructional paradigm" to a "learning paradigm" (Barr & Tagg, 1995). The instructional paradigm views instructors as deliverers of content knowledge and students as passive recipients of knowledge. The learning paradigm suggests that instructors should be designers of the learning environment in which students are active participants in the learning process.

Although there are many definitions of experiential learning in the literature, the following two represent the primary meaning of the concept: (1) Experiential learning combines direct experience that is meaningful to the student with guided reflection and analysis. It is a challenging, active, student-centered process (Chapman, et al, 1995); (2) "Learning by doing" must include reflection and consideration of the experience which include high student involvement and an interactive two-way

approach to learning (Frontczak, 1998). We would like to mention that the experiential learning method in Russian higher education is described as an innovative learning method. However, in our paper we will use the term experiential learning, instead of an innovative learning method.

It is clear now that lecture alone is not the most effective pedagogical technique in Russian universities. Apparently, there are now many more opportunities in the business education program to develop experiential projects, assignments, and other innovative approaches that can provide practical experience for students (Gladkish, 2007). Our research indicates the increasing popularity of experiential learning theory in Russia which leads credence to the innovative methods of teaching. In fact, the majority of the Russian educators have the big interest in moving toward the experiential learning methods in business education. Current research in Russia shows that 80% of the business Russian educators have used case study methods, 54% - situational analysis/task, and 35% - cross disciplinary projects (Kuzmina, 2008). We review the following examples of successful Russian experiential learning methods below.

EXPERIENTIAL LEARNING METHODS IN RUSSIA

To increase our understanding of the variety of experiential learning methods in Russian higher education, we conducted analysis and classification of them. To understand the differences, we categorized them by using the game appeal factor appropriate to Russian education. There are two groups of the experiential learning methods: (1) methods using the "gaming" elements; and (2) methods using the "non gaming" elements (Figure 1). The research shows that the game appeal element presents in a majority of innovative assignments in Russian marketing education (Volgin, 2006, Spivak, 2006). The method, using the "gaming" elements, helps to apply the wide spectrum of business problems and situations, as well as gives the opportunity for students to provide a deep analysis of the situation (Grabovskay, 1991).

Game appeal elements and competitiveness in marketing classroom are well discussed in American marketing literature. For example, the live case studies (Elam & Spotts, 2004, Wood & Suter, 2004), the integrated course project (Bobbitt, 2000, Athaide & Desai, 2005), and the field trips/site visits (Doren & Corrigan, 2008) are well documented.

FIGURE 1
CLASSIFICATION OF EXPERIENTIAL LEARNING METHODS IN RUSSIAN UNIVERSITIES

Methods using "gaming" elements	Methods using "non gaming" elements
• Business game (BG) • Role-playing/Simulation • Discussion	• Situational exercise • Case study • Crossword puzzle

Apparently, many businesses are adopting a team/group approach with the game appeal elements to motivate the creativity and problems solving skills in their employees. Businesses are expanding these teams outside of traditional functional boundaries. Managers are recognizing the benefits of looking beyond the structure of functional silos where department act independently of each other to structuring cross-functional teams (Bobbitt, 2000). One of the methods which uses the "gaming" elements and is well adopted in Russian business education is called the Business Game (BG). As an example, the implementation process of the BG, "Developing a New Company", is shown in Figure 2.

The implementation process introduces two scenarios: (1) one marketing course with the stages of the BG, for example, the marketing seminar course for the senior students; (2) the cross disciplinary courses with the teams/groups of students. Russian higher education uses both scenarios to achieve a good understanding of the interrelationship that exists in many business areas, especially within the marketing area. Based on a cross-disciplinary approach, the BG involves six business courses, including the marketing courses: principles of marketing, marketing research, and new product development. This learning method has several objectives. The first objective is to help students to integrate many business and marketing core concepts. There are several studies in the marketing literature that support integrating courses on order to achieve student learning (Laverie, 2006, White et al., 2003).

FIGURE 2
IMPLEMENTATION PROCESS OF THE BUSINESS GAME, "DEVELOPING A NEW COMPANY"

	Student/team	Instructor	Course
Stage/ Group1	• Introduction	• Discuss the learning objectives and BG procedure • Organize the teams (optional)	All course's instructors
Stage/ Group 2	• Choose the industry and company • Prepare the detailed descriptions of the company	• Provide student with the options of industry and company	Entrepreneurship
Stage/ Group 3	• Define the organizational structure and size of the company • Prepare the report	• Review the report • Provide the feedback with the recommendations and grade	Management/ Marketing
Stage/ Group 4	• Registration of a new company • Preparation of the legal documentation • Open business account • Prepare the report	• Provide student with the forms and procedure • Review the report and provide the feedback with the recommendations and grade	Business Law
Stage/ Group 5	• Conduct the marketing research • Define the consumer' needs (survey) • Market segmentation • Prepare the report	• Provide student with the marketing statistics • Review the report and provide the feedback with the recommendations and grade	Marketing/ Marketing Research
Stage/ Group 6	• Develop a new product/service • Prepare the report	• Review the report • Provide the feedback with the recommendations and grade	New Product Development
Stage/ Group 7	• Develop the Marketing/Business Plan • Prepare the presentation in class • Self/team evaluation	• Review the Marketing/ Business Plan and presentation • Review self/team evaluation • Provide student with the feedback and final grade	All course's instructors

Bobbitt, Inks, Kemp and Mayo (2000) developed the trade show project that involve three marketing courses: principles of marketing, personal selling, and sales management. The second objective of the BG is to improve/enhance skills in areas of critical thinking, problem solving, planning, written and oral communication, creativity, as well as a team/group decision making.

Based on the first scenario of the BG, the instructor of the marketing course follows the implementation stages of the BG (Figure 2). Based on the second scenario of the BG, students from different business and marketing courses organize into groups. Each group has special area of the process developing a new company. For example, the students in the entrepreneurship group prepare the detailed description of the industry/company; students in the management group define the organizational structure and size of this company. The instructor provides the students with additional information and recommendations. Mediation occurs when an instructor works with students in completing and given task by translating and clarifying its details without simply doing the task for them (Jeltova et al., 2007). Our research shows that the Business Game approach allows educators:

- to track whether students understand the basic concepts and design those concepts to come up with a higher level of understanding
- to provide the interactive methods with competitive elements
- to receive immediate student feedback
- to apply the wide spectrum of business situations
- to increase students motivation about learning new marketing knowledge, skills and equip them with "outside of the box" thinking
- to help students to become marketing professionals

Another example of the BG method is the focus group method. The focus group technique has been used in Russian graduate marketing programs as a learning method. The students apply their marketing knowledge to the real situation by using the focus group technique. The small version of the business game learning method is the role-playing or simulation method.

The Business Game method provides students and educators with an experiential exercise and effective teaching technique. Because of its "gaming" elements, this method gives the students an opportunity to compete with each other and encourage students critical thinking and problem solving skills. Our research shows that the BG method helps students to become marketing professionals. Marketing professionals are expected to possess the ability to identify problems; search out related information; analyze; synthesize, and evaluate the diverse information; and describe solutions in a critical and reflective manner (Laverie, 2006).

As mentioned previously, Russian higher education widely uses a variety of learning methods based on "non gaming" elements (Figure 1.) The situational exercise is one of them. This method distinguishes from other learning methods because the situational exercise assumes a diversity of the decisions. The student analyzes the situation, identifies the problem and comes up with various decisions to the situation. Finally, the student defines the best or most favorable decision which is suitable to the situation. We distinguish a variety of situational exercises. For example, possibilities are *micro situation, situation-illustration, situation-evaluation*. The *micro situation* is used as an addition learning method to the traditional lecture method. The description of the situation is usually short and has a concise style which describes the problem while maintaining contact with the external environment. The *micro situation* could be a good illustration of the marketing concept, principle or technique which helps students use their critical thinking skills to understand the statement. The *situation-illustration* is used when analyzing chronological data, such as the history of a company or the chronological framework for a marketing campaign. The *situation-evaluation* is used not only to analyze but also to evaluate the practical situation by using the analogy method.

The *case study* also uses the situational analysis as well as practical work experience which have affect on student perception. *Case studies* provide students the opportunity to apply their education and professional experience to corporate problems or challenges presented in the case (Forman, 2006). The *case study* method has been used in American undergraduate and graduate marketing programs for many years. Russian higher education has used *the case study* in business courses for only the past 10 years. This experiential learning approach is most popular in graduate business programs and is well adapted in many Russian universities. As a pedagogical strategy, students apply their experience, knowledge, analytical skills, and creativity to the course context depicted in a particular case study (Harrison-Walker at el., 2000). The *case study* is the common learning method in Russian business higher education. Apparently, the majority of Russian educators us existing, published cases which are well developed by American or European professors or practitioners and then translated. We recognize the difference between the Russian and the American case study. The major distinction of the Russian *case study* is the volume of the information. The majority of the Russian cases contain no more than three pages of information and questions. Our research indicates that the case

writing student assignment has not been well adapt in Russian universities yet.

Another learning method, using a "non-gaming" element is the *crossword puzzle*. According the Webster's Dictionary, the *crossword puzzle* consists of words which correspond to numbered clues which are fitted into a pattern of horizontal and vertical squares (Random House Webster's Dictionary, 1998). The *crossword puzzle*, as a student learning assignment, is a wording puzzle consisting of a grid of squares and blanks into which words crossing vertically and horizontally are written according to the marketing clues. The marketing clues could be the definitions, names of concepts, theories or any marketing terms which the instructor includes as a learning objectives. The *crossword puzzle* assignment helps students to learn the marketing terms and write them in the squares pattern in a fun way. In our experience, students have used not only the knowledge received in lectures and textbooks but they also use many supplementary business sources. The instructor can use the *crossword puzzle* as an addition to the assessment, as well as an independent assignment. It is important to understand that this learning method creates a few challenges for educators. In many instances, educators should be knowledgeable in *crossword puzzle* technique creation. In this case, the practice provides a variety of models of the crossword puzzles where the special literature should be studied. To reach a high student involvement in this learning method, we recommend the next level of difficulty. Educator asks students to create their own marketing *crossword puzzle*. At this point, our experience shows that the student receives the most valuable benefits by creating the *crossword puzzle* individually instead of in a group.

CONCLUSION AND RECOMMENDATION

This study offers valuable alternatives to educators who would like: (1) to teach or plan to visit the Russian university; (2) to interest in an innovative approach in marketing classroom.

Based on our research we have the recommendations for educators related to adapt experiential learning methods. Students learn more and have quality learning experience when the in-class activities are enjoyable, challenging, and real world based (Karns, 2006). We believe that a variety of experiential learning methods used in Russian higher education. These methods provide a new experience to marketing student, give them an opportunity to develop marketing skills, and increase their preparation for the competitive business world. First, the Russian business higher education currently faces the transformation from the traditional learning methods to a variety of the innovative learning techniques. Second, the study discovered two groups of the experiential learning methods in Russian universities: methods using the "gaming" elements; and methods using the "non gaming" elements. Third, the research shows that the game appeal elements present in a majority of innovative assignments in Russian marketing education. Fourth, this paper supports one of the popular learning method which uses the "gaming" elements. The method is called the Business Game and is well adopted in Russian business education. The research provides the implementation process of this learning method, which is based on a cross-disciplinary approach. The Business Game method helps students to integrate into business core, makes strategic connection between courses focusing on specific aspects of marketing, as well as to improve their skills in areas of critical thinking, problem solving, communication, creativity, and team/group decision making. Fifth, the study indicates that Russian marketing education widely uses a variety of the experiential learning methods. The crossword puzzle method is one of them. This learning method helps students to understand the marketing terms, concepts, and theories and write them in the squares pattern in a fun way. At the same time, this learning method creates the few challenges for educators and students. Sixth, the research shows that the case study method is much more popular in graduate marketing programs and is well adapted in many Russian universities. Seventh, the situational analysis, as a learning method, is well presented in Russian marketing education. This learning method includes a variety of forms: the micro situation, the situation-illustration, and situation-evaluation.

Furthermore, we hope this research helps to change the way marketing educators view the learning methods in Russian universities. Adaptation of the recommendations of our research is likely to improve teaching marketing methods in the American and Russian universities.

References Available on Request

LINKING MARKETING AND PERSONAL VALUES: A CONTENT ANALYSIS OF STUDENTS' MISSION STATEMENT PAPERS

Tyler Laird Magee, Business Department, Linfield College, McMinnville, OR 97128;
tlairdm@linfield.edu

ABSTRACT

Personal values play a fundamental role in guiding marketing leader decision-making behaviors. Academic governing bodies (AAC&U, AACSB) have identified the need for curricula to quantify ethics and community service in student learning outcomes; the AMA identifies core values expected of its practitioners. Marketing professors have addressed ethics-based learning experientially. Literature thus far has not identified the need to begin ethical-based activities by first asking marketing students to articulate their personal values. This qualitative research study used content analysis of a structured assignment requiring undergraduate marketing students to articulate their personal values and initial development of a personal mission statement. Students do not arrive at college without values as they have been shaped by familial, cultural and societal norms, however, many students aren't fully cognizant of their values. As Wadell and Davis (2007) assert, "…moral education should begin with 'How should I live?' rather than 'What should I do?'"(p. 150).This research study's purpose was two-fold: 1. Determine what role, if any, a personal mission statement assignment in an Intro to Marketing class could play in aiding students to identify their values; and 2. Provide a platform for classroom dialogue: "Is marketing ethical?"

LITERATURE REIVEW

An individual's values serve as a platform or frame of reference (Johnson, 2009) as values are fundamental in assessing and making ethical decisions (Gao & Bradley, 2007). Two major pedagogical schools of thought, philosophical and applied, surround ethical instruction methods. Researchers agree moving from a totally theoretical framework to an applied one is important as it helps prepare students for the workplace (McDonald & Donleavy, 1995; Brinkmann & Sims, 2001; Saynal, 2000; Sims 2002; Jones 1989). Marketing professors have approached teaching ethics similarly as those in other business disciplines (Loe & Ferrell, 2001) by experientially exploring ways to increase students' awareness of their own attitudes and ethical behavior (Farrell & Gonzales, 2004; Nill & Schibrowsky, 2005; Williams & Hall, 2006) and have taken two paths: 1) Required students to create a code of conduct for an entire class to abide by (Kidwell, 2001; Buff & Yonkers, 2005) or 2) Required student groups to create a code of conduct to ensure work is done within agreed upon standards (Solberg, et al., 1995; Buff & Yonkers, 2005). Prior researchers have established opportunities for students to engage in analysis and application of ethical discipline and marketing situations. However, none thus far have helped undergraduate marketing students reflect on and commit to paper what their personal values are; this step seems fundamental to effectively engage in situational activities with classmates or in workplace ethical dilemmas as one's personal values serve as a compass for ethical decision making. This is the identified need and rationale behind this research study.

METHOD AND RESULTS

Personal values/mission statement papers of 50 undergraduate Intro to Marketing students were content analyzed, "...a research technique for making inferences by systematically and objectively identifying specified characteristics within a text..." (Frey, Botan, Friedman & Kreps, 1991, p. 212). Results revealed 76% of the students were in the embryonic to fundamental stages of articulating their personal values while nearly 10% were fully formed and explicitly connected this self-knowledge with personal community service activities.

DISCUSSION AND CONCLUSION

This assignment was the first time all participants wrote their values. Several researchers noted a step-wise progression to build ethics into curricula (Solberg, Strong & McGuire, 1995; Buff & Yonkers, 2005) yet do not identify one's personal values as fundamental. This is a missing and necessary step to scaffold subsequent marketing ethics-based assignments as students would not have done this without being required to do so. Many used this experience to better inform classroom dialogue to consider the question, "Is marketing ethical?" from both a consumer and marketers' perspective.

References Available on Request

MARKETING ETHICS AND COMPULSIVE CONSUMPTION

**Joel Herche, Eberhardt School of Business, University of the Pacific, Stockton, CA 95211;
jherche@pacific.edu**

ABSTRACT

As business executives have come under increased scrutiny due to high-profile scandals, some have expressed concern that the perceived decline in business ethics is linked to an inadequate treatment of the subject in MBA programs and business education in general (Bennis, 2005; Christensen et al., 2007). Formal ethics instruction does indeed appear to be more emphasized at the elite business schools (Cornelius et al, 2007) although its integration into the curriculum is pervasive.

Though some argue that teaching ethics in business school is impractical at best or worse yet impossible (Forbes, 1987), efforts continue to develop fresh and creative approaches to the introduction and discussion of the issue (Weber & Glyptis, 2000; Sims, 2002). If additional ethics material were to be introduced in marketing textbooks, what issues would warrant allocation of precious text space and classroom time?

Psychology and marketing have long partnered in exploring the phenomenon of compulsive consumption. It can be defined as "an uncontrollable drive or desire to obtain, use, or experience a feeling, substance or activity that leads an individual to repetitively engage in behavior that will ultimately cause harm to the individual or others" (Faber & O'Guinn, 1989).The behavior is potentially destructive both psychologically and physically and beyond the control of the person engaging in it. The characteristics are clearly linked to addictive behavior in the following ways: they include a drive, impulse or urge to engage in the behavior, their purveyors deny their harmful consequences, and attempts to control or modify the behaviors often result in failure (Faber, O'Guinn, & Krych, 1987). Perhaps most ominous is Hirschman's observation that there is no known cure for addictive consumption (Hirschman, 1992, p. 25).

Faber et al. (1987) point out that compulsive consumption leads to hiding of purchases, bankruptcy and sometimes even criminal behavior including theft and embezzlement. Easy access to credit cards can fuel overspending (Schor,1998; D'Astous,1990) in addition to other negative economical and psychological consequences (O'Guinn & Faber, 1989).

While there is a wealth of data regarding the economic and social costs of the special compulsive consumption case of drug, tobacco and alcohol abuse (Office of National Drug Control Policy, 2004; Saha et al., 2007), only limited research has been conducted to date quantifying the overall costs of addiction to various other kinds of products. For example, some interesting assessments have been made regarding gambling. Grinols (2004) offers the following estimates:

> In 2003 dollars, the cost to society of an additional pathological gambler is $10,330 based on studies performed in the mid-1990s, whereas the cost to society of an additional problem gambler is $2,945 (p. 167).

Pornography represents another product that has exploited distribution via the Internet to become nearly ubiquitous in its availability. The social costs of compulsive consumption to pornography come in many flavors. Addiction of any type has a profound impact on family relationships and frequently results in members of the family feeling that they are living with a complete stranger (Landau & Garrett, 2008). Landau et al. (2007) observe that "the shame and guilt associated with cybersex is even more profound than that from substance abuse and other addictions." Landau and Garrett (2008) show that these effects "appear to be associated with considerable stress, and may correlate with the breakdown of couple, parent and family relationships." Similar stories ranging from broken relationships and personal tragedy to altered personalities and financial disaster could be cited with diverse other less potentially-addictive products such as video games (Anderson & Bushman, 2001), Internet usage (Young ,1998) and credit cards (Manning, 2000). If one seeks to compare the aggregate social costs of gambling to those of bribery, one soon discovers there is much more documentation on the former. Compulsive consumption clearly belongs in discussions of marketing ethics. The harder decision for authors to make is: what will it replace?

References Available on Request

ALTERNATE VIEWS ON THE PURPOSE OF BUSINESS: A RESOURCE FOR MARKETING ETHICS INSTRUCTION

Gary L. Karns, School of Business and Economics, Seattle Pacific University,
3307 Third Avenue West, Seattle, WA 98119; gkarns@spu.edu

ABSTRACT

Recent ethical lapses of businesses have raised concerns about the shareholder wealth maximization (SWM) paradigm and many have prompted business schools to re-think their teaching about the purpose of business. In response, this paper compares the worldviews of the shareholder, stakeholder, and stewardship paradigms and their implications for marketing. It is hoped that in reading and discussing these ideas students will formulate a more noble vision of business and marketing.

THE PARADIGMS

Three underlying dimensions provide a framework for comparing the paradigms: the importance of economic and social outcomes; the presumptions about the nature of humankind; and, the nature of the ethical duty of business. The paradigms' worldviews reflect differing values that have far reaching implications for the practice of marketing.

SWM, the dominant paradigm, centers on economic outcomes, self-interest, economic rationality, and property rights (Donaldson & Preston, 1995). Egoistic hedonism is its moral framework (Jones & Wicks, 1999). It has been criticized for exacerbating the moral failures of business; having a narrow, simplistic view on the nature of humankind; compartmentalizing the economic, social, and moral aspects of persons; seeing people and the environment instrumentally; and, for inadequately portraying the role of managers (Shankman,1999).

Under SWM, market selection is driven by potential for sales and profits. Low assay or high-cost-to-serve customers go underserved. Customer-oriented practices are predicated upon expected return and relationship marketing is denominated in economic terms. Customers are expected to protect their own interests.

In the stakeholder paradigm (SKH), the primary contender to SWM, firms exist to achieve the economic and social interests of stakeholders (Donaldson & Preston, 1995; Freeman, Wicks & Parmar, 2004). It is built on ethical idealism and emphasizes business ethics and responsibility. Persons are complex and have inherent dignity (Charron, 2007; Donaldson & Preston, 1995; Gibson, 2000; Jones & Wicks, 1999). Property rights are embedded within human rights. Shareholders' property rights are not elevated above others (Freeman, Wicks & Parmar, 2004).

SKH is criticized for being too focused on social responsibilities; overly optimistic about human nature; overemphasizing the social sphere (Charron, 2007; Key, 1999; Shankman,1999); diminishing entrepreneurial incentives (Dufresne & Wong, 1996); diminishing property rights; and, for placing management as the arbiter of stakeholder interests.

SKH heavily emphasizes relationship marketing and brand development. Markets may include disadvantaged persons. Marketing highlights a firm's social commitments and values as part of its value proposition.

The stewardship paradigm (STW), a new development, proposes that the purpose of business is to contribute to the flourishing of humankind and the natural environment as a partner with other institutions. This approach is similar to SKH, but differs in its view of the roles of profits and management. Profit is seen as a necessary resource, but not as an end in itself. Management leads a firm forward in pursuit of its purpose, acting as stewards with "positive" ethics. It is based on moral idealism, particularly as expressed in the Judeo-Christian worldview concepts of shalom, justice, covenant, and "other-interestedness."

STW has been criticized for underplaying the importance of profitability. It also shares many of the other criticisms raised about SKH.

Under STW/AWDB relationship marketing takes on a genuinely authentic, caring nature in a regimen built around high customer-orientation and long-term relationships.

References and Exhibits Available on Request

TRANSITIONS IN CLASSROOM TECHNOLOGY: HOW TO USE MOODLE EFFECTIVELY

David S. Ackerman, Department of Marketing,California State University Northridge,
18111 Nordhoff Street, Northridge, CA 91330-8377; david.s.ackerman@csun.edu

Christina Chung, Ramapo College of New Jersey, 505 Ramapo Valley Road,
Mahwah, NJ 07430; cchung1@ramapo.edu

Brian A. Vander Schee, Aurora University, 347 S. Gladstone Avenue,
Aurora, IL 60506; bvanders@aurora.edu

ABSTRACT

There are two issues we can discuss in this special issue on CMS (course management system). One can be posed by the question, "Do I need to adopt CMS for my class"? Marketing instructors may already be quite effective teachers without the new instructional technology. They may question what benefits they and their students will reap by using a new technology. There are also research findings that indicate learning technology may not be the most important factor in impacting learning outcomes (Young et al., 2003). Instructors may say to themselves, "It sounds like a great idea! Maybe I'll do it next year." Depending on a variety of internal and external factors, procrastination is not uncommon in academia (Ackerman & Gross 2007). Getting started on adoption of CMS is a key to success. However, in a survey taken in both 1998 and 2000, Lincoln (2001) found that overall there was an increase in technology usage in instruction over time.

The second issue raises the question of, "Do we need to switch to Moodle?" Blackboard and WebCT have been used as the leading CMS. Are instructors who are already familiar with an existing CMS such as Blackboard or WebCT willing to invest time and effort to learn Moodle? Despite familiarity with Blackboard or WebCT, Moodle usage has grown since its introduction in 2003 to approximately 3,000,000 courses in 209 countries as of October 2009. Moodle is an open source learning management system (LMS). This means Moodle is available free of charge to anybody under the terms of the General Public License – there is no licensing fee.

This special session will look at trends in CMS transitions and then open the floor to a discussion by participants. It will specifically examine these experiences within the context of Moodle in order to discuss how to use Moodle effectively in organizing, managing, communicating, and assessing.

IS MOODLE EASY TO LEARN?

Moodle stands for *Modular Object-Oriented Dynamic Learning Environment*. Moodle has great potential for supporting face-to-face classroom and blended course formats as well as online courses. Moodle provides various interactive functions which make classes more creative and dynamic. However, there is a need to expend a lot of time and effort in learning Moodle, especially for those who never learned CMS.

HOW TO USE MOODLE EFFECTIVELY

Moodle is a template-based system with a flat view that requires each individual teacher to customize his or her own class on Moodle. It is quite time-consuming to learn how to utilize various features that Moodle provides. It is sometimes frustrating for instructors, who might ask the question, "Where should I start?" Even though IT staff may help instructors, there are many functions one must learn in order to understand how to utilize Moodle's interactive system, even after using it in an actual class. Thus, the purpose of this special session is to exchange Moodle experiences among instructors who use Moodle. The following items will be discussed (Table1).

CONCLUSION

Despite its increasingly widespread use, some have suggested that student motivation is a key factor in the success of Moodle in the classroom (Beatty & Ulascewicz, 2006).To aid in this, Moodle provides various features for instructors tthat facilitate interaction and create a dynamic learning environment for either face-to-face instruction or online classes. Among other attributes, it is user friendly and well-organized, and its collaborative tools are easy to communicate with and use online, all of which are very important.

TABLE 1
DISCUSSION ITEM

		Discussion
Organizing	Screen format	■ Which format is the best? LAM course, SCORM, social, topic, weekly format
	Main screen layout and design	■ How to organize a "flat view" format - the importance of simplicity on the main screen - usage of color and pictures - posting files as course resources - hide/show resources or assignments
Communicating	Message	■ How to manage "Message setting"
	eMail list	■ How to organize eMail list.
	Quickmail	■ How to use Quickmail for group projects.
	Chat room	■How to use chat room - class based or team based
	Discussion forum	■ How to organize the discussion forum - class based or team based
Course managing	Mini-quiz before the class	■ How to facilitate reading textbook/ materials ** set no-time-limit with a deadline
	Min-quiz In class	■ How to encourage students' study step-by-step ** time limit and password
	Case discussion forum	■ How to facilitate reading materials ■ How to encourage interaction among students
	Assignment	■ How to manage the assignment dropbox ** individual or group projects ** off-line activity ** advanced uploading of files
Assessing	Exam	■ How to design an exam. ■ How to set an exam.
	Feedback	■ How to send feedback on class discussions. ■ How to send feedback on individual assignments.
Grading	Discussion	■ How to grade "class discussion."
	Exam	■ Multiple choice grading.
	Grade book	■ How to manage grade book ** weighted grades, extra credit, drop lowest grade
Etc.	Switch roles	■ How to set "viewing as a student."
	Multi-media functions	■ How to use multi-media

References Available on Request

WELCOME TO THE FUTURE: THE USE OF IPHONE APPS IN MARKETING COURSES

Robert A. Lupton, Natalie A. Lupton, David R. Rawlinson, Charles Wahle, Lori A. Braunstein, and Shani Watkins; Central Washington University, 400 E. University Way, Ellensburg, WA 98926; luptonr@cwu.edu, luptonn@cwu.edu, rawlinsd@cwu.edu, cwahle@cwu.edu, braunstl@cwu.edu, watkinssh@cwu.edu

ABSTRACT

This special session presents the most used and useful smart phone applications (apps) for marketing courses and discusses the integration of apps in the classroom. Apps can be a tool to reinforce learning outside of the classroom, to present curriculum and to enhance classroom management. This session focuses on Apple apps usable on the iPhone, iTouch and soon the iPad.

INTRODUCTION

The professor notices a student seated in the back row, seemingly text messaging. "What are you doing on that iPhone?" asks the professor. "I'm calculating the Gross Margin Return on Inventory Investment on the Pocket Retailer app," replies the student. She explains the app will calculate 12 different retail related equations and also offers a formula dictionary. The professor investigates and asks the student to present the app in a future class, finding and expanding on a teachable moment.

The iPhone alone boasts over 150,000 available apps; education being the fourth most popular category as of February, 2010. With the introduction of the iPad, a surge of app development has occurred. Approximately 25% of apps are offered for free with many as low as .99 cents (Siegler, 2010). Welcome to the revolution of education apps!

CURRICULUM BASED APPS FOR STUDENTS

There are many apps that students use to facilitate their learning. Students are often required to be current in marketing news. Many free apps such as those from *The Wall Street Journal*, *Adology*, *BusinessWeek*, *Ad Age*, and national news outlets offer instant news updates. Marketingprofs.com offers daily feeds from topics ranging from email marketing to small businesses marketing strategy.

Students may be able to access their textbook if it is available on CourseSmart. Students can download eTextbooks and have their text in the palm of their hands and at a lower cost than the hardcopy.

INTEGRATING APPS INTO THE CURRICULUM

Professors can embrace curriculum-based apps by introducing their content in the classroom. For example, an app called Red Laser is a barcode scanner that will list the availability and prices of the product online from multiple retailers. When presenting a lecture on e-commerce, one can demonstrate the concept by having a student scan their Red Bull can. Soon a discussion ensues and students start scanning their textbooks, water bottles, and notebooks. Classroom engagement can soar!

Many retailers offer apps as a mobile commerce tool. Retailers such as Taco Bell, Walmart, Walgreens, Redbox and others present products and services, often encouraging on-the-spot purchases. Professors can have students compare and contrast apps for their marketing strategy effectiveness. Such an exercise brings real life examples into the class.

Shake and Quote is an app that displays marketing quotes that can be used as a classroom icebreaker. Ogilvy's quote "If it doesn't sell, it isn't creative," can spark the day's discussion and grab the students' attention. If that one does not work, shake the iPhone to display another.

CLASSROOM MANAGEMENT

Many apps could help a professor be more efficient inside and outside of the classroom. Faculty and students can use Blackboard Learn as a tool to send announcements, check grades and view content.

The Attendance app allows professors to take and keep attendance records. Professors can import CSV files from attendance rosters. Student photos can match attendance records and the function to send absent students an email is available. iTunes U allows professors to upload audio or video recordings of class lectures. What does the future hold? Both students and faculty can lead future app development by embracing apps in the classroom today.

References Available on Request

INTEGRATING SERVICE-LEARNING THROUGHOUT THE UNDERGRADUATE MARKETING CURRICULUM: A CONTINUOUS RELATIONSHIP-ORIENTED APPROACH

Merl Simpson, Susan Harmon. Sven Tuzovic, School of Business, Pacific Lutheran University, Tacoma, WA 98447; merlins@seanet.com, harmonsk@plu.edu stuzovic@plu.edu

ABSTRACT

Please join a workshop dedicated to service learning and re-shaping the marketing curriculum.

Participants will learn how several marketing professors at a small University in the Pacific North West have incorporated active service learning and client-based projects throughout the undergraduate marketing curriculum including the courses Consumer Behavior, Marketing Research, e-Marketing, Marketing of the Arts, Sustainable Marketing and the marketing concentration concluding course, Marketing Management. This workshop should appeal particularly to professors who are keen to incorporate client-based projects into their teaching.

Universities have been taking initiatives to develop a variety of innovative techniques to improve the learning experience of students. Scholars point out that "(…) the lecture format is not the most effective educational delivery mechanism, particularly in marketing" (Helms, Mayo and Baxter, 2003, p. 18). Instead, active learning methods in which students are empowered to think and learn for themselves are increasingly recommended as an alternative (Johnson, Johnson and Smith, 1991). Literature on education and learning advocates in particular experiential learning (e.g. Gremler et al., 2000; Navarro, 2008; Rosso et al., 2009).

While in the past scholars have discussed service learning in the context for individual courses (e.g. Bove and Davies, 2009; Murphy et al., 2009), this workshop focuses on the integration of client-based projects for the inclusive marketing curriculum. The workshop covers topics such as client recruitment, course structure, benefits for students and community, and design of an integrative marketing curriculum. One of the key challenges is the recruitment of clients that sponsor projects for marketing courses.

The panelists propose to establish a continuous relationship with existing clients and develop a semester-to-semester service learning approach in which clients are engaged for different courses. In the workshop the panelists share their experiences and examples of conducting service learning across the marketing curriculum.

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KOLB'S EXPERIENTIAL EDUCATION MODEL EFFECTIVENESS IN TEACHING MARKETING THROUGH SERVICE-LEARNING

John Miller, Department of Health, Exercise, and Sport Sciences, Texas Tech University, Box 3011, Lubbock, TX 79409-3011; john.miller@ttu.edu

Frank Veltri, Department of Health, Sport, and Exercise Sciences, **Robinson Center, University of Kansas, 1301 Sunnyside Avenue, Lawrence, KS 66045-7520; frank.veltri@colorado.edu**

ABSTRACT

The practice of service-learning is founded on John Dewey's work in the early 1900s that initiated dialogue examining the role of higher education in citizenship development (Dewey, 1938). In 1984, David Kolb transformed Dewey's six-step inquiry process into a four-component learning cycle for experiential learning, and his model has been used widely to develop service-learning curricula (Kolb,1984). Service-learning as a pedagogical process allows students to academically partake in meaningful community service intended to augment their learning experience.

A learning model that has previously been applied to service-learning within a marketing framework is Kolb's (1981) model of experiential learning (Klink & Athaide, 2004; Petkus, 2000). Kolb's model (1981) identifies four learning stages: concrete experience, reflective observation, abstract conceptualization, and active experimentation. Specifically, the concrete experience stage relates to direct practical experience which the students receive through their service-learning. The reflective observation stage focuses on what the actual service-learning experience means to the student. When the student can integrate the theories presented in the classroom setting the abstract conceptualization phase occurs. Active conceptualization represents the stage in which the student can test the conceptual theories in a service-learning experience. Kolb (1981) stated that the stages in the model which further emphasizes a continuous cycle. For example, the concrete experience is translated into the reflection stage and then into abstract concepts, thus providing new direction for active experimentation leading to a choice of new concrete experiences.

During a service-learning experience the student may simultaneously reflect upon the experience as they search to achieve real objectives for the community and deeper understanding and skills for themselves. The service-learning objectives for the sport marketing research class reflected the application of Kolb's experiential education model through the following steps.
1. Develop an understanding of marketing research and connect with a sport-related agency to conduct a service (concrete stage).
2. Develop the student's ability to critically think and analyze about marketing-related issues with other members of the group (reflective stage).
3. Develop the ability to apply marketing research theories and concepts to practice (conceptualization phase).
4. Develop the written and verbal ability of the students by offering alternative suggestion of action to the cooperating agency (active experimentation stage).

METHODOLOGY

The problem-based learning (PBL) model was adopted for this graduate class as the scope which required the students to identify marketing problems of the cooperating agency, develop a survey to ascertain the level of these problems (lack of fan identification), and to make recommendations regarding the problems. The objective of the market research project ultimately selected was narrowed to determine if and how the fans identified with the local American Football League2 (af2) team. The project was conducted in teams of 3 members. One team conducted market surveys to identified areas of target populations in the general community (i.e. families residing in a particular area). A second team conducted survey research among another population targeted by the af2 team of students at the local university. The third had the responsibility of surveying individuals attending af2 contests. The student groups were responsible for classifying relevant marketing concepts for the project, evaluating the marketing efforts the af2 team employed, and developing possible solutions to address the marketing-related issues. The student groups were required to write a report of 6-8 page single-space pages detailing the specific needs of the team regarding the targeted population surveyed, analysis of the problems faced by the af2

team, analysis and interpretation of the survey for each population and a set of recommendations for the team's marketing department to consider. Each student group submitted a draft of the report two weeks before the final written and oral report was given to the af2 team.

RESULTS

Students were asked to voluntarily complete short questionnaire of ten items to determine whether they perceived service-learning was effective. The questionnaire was designed using a five point Likert-scale (1 = Strongly agree, 2 = Agree, 3 = Unsure, 4 = Disagree; 5 = Strongly disagree). The results indicated a mean value of 1.67 which related to a favorable perception of the students evaluation to the service learning experience. Other results indicated that the students perceived that their ability to critically think increased (M=1.50) as did their ability to evaluate alternatives (M=1.67). Interestingly, the students believed that their written communication skills became better (M=1.58). However, they did not believe that their ability to orally communicate progressed (M=3.75). The results indicated that student leadership skills increased (M=2.16) as did their interpersonal skills (M=1.75). Importantly, the students felt strongly that they were better able to apply sport marketing concepts and theories to a "real-life" environment (*M*=1.58).

A qualitative assessment was also conducted through which four major themes emerged from the data: 1) ability to think in a critical manner; 2) ability for written communication, 3) ability to integrate sport marketing concepts and theories to a "real life" setting, and 4) cyclical nature of research marketing. The students indicated that discussions within the group created an atmosphere that promoted critical thinking and helped them evaluate alternatives because they were placed in teams for a service-learning problem-based project. It is when critical thinking occurs that the student may be considered to be in the reflection phase of Kolb's model. This phase is characterized by making a connection across the experience without actually having to integrate the academic concepts or theories. An important and unique finding from this investigation was the notion that students reported, in both assessment forms, that although their writing ability got better, their oral presentation ability did not. Service-learning as an experiential form of education may enhance knowledge and skills that support contextualizing cognitive learning by the student. By applying their knowledge and skills gained through a service-learning experience students may transfer learning to practice which apply to the active experimentation stage of Kolb's model. The effective employment of Kolb's model of experiential learning may assist in the preparing future professionals in bridging the gap between marketing theories and their application in the "real world" with their communities.

CONCLUSION

By providing students practical training opportunities such as in service-learning, they may be more motivated to learn about marketing concepts which would allow them to reflect and conceptualize more information permitting them to have a better understanding of marketing. This was especially brought out as the students indicated a greater understanding of the cyclical nature of research marketing, after they were able to discuss and reflect on their suggestions with other students. The use of sport marketing service-learning further substantiates Kolb's experiential learning model as being cyclical.

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EMPIRICAL ANALYSIS OF THE EFFICACY OF MARKETING AND HR LIVE CASES

Gundars Kaupins, College of Business and Economics, Boise State University, 1910 University Drive, Boise, ID, 83725; gkaupins@boisestate.edu

Christina McCale, Regis University, 333 Regis Boulevard, Denver, CO 80221; cmccale@regis.edu

ABSTRACT

Live cases involve an organization coming to a college class to have students complete a real-life project for the organization. This paper analyzes student perceptions of their live case experiences partially based on andragogy theory. Based on a sample of 214 students from two universities, live cases in marketing and human resource management had ratings above 3.5 on a 1-5 scale based on general benefits gained and skill and career enhancements. Students perceived live cases as more valuable than case studies, and simulations. Live cases seem to have little perceived impact on career enhancement.

INTRODUCTION

Live cases, otherwise known as client-based projects, involve college students working with a real client to provide a product or service for that client. The client visits with the students in class. Students also may visit or electronically communicate with the client throughout the project. Students complete activities appropriate for the subject matter for the class. Class subject matters may include marketing, human resource management, finance, accounting, supply chain management, and other scholarly areas. Activities may include creating marketing plans, employee handbooks, business plans, pay structures, transportation schedules, and others.

Client-based projects are associated with the mission of two business colleges in the Western United States that are part of this study. Both business college missions suggest that their students should have real-world experiences. Client-based projects, by definition, can help provide such experiences. Theoretically, these experiences should lead to improved skills and career preparation for the students.

Based on the experiences with these two business colleges, this paper seeks to expand the database of research on client-based projects by analyzing how students perceive the skills gained and career enhancements associated with these projects.

LITERATURE REVIEW

Strengths of Live Cases

These cases appear to correspond to the characteristics of andragogy theory that involves how adults learn best. Knowles (1984) described several aspects of this theory. First, adults prefer to learn from experiences generated from real life events. A second aspect of andragogy theory is that adults want to apply their learning. A third aspect of andragogy theory is that adults learn more effectively through participative techniques. Students participate by asking clients questions in order to generate appropriate reports. According to Kaupins (1997, 2002), live cases had the highest overall participation ratings based on a survey of 200 business managers. These managers rated 20 training methods such as lectures, simulations, television and role plays based on measures of training effectiveness such as knowledge acquisition, participation, and problem solving.

Weaknesses of Live Cases

According to Kaupins (1998), live case projects can be very difficult for students. Clients might ask for a considerable amount of time on the project. Clients might not cooperate by answering e-mails or phone calls. Students might not have the skill sets to complete especially complicated projects.

The professor might have a difficult time to set up live cases. Finding clients, preparing assignments, and grading could be difficult because the professor does not have complete control over the clients like they would a textbook case study. There is potential liability when students reveal confidential information about the client inappropriately (McCain & Lincoln, 1982).

Clients might not get the quality that they desired from the students. Lack of quality might be the result of poor student work or the client's inability to answer all of the students' questions. In the middle of the semester, the client might be acquired or severely downsized – rendering projects in the beginning of a semester useless (Kaupins, 1998).

What's Missing in the Literature

A detailed analysis of what students think about live cases in terms of their experiences during the live case projects, skills enhanced, career development, and comparisons to other training methods is lacking in the literature. While many articles exist in the literature about client- based projects, few go beyond a simple "how to" approach with little analysis of the purported benefits such activities are supposed to provide. The rare exceptions do exist albeit, usually limited in scope.

Kaupins' (1997, 1998, 2002) research states how corporate trainers and management professors perceive live case projects relative to other training methods in terms of knowledge acquisition and other measures. These other measures do not include experiences during the training, skills enhanced, and career development.

PURPOSE

To add to the live case literature, this paper analyzes student opinions of live case projects. The focus is on advantages of such projects in terms of how the projects compared to other training methods, skills gained, career management enhancements, and knowledge gained in the relevant courses involved.

METHODOLOGY

Survey data were obtained from four classes in three higher education institutions in the Western United States and taught by the two coauthors of this paper. Table 1 shows how the coauthors, schools, classes, and projects were arranged.

There were two different live case projects – the marketing plan and the employee handbook. Both projects involved groups of three to five students who work the entire semester to complete a written report (marketing plan or employee handbook). In-class and out-of-class time was used. Both types of written reports help students cover many of the areas covered in the respective classes. Both classes had students meet with the client several times in the semester and then provide a final report to the professor and the client. The report ranged from 50 to 200 pages. Clients were small businesses or nonprofits. Each class of 20 to 60 students involved three to eight clients.

The marketing plan project had students find the client, meet with the client at his/her workplace, and provide an hour long oral presentation with or without the client in the classroom. The marketing plan helped provide the client with market research and set the direction for the client's marketing efforts.

In contrast, the employee handbook project allowed students to find a client or have one selected for them from the professor. Student groups met with the client in the classroom twice in the semester. The final handbook is turned in to the professor and the client received the original handbook with the professor's comments about the handbook. The employee handbook covered the mission, selection, discipline, work rules, compensation, benefits, security, training, safety, and other human resource issues of the organization.

Two hundred and fourteen undergraduate marketing, marketing research, and human resource management students completed a two page survey about the benefits of their live case project right after their project was completed. Questions were organized into basic categories: benefits, skills applied/developed, career preparation, and marketing or human resource management content to gather data about the quality of their experiences. Many of the skills listed in the survey come from Floyd and Gordon's (1998) marketing skills research and Kaupins' (2000) list of what is typical in a human resource handbook. A Likert scale was used with anchors ranging from strongly agree (5) to strongly disagree (1). Demographic data about the students also were gathered. Open-ended questions were provided to allow students to elaborate on their experiences. The only difference in the marketing and human resource management surveys is a section covering class specific content.

RESULTS AND DISCUSSION

Concerning demographic information, 214 student respondents answered the survey. About 60 percent of the students took marketing and 40 percent took human resource management. Half took the course in 2008. About 39 percent were marketing majors and 36 percent were general business or management majors. About 52 percent were female and 75 percent were white/non Hispanic.

Table 1 shows descriptive results general benefits, skills developed and applied, and career preparation associated with class involvement with live case projects. On a scale of 1 (strongly disagree) to 5 (strongly agree), the highest rating was "The assignment was a valuable learning experience" with a 4.40 rating. The lowest score was "I have set

career goals as a result of completing this project" at 3.31.

TABLE 1
GENERAL BENEFITS OF LIVE CASES

Valuable learning experience	4.40
Gained skill sets by working with a real client	4.37
Assignment is effective means of learning strategy	4.36
Learned strategy better than by reading the text	4.34
Recommend for other semesters	4.27
More valuable that completing a case study	4.19
More valuable than completing a simulation	4.12
More confident in knowledge	4.11
Project management skills	4.11
Teamwork skills	4.10
Can describe skills gained to an employer	4.10
More valuable than completing a community based learning assignment	4.07
Will be proud to show to potential employer	4.04
Makes me more marketable managing clients	3.99
Good example of my skill sets	3.98
Leadership skills	3.98
Critical thinking skills	3.94
Communication skills	3.90
Required greater effort than other semester projects	3.88
Information technology skills	3.85
Enjoyed completing the assignment	3.84
Conflict resolution skills	3.76
Presentation skills	3.66
Will have influence on career choice	3.55
Learned a lot about myself	3.49
Thought about career goals earlier than normal	3.42
Set career goals	3.31

The general items involving how much was learned and how live case projects compared to other training methods tended to be ranked higher than all other items. The lowest ranked items tended to be career-related. In other words, the students seemed to like the client-based project method but the impact on their future careers seemed somewhat limited.

The scale from Table 1 had an overall Cronbach Alpha reliability of .95. This indicates that the scale of 29 items has overall consistency.

The nonparametric Mann-Whitney test was used to compare the means of the four classes across the survey items from Table 1. The means of the individual classes are not shown due to space limitations. Based on a nonparametric Mann-Whitney test to compare the means of the four classes across the survey items shown in Table 1, there were few significant differences between the means of the marketing courses. However, there were many significant differences in the scores between the marketing classes (BA421, BA423, MKT3010) and the human resource management class (HRM305) The human resource management class had significantly lower scores across most of the survey items shown in Table 1.

One possible explanation for the lower scores in the human resource management class comes from the essay portion of the survey. Three groups of five students had difficulties communicating with their clients. Their clients simply did not return their e-mails and phone calls. As a result, the students complained that much of their work came from one two hour meeting with the client (client missed a second scheduled meeting). Students from these three groups provided a one point lower average in their ratings across the survey items shown in Table 1.

Table 2 shows the most significant outcomes of the employee handbook projects relative to major areas within human resource management. According to the student survey, the most impacts were associated with knowledge of "human resource planning", "training and development", and "health". All of these were ranked first due to rounding to the nearest hundredths. The survey items in last place were business strategy and selection. The last place items make sense because corporate strategy and selection were not dealt with in detail on the handbook.

TABLE 2
BENEFITS SPECIFIC TO HR LIVE CASES

Outcomes Unique to HR Cases	
Business Strategy	3.81
Selection	3.81
Human Resource Planning	4.13
Recruiting	3.87
Compensation	3.93
Benefits	4.03
Training and Development	4.13
Health	4.13
International Relations	3.97
Performance Appraisal	4.07
Discipline	4.07

HRIS	4.02
Relationships	4.00
Ethical Issues	3.87

Table 3 shows the most significant outcomes of the marketing plan projects relative to major areas within marketing. According to the student survey, the most impacts were associated with "research design" and the least with "appropriate research methods." All of the marketing ratings had scores within .25 of each other and had similar standard deviations. One possible interpretation is that the scores reflect the comprehensive nature of the marketing project. Students perceived gains in all major marketing areas. Another interpretation is that the students could have just marked the same high answer because such questions were listed in the back of the survey together.

TABLE 3
BENEFITS SPECIFIC TO MARKETING
LIVE CASES

Market Research Process	4.49
Problem Statements	4.32
Secondary Data	4.29
Questionnaire Design	4.53
Survey Sample	4.44
Research Report	4.33
Study Design	4.46
Appropriate Research Methods	4.28
Role of Marketing Research	4.44

FURTHER RESEARCH AND STUDY LIMITATIONS

The present study went into detail concerning possible advantages of live cases in terms of experiences during the project, skills gained, career management, and comparisons with other methods. Future research should also look at possible disadvantages of these projects. A hint of disadvantages come from the present survey through the essay portion. Leading essay comments include uncooperative clients, trivial/redundant work, problems with group coordination, and lack of clear direction in the projects. Other problems, from the professor's perspective include the time to find clients and adapt in case a client withdraws from the project in the middle of the semester (Kaupins, 2000).

Demographic data can be analyzed in more detail. Specifically, what is the impact of prior experience with client-based projects and work in general on ratings of client-based projects. Impacts of other demographic variables on client-based project ratings such as ethnicity, gender, year in school, graduate level status and major can be investigated.

The present study investigated marketing and human resource management cases. Future research can also check how other areas of business such as accountancy, finance, marketing, supply chain management, information systems, economics, and entrepreneurship are associated with ratings of the projects.

There are many live case project options within each major business area. For example, within human resource management, students can write employee handbooks, volunteer handbooks, pay structures, training manuals, and orientation checklists.

Even within projects there could be significant variations in project design. Clients could be obtained by students or from Small Business Development Centers, university clearinghouses, former students, local newspapers, advertisements on the Web, and word-of-mouth. Students could work in groups or as individuals. One client can be used for an entire class. That class could capture different aspects of that client's needs. Multiple clients could be used in a class so each group or individual would work on a totally different project. Client communications can be long and intense or short and general. The projects could be short one page summaries or two hundred page monographs.

CONCLUSION

The present study showed that both marketing and human resource management case studies provide significant advantages according to students who have completed them. Among the leading advantages including enhanced learning of strategy, project management skills, confidence in knowledge, ability to describe skills gained to an employer, marketability, and improved leadership skills. Career management questions associated with how students perceived the project as enhancing or changing their careers seemed to have the lowest ratings.

References Available on Request

MARKETING CAPSTONE MODELS "THE APPRENTICE" TELEVISION SHOW WITH CLIENT-SPONSORED PROJECTS

Judy Strauss, College of Business Administration, University of Nevada, Reno, Reno, NV 89557; jstrauss@unr.edu

ABSTRACT

The marketing major capstone course provides students with a comprehensive application of previously-learned concepts and is an important transition for students into the work place. The capstone integrates the marketing mix, translates concepts into practice, provides real-life marketing experience, stimulates creative and flexible thinking, and provides managerial experience and interaction with peers (Haas & Wotruba, 1979). Instructors achieve these goals through various pedagogical methods: lectures, in-class discussions, case studies, computer simulations (Clow & Wachter, 1996) and client-sponsored projects.

Case analysis, computer simulations, and client sponsored projects (CSPs) employ constructivist learning tenets (Ganesh & Sun, 2009). CSPs involve a local business or non-profit presenting a problem for students to solve. Many marketing classes use CSPs, providing additional benefits beyond cases and simulations because they allow for a deeper level of learning co-creation, real consequences, and relationships with clients. This realism increases student motivation (Fox, 2002).

This paper describes a unique client sponsored project format for a marketing capstone course, paralleling the popular television show "The Apprentice." This show employs sixteen contestants competing in short term projects to become an apprentice to business magnate, Donald Trump, with the winner earning a $250,000 annual salary and eventually one contestant being eliminated with Trump's now famous phrase: "You're fired."

The marketing capstone course uses all these elements except for the winning salary and the worst player proclamation: "You're failed." It provides a dynamic, highly competitive independent learning environment where students must solve a series of real marketing problems in three to four weeks each. The first client presents a problem on day one in the class and teams of five to seven students must decide what they need to learn or review from previous classes to solve the problem. A few weeks later student teams present their recommendations to a panel of clients and receive grades partially based on the clients' competitive ranking of the teams. In other projects, students receive grades partially based on actual results – votes or dollars sold.

This class has no exams or canned lectures and little assigned reading. Occasionally a guest speaker assists the students or the instructor offers mini lectures when questioned by students, but more often the instructor consults individually with teams, who meet during the entire class time. Projects are not revealed until the client comes to class for the kick-off, when students are given a task brief as a handout, including the challenge objectives, specific instructions and rules, and the required deliverables.

The project deliverables vary from selling memberships to the college alumni association and obtaining free gifts for a charity raffle to ten page marketing plans or SWOT analyses with primary and secondary research driven recommendations. In one example a dog wash project was used to raise funds for the local Society for the Prevention of Cruelty to Animals (SPCA). Students had to design the entire marketing mix, prepare a break-even analysis, and wash dogs on a Saturday. The winning team located next to an upscale pet store and got them to both promote it and donate products for a raffle. This team raised over $700 in a 3 hour period, and the entire class raised over $2100 for the SPCA. This demonstrated effective target marketing and resulted in publicity in the local newspaper. The course evaluation scheme places 20% of the course grade on the individually done reading deliverables and 80% on the four client-sponsored project challenges. Each task was evaluated as follows: 1) the team's final oral and/or written deliverable (solution to the client problem) as evaluated by the professor (20%), 2) an individual debriefing memo explaining what the team did well and poorly, and connecting the challenge to previously learned marketing concepts (50%), 3) the team's competitive position as judged by the client, votes, or funds raised (15%), and 3) peer evaluations (where students were forced to rank team members) (15%). This type of competitive evaluation closely simulates the real world and motivates students to work hard.

References Available on Request

PUTTING MARKETING STUDENTS IN THE SHOES OF AN EXECUTIVE: AN APPLIED APPROACH IN DEVELOPING DECISION MAKING SKILLS

Jeanny Y. Liu and Deborah Olson, College of Business and Public Administration, University of La Verne, 1950 Third Street, La Verne, California 91750; jliu@laverne.edu, dolson2@laverne.edu

ABSTRACT

Instructors who teach marketing courses need to strike a balance between ensuring that students understand the key concepts and theories as well as have opportunities to apply those concepts to address meaningful organizational challenges and issues. Students will retain what they have learned when they are given hands on learning opportunities to solve relevant problems and make decisions that have a direct impact on the organization's results. While marketing principles provide a useful fundamental framework, student learning is enhanced when instructors integrate challenging organizational problems into assignments which give students opportunities to see the market by "being in the shoes of the executive" who is accountable for the success of the business. Learning is maximized when students step outside of the classroom through engaging in opportunities to work directly with business leaders who face challenges and issues related to marketing on a regular basis. Through working directly with organizational leaders, students are able to develop necessary skills to make informed decisions and to integrate textbook knowledge to address the complex issues which leaders face. In this article, methods of experiential learning in the classroom are first discussed. Then specific tools for implementing experiential learning projects are offered. Finally, the authors describe their experiences working with students as they interact with business leaders who have real marketing challenges that need to be addressed and managed for the viability of the executive's business.

MANDI: A TEACHING PEDAGOGY FOR MARKETING THROUGH ACTION LEARNING APPROACH

T. Prasad, Ranjan Chaudhuri, and S. Dhume, National Institute of Industrial Engineering, Vihar Lake, PO NITIE, Mumbai 400087 India; ranjanchaudhuri@hotmail.com

ABSTRACT

At National Institute of Industrial Engineering (NITIE), Mumbai, is a premier Management Institute for managerial education and research in India. An innovative action learning pedagogy 'Mandi' is used here for teaching Marketing Course.

Mandi got its due recognition as the best innovation in teaching pedagogy award by the Association of Indian Management Schools (AIMS) in August 2009. *Mandi* method of learning was successfully presented in ABSEL Annual Conference at Las Vegas, USA during March 2005.

Mandi has graduated into many forms like *Corporate Mandi* for canvassing Cadbury and Nokia products, *Shanthi Mandi* involving selling M K Gandhi's autobiography during his birthday on 2nd October. *Mandi* has grown in its coverage and impact.

Distinct advantages of this innovative pedagogy which is based on sound principles of Learning theories are:

This approach not only neutralizes the drawbacks associated with Lecture method, Case Study and Simulation methodology, but also has certain distinct advantages:

i) High Involvement: With the real life challenges as the focus, the involvement of the students is quite high. The application component makes the learning experience more interesting and hence more effective.

ii) Higher Level Learning: Learning is not restricted to Level One (Knowledge) and Level Two (Comprehension) of Bloom's Taxanomy, but is elevated to Level Three (Application) and Level Four (Analysis).

(All the fundamental concepts of Marketing Science (Marketing Orientation, Needs, Value, Demand, STP, Marketing Mix, Competition, Positioning etc) can be made clear to the students. Practical dimensions of Selling process can best be taught.)

iii) Collaborative Learning: An enriching learning experience is facilitated by virtue of sharing of ideas, views, experiences among/within the student groups, alumni, faculty members and industry experts participating in the program.

iv) Creation of IP: In the normal course with conventional approach, the efforts of the students, Faculty and Industry Guides involved in Project Work goes waste with Project Report finding its place on the rack. But with this methodology, it creates superior learning and at the same time the efforts are translated in to some thing tangible of a value.

References Available on Request

COMBINING IN-BASKET AND SURVIVAL GAME EXERCISES INTO AN ACTIVE LEARNING EXERCISE

Michael M. Pearson, Lee Mundell, Thomas M. Hickman, and Karen Arnold,
Loyola University New Orleans; pearson@loyno.edu, mundell@loyno.edu,
thickman@loyno.edu, karnold@loyno.edu

ABSTRACT

This exercise borrows from the in-basket pedagogy by creating a list of activities faced by a manager coming back from vacation (the in-basket), and requires the student to rank-order these activities as to the order in which they should be undertaken and how each of these activities should be handled. The exercise borrows from the survival game pedagogy by bringing in an expert ranking to compare and discuss against student individual and group rankings. Student assessment of this exercise shows this to be an enjoyable and positive learning experience. The researchers have assessed this as both a non computer based and a computer based exercise. Under these conditions the instructors have compared the effectiveness of these exercises in (1) achieving its stated objectives, (2) determining the source of learning (student, expert or instructor), (3) helping students determine their business career orientation and (4) prioritizing tasks.

THE EXERCISE

The following nine situations were included on the handout for Introduction to Business students.

1. Sara is chronically late for work. She is a good employee, but her lateness has gotten out of control. Her supervisor is at the end of his rope. He wants you to meet with Sara and handle this.

2. A longtime customer wants to come in and talk with you about the deteriorating quality of your products.

3. One of your best employees wants to see you about a job offer at a higher salary he has received from a competitor. He wants you to match this offer.

4. Your banker wants to see you about some irregularities in the accounts receivables he has as collateral for one of his loans.

5. Your ad agency wants to meet with you about a customer research project it has just completed. They say they have detected a problem that requires immediate attention.

6. One of your the investors major investors of your company wants to see you today

7. You have some excess cash in certificates of deposit at the Bank of Louisiana that have to be rolled over today. The banker wants to meet with you as to other investment opportunities.

8. A reporter from a local newspaper wants to talk to you today about a story she is writing about a health problem that involves one of your products.

9. Your secretary is in charge of the company picnic this weekend, and needs you to make some decisions on the program, food and timetable. Orders have to be placed today.

NON-COMPUTER VERSUS COMPUTER ADMINISTRATION OF THE EXERCISE

The exercise was administered to 76 Introduction to Business students with the students hand-calculating the exercise. The exercise was also administered to a different group of 60 Introduction to Business students with the computer calculating the exercise. A quantitative assessment was made of the exercise with a post exercise questionnaire based upon the objectives of the exercise. Overall, the students showed the highest assessment rating for the exercise as a "positive and enjoyable learning exercise." We also broke out the hand calculated and computerized applications to see the effect the computer had upon the exercise. The different applications showed two significant differences at the 0.05 level. The computerized application was significantly higher in attributing learning from the exercise to the experts. This is very interesting in relationship to the survival game pedagogy. The computer seemed to put a more authoritative (or more "expert") emphasis on the input of the practitioners. It seemed to put the instructor back to the intended role of moderator. The second significant difference was shown in "This exercise gave me experience in decision making." Again, this seems to indicate that the computer is a help in running this as an active learning exercise. It again might be that the credibility of the expert ranking is increased when entered into the computer. This

might be reinforced by the positive (but significant only at the 0.09 level) change with computerization on the students' assessment of "This exercise helped me gain experience in better prioritizing activities." Again, the computer might strengthen the active learning value of this exercise by strengthening the students' perception of the experts' ranking. Several assessment scores decreased with computerization, but none of these changes were at a 0.05 significance level.

References Available on Request

A LESSON FOR THE GENERATIONS: TEACH BY EXAMPLE

Christopher T. Kondo and Vy N. Le, Department of Marketing,
Mihaylo College of Business and Economics, California State University, Fullerton,
PO Box 6848, Fullerton, CA 92834-9480;
ckondo@fullerton.edu, lnquynhvy@gmail.com

ABSTRACT

In a previous study, Kondo and Le (2008) compared two pedagogies; the use of a lecture only versus the use of a lecture plus a role-play in an introductory marketing class. They found that the group that received the role-play performed better on a quiz and enjoyed the lesson more than the lecture only group. While interesting, these findings prompted interest in adding two additional groups to the research: a group that received an elongated lecture and a group that received a role-play only.

The two additional groups were studied and the results were compared across all four groups including those from Kondo and Le's 2008 study. The role-play only group outperformed the other three groups in terms of test performance and enjoyment of the lesson. In their discussion, the authors draw on the literature regarding Generation Y learners to postulate why the role-play only group outperformed all groups.

TEACHING MULTICULTURAL MARKETING USING FILM: THE EFFECTS OF ACCULTURATION ON CONSUMER BEHAVIOR

Ellen S. Novar, Wilmington College, 1870 Quaker Way, Box 1192, Wilmington, OH 45177; ellen_novar@wilmington.edu

ABSTRACT

Based on significant demographic and value shifts within the U.S., multicultural marketing is increasingly being practiced by American companies. Unfortunately, college curriculum lags behind businesses in the attention that is being paid to multicultural marketing. To succeed in a multicultural marketing effort there must be some understanding of the values, beliefs, rituals of the subculture being targeted. Studying cultures helps marketers to see the world through the eyes of the target audience leading to a more successful marketing program.

Much of the existing multicultural marketing literature draws associations between the level of acculturation of a group and their consumer behavior. For students to fully understand this relationship, they must understand the concepts and models related to acculturation. The purpose of this paper is to introduce a method to teach students about the concepts of enculturation, acculturation, assimilation, and the third-culture experience using a popular full-feature film within the curriculum of a Multicultural Marketing course.

SELF-MARKETING 2.0: USING LINKEDIN IN THE MARKETING CLASSROOM

Denny E. McCorkle, Monfort College of Business, University of Northern Colorado, Greeley, CO 80634; denny.mccorkle@unco.edu

ABSTRACT

Social media has grown tremendously in the past two years (Bernoff, 2009). Sites such as Facebook, MySpace, LinkedIn, Twitter, Digg, StumbleUpon, YouTube, Delicious, Blogger, etc. are changing the way students learn, promote, and communicate with others. While most students are connecting and have experience using Facebook or MySpace (Hare, 2009), many seem unfamiliar with the processes and student use of social media for professional networking, personal branding, or job search/career development. While the marketing academic research has had some focus on developing student self-marketing skills (McCorkle et al., 2003; Smith, 2004; Taylor, 2003), the use of social media for student personal branding and job search is in its infancy and mostly found as anecdotal or in non-academic publications, blogs, and web sites.

The purpose of this article is to address the pedagogical importance, methods, issues, and recommendations of using LinkedIn in the marketing classroom. For students in the job search, LinkedIn provides a professional alternative to Facebook and with numerous career enhancing uses (Kawasaki, 2007). For instance, LinkedIn could be beneficial to students for: (1) self-promotion, (2) social networking, and (3) job search/career knowledge development.

A series of LinkedIn assignments are used by the author to introduce and encourage social networking to the marketing students' job search and career. The course is the capstone Marketing Management course composed of senior marketing majors, most with plans for graduation at the end of the semester. The LinkedIn assignments for this course were developed and improved over three semesters.

Phase 1: Set-up Resume 2.0 and Personal Learning Network. This involved setting up their resume on LinkedIn and connecting with other students, alumni, and professionals; and setting up Google Reader and subscribing to RSS feeds on their career interests.

Phase 2: Personal Branding/SWOT. This involved completing a SWOT Analysis on themselves and then creating a statement of their best qualifications or accomplishments and adding to the summary section of LinkedIn.

Phase 3: Social Networking. With this phase students are required to join LinkedIn groups on the topic of their professional/career interests. After joining, they are required to participate in the groups by asking questions and sharing appropriate readings/articles found in their Google Reader. Additionally, students are asked to visit the Answers section of LinkedIn and ask or answer questions.

For phases one and two, the feedback was generally positive with all students recommending the continued use of LinkedIn assignments and many wanted even more assignments using LinkedIn. Overall, the students generally liked the phase 3 assignment for it taught them more about social networking in a professional setting. But, there were some problems or difficulties requiring improvement of the phase 3 assignment for use in future semesters.

Further recommendations for future use of LinkedIn in the marketing classroom are made in the article.

References Available on Request

CROSSING ALL BORDERS IN ONE SEMESTER: INVOLVING STUDENTS IN A COLLABORATIVE CROSS-CULTURAL RESEARCH, COMBINING GRADUATE AND UNDERGRADUATE EDUCATION, AND CO-TEACHING

Mohammad Ali Zolfagharian, Department of Marketing, University of Texas-Pan American, 1201 West University Drive BUSA 211B, Edinburg, Texas 78539-2999, 956-381-3389, zolfagharian@utpa.edu

A. Fuat Firat, Department of Marketing, University of Texas-Pan American, 1201 West University Drive BUSA 211C, Edinburg, Texas 78539-2999, 956-381-3559, firatf@utpa.edu

Eliane Munoz, MBA Student, College of Business, University of Texas-Pan American, 1201 West University Drive BUSA 211, Edinburg, Texas 78539-2999, 956-384-5007, elianenavarro1@hotmail.com

ABSTRACT

This paper reports on a collaborative teaching and learning experience that resulted from combining activities across two doctoral seminars, across students from different levels (doctoral, MBA and undergraduate), and across two universities each from a different country. Using a qualitative empirical approach, the paper provides insight into (a) managing students as research personnel in Collaborative, Cross-Cultural, Qualitative Research (C^3QR) projects; (b) involving students from different levels in the course and/or project; and (c) co-teaching seminars. By documenting the processes involved in the practice of C^3QR, challenges and constraints that the stakeholders face and results they produce, this research provides a behind-the-scenes look at, and practical guidelines for, C^3QR projects in which graduate and undergraduate students serve as research personnel.

In summary, the reviewed literature suggests that (a) research projects can elevate the quality of education at both graduate and undergraduate programs provided its challenges are recognized and dealt with proactively and (b) course hybridization and co-teaching provide added benefits while simultaneously creating new challenges. Although the reviewed literature establishes the case for these methods, its preoccupation with delineating pros and cons has come at the expense of creating blueprints and guidelines for successful implementation of the methods. As a result, academicians continue to be reluctant to experiment with and adopt them. The present study seeks to address this important gap by documenting the processes and outcomes of a research project undertaken within a co-taught hybrid course.

The instructors realized that a culture of traditional academics was in clash with a culture they tried to implement; that of collaborative scholarship beyond the usual two- or three-researcher efforts. In the physical sciences, broad collaborative research projects are more frequent than has been the case in the social and business disciplines. It seems that limitations based in traditions of credit allocation, tenure and promotion evaluations and the like inhibit collaborative research to a great extent.

There have been some attempts at developing collaborative research in consumer research, such as the example of the Consumer Odyssey, yet the resulting reports or publications have followed the 'one or few authors' tradition. New attempts at collaborative research should take into consideration the above-mentioned limitations. Unfortunately, the impositions from the traditional culture of the academy thwart such initiatives.

DESIGNING SUSTAINABILITY INTO THE CURRICULUM

April Atwood, Mark Augustyniewicz, Chauncey Burke, David Leonhardi, and Carl Obermiller;
Albers School of Business, Seattle University, Seattle WA 98122-1090;
atwooda@seattleu.edu, a.augustyniewicz@boeing.com, burke@seattleu.edu,
david.r.leonhardi@boeing.com, carlo@seattleu.edu

Wendy Wilhelm, College of Business and Economics, Western Washington University,
516 High Street, Bellingham, WA 98225-9073; wendy.wilhelm@wwu.edu

ABSTRACT

RATIONALE

Sustainability is one of the topics *du jeur*; and, we suspect many schools are addressing the challenge of including it in their curricula. Students, businesses, and regulators are all clamoring for it. How to do so is a challenge. Strategic options range from single, disparate course, such as "Green Marketing" or "Sustainability in Operations" to fully integrated, focused programs, such as the "green" MBAs at Bainbridge Graduate Institute and Presidio Graduate School. A more tactical challenge is identifying the content and nature of the courses. Is sustainability merely another dimension for positioning the firm; or, are there fundamentally new concepts that must be taught?

PARTICIPANTS

April Atwood is a professor of marketing at the Bainbridge Graduate Institute, where for the past five years she has taught Marketing. She is also an adjunct faculty member at University of Washington, where she has taught various marketing courses, including a "green marketing" elective. She is currently an adjunct professor at Seattle University where she is teaching Marketing and Social Issues and a Sustainable Business Practicum and is a key part of the emerging MBA Specialization in Sustainability.

Chauncey Burke is a professor of marketing at Seattle University and has published several papers on sustainable business and has served on the Albers School of Business Strategic Taskforce on Integration of Sustainability, where his focus is on integrating resources across the university.

Mark Augustyniewicz and David Leonhardi are adjunct faculty at Seattle University where they have taught Marketing Strategy, New Product Development, and Sustainable Business Concepts. Executives at Boeing, Mark and Dave are active in sustainability efforts in business and currently represent Boeing and other local businesses on the World Business Council for Sustainable Development (WBCSD). They will be sharing the relevance of the WBC's "Vision 2050" report, which they helped to author.

Wendy Wilhelm is a professor of marketing at Western Washington University. She has developed a 400-level elective, Marketing Strategies for Sustainability", that is open to majors from other disciplines (e.g., accounting, environmental studies, industrial design). She has published several articles and given presentations on integrating sustainability into the marketing curriculum.

Carl Obermiller is professor of marketing at Seattle University. He has taught Marketing and Social Issues and has published several papers on sustainable business. He is currently managing the design of a "Specialization in Sustainability" program for the Albers MBA.

SELLING IN SALES COURSES: AN EVOLVING REVENUE PARADIGM FOR MARKETING DEPARTMENTS

Clay Daughtrey, Scott Sherwood, and Darrin Duber-Smith, Metropolitan State College of Denver.
Campus Box 79, PO Box 173362, Denver, CO 80217-3362;
daughtre@mscd.edu, sherwoos@mscd.edu, ddubersm@mscd.edu

ABSTRACT

INTRODUCTION

Developing a sales curriculum that provides the necessary academic rigor and also meets the pragmatic needs of the business community is an ongoing challenge for academe. At Metropolitan State College of Denver, we have begun an introspective process that has transformed our program both in and out of the classroom to include sales experiences that benefit the student, the potential employer, and the school.

SALES EDUCATION

The field of sales education, like many other areas in business, has undergone a shift from lecture based learning to experiential learning (Anderson *et al.,* 2005).This transformation in learning style requires students to become actively involved both inside and outside the classroom to receive optimal educational benefits.

Business executives expect that new employees possess sales skills (Leisen, Tippins, & Lilly, 2004; Walker et al. 2009). Furthermore, sales professionals believe that role playing and sales projects are two key ingredients in sales education, helping students develop communication skills, self-confidence, and critical thinking skills (Parker, Pettijohn, & Luke, 1996; Tomkovick, Erffmeyer, & Hietpas, 1996). The experience gained in role-playing exercises, as part of the sales curriculum, is a first order expectation for organizations that recruit sales candidates. However, there is no substitute for actually having to sell something.

NEED FOR REVENUE

The current economic situation has proved challenging to individuals, colleges, and businesses alike. By adding real world selling situations, professors provide students with an opportunity to test their recently acquired sales knowledge and to generate revenue.

This presentation will outline how several marketing classes have applied experiential learning principles and created revenue for scholarships, endowed scholarships, as well as extra funds for the department.

SPORT AND ENTERTAINMENT TICKETS

Over the past several years, these classes have worked with organizations such as: the Colorado Rapids, The International-PGA Golf Tournament, the Colorado Rockies, the Denver Nuggets, the Colorado Avalanche, the Colorado Crush, Disney on Ice, Los Lobos Concert, Gipsy Kings Concert, and the Colorado Mammoth. These relationships have resulted in raising funds for the academic department, making money for sports and entertainment entities and helping students land internships and jobs.

SUCCESS AND DISCUSSION

When financial resources are scarce in higher education, the ability to create opportunities for students requires that educators creatively develop new pedagogical techniques. Through a combination of experiential learning and training, students are thus better equipped to succeed. Local sports teams benefit by generating additional ticket revenue and by developing potential new hires. Through working with the college, teams have the inside track with students looking for internships or full time positions. The college benefits by generating new revenue sources that allow the development of new courses and educational programs within the Marketing Department.

The presenters will outline how the project is created and implemented.

The session will end with a roundtable discussion of the topic and comments from the audience.

References Available on Request

COMPETENCY AND PROJECT BASED BACHELORS OF BUSINESS ADMINISTRATION

Brian K. Jorgensen, Nancy Panos-Schmitt, and Joel Watson,
Gore School of Business, Westminster College, 1840 S. 1300 East, Salt Lake City, UT 84105;
bjorgensen@westimstercollege.edu, npshmitt@westminstercollege.edu,
jwatson@westminstercollege.edu

ABSTRACT

This special session presents and discusses a unique project-based degree completion program in business, the Bachelor of Business Administration (BBA) for working professionals who have previously acquired associates degrees. The students for whom this program has been designed differ from traditional students in that they are older and more likely to be engaged in demanding jobs or careers. Moreover, many adult learners learn better through experiences and projects than through traditional classroom sessions. Hence, the program described here and currently being implemented at Westminster College is a project-based integration of the important business concepts.

In the session we will:
- present the theory and reasoning behind the development of the program,
- introduce and describe the program itself,
- more fully explore the way in which marketing education is woven into the program,
- address successes and challenges of the program to this point, and
- discuss and answer questions from session participants.

While traditional programs at Westminster College rely heavily on classroom-based learning, this program uses a markedly different pedagogy best described as an experiential approach. Students combine learning and mentorship provided by Westminster College faculty with previously achieved life and professional learning to complete a series of projects that demonstrate mastery of program learning goals and competencies. Learning in this program does not occur in a classroom environment; instead, it occurs through interactions with faculty as students complete learning experiences largely delivered via the web. Students also come to campus for residencies - - two day intensive workshops with students and faculty - - that augment their learning and to foster relationships between peers, faculty, and the college.

The manner in which learning occurs is clearly different in this program, and is best illustrated through an example. When a student enters the program, they attend an orientation session. This two-day orientation is an opportunity for students to meet with faculty, meet others in the program and to receive instruction about progression through the program. At that point, each student meets with their Program Mentor, a full-time faculty member the student will work with throughout their time in the program. The student will subsequently use a series of learning experiences – seminars, readings, workshops, videos, or other material – to augment their existing knowledge and to successfully complete the project. When a student completes a project, that project is evaluated by a Project Coach, a full-time faculty member assigned responsibility for one of the five Major Projects, who evaluates the performance on the project according to a pre-established rubric. If a student successfully demonstrates mastery, they move to the next project; if they do not, they are given specific feedback with additional recommendations for learning experiences, and then allowed to recomplete the project.

The learning goals and competencies expected of students in this competency and project-based program are highly aligned with the College's traditional business program. The primary difference between programs is where student learning occurs and the role of the faculty member. In traditional programs, learning is heavily dependent on the classroom; in this program, learning occurs with the student working on faculty-designed learning experiences with faculty coaching and mentorship outside the classroom. However, it should be noted that in the end, learning should be the same in either case. A second difference between this program and traditional programs is the orientation to a series of projects for measurement of student learning. This program requires that all students (regardless of prior experience) complete all projects to demonstrate mastery of competencies and learning goals. The projects are designed for students to demonstrate their knowledge of a concept and **demonstrate** their use of this knowledge in a business context. This requires a synthesis of learning.

PROJECTS

The projects in this program are the means by which students demonstrate their learning. Projects are built on five major tracks. These tracks are based on the structure of the current undergrad program, national business curricula, and business needs. The tracks require students to place themselves within the business organization, analyze the internal operation of a company, examine and respond to external market factors, and develop strategies for leading the company. The projects within a track are designed to build upon this same structure (self, business, markets, and strategy) within a specific track. As a result, the projects continually build upon prior learning. The final project is student directed to allow for greater focus on skills they wish to develop further and/or ideas they wish to investigate. The resulting project integrates all the prior learning in a rich and meaningful experience for the student.

Projects are designed around the clustering of specific competencies. Students learn certain aspects of a competency and are prepared to complete a project by coupling this knowledge with their previous knowledge and experience. The integrative projects are particularly important as they integrate most if not all of the competencies developed in the earlier projects. At the end of the program students will have demonstrated mastery of all learning goals and competencies numerous times.

An important component of the program is the residencies. For each project sequence, there is one on-campus residency that students must attend. During the residency, students gain additional knowledge about the project, spend time interacting with students and faculty, and have opportunities to practice techniques that work best in a face-to-face or group format.

CONCLUSION

This new program promises to fill a gap between the educational needs of a particular group of students and the educational offerings of most business programs. It requires a new way of thinking and a new way of interacting for marketing and other business faculty. Nevertheless, a program like this offers substantial rewards to both students and faculty.

FORMER MARKETING STUDENTS, NOW CORPORATE EMPLOYEES: I WAS TOLD EVERYTHING I NEEDED TO KNOW EXCEPT…"

Dennis E. Clayson, University of Northern Iowa, Cedar Falls, IA 50614-0126;
dclayson@uni.edu

Debra A. Haley, Southeastern Oklahoma University, Durant, OK 74701-0609;
dhaley@se.edu

ABSTRACT

Many universities across the nation have rushed to embrace the high tech online education in response to the demand from "new millennials." We are told from a wide variety of sources that these students learn differently and have vastly different expectations regarding how they choose to interact and communicate with others.

On the other hand, recruiters and employers are questioning these graduates suitability for the work place. Although they have "content knowledge" graduates often lack the skills that enable them to successfully navigate their chosen career path. If we as educators choose to encode learning material as students prefer to learn, what skills are they failing to acquire that leaves them flailing and failing in the workplace?

Finally, how do we answer the question when asked, "Other than electronics, what is the difference between an online degree and a mail order degree?"

In order to address some of these issues, two exploratory studies will be shared with the audience members as a starting point for a group discussion.

Dennis E. Clayson, will look at graduate students and what they learned vs. what they needed to know in order to be successful in the workplace.

Debra A. Haley, will examine recruiters and employers responses to the skills that recent graduates appear to be lacking in their effort to succeed in corporate.

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A STUDENT VIEW OF TECHNOLOGY IN THE CLASSROOM: DOES IT ENHANCE THE SEVEN PRINCIPLES OF GOOD PRACTICE IN UNDERGRADUATE EDUCATION?

Deborah Brown McCabe, W. P. Carey School of Business, Arizona State University, Tempe, AZ 85387; deborah.mccabe@asu.edu

Matthew L. Meuter, California State University, Chico, Chico, CA 95929; mmeuter@csuchico.edu

ABSTRACT

Recently there has been an explosion of the use of technology in classrooms. Although there has been anecdotal evidence supporting the value of integrating technology in the classroom, there has been a lack of recent research investigating the connection between technology in the classroom and student learning. The central research question explored in this study is to determine if, from a student perspective, the use of classroom-based course management software, such as Blackboard, enhances student learning. We rely on the Seven Principles of Good Practice in Undergraduate Education to assess enhancements to the learning environment for students. Data from our study illustrates student use of various Blackboard tools, their liking of each tool, and the availability of the tool by faculty. In addition, students rate the importance of each of the Seven Principles and provide their perceptions of how much the use of Blackboard enhances each principle. Based on our data, we conclude that although students enjoy using many of the Blackboard tools, they do not see the tools as highly effective at enhancing the learning experience. Implications of the research findings and suggestions for continued use of classroom management software tools are provided.

MARKETING STUDENT PERCEPTIONS OF WEBCT: CHALLENGES AND OPPORTUNITIES FOR ONLINE MARKETING EDUCATION

Shirley M. Stretch-Stephenson, H. Rika Houston, and Chollada Chavalvechakul,
Department of Marketing, College of Business and Economics, California State University, Los Angeles,
5151 State University Drive, Los Angeles, CA 90032-8127;
sstretc@calstatela.edu, hhousto@calstatela.edu

ABSTRACT

INTRODUCTION

As more instructors embrace technology and more students experience and expect the flexibility and freedom from online instruction, numerous questions arise. What software is available to deliver online courses? Which online system does an institution of higher education utilize? How does one learn and implement the new online course software? How do instructors and students feel about those online course software tools? These and other questions are important ones to explore as more marketing educators design courses for hybrid and/or online marketing courses. In an effort to explore some of these questions from a student perspective, this paper investigates marketing student perceptions about the use of WebCT for online marketing courses at a large, public university.

LITERATURE REVIEW

The online learning environment provides opportunities to enhance students' learning by enabling the practice of a broad range of generic skills, student-instructor interaction beyond face to face interaction, more and varied learning experiences, and career development opportunities (Glass et. al, 1987; Eagley & Krantz, 1996; McLoughlin & Oliver, 2001). Biktimirov's and Klassen's (2008) found that access to homework solutions were significantly related to overall student performance while power point slides and exam solutions accessed did not show any effect on student grades. Most usage frequency findings show a direct relationship between Web utilization and learning performance or that frequent access to the Web-based course material correlated with higher grade course and assignment achievement (Cohen & Heffner, 2003; Newlin & Wand, 2000; McCollum, 1997). Petty and Rosen (1997) found students using WebCT needed time to get familiar with WebCT and Chen and Tsai (2007) stated that "Web-based learning consists of both asynchronous and synchronous communication." However, technology-based teaching contains both benefits and problems for learners (Eagle et. al, 2004).

METHODOLOGY

During the summer and fall 2008 quarters of 2008, a convenience sample of sixty-six (66) students enrolled in undergraduate and graduate marketing classes offering online enhanced instruction via WebCT were surveyed about their WebCT-related learning experiences. The collected data consisted of both qualitative and quantitative data. To analyze the data, SPSS was applied to both data types. Qualitative data were converted to a three-point scale with "3" standing for difficult, not useful or dislike; "2" for difficult but got better or ok; and "1" being easy, useful or like. This categorization allowed the qualitative data to be converted to quantitative responses for purposes of this study. Subsequent phases of the study will explore the qualitative data more extensively. Study responses were categorized into student perspectives about ease of use, online availability of course materials, submission of assignments online, and best and worst aspects of WebCT marketing courses. They were also separated into undergraduate and graduate responses.

STUDY RESULTS

The results of this exploratory study point to several issues regarding the design of online marketing courses using the WebCT format, as well as any other online teaching formats. First, and especially since this study has identified that WebCT is not user-friendly by design and students experience a sometimes extended learning curve when they initially use it, it is critical that instructors not only provide written and verbal instructions, but also use online tutorials or make them available to students to help them become familiar with its features and limitations.

Second, since students also experienced frustration in signing up for the WebCT marketing courses, it is highly recommended that campus technical support get involved in making this process transparent to enrolled students. Third, since the marketing students who participated in this study experienced

considerable frustration with submitting assignments online, marketing faculty should provide alternative means for submission such as course-specific electronic mail accounts.

CONCLUSIONS

As more marketing courses are offered in online or hybrid formats, it is critical that marketing educators understand the many related challenges and opportunities they present for improving and enhancing the marketing educational experience. Campus technical support and marketing faculty perspectives are important, but as this study indicates, the perspectives of our student "customers" are equally important in the design of such courses within the marketing curricula.

References Available on Request

SHIFTING STUDENTS' PERSPECTIVE OF MARKETING: PEDAGOGICAL TOOLS AND CHALLENGES

Pia A. Albinsson, Walker College of Business, Appalachian State University; albinssonpa@appstate.edu

B. Yasanthi Perera and Elise "Pookie" Sautter, College of Business, New Mexico State University; yperera@nmsu.edu, esautter@nmsu.edu

ABSTRACT

Recent revisions to the definition of marketing have challenged marketing educators on several fronts. This paper summarizes the essential elements of the new definition of marketing and presents a series of pedagogical tools used to enhance students' understanding of this shift in perspective.

INTRODUCTION

The history of marketing thought and practice is rich and multifaceted. This paper discusses a three part series of activities that encourage students to understand marketing as an activity that is broader in scope and application than previously defined, and one which emphasizes a greater role and responsibility in society.

THE DEFINITION OF MARKETING

In 2004, the American Marketing Association released a new definition of marketing as follows:

> Marketing is an organizational function and a set of processes for creating, communicating, and delivering value to customers and for managing customer relationships in ways that benefit the organization and its stakeholders.

A special section in the Journal of Public Policy and Marketing summarized various viewpoints as to the strengths and weaknesses of the definition and its implications for scholarship and practice (Gundlach, 2007). Ultimately, the discourse prompted another revision of the definition revealed in 2007:

> Marketing is the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large.

The recent revision incorporates subtle yet significant changes to the language and perspective that suggest important directions for marketing curriculum and instruction. In their commentary on the new definition, Gundlach and Wilkie (2009) refer to the perspective as an "aggregate conception of marketing," one which defines the domain of marketing well beyond the responsibilities of a single firm and/or marketing manager. Indeed, instead of being positioned as an organizational function, marketing should be viewed as a pervasive activity which influences all aspects of our world and society. Educators must devise new ways to emphasize that marketing activities exist as part of a highly interconnected system of individuals, institutions, and processes.

This shift in perspective is not an entirely new challenge for marketing educators as sustainability and corporate social responsibility (CSR) also suggest a need to broaden students' perspectives on how marketing activities affect societal growth and development. Kashyap, Mir and Iyer (2006) posited socially responsible behavior as an integral antecedent of companies' pursuit of competitive advantage as opposed to an afterthought or after the fact gimmick. Bridges and Wilhelm's (2008) work on the integration of sustainability in marketing education provides an excellent foundation for developing curriculum that supports a greater appreciation for the "triple bottom line" and an exploration of its implications for marketers in today's global society.

The authors of this paper draw upon some fundamental principles and resources of others' work on corporate social responsibility and sustainability to create a series of learning activities designed for implementation in undergraduate principles of marketing courses (Albinsson & Perera, 2009; Albinsson, Perera, & Sautter, 2009; Bridges & Wilhelm, 2008; Kashyap, Mir, & Iyer, 2006; Maignan & Ferrell, 2004).

The sequence of activities challenges students to reflect on marketing's broader role and responsibilities in society and asks them to ultimately visualize the supply chain as a value loop encompassing a highly interdependent system of customers, clients, partners and societies whose quality of life will be influenced by the sustainability of corporations' marketing practices.

DEVELOPMENT AND DESCRIPTION OF THE LEARNING ACTIVITIES

The three part learning activities series stemmed from a preliminary assignment given to students in undergraduate marketing and management classes. The assignment, intended to heighten and assess students' sensitivities to sustainability in business activities, involved exposure to a free twenty-minute Internet video, created by Annie Leonard (2007) entitled "The Story of Stuff."

"The Story of Stuff" discusses the traditional supply chain framework of activities related to extraction, production, distribution, consumption and disposal. The narrator tells a story of value creation (and reduction), and challenges the viewer to consider the potential value created and/ or destroyed when changes are made throughout the system. The story emphasizes the implications of globalization, cost externalization, pricing, anti-consumption, closed loop production, and reverse logistics. By exploring the hidden facets of production and consumption of goods in our society, Annie Leonard purports to expose the darker side of the materials economy and sensitize viewers to the need for a different approach in order to create a sustainable world economy.

From a marketing perspective, the video discusses concepts fundamental to marketing management and the marketing mix, including product design and development, cost and pricing processes, promotion goals and issues, and supply chain relationships and functions. The strength of the video is arguably in the provocative tone of its message and the subtle rather than direct reference to marketing principles. Although not specifically intended for marketing instruction, it provides a rich context in which to challenge students to higher levels of learning and reflection than is typical of many materials produced by textbook publishers because it requires the student to make the connections between the content and central principles of marketing.

In the fall 2008 semester, students in an online International Marketing class watched "The Story of Stuff," and provided reactions to the movie in an online discussion forum. Two months after the first assignment, the same students participated in a second assignment where they answered specific questions about CSR, sustainability and their individual lifestyle choices relating to these concepts. At roughly the same time, another instructor/author administered the second assignment to students in a management class who had not watched the movie. The authors/instructors compared the twenty-one narratives collected from the primed marketing students with fifteen narratives from the unprimed management students. The authors independently content analyzed these narratives through iterative readings for emergent themes.

The preliminary findings reveal that primed students reported distinctly different information from those who were not primed with this movie. Specifically, the primed students expressed comments regarding social responsibility in terms of concerns for society and global community with respect to ethics, and the need for awareness as well as action in their personal and professional lives. Unprimed students, in contrast, expressed social responsibility either in very general terms, or in terms that focused on their own self-interests. The primed students integrated the idea of social responsibility with other concepts they had gleaned from prior experiences and were more concrete in providing details of various socially responsible practices they had adapted since their exposure to "The Story of Stuff."

Based on these initial findings, the authors created an integrative set of learning activities that reinforced students' understanding of the fundamental elements of marketing concepts and activities, while simultaneously shifting their perspective of marketing from a transactions-based business function to a more pervasive societal activity. The ultimate learning sequence included three learning activities.

Activity 1: The intent of the first activity was to heighten students' awareness and knowledge of sustainability and the concept of the triple bottom line. The assignment, given early in the semester after introducing terms such as ethics, CSR and the triple bottom line, required students to view "The Story of Stuff." After viewing the video, students were given a set of questions to reflect upon in a written assignment (available from the authors upon request).

Activity 2: The second activity moved the students from reflection to collaborative discussion to formulate learning goals related to comprehension and application. The exercise helped students better concretize the triple bottom line concept and consider how CSR is more powerful when strategically planned to reinforce and complement brand image. The exercise was introduced halfway through the term after students learned material related to product and price decisions. Students were instructed to visit Nike's Reuse a Shoe website (www.nikereuseashoe.com).

The Nike Program, an excellent example of a closed loop production system, provides video clips of the recycle/reuse process. The site includes information on reverse channels of distribution used to return shoes to the company, and tangential issues related to cost constraints of the program. There are also extensive examples of brand image reinforcement and promotion benefits realized through enhanced community relations and new job creation.

In a class discussion, students were asked the following questions: 1) What economic costs/ revenues are associated with the Reuse-a-Shoe program? 2) What costs and/or benefits are created for the environment through the Reuse a Shoe program? 3) What persons/groups (i.e., social equity) are positively or negatively affected by this addition to Nike's activities? and 4) Why is the use of Nike Grind for sports surfaces a better choice than using it for commercial warehouse flooring?

Activity 3: The final activity addressed learning goals related to synthesis and new idea generation. In this exercise, students were given a four-question assignment that focused on a product that each student had purchased or consumed locally. For the selected product, students were instructed to brainstorm a way to "close the loop" to create new value from the disposal of the original product. Each student answered the following: 1) Name the brand of the product/service offering and describe the product offering; 2) Describe the tangible waste materials generated by your consumption; and 3) Describe a strategy to be undertaken by the producer of the local good/service which will "close the loop" on the disposal of waste materials generated by consumption of the product. 4) Explain/describe how the new product or reinvention of the waste will fit in with the mission and vision of the producer's company. Students posted their assignments on a class discussion board.

STUDENT FEEDBACK AND IMPLICATIONS FOR INSTRUCTION

During fall 2009, a class of 264 students completed all activities. The large class size provided data upon which to draw some preliminary insights on students' understanding of sustainable marketing and the broader domain of marketing as a process. We begin with observations regarding pedagogical challenges related to the individual activities and conclude with general statements about emergent themes in the content of the students' responses and the implications of those themes for teaching the new definition of marketing.

Students were particularly challenged by the first learning activity and drawing connections to the triple bottom line. Sustainability definitions focused on the environmental aspects with only vague references to long term consideration of social and economic interests. Similarly, the news stories selected focused on corporate giving and cause-related marketing. The selection of stories often made it difficult for students to relate aspects of the organizational activity to the environmental/social equity/economic consequences long term, i.e., the triple bottom line.

Students reacted very positively to the second learning activity as it made it easier for them to concretize the concept of sustainability through example and discussion. The environmental benefits of the Reuse-A-Shoe program were easily grasped but social equity benefits were also a fruitful point of discussion. Students drew connections to new job opportunities and community benefits to providing recreational facilities for children and young adults. The students also considered the distribution and production challenges alluded to on the site and reflected on how economic constraints limit the growth of the Nike program.

The third learning activity was most revealing in assessing students' understanding of the broadened perspective of marketing activities and sustainability concepts. The students' ideas fell into categories of reduce, reuse, and recycle. Many simply discussed examples of how the company would eliminate unnecessary materials involved in the consumption experience (e.g., replace paper coffee cups with reusable mugs, eliminate excessive packaging) or consumers' role in recycling waste such as aluminum cans, plastic materials and other commonly recycled goods. The majority of responses focusing on reduce and recycle did not actually close the loop by suggesting how the waste materials could be used in the production of subsequent saleable goods/services. Slightly less than half of the students' examples fully closed the loop. The examples of new products created from waste materials included use of cardboard in creating housing insulation mixes, converting old pool covers to greenhouse projects, plastic waste to clothing fibers, and creating wallets and purses from fruit juice and candy wrapper packaging.

A review and reflection on the implementation of these learning activities provided several interesting insights on how to implement them in the future. In both the first and third activities, students' explanation of socially responsible and/or

sustainable activities tended to focus responsibility on a singular entity or individual (i.e., the customer); seldom were students inclined to discuss collective or collaborative activities across organizational partners, clients, and customers. This individualistic bias, while consistent with American culture, may also be indicative of the more traditional approach to business education that has relied on a compartmentalized approach to the roles of, and responsibilities of business functions, partners, and stakeholders. More effort must be placed on discussing marketing as an integrated and pervasive activity that exists outside the organization with responsibilities born for implementation outside the scope of the marketing manager. Marketing must be presented as a societal activity that seeks to create value through the formation of partnerships across the supply chain from extraction through disposition and hopefully into recreation of saleable goods and services.

Students also view sustainability and CSR as financially sacrificial, rather than beneficial, practices; it is "the right thing to do" rather than the profitable thing to do. The students' "close the loop" ideas were largely presented as created goods/activities that would be donated to community organizations or conducted as part of some philanthropic activity (e.g., give recycled cardboard/insulation materials to Habitat for Humanity activities, donate shredded plastic to garment manufacturer for creating blankets for homeless persons). This mindset, though inspired, missed the opportunity for partnerships with other companies to produce saleable goods. Very few students were able to complete a vision that truly closed the loop (e.g., Wal-Mart partners with Patagonia to incorporate plastic bag waste in creation of new joint clothing line). This last activity, which demonstrates a very high level of learning and creativity, should be an ideal for learning outcomes.

Finally, in terms of the triple bottom line, students easily grasped the ecological benefits of sustainable marketing. However, understanding the long-term implications for social equity was more challenging, particularly in terms of job creation and/or loss; students tended to emphasize benefits to people as tied to ecological improvements. They found it most challenging to understand the economic gains that could stem from socially responsible behaviors. Despite current research findings that socially responsible business activities garner long-term economic benefits (Lockett, Moon, & Visser, 2006), students saw socially responsible behavior as being inconsistent with profit motives. This finding suggests that the marketing management focus

emphasized in basic marketing curriculum has, perhaps unknowingly, undermined the importance of the long-term perspective. Therefore, as educators, we must do more to inform students about the triple bottom line and the fact that responsible business behavior is good ecologically, socially and financially for all stakeholders in the global marketing community.

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MARKETING OUTPUTS AS ART? BRINGING AN AESTHETIC SENSIBILITY TO THE MARKETING CURRICULUM

Ed Petkus, Jr., Desislava Budeva, Christina Chung, and Hristina Dzhogleva,
Department of Marketing and International Business, Anisfield School of Business,
Ramapo College of New Jersey, 505 Ramapo Valley Road, Mahwah, NJ 07430;
epetkus@ramapo.edu, dbudeva@ramapo.edu, cchung1@ramapo.edu, hdzhogle@ramapo.edu

ABSTRACT

Marketing is often referred to as "an art" – but is less often referred to *as* art. Can marketing outputs – advertising, packaging, product design, retail environments, etc. – be considered a form of art? This work will explore the potential for incorporating the theories and concepts of aesthetics in the marketing curriculum, in order to facilitate students' capacity to interpret marketing outputs and develop effective practical applications. First, we examine the literature in order to explicate the theoretical foundations of aesthetics and their potential to (1) facilitate students' capacity to interpret marketing outputs with an aesthetic sensibility and (2) to develop effective practical applications based on aesthetic principles. Second, we propose specific recommendations for curricular implementation.

Four theoretical approaches to the study of aesthetic experience are: the traditional, the allegorical (critical), the minimalist, and the pragmatic. The traditional approach represents the "art for art's sake" mentality, in which aesthetic objects are valued for their intrinsic, self-rewarding value – the aesthetic experience is contemplative, and any pleasure that results is purely hedonic and emotional in nature. The allegorical approach involves an active cognitive response in which the aesthetic experience results in an emancipation from some existing hegemony. The minimalist approach is concerned with the ways in which an individual evaluates aesthetic objects, with emphasis on the criteria used and the dynamics by which those criteria develop. The pragmatic approach holds that all aesthetic and non-aesthetic experiences have a similar structure, and that the experience of art is not separate from the aesthetic experiences that make up our everyday lives. Each of these theoretical approaches can be applied in a variety of marketing courses and/or topics.

In addition to the application of theoretical aesthetic considerations, we identify several practical considerations that inform the incorporation of marketing aesthetics in the marketing curriculum. First, creativity represents an area of practical marketing application that is directly related to aesthetic sensibility. Aesthetic applications are relevant for the creativity realms of task motivation, cognitive flexibility, disciplinary knowledge, and serendipity.

While creativity represents a broad practical application of aesthetic sensibility, more direct applications of marketing aesthetics can be incorporated in the areas of product design, communications design, and spatial design.

Based on these theoretical and practical aesthetic considerations, we make specific recommendations for incorporating aesthetics across the marketing curriculum.

If we accept that marketing and art are equally important in providing insights into the human condition, perhaps it follows that marketing studies should be pursued outside of their traditional home in schools and departments of business, and be considered part of a general liberal arts education. Perhaps, someday, students will see a listing for "Marketing Appreciation 101" in our course catalogs.

References Available on Request

USING GOOGLE ANALYTICS TO EXAMINE THE EFFECTIVENESS OF BLOGS CREATED BY MARKETING RESEARCH STUDENTS

Regina Pefanis Schlee, School of Business and Economics, Seattle Pacific University, Seattle, WA 98119; rschlee@spu.edu

Katrin R. Harich, Mihaylo College of Business and Economics, California State University, Fullerton, Fullerton, CA 92834; kharich@fullerton.edu

ABSTRACT

In this study, we demonstrate how marketing research students were able to use free tools available on the internet to create blogs and to analyze the effectiveness of blogging and promotion activities using Google's Web Analytics tools. Students reported high levels of interest in both of these activities as they were able to take part in what they viewed as leading edge tools.

The primary objective of the Web Analytics Assignment was to familiarize marketing research students with some of the analytics tools used on the internet. By creating a blog and using Google Analytics, the students learned some of the terms used in web analytics such as visits, page views, bounce rate, proportion of new visits, average time on the site, referring sites, and other similar terms.

In addition, this assignment had a significant impact on students' understanding of principles of marketing. Creating a website should take into consideration all the concepts they have learned in other marketing courses. Just as producing a product does not mean that consumers would want to buy it, building a website does not mean that people would want to visit. The high bounce rate that was reported for almost all students' blogs is an indication that even if one personally invites relatives, friends, and coworkers to a blog, they are not going to spend much time at a website unless they can find something of value. Thus, the broader questions that students had to address were: How can I create something that others will value? What would motivate them to come to my website? How can I promote my site without a promotion budget?

The most successful blogs created by students were those that included information that specific segments of consumers searched for on the web such as:
www.soccersbestplayer.blogspot.com,
http://ufc-fightnight.blogspot.com/, and
http://seattlehappyhourhound.blogspot.com.

These three sites were targeted to specific market segments that were motivated to look for information on the internet.

Future revisions of the assignment will place greater emphasis in the marketing planning dimension of creating a blog. Conducting marketing research activities on a website (or for any product) that does not draw much consumer attention in the marketplace is not nearly as interesting as conducting the same activities on a successful website. Understanding the process of value creation is essential to the creation of effective products and services. The creation of a marketing blog and the application of Google Analytics allows students to evaluate their attempt at value creation through traffic patterns to their website.

References Available on Request

SOCIAL REPRESENTATION RESEARCH: USES, IMPORTANCE & RELATIONSHIP TO ETHNOGRAPHY- AND NETNOGRAPHY-BASED MARKETING 'COMMUNITIES'

Ruth Lesher Taylor, Texas State University, College of Business, Department of Marketing, 601 University, San Marcos, TX, 78666; rt01@txstate.edu

ABSTRACT

PURPOSE OF PAPER

This paper presents for marketing educators who otherwise might not be familiar (1) the basic concepts of social representation research (SRR) concepts (the study of what cultural members think of certain objects, products or brands, and which values they associate with them and which norms they follow in using them, Penz 2006): (2) its uses and applications; (3) its deviates such as alternative representation; (4) its relationship to both ethnography (the study of off-line 'communities' such as the Air Stream, TrailManor, Samsung, 'Burning Man,' Harley Davidson and Apple and other so-called off-line 'communities') and netnography (as defined by Kozinets 2002 to mean ethnography research designed specifically to study consumer behavior of online (or digital-connected) consumers and communities -- for example the study 'communities' such as Facebook, Twitter, Amazon's Kindle e-book and other on-line 'communities'); and, (5) an explanation of the growing importance of SRR as a marketing segmentation variable. This paper is not intended to advance the theory of social representation research. For those interested in such advancement we refer them to works by Schouten and Koenig (2002), Muniz, Schau, and Arnould (2009); Craig and Douglas, 2001; Penz, 2006; and Bauer and Gaskell, 1999); and others.

IMPORTANCE OF SRR AND PRODUCT/BRAND COMMUNITIES

In the general, a brand or product community is defined as being a specialized, non-geographic bound community, based on a structured set of social relations among admirers of a brand or product or other object (Muniz, Jr. and O'Guinn, 2001). The use of SRR to study brand communities is important to today's marketers' understanding of a culture's or group's values, norms and behaviors regarding some marketing phenomenon (product, service, or object) and can be used for a diversity of scopes of research ranging from sub-cultural to global. Additionally, such study has important implications for many other fields such as management and information systems.

RELEVANCE TO MARKETERS

Reviewers found this paper on SRR, a new research tool (to American professors) interesting and educational with useful suggestions for those might like to get involved in, what might be new to them, SRR methodology. Discussions of brand communities are relatively new and coverage has just recently begun to appear in consumer behavior texts. However, much research is needed to elaborate on (1) how marketing as a discipline has come to know what we know about brand cultures, (2) to ascertain the degree of attention that is given to building and understanding brand communities in marketing education texts, and (2) the affect of brand community phenomena on the practice of marketing and relevance of these findings to practitioners and educators alike.

This paper introduces and integrates (and could have done so to a greater extent) European literature on SRR with that which US marketing educators most often see, North American research on (1) 'social constructivist' research (the co-creation of brand/product meanings by the brand members themselves as they assign them, not as marketers attempt to dictate them); (2) consumer culture theory (CCT) research (studies of online and off-line brand communities where members are physically co-present if only temporarily); and, (3) social practice research (the process of collective value creation within brand communities) as addressed in select journals such as Journal of Marketing (Schoeten and Koenig 2002, Muniz, Schau and Arnould 2009, and Kozinets, de Valck, Wojnicki and Wilnet 2010); Journal of Consumer Research (Arnould and Thompson 2005); Journal of Consumer Culture (Cook 2008); International Marketing Review (Penz 2006); International Journal of Sports Management and Marketing (Bodet, Meurgey and Lacassagne 2009); and others, as well as in select book formats such as Schroeder and Salzer-Morlin's Brand Culture, Routledge, 2006;and Kalman's Brand Communities, Marketing and Media, Terrella Media, Inc. 2005; and others.

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IMPACT OF EMOTIONAL INTELLIGENCE AMONGST 1ST GENERATION UNIVERSITY MARKETING STUDENTS AND THOSE WITH COLLEGE EXPERIENCE IN THEIR FAMILY

David S. Ackerman and Oscar DeShields, Department of Marketing, College of Business and Economics, California State University, Northridge, Northridge, CA 91330-8377; david.s.ackerman@csun.edu, oscar.deshields@csun.edu

ABSTRACT

Emotional intelligence (EI) is defined as the "ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional meanings, and to reflectively regulate emotions so as to promote both better emotion and thought" (Mayer & Salovey, 1997, p. 22). EI is of interest to marketing educators and educators in general because it involves the ability to generate accurate reasoning about emotions and the ability to use emotions and emotion knowledge to enhance thought (Mayer, Roberts, & Barsade, 2008).

A variety of studies have investigated the impact on student performance. Some have found a relationship between EI and performance. For example, Zeidner et al. (2005) reported that EI was higher for gifted compared to non-gifted seventh through 10th grade Israeli students. On the other hand, Parker et al.(2003) found that aggregated EI scores poor predicators of academic success (e.g., only predicting 8-10% of variability in first-year GPA).

Emotional intelligence may also have an even greater effect on the performance of groups that are vulnerable to stereotypes of lower academic performance versus those that are not (Spencer et al., 1999). One such group is the first generation student. These are defined as students who are from a family in which neither the father nor the mother have a college education. Those students who have college experience in the family are referred to in this study as "other students." Research has already started to identity factors involved with and educational approaches that can increase the confidence of first generation university students in their ability to control their educational progress (James et al., 2006).This study looks into EI as one of these factors impacting on first generation students and contrasts it with its affect on other students.

Students were divided into two groups for this exploratory study to determine the differential effects of emotional intelligence on 1st generation students versus those whose parents have experience with a college education. There were 63 students in the 1st generation group and 71 students in the group with parental experience in college hereafter referred to as "others."

These results suggest that components of emotional intelligence, specifically self control of emotions can help students to do better in class over time. At first, on the first exam, overall GPA is the only one of the factors measured that is directly related to class performance. This certainly makes sense since the GPA is undoubtedly a proxy for study skills, experience and other factors that give some students an advantage over others. Over time, better self control over emotions seems to be related to performance. Perhaps those students that are better able to control their emotions and get down to work are also able to perform better on exams and other class work. These results suggest that by helping students to systematize their studying habits and time management, especially in those classrooms where there are large numbers of first generation students, marketing instructors are enabling them to overcome emotional management differences to achieve their potential.

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ENHANCEMENTS IN THE STUDENT-AUTHORED CASE METHOD

Hope Bober Corrigan and Georgiana Craciun, Sellinger School of Business and Management, Loyola University Maryland, Baltimore, MD 21210; hcorrigan@loyola.edu, gcraciun@yahoo.com

ABSTRACT

The marketing literature has emphasized and documented the effectiveness of using the case method at both undergraduate and graduate levels. This paper describes an innovative and enhanced method in implementing student-authored cases. Our approach was motivated by an increased move in business education toward active (Granitz, 2001) and experiential learning (Frontczak,1998) as methods to develop managerially relevant skills and increase student engagement. Numerous benefits of the experiential learning approach have already been documented in the marketing literature (improved student learning motivation, communication, and critical thinking (Bridges, 1999).

The various approaches to the case method are characterized by different degrees of experiential learning from relatively passive to more active involvement. At one end of the continuum, there is the traditional case method (TCM) of instruction which is the dominant method used in business education. This method has three major limitations: confines students to examining the situation through the eyes of the case author; is seen as outdated by most students because of the long time lag between the case research and its publication; and restricts students to the role of passive observers and analysts of a given situation (Forman, 2006). Projects in which students work with real clients, web-based cases and hybrid methods such as student-authored cases have been proposed as alternatives (Forman, 2006; Henson et al., 2003; Lincoln, 2006). Unlike TCM, these alternative methods give students the freedom to examine different aspects of a problem, obtain information from real time sources and deal with ambiguities in information. They challenge students to be more creative and use a cross-functional approach.

Our approach to student-authored cases is innovative because students are asked to write complete cases including discussion questions and teaching notes, which are then tested by class peers who are required to analyze and provide solutions to the case questions. Case authors receive feedback from both the course instructor and classmates who tested the cases which ensures greater student involvement levels with the case preparation, analysis and presentation, as well as higher case quality and relevance. Cases have long-term value because the case information can be updated based on new information from external sources and cases can be used by peers in the same or other courses.

The proposed method makes several contributions. First, students take on many roles in their own learning: team members, collaborative authors and editors, question and solution developers, case instructors, discussion leaders, peer reviewers. Second, students gain experience searching for and using secondary research as well as judging source relevancy. Third, external research materials increase the rigor of the cases. Fourth, the body of the case does not have to rehash published information because most of these sources are available and automatically updated. Fifth, students are more involved with the case preparation and presentation. Finally, as an experiential technique, this project combines action and reflection to provide students with a more valuable learning experience (Frontczak, 1998). Our approach is designed to complement current instructional methods, add variety in teaching, and increase effectiveness of learning.

References Available on Request

FROM GRADING TO REVIEWING: PROVIDING MEANINGFUL FEEDBACK IN A CASE-BASED MBA MARKETING COURSE

Glen H. Brodowsky, California State University, San Marcos, 333 S. Twin Oaks Valley Road, San Marcos, CA 92096; glenbrod@csusm.edu

Gary W. Lawson, California State University, San Bernardino, 5500 University Parkway, San Bernardino, CA 92407; glawson@csusb.edu

ABSTRACT

This paper illustrates a course design that combines both student and instructor feedback for case analyses in an MBA marketing strategy course. It provides step-by-step instructions on how to make case analysis and student-to-student evaluations into a more enriching learning experience. The suggested procedure stresses the quality rather than the quantity method of grading, and it highlights the importance of sharing student feedback with the entire class. The structure of the course makes it possible to present and discuss more cases in a semester while grading a much smaller number of case reports.

The course grading methodology offers many benefits. It simultaneously minimizes the overall amount of instructor grading while maximizing the depth of feedback provided to students. The focus shifts from 'grading' case studies with the proverbial red pen markings in the margins, to 'reviewing' student group cases and presentations and providing written reviews similar to ones that might be prepared for a paper submitted to a journal or conference.

Samples of these reviews are presented not only within the context of this manuscript, but also in the marketing classroom itself. This provides students with the opportunity to see and learn from the work of their peers. Incorporating critiques of student papers into the lectures effectively transforms the course from a lecture/discussion into a case-based graduate seminar.

The text used is Kerin and Peterson's *Strategic Marketing Problems, Cases and Comments*. The text contains nearly 50 cases on a variety of marketing topics. Of particular emphasis are the financial aspects of marketing, as each case includes detailed sales and financial data for the students to analyze.

The class, with enrollment between 24 and 32 students, is divided into eight groups of three to four students. Over the course of a 16-week semester,

24 cases are presented and discussed in class, beginning week three. In each class meeting, two cases are formally presented. Thus, two groups make formal presentations and submit formal case analyses. Two of the remaining six groups are required to write an individual single-page discussion brief (each group is assigned to one of the presented cases). These students are expected to question the presenting groups and to evaluate the presentations.

A detailed instructor case review process is included, and samples of two reviews are provided. The written review typically begins by pointing out the positive aspects of the group's analysis. The focus is placed on the group's demonstrated ability to identify important elements of the case as well as their ability to bring forth insightful observations and conclusions.

Next, the focus shifts to the technical aspects of the analysis. The students' work is compared closely with the technical information presented in the teaching note. At this point in the grading process, it can often be determined where students' assumptions or calculations deviate from the correct analysis provided in the teaching note. It is here that the instructor can provide a critique of the reasoning of the group based on its (often incorrect) assumptions and or calculations.

The final part of the review process concerns the critique of the presentation itself. Typically, four to eight students evaluate the presentation using the rating scale provided in the paper.

References Available on Request

A HANDS-ON CATEGORY MANAGEMENT PROJECT FOR MARKETING MAJORS USING SAP RETAIL AND BUSINESS INTELLIGENCE SOFTWARE

Molly Jensen, Department of Marketing and Transportation, Sam M. Walton College of Business, University of Arkansas, Fayetteville AR 72701; mjensen@walton.uark.edu

Valerie Filek, School of Business, Lake Superior State University, 650 W. Easterday Avenue, Sault Ste. Marie, MI 49783; vfilek@lssu.edu

Kerrie Keech, School of Business Administration, University of Texas at Tyler, 3900 University Boulevard, Tyler, TX 75799; kerri_keech@uttyler.edu

Lucille Pointer, Department of Management, Marketing and Business, University of Houston, 4800 Calhoun Road, Houston, TX 77004; pointerl@uhd.edu

ABSTRACT

This special session comes from the collaborative work of the authors using SAP Retail and Business Explorer. The goal is not to teach SAP software per se, but to teach real business processes. Each of the authors is going to discuss how SAP Retail and Business Explorer was implemented in the classroom at his or her respective institutions.

All ranges of integration will be discussed. Discussion will run the gamut from a single lecture about the software to discussing a fully integrated project. The curriculum in both Undergraduate and MBA level classes will be discussed.

RATIONALE

It is a well-known phenomenon that marketing and management students avoid more technically-oriented fields of study. The coursework required of marketing and management majors is widely perceived by students as being less quantitatively-oriented than that required of majors such as finance, information technology and accounting (Pritchard et al,, 2004). Davis et al (2002) found that marketing majors gave analytic skills the lowest priority out of nine possible categories related to their education. In his "gap analysis" study, Davis et al (2002) compared and contrasted marketing alumni's perceptions of various knowledge areas to their opinions of the preparation marketing programs provided them in those same areas.

Interestingly, out of the eleven areas measured, "quantitative skills" were rated in the middle (5th out of 11) in terms of importance. In contrast, alumni rated their preparedness in "quantitative skills" as very low in comparison to other skills.

As faculty and practitioners we know that there is a need for students to be educated in real world processes along with theory. Many of the processes are technical and quantitative in nature. The use of SAP software helps guide students into real-world skills that can and will be used upon graduation.

This type of curriculum is supported by organizations such as the Association to Advance Collegiate Schools of Business. This accrediting body recognizes the need for students in business to have real-world applied experiences. Additionally, this type of curriculum addresses the need for faculty to demonstrate contributions to practice (AACSB, 2010)

As an added benefit, faculty will build their own skill set in working with these types of programs and databases. As AACSB (2010) promotes: "Likewise, faculty members must engage in constant learning activity to maintain currency with their fields' developing research and theory. Business schools should support faculty development activities that link business practice to the educational experience."

FORMAT

A brief presentation will be given about SAP Retail and Business Explorer software. Each panelist will then speak to the implementation of the curriculum in his or her institution. The types of classes and level of students at these institutions will be addressed. This will be followed by a question and answer session.

MENTORING AS A TOOL IN CO-OP PLACEMENT AND INTERNSHIPS FOR MARKETING AND COMMERCE STUDENTS

Mary Donohue, Scott Comber School of Business Administration, Dalhousie University, 6100 University Avenue, Halifax, NSB3H 3J5 Canada; maryd@dbtc.cascott.comber@dal.ca

E. Vincent Carter, School of Business and Public Administration, California State University, Bakersfield, Bakersfield, CA 93311; ecarter2@csub.edu

Molly R. Jensen, Sam M. Walton College of Business, University of Arkansas, WCOB 302, Fayetteville AR 72701; mjensen@walton.uark.edu

ABSTRACT

RATIONALE

Demands to incorporate topics related to ethics and corporate social responsibility (CSR) into the curriculum for marketing and commerce students are growing. However, questions about whether ethics can be taught are as old as philosophy itself (Velasquez et al., 1987). In this session, we propose that a whole person learning approach delivered through mentoring can be a more powerful learning tool than traditional lecture based techniques.

Like most educational approaches, whole person learning through mentorship achieves learning outcomes by drawing upon theoretical principles and experiential practice. In terms of principles, the conceptual foundations of motivation and trust guide mentorship education. Likewise, mentorship education practice validates the experiential learning literature stream by demonstrating the merits of cultivating commercial skills and community service.

Therefore, mentorship is emerging as educational approach that fuses student-oriented concepts for improving academic aptitude with a situation-oriented context for improving application aptitude.

Discussion will include the effect of mentoring on undergraduate and graduate students, as well as the benefit of including corporate and not for profit partners in mentoring curriculum planning. The discussion will also include a brief overview of how mentoring can be used to supply money for administration costs for post secondary education.

REPUTATION MANAGEMENT AS A SERVICE MARKETING STRATEGY OF TOP UNIVERSITIES IN THE PHILIPPINES

Leonardo R. Garcia, Jr., College of Business Administration, Lyceum of the Philippines University, Intramuros, Manila, Philippines 1002; garcialr2003@yahoo.com

ABSTRACT

The session explores descriptive methods of analysis to examine the concept of reputation management and how the top universities in the Philippines use reputation as an advantage in marketing its services. Services expand the traditional marketing mix (i.e., product, place, price and promotion) to an extended mix that defines the intangible aspect of service-related offerings which include physical evidence, process, and people (Lovelock & Wirtz, 2008).

REPUTATION MANAGEMENT AS A SERVICE MARKETING STRATEGY

"What's in a name or reputation?" has become a synonymous cliché actualized through perceptions of quality, reliability and confidence. Customers and publics link reputation similarly as they would associate image, number of recognitions, citations, price, facilities, and, predominantly, the product (and/or the brand). Market or consumers easily associate reputation with brands that withstood time; that is, being recession proof, overcoming societal condemnation through crisis management adaptation of technology and modernization, innovation through creativity, and lastly, word-of-mouth. Brands, as attained by those in the fast-moving consumer industries, are principally tangible; hence, marketing its reputation can be straight-forward such that it can appear in its label, posted on counter-racks, or maximized in traditional advertising media which are television, radio, and print.

In the case of education, more importantly the universities and colleges, availing the service would be a participatory investment to the consumer. It is an investment since results of the service, though it is consumed in a given period (i.e., weeks, semesters or years), will only obtain the desired results once the consumer (in this case, a student) is able to complete the whole course. It is participatory since it requires the student to comply with requisites as part of the fulfillment of the consumption. Hence, service is utilized in the field of education if two parties, the service provider and the user, perform both conditions to achieve the desired outcome.

THE PHILIPPINE CONDITION

The 2008 indicators of the National Statistical Coordination Board (NSCB) reported that from the 90.5 million population (i.e., recorded men and women), 29.25% of it has reached tertiary education. Of this, on the other hand, 31.14% or 8.24 million attained their bachelor's degree and/or had taken higher education.

In a separate study conducted by the Commission on Higher Education (CHED) and Professional Regulation Commission (PRC), the 2007 results reported majority of universities and colleges in the Philippines included in the top 20 rank are from the Mega-Manila area. This summary was obtained based on rate of board examination passers. Mega-Manila rated 45% or nine out of 20 universities, followed by 30% from island of Mindanao, and 15% and 10% respectively for the islands of Luzon and Visayas.

Dissecting this fact, the ranking is focused on higher education institutions (HEIs) that have extensive concerns to disciplines involving information and technology; mechanical arts; quantitative and applied sciences; and those that achieved educational "titled" roles in career landscapes. It justifies that the number of graduates with titled roles contribute to ranking; thus, a linkage to the school's reputation. However, this does not besmirch any theory indicating that performing arts and courses not listed among necessary board requirements are not rationale disciplines that would be considered to indicate universities and colleges in the ranking. Significant recognition engaging in the arts and finance (i.e., business) heightens the institution's perceived rank.

In this situation, reputation among universities becomes an instrument of quality; that is, linking credibility by association. Noticeable actions of a student lead to recognition, and should be acknowledged. In fact, service acquisition of student may even sound as risk to an institution if the assumption is that the student will put into jeopardy the reputation of the HEI. On the other hand, on the part of the institution, meeting of expectations is

required to facilitate the future of the individual.

PERCEPTION OF REPUTATION

People are influencers. Societal network relate "Who's Who?" as influencers who can assist in forming future careers for graduates in these institutions. Thus, Higher Education Institutions (HEIs) are marked with reputation by relation to the graduates it produces and how these graduates shape the community. For instance, the state university, the University of the Philippines, takes the lead as the most reputable school when the subject matter is the quality of the student.

CAMPUS AND FACILITIES, AN ENVIRONMENT EQUIPPED FOR LEARNING

Two top universities in the Philippines account a Level Four accreditation from Philippine Accrediting Association of Schools, Colleges and Universities (PAASCU), namely: De La Salle University and Ateneo de Manila University. The level of accreditation also associates the institutions complement to physical evidence. In the service marketing mix, physical evidence is the environment in which the service is delivered and any tangible goods that facilitate the performance and communication of the service. In this case, the campus, physical buildings, equipment, and even the accompaniment such as available security, reliable maintenance staff, ratio of student and faculty, and so forth complete the whole physical evidence of the institution's services.

PROCESS OF SOCIALIZATION AND MODERNIZATION YET ROOTED IN TRADITION

Affiliations, particularly those administered by religious orders, are connected with these institutions. It affirms that students attain holistic education if both mind and being are attuned to learn. Institutions that allow students to develop relationships implicate development of loyalty and a perception of moral quality. Hence, students will develop the habit to engage with other individuals not directly competing with their school but instead manifest "teammanship."

HEIs that support advocacy drive students to become more productive because institutions know how to support both mind and social progress. In the Metro Manila study conducted by the proponent, for instance, the University of Sto. Tomas was ranked one of the top 3 schools, other than Ateneo University and De La Salle University when the concern was on the "most ethical schools."

REPUTATION MANAGEMENT AS AN INVALUABLE STRATEGY IN SERVICE

Certifying bodies ranked top universities in the Philippines according to professional licensure results which associate Higher Educational Institutions or HEIs as reputable based on board passers. An independent survey polled top universities in Mega-Manila based on perception yet still linking reputation based on outcome of graduates.

If top universities are examined based on the criteria assigned by accrediting bodies, it will be identified that results of level accreditation will be similar to the elements of the services marketing mix, particularly the extended mix which are physical evidence, process and people. A case in point is Lyceum of the Philippines University, which includes campuses in Manila, Makati, and Cavite, was recently certified by International Standards Organization with ISO 12000, Version 2008 international accreditation. This is a proof that the University has met the international standards of "process" which other Philippine schools have yet to attain.

Thus, reputation of top universities in the Philippines is a result that streamed from the perceived tangible indications of the current stature of the institution and would be future of the student.

If reputation then is a valuable asset to attract enrollees, it should be incorporated and amplified by the institution. Designing communication that will hype the HEIs reputation would add to a positive mass perception. If reputation elevates perception, polls may override any published ranking. In the end, private HEIs, as service organizations, will still need to survive based on number of enrollees partnered with proper systems, facilities, faculty and programs.

References Available on Request

PROJECT-BASED TEACHING STRATEGIES IN ADVERTISING MANAGEMENT: INSIGHTS FROM 4TH YEAR BUSINESS ADMINISTRATION STUDENTS

Ma. Victoria S. Abergos, Adamson University, San Marcelino, Manila, Philippines; vicky_abergos@yahoo.com

Eden U. Alberto, and Carl Mark B. Miniano, Department of Marketing and Management, Adamson University, Manila, Philippines; mizbert_eden@yahoo.com, ck_miniano@yahoo.com

Rommel C. De Vera, and Leonard R. Ramos, Department of Economics and Finance, Adamson University, Manila Philippines; docrommeldevera@yahoo.com,lenrramos@yahoo.com

ABSTRACT

Theoretical foundations in business education occupy the primordial framework for understanding the integrative values of behavioral concepts and traditional explanation of commercial principles. The interdisciplinary approach to the study of marketing, particularly its relatedness to behavioral sciences, management, economics, and psychology, bring recognition to the science and art of the subject. Perceptual measures are leading indicators of the most important feature related to success in translating pedagogical processes to intellectual stimulation of the students. Hence, this study will seek to identify business administration students' insights into the application of the theories of advertising beyond just internalizing the discipline's concepts and theories translated into results of written examinations and class recitations. Business Administration students were asked to speak their mind about and assess the effectiveness of the teaching strategies of the marketing professors of the College of Business Administration of Adamson University in so far as advertising management is concerned.

MERITS, MOTIVATION, AND PROBLEMS OF THE METHODOLOGY

The teaching of advertising management calls for dynamism with the goal of developing the students' grasp of both the science and art of the discipline.

Advertising management is a major subject for those taking-up marketing management and an elective subject for those in financial management, operations management, human resource management, business economics, and entrepreneurship. The subject will present advertising as a promotional tool as utilized by marketing executives to increase sales and consumer loyalty. Following the pattern set by the course syllabus, assessment of students' performance is based on the standard grading system using quizzes + assignment + seatwork (2/3)+ major (prelim, mid-term and final) exams (1/3).

The above formula basically limits semestral grades assessment to evaluation of classroom performance measured by quizzes, assignments and seat work. While it is true that such practice has proven itself to be uncompromising and less vulnerable to further validation of results, business education require more shifts in paradigm. he corporate world, for which the students are honed to work after graduation, expect more skills and expertise beyond sheer knowledge of principles.

The College professors handling advertising management have unanimously come up with new requirements such as advertising poster execution, jingle ads creation, logo designing, and printing of leaflets and brochures, and the execution of a 30-second video advertisement where the students themselves play the role of endorsers.

This paper sought to identify the different project-based requirements of professors handling advertising management subjects and how effective they are as perceived by the fourth year students of the College of Business Administration. Problems in the process, however, were identified, such as: costs in video production and editing, time frame within which to produce the output considering other class requirements, and monitoring of individual participation and contribution in the project. Interestingly, the responses of the students, being varied, are sound bases for further analysis of the effectiveness of project-based requirements of the subject, advertising management.

References Available on Request

ON ADVOCACIES AND SOCIAL MARKETING

Leonardo R. Garcia, Jr., Evangeline M. Dominguez, and Araceli Juliet B. Requinto,
Lyceum of the Philippines University, Muralla Corner Real Street, Intramuros,
Manila, Philippines; www.lyceumphil.edu.ph garcialr2003@yahoo.com
dominguezjumax@yahoo.com celrequinto@yahoo.com

ABSTRACT

SOCIAL MARKETING: A SUBJECT OFFERING ACROSS ALL COURSES?

This topic was taken in the context of social meliorist, a view that believes in the truth that schools are the major, perhaps the principal, force for social change and social justice. In a world characterized by disbelief, apathy, and greed which led to an extreme poverty and hunger, inequality among people, abuse of power, corruption, terrorism, and even the degradation of the environment, a responsive curriculum, if not eliminating, will at least minimize, social problems.

In the Philippines, the Code of Ethics was incorporated in all courses or programs of study in one of the subjects or as a separate subject. In the Bachelor of Science in Business Administration program, the Commission on Higher Education (CHED) emphasized the importance of Social Responsibility and Good Governance as it is being offered as a three-unit subject. However, this subject only provides information, but does not give rigor to creating and sustaining behavior change.

Prof. Dominguez conducted research on the possibility of offering social marketing in all programs of study in the tertiary level. A self-administered survey and interviews were used to collect data. Questionnaires were constructed based on the four development thrusts of the Medium-Term Development Plan for Higher Education, 2005-2010: Quality and Excellence; Relevance and Responsiveness; Access and Equity; and Efficiency and Effectiveness.

TEACHING METHODOLOGIES FOR SOCIAL MARKETING SUBJECT

Graft and corruption practices in the government such as the Bureau of Customs are some of the major problems of most developing countries and result in heavy government revenue losses. To determine the importance and the most effective way of teaching the social marketing subject to customs administration students, Prof. Requinto conducted a random interview of alumni who are either employed in customs brokerage firms or passed the Licensure Examination for Customs Brokers, and are now practicing. The interview includes questions about the practice of giving "extra money otherwise known as "facilitation fees" for the purpose of the speedy release of imported goods from customs, its effects in the country's economy and effective teaching methodologies in teaching the social marketing subject. It also includes questions on how graduates of customs administration can combat corrupt practices at the Customs Bureau.

This paper challenges customs educators to incorporate social marketing into Bachelor of Science course offerings and to select effective teaching methodology that may be included. Inclusion of the social marketing subject in the customs administration course will prepare the students as future leaders of public good and fight against corruption.

ADVOCACY AND THE YOUTH

Dr. Garcia tackles "Incubating Advocacy Marketing to Young Marketers." He claims that most publics would believe that corporations, organizations and individuals take advantage of sectored opportunities in order to integrate privileged benefit. The majority of students trained in various disciplines such as marketing, communications, business management and liberal arts are guided to "do something good for the community" as an action to promote. However, if this perception is reconstructed to a higher social view which is outside the norm of business and/or transactional influence, implementers will derive more value-based programs not just to publicize but also to campaign in shifting paradigms.

The session, referenced from the speaker's work-in-progress book, *Advocacy Marketing (2010),* reveals deeper understanding to advantages and roles of advocacy marketing; a macro viewpoint that is beyond the scope of Corporate Social Responsibility (CSR). Advocacy marketing is a re-invested mission such that sustainability of the programs and services will benefit the total social enterprise. It circles as a thrust that functions as built-in method for policies

inspired by values as it deals with key sectors, or in this presentation will be dubbed as "spokes," that is encountered by the corporation: employees; market or consumers; community and government, and environment; thus, providing the establishment a movement towards sustainability. The special session will be linked to education; thus, redirecting the session as a design to awaken young marketers as they take the lead in creating strategies and maximizing marketing tools such as advocacy advertising and CSR or corporate social responsibility which are under the umbrella of advocacy marketing.

Beyond Corporate Social Responsibility (CSR).

Many entrust image building of predominantly private organizations by using CSR. However, advocacy marketing aligns CSR as nestled to promote the programs under four major spokes. While CSR focuses on building corporate image, advocacy marketing, on the other hand, centers on the results and how it will affect society in general.

Circled on the Four Spokes

The focal point of advocacy marketing's goal is sustainability. Compared to CSR or advocacy advertising, advocacy marketing firmly emphasizes the collaboration of all spokes in order that sustainability is attained. However, the session has synchronized these factors into four: employees, market, community and government, and environment. Advocacy marketing aims at sustainability. It ensures longevity that will secure what a person may consider vital aspects that will revolve in his/her lifetime. Thus, if programs contributing to four spokes or factors are present, the organization is largely on track to sustainable influence and goals.

(1) Work environment. As a main source of livelihood, employment, may it be under the roof of a corporation or a self-sustained business, the work place, more importantly the people, act as drivers to push advocacy or the "business of doing good without expecting anything in return".

(2) Market. As advocacy is groomed in the work place, market which is largely represented by the customers, suppliers and outlying external members contributory to the organization should be able to witness advocacy that emanates in the company particularly observed to the employees Thus, customers do not just become loyalists to products or services but also patronizes company offerings

because of the belief that the company makes a difference;

(3) Community and Government. Sustainability is mandated. Basically, advocacy involves not just an instigation of social change within the profiting milieu but is benefited by total atmosphere which is largely the community as main benefactors and the government to maintain control and order. Hence, advocacy marketing prompts a complete involvement of governing authorities in order that it can be supported by national policies and laws, while retaining the support of large implementers of change (i.e. community, market and employees) since it will benefit the whole environment;

(4) Environment. Advocacy Marketing links three critical environments of young marketers: advertising technology, ecological environment, and media.
(a) The rampant and rapid stretch in innovation allowed borderless world with variation in features (i.e., emails, SMS, video streaming, blogging). However, advocacy marketing preaches that technology is medium for social revolution, and by maximizing this indispensable tool, advocacy marketer and their message reaches more audience, specifically those exposed to technology.
(b) Conserving the life on earth is more than an understated fact since at present. There is only one planet to preserve. Thus, advocacy marketing regards ecology as the foundation why sustainability of all activities is attained. Advocacy channels to the total community the goal of protecting the earth, life and its inhabitants, as we are also part of the recipients of its existence.
(c) The role of marketers is to ensure that the message of advocacy is channeled in order that engagement will be achieved. Hence, media, precisely advertising, will take the lead in ensuring messages are channeled to appropriate media. However, it is noted that while the technological environment transforms, tools in advertising also adjust. Thus, the media and advertising environment explores not just the traditional medium of promotion but explores appropriate means to channel advocacy.

FIGURE 1: FOUR SPOKES

References Available on Request

REVISITING FACULTY COMPETENCY FOR TEACHING MARKETING SUBJECTS: ADD-ONS TO ACADEMIC PREPARATIONS

Eden U. Alberto, Department of Marketing and Management, Adamson University, Manila, Philippines; mizbert_eden@yahoo.com

Marilyn Maniago, Menrado V. Cajayon, Ma. Victoria S. Abergos, and Renato Juan Fajardo, Department of Economics and Finance, Adamson University, Manila, Philippines; lynmaniago@yahoo.com, acedanver@yahoo.com,vicky_abergos@yahoo.com, rj_fajardo@yahoo.com

ABSTRACT

More than an intuitive process, effective teaching carries with both theoretical knowledge and a repertoire of teaching skills, as well as a mastery of real life situations bearing on the subject matter at hand.

Along with the baccalaureate degree for business, economics, finance, marketing, and management to qualify one to teach business courses, the passing of the licensure examinations for teachers, postgraduate degrees, and corporate practice are must requirements for the hiring of teachers in the college of business administration.

The increasing standards may discourage professional teachers from pursuing teaching business courses as a career. Higher standards could contribute to a teacher shortage since would-be teachers may find themselves denied the opportunity to teach because they lack other qualifications aside from their academic preparations to teach business courses. Be that as it may, developing core competencies for students knows no limits.

COMPETENCY REQUIREMENTS: GOVERNMENT AND PRIVATE INSTITUTIONS:

The Commission on Higher Education (CHED), Philippines outlined the minimum requirements for faculty members, chairpersons, and deans in the College of Business Administration, including, but not limited to academic preparations, years of teaching and/or administrative experiences, and postgraduate studies. In addition, schools are encouraged by the said mandate to invite qualified business practitioners and entrepreneurs to teach in the program. Opportunities for faculty development should be made available too, hence the need to become members of prestigious professional organizations become imperative.

FOSTERING INTERACTIVITY AS A WAY TO BETTER TEACH CUSTOMER RELATIONSHIP MANAGEMENT ONLINE

Christine Bernadas, Natalie A. Lupton, and Lori A. Braunstein; Central Washington University, 400 E. University Way, Ellensburg, WA 98926; bernadac@cwu.edu, luptonn@cwu.edu, braunstl@cwu.edu

ABSTRACT

This case study presents the impact of synchronous and asynchronous interactivity within a Customer Relationship Management (CRM) online course from an instructor's perspective. Interactivity has been defined numerous ways in online learning literature (Robyler & Ekhaml, 2000). For the purpose of this paper, interactivity is defined as humans interacting with each other over a distance (Sexton, 2002). Synchronous learning is defined by Hrastinki (2008) as a learning environment facilitated by media, such as chat room interaction; participants are online and interacting in real time. Hrastinki (2008) defines an asynchronous learning environment as being facilitated by media, such as discussion boards; participants are not online at the same time. Finkelstein (2006) presents five major functions served by synchronous online interaction: instruction; collaboration; support; socialization and informal exchange; and extended outreach. Chou (2002) states that a higher percentage of social- emotional interactions occur in synchronous learning environment and suggest such interactivity improves the distance-learning environment. The authors concur after analyzing the experience of designing, implementing, and revising an online CRM class to be more interactive.

The CRM course was offered through the Blackboard platform and was organized into ten, one-week modules. The course was first offered as an asynchronous class and the evolved into a blended combination of asynchronous and synchronous interactive instructional methodology. In the initial asynchronous class, students interacted one-to-one with the instructor via email and through grading feedback; participated in discussion board postings with student peers; individually completed journal entries each week; downloaded instructor audio lectures to complement textbook readings; and completed a class project.

As the class evolved, the synchronous requirement was added. Adobe Connect was used to create, manage, and implement real time student conversations facilitated by the instructor. Each discussion session lasted one hour. To accommodate schedules and keep the groups relatively small, students chose between six possible sessions per week. Students actively constructed the session content, and thereby supported the presence and validity of Finkelstein's (2006) functions, particularly collaboration and informal exchange. At first, some students had difficulty adjusting to the speed of the exchanges, but the majority seemed comfortable and confident enough to express themselves. The exchanges were usually courteous and respectful. Students made an effort to participate actively. From the instructor's perspective, students seemed more motivated, generating questions and answers, which is sometimes not the case in a face-to-face setting. Students seemed more "present" than in a face-to-face environment. The format allowed the instructor to get a precise assessment of the students' comprehension of course material.

Roblyer and Ekhaml's (2000) course interactivity assessment rubric was used to confirm the authors' belief that the quality of the class was improved. The rubric measured interactivity through four variables: social goals of interaction; instructional goals of interaction; types and uses of technology; and impact of interactivity-changes in learner behaviors. On the rubric's scale of 1-20, the course was evaluated at a score of 17 - having high interactive qualities.

Interestingly, the evolution of the course was in itself an example of good CRM implementation. Bodenberg (2001) stated, "CRM comprises the business processes an organization performs to identify, select, acquire, develop, retain and better serve customers. These processes encompass an organizations end-to- end engagement with its customers and prospects over the lifetime of its relationship with them." These business processes were performed to better serve the "customers" – the students.

The authors caution that adding the synchronous component requires a great deal of planning, a time commitment to holding multiple chat sessions, and the willingness to accept a certain loss of control as conversations are controlled by students and only facilitated by the instructor.

References Available on Request

WEB 2.0 AND EXPERIENTIAL MARKETING EDUCATION

Neil A. Granitz, Mihaylo College of Business and Economics,California State University, Fullerton, PO Box 6848, Fullerton, CA 92834-6848; ngranitz@fullerton.edu.

Stephen K. Koernig, Department of Marketing, DePaul University, 1 East Jackson Boulevard, Chicago, IL 60604-2287; skoernig@depaul.edu

ABSTRACT

Technology and Marketing are linked (Brady, Fellenz & Brookes, 2008; Song, Droge, Hanvanich & Calantone, 2005), as are technology and marketing education (Krentler & Willis-Flurry, 2005; Paladino, 2008; Young, Klemz & Murphy, 2003). Web 2.0 is a second generation of web-based applications and services, such as social-networking sites, wikis, and blogs, which aim to facilitate creativity, collaboration, and sharing among users. Recognizing the business potential of Web 2.0, organizations have created Web 2.0 business and marketing models. While there is some evidence of marketing faculty using these new applications (Cronin, 2009; Spiller & Scovatti, 2008), anecdotal information indicates that teaching about and with Web 2.0 is limited.

In a separate development, over the last 15 years, an experiential learning paradigm has strongly emerged in marketing education (Daly, 2001; Li, Greenberg & Nichols, 2007; Wright, Bitner & Zeithaml, 1994). In this context, Web 2.0 can advance experiential learning. The purpose of this research is to explicate Web 2.0 concepts and their relation to experiential learning; and to determine how Web 2.0 principles can be applied to marketing education.

How does Web 2.0 relate to experiential learning? Web 2.0 is a hyper-extension of experiential learning where collaboration and sharing go beyond the classroom. There are several ways it alters how marketing educators view experiential learning.

First, marketing education materials and knowledge can become open. Similar to the MIT Open Courseware Model, textbooks, exams and lectures can be offered for free online. Faculty can create or be involved in the creation of spaces where knowledge is open. Unlike the MIT Open Courseware Model, these materials can be open for editing by anyone in the network (which can be limited as required). Thus knowledge may be open to faculty, students, practitioners and the Web 2.0 community interested in marketing.

Second, Web 2.0 enables student collaboration beyond the classroom. While students still collaborate personally and virtually with one another and faculty in their classes, they may also collaborate virtually with students outside their classes, including practitioners, and other members of the Web 2.0 community interested in marketing. These first two changes will lead to a wider creation of and collaboration on materials and the transformation of everyone's knowledge (not just students' knowledge).

Third, while faculty can still develop students' competencies, skills and talents, there are new roles they must adopt. Faculty must evaluate the information that the students are reading and composing – there are no guarantees that any information that appears on Web 2.0 is correct. Faculty must also instruct students on how to evaluate the information. Finally, faculty must teach students the basic abilities of networking online and sharing information online. In turn, faculty must have in-depth knowledge of Web 2.0 tools and practices - which are constantly in flux.

Fourth, while the focus is still on collaboration, a new degree of competitiveness is introduced. Crowdsourcing implies that ideas come bottom-up with the best ones rising to the surface (i.e., winning the most votes). Most social networking sites allow users to rate the usefulness of an entry. For example, Digg allows users to determine the value of an entry by giving it a Digg (positive vote). In the context of the classroom, if students are contributing materials to a Web 2.0 environment, other users can rate the usefulness of this content, thereby stimulating competition.

Fifth, a higher degree of creativity is introduced. As remix and mashup technologies are used by students, individual work, as well as the synergies that may arise from collaboration will stimulate student creativity in new ways. For example, for a class project, many faculty require students to submit ideas for new products or services. If all ideas were submitted to a public domain, students could remix or mash them up to create even more innovative

References Available on Request

AN ANALYSIS OF TEACHING MARKETING CLASSES WITH THE WORDPRESS CONTENT MANAGEMENT SYSTEM

David Mark Horowitz, School of Business and Economics, Sonoma State University, 1801 E. Cotati Avenue, Rohnert Park, CA 94928-3609; dmhoro@drho.ro

ABSTRACT

Blackboard and Moodle are the content management systems (CMS) that marketing educators choose to use most often, but these CMSs do not offer transparency to the outside world. There are many CMSs, such as WordPress, that are designed to share content with the world and are used by marketing practitioners. This paper examines how WordPress can be used by marketing educators as a CMS to teach marketing classes, describes how blogging marketing course content fosters interaction with a marketing educators' professional community, and reviews the contemporary marketing skills that blogging marketing course content teaches a marketing educator. This examination is based on a review of academic literature, Internet polls and rankings, the author's web traffic data, and the author's experiences using WordPress to teach marketing classes during the past two semesters.

WORDPRESS

WordPress's numbers on its Webpage wordpress.org/about are impressive: "In 2006 we had 1,545,703 downloads, in 2007 we had 3,816,965!" To install the WordPress software, users download it from WordPress.org. "As for plugins we had 191,567 downloads of 371 unique plugins in 2006. In 2007 there were 2,845,884 downloads (15x growth) of 1,384 plugins." Plugins are applications developed by programmers that can be downloaded and used for free. Just as iPhone apps have made the iPhone so popular, the proliferation of WordPress plugins has helped make WordPress popular. "2006 saw the introduction of the first WordCamp in San Francisco…There are now dozens of WordCamps around the world, from Vancouver to Dallas to Milan, Italy." WordCamp is a WordPress conference where WordPress developers and users get together. WordPress is hot--it is free, open source, and has a community of developers that support it.

WordPress receives high scores in Internet polls and is reviewed highly when content management systems are compared side-by-side. WordPress is becoming the CMS of choice to run many major Websites and blogs. In early 2008, the blog search engine Technorati analyzed its top 100 blogs and found WordPress to be the CMS that dominates the list.

USING WORDPRESS WITH BLACKBOARD OR MOODLE

Blackboard and Moodle are good for sharing private class content such as the class syllabus and student grades. WordPress is good for sharing course content such as links, books, videos, and podcasts.

WordPress allows users to publish pages and posts. Static course content such as the course calendar should be published as WordPress pages. Frequently-updated course content such as lectures should be published as WordPress posts.

LOCAL AND ONLINE PROFESSIONAL COMMUNITY CONNECTIONS

If a marketing educator shares their class content and lectures online with WordPress, local and online marketing practitioners are more likely to notice what a marketing educator is doing in their classroom because communication occurs through links, pingbacks, and trackbacks.

MARKETING SKILLS

Using WordPress as a CMS encourages a marketing educator to learn marketing skills such as domain name registration, web hosting, file transfer protocol, database management, HTML, CSS, PHP, javascript, creating media, publishing media, Web analytics, search engine optimization, and social media.

A UNIQUE METHOD OF FORMING STUDENT TEAMS IN MARKETING CLASSES

Nancy T. Frontczak and Alexandra Hutto, Department of Marketing,School of Business, Metropolitan State College of Denver, Campus Box 79, PO Box 173362, Denver, CO 80217-3362; frontczn@mscd.edu, ahutto@mscd.edu

ABSTRACT

The benefits of team projects in marketing classes are well documented in the marketing education literature (Parsons & Lepkowska-White, 2009). In addition, group projects are not without problems. A primary issue with student teams relates to the method of team formation. This paper presents a new, unique method of team formation based on a theory developed by anthropologist Helen Fisher (2009) called *Fisher's Personality Profiles*. Results of an exploratory empirical study using Fisher's model as a method to assign students to teams are very positive. The authors recommend use of this unique method to form student teams for marketing class projects.

BACKGROUND

Most marketing educators perceive group projects as a valuable learning technique. Use of the team approach is well documented in the marketing literature (Humphreys, 1981; Goretsky, 1984; de los Santos & Jensen, 1985; Dommeyer, 1986; Ramocki, 1987; Henke, Locander, Mentzer, & Nastas, 1988; Gaidis & Andrews, 1990; Haas & Wotruba, 1990; Williams, Beard , & Rymer, 1991; Daly & Worrell, 1993; and Parsons & Lepkowska-White, 2009). Benefits of projects where students work with an actual business are provided not only to the students, but also to instructors, the clients, marketing departments, and the college or university (Haas & Wotruba, 1990).

Group projects provide an opportunity for students to work on comprehensive, realistic marketing issues (Williams, Beard, & Rymer,1991), stimulate more creative thinking (Haas & Wotruba, 1990), increase student self-confidence (Ramocki, 1987), and sharpen students' communication skills (Haas & Wotruba, 1990). Team projects also tend to motivate students (Williams, Beard, & Rymer, 1991), while at the same time are perceived by students as being effective teaching tools (Karns, 1993).

Marketing educators often prefer group projects for a variety of reasons, too. First, group projects assist faculty in dealing effectively with larger classes (Henke et al., 1988). Instructors may prefer having fewer papers to grade (Dommeyer, 1986). Building ties with the business community through student group projects is also seen as beneficial from the viewpoint of marketing instructors (Haas & Wotruba, 1990).

Not only are group projects providing immediate benefits to students and educators, but they are helping to provide vital communication skills and competencies in the workforce (Wayne, Mitchell, & Scriven, 1992). Much of the interpersonal communication today in business occurs in small groups. Cooperation and collaboration among people in business is critical today (Byrne, 1993). Group projects are, therefore, providing a training ground that will strengthen graduates' communication and cooperative skills.

Although the benefits are great, group projects are not without problems. Some students find group projects are difficult because they are used to more structure in their assignments. From the instructor's viewpoint, group projects often require more time since greater involvement and guidance is needed (Haas & Wotruba, 1990). The predominant problem of team projects occurs when one or more students do not contribute fully, doing less than their fair share or no work at all, often reaping the benefits of other productive group members (Williams, Beard, & Rymer ,1991). Social psychologists define this problem as "social loafing" (Harkins & Petty, 1982; Harkins & Jackson, 1985; Jackson & Harkins, 1985; Harkins & Szymanksi, 1989; Harcum ,1990) or "free-riding" (Sweeney, 1973; Slavin, 1990; Strong & Anderson, 1990). In the management literature "hitchhiking" has been another term used for such behavior (Mesch, 1991). Whatever name is used, these students present serious problems for the group and the instructor.

Many studies have suggested various techniques to deal with problem students in team assignments. Williams, Beard and Rymer (1991) stressed the need for individual accountability by using techniques such as peer evaluation forms, instructor observation of group interaction, documentation of written work provided by each group member, and meeting reports. In discussing techniques to minimize group problems, Mello (1993) and Gaidis and Andrews (1990) suggested the self selection of

groups and documentation of individual performance.

One of the primary issues with student team projects relates to the method of team formation. Numerous methods have been used by marketing educators including student self selection, professor selection, and randomization. Many factors certainly influence team success and performance.

This study offers a preliminary analysis of a new method of team formation for marketing projects. The authors have used Helen Fisher's Personality Profiles (Fisher, 2009) as a means of forming classroom teams. Results based on this new technique are presented in this paper.

Although Fisher's theory has been used to describe couples that are a good match in her currently popular book, *Why Him? Why Her?*, we have proposed and tested use of her personality profile to form student teams which would be a good match. Our hypothesis is that a method for analysis of compatibility for couples may also be used to consider team compatibility.

FISHER MODEL

Helen Fisher is a well-respected research scientist and anthropologist in such areas as attraction and attachment. She has delved into the study of how temperament and chemistry affect mate choice. Her empirical work looks at the effects of biology and personality on attraction. Fisher (2009) has developed an empirical test to measure whether individuals are predominantly one of four personality types. Names of each of the profiles are Explorer, Builder, Director, and Negotiator. Table 1 provides a summary of each of the personality types. Her test includes 56 statements where respondents select one of four alternatives (strongly disagree, disagree, agree, strongly agree). There are 14 statements on this Likert scale used to measure each of the four personality types.

METHODOLOGY

Over the time frame of two semesters, we used two different methods of team selection. During semester one, students had self-selected team members, and the Fisher personality profile was given at the end of the project. We then measured overall team effectiveness and satisfaction with team performance. During semester two, we first measured student personalities according to the Fisher profile, and then each professor put students together into teams based on Fisher's

recommendations. She recommends the following matches:

1. Explorer with Explorer
2. Builder with Builder
3. Negotiator with Director

Our initial thought was that during semester one where students self-selected, there would be a mix of personalities according to Fisher and, therefore, greater discord. We then hypothesized in semester two where we formed teams according to the new theory that greater harmony would be found.

For semester one, a total of 45 student teams were analyzed. Teams consisted of two to six students in a Consumer Behavior, Promotional Strategy, Marketing Research or Advertising Management course. Semester two looked at 30 teams of three to six students in Consumer Behavior, Marketing Research or Retail Marketing. (Note: As of writing this paper the authors have begun analysis for semester three to analyze teams formed again according to the Fisher profile.)

RESULTS

The initial findings strongly support use of the Fisher Personality Profile as a method to assign students to teams for group projects. Interestingly, among Marketing majors there is somewhat of a greater concentration of Explorers. Traits of an Explorer include adventurous, creative, and susceptible to boredom, which may be more fitting of a marketing major than, say, an accounting major. Since the use of Fisher's Personality Profile for team formation in marketing classes is more exploratory for purposes of this paper, most findings are more qualitative than quantitative in nature.

SEMESTER ONE: SELF-SELECTED TEAM MEMBERS

In the two sections of Consumer Behavior, 40% of students were Explorers, while 29% were Builders, 23% Negotiators, and 8% Directors. Once again there is support for a preponderance of Explorers in Marketing classes. Out of the 12 teams in these two sections, half of them (six teams) showed a high level of dissatisfaction with team performance on the final peer evaluation forms. All teams included a mix of personality profiles.

For the Promotional Strategy course where there were only three teams, each developing a promotional campaign for an actual business, the team effort is the predominant focus of the class. The class is set up where one team wins the

TABLE 1
Helen Fisher's Personality Profiles

The Explorer
- Sensation- and variety-seeking
- Susceptible to boredom
- Have intense and sustained energy
- Impulsive, creative and curious
- Adventurous
- Self-reliant
- Irreverent and autonomous
- Mostly liberal in their political views
- Generous with their time, money and ideas
- Have focused attention
- Goal-oriented
- Procrastinating
- Optimistic, but with a cynical or glib side

The Director
- Systemizers—have the propensity to construct and analyze systems
- Superb spatial skills
- Mechanical and mathematical
- Often work as physicians, mechanics or engineers
- Musically inclined
- Excel at sports
- Focused
- Analytical, logical and direct
- Tough-minded, decisive, exacting and skeptical
- Resourceful, self-confident and bold
- Yearn to succeed
- Have fewer friends, but closer friends
- Can be sorrowful

The Negotiator
- Imaginative and theoretical; think abstractly
- Unassuming, agreeable and intuitive
- Emotionally expressive
- Have synthesizing minds—collect data, envision relationships between variables, etc.
- Tolerate ambiguity well
- Curious about people
- Think everyone is unique, special and important
- Want to form bonds of intimacy with almost everyone they meet
- Connect on a deeply personal level
- Empathetic; feel others' pain
- Verbally fluent
- Aware of everything around them
- Introspective
- May be unable to focus on important details while they ruminate on the bigger picture

The Builder
- Loyal and conscientious
- Dutiful and respectable
- Proper moral conduct is important
- Follow social norms and customs
- Think concretely
- Respect authority
- Detail-oriented
- Cautious, but not fearful
- Social
- Superb at managing people
- Calm and self-confident
- Can be stubborn, closed-minded and dogmatic

competition for their campaign. Interestingly, the team that won consisted mostly of Explorers (by chance since Fisher was not used to form teams). They had the greatest harmony of all teams throughout the semester. In addition, this team did not have students with the highest GPA's or class "stars." They did have the greatest continuity according to Fisher. Another team, the one with the greatest dissatisfaction among team members, would have been the team the professor would have guessed would do well according to past student performance in other Marketing classes. This team that seemed to have the most talented students, yet had the most serious team problems and complaints, was also the one with the greatest diversity according to Fisher (two Builders, one Explorer, one Director, and one Negotiator). Of course, there are many determinants of team success and failure, but in this case the Fisher

personality profile seemed to be one determinant of success.

The Advertising Management class' make up consisted of 41% Explorers, 25% Negotiators, 19% Builders and 6% Directors. Pairs of students comprised the teams. Coincidentally, one-third of the teams were well matched by Fisher's standards: four Explorer teams and one Builder team. The remaining teams were formed of a mix of types that Fisher would deem less compatible. The smoothest functioning teams emerged from the like pairings, with one exception. There was a pair of Explorers who had a rough start, but they eventually ironed out their differences and ended up on a high note with what they described as open and frequent communication. Two of the mixed teams displayed overtly problematic relationships, one especially and persistently so. One of these teams had a Builder-

Negotiator pairing while the other had an Explorer-Negotiator pairing.

The two Marketing Research sections were comprised mostly of duos with a few trios. Their composition was 45% Explorers, 26% Directors, 16% Builders, and 13% Negotiators. Among the 14 teams, only three were matched coincidentally according to Fisher's typology. Two were Explorer teams and one was a Director-Negotiator pairing. Dysfunction was reported in four of the 14 teams; all of those struggles occurred in the mixed typology profile teams that did not fit Fisher's prescription.

Overall, for semester one, where teams self-selected members and Fisher was measured only at the end of the semester, there seemed to be the typical discord. In all seven sections combined, the breakdown of types was 41% Explorers, 25% Builders, 25% Negotiators and 9% Directors.

SEMESTER TWO: TEAMS FORMED ACCORDING TO FISHER RECOMMENDED MATCHES

Once again, Helen Fisher recommends that Explorers go well with other Explorers, Builders with Builders, and Negotiators with Directors. Following measurement of students according to the Fisher personality profile, students were assigned to those recommended matches to the extent possible. Again, there was a preponderance of Explorers (43% Explorers, 17% Builders, 24% Negotiators, and 16% Directors). Out of the 30 team assignments, 89.2% were satisfied with team performance while only 10.8% were dissatisfied with team performance. This 90% satisfaction rating when put in Fisher-recommended groups compares to the approximately 50%-70% satisfaction level in the previous semester where teams self-selected members. Although the number of classes, students and teams is small in this study, the authors believe a significant improvement in team satisfaction supports the use of team formation using the Fisher personality profile. Further data collection in other Marketing classes may also provide support for this unique approach to team selection.

Comments in Table 2 suggest that teams which were formed according to Fisher's typology were more likely to be effusive about the team experience. Remarks were excerpted from some of the evaluations reflecting more contentious to lukewarm or business-like relationships versus warm and friendly relationships. Students were more likely to express their pleasure with teammates in well-matched teams using all capital letters and exclamation marks as well.

RECOMMENDATIONS

In conclusion, this study presents a unique method of forming teams of students for marketing class projects based on a theoretical model developed by anthropologist, Helen Fisher (2009). Marketing educators have long debated the most effective methods of putting students together into teams. This study suggests forming teams by first administering the Fisher Personality Profiles test and then assigning students to teams of all Explorers, all Builders, or Directors plus Negotiators. Fisher's research provides support for such matches. The authors of this research also found greater harmony for teams in marketing classes where groups were formed according to Fisher's recommendations. Limitations to this study include the following: (1) a limited number of Marketing classes were used for data collection, (2) findings are more qualitative than quantitative, and (3) personality profiles only represent one determinant of team success and harmony. The authors are continuing to investigate this method of team formation and are expanding the measurement of team performance. For Marketing educators considering use of this new technique, the authors recommend review of Fisher's recent book, *Why Him? Why Her?*

TABLE 2
STUDENT COMMENTS FROM PEER EVALUATIONS CONDUCTED
IN CLASSES FOR THE TEAM PROJECTS

Quotes from Mixed Teams: "Poor; bad communication and poor input of ideas." "Do whatever to graduate. In other words, not so well."
Quotes from Mostly Matched Teams: "Efficient, productive, convenient….issue-free" "Everything was split down the middle." "Good—both of us put in the same amount of effort." "No communication error."
Quotes from Well Matched Teams: "In all honesty, this is the most efficient group I have worked with. Communication and participation were great!! I wish all groups were this effective." "Our team chemistry is very good." "Delightful" "Wonderful! Very similar personalities. Very willing to put in time." "We've been on the same page since day one."

References Available on Request

INFLUENCING STUDENT BEHAVIOR: ENGAGEMENT AT THE OUTSET

**Brian A. Vander Schee, Aurora University, 347 S. Gladstone Avenue, Aurora, IL 60506;
bvanders@aurora.edu**

ABSTRACT

Brand loyalty, or in the context of higher education – student retention – is vital to the fiscal stability of most colleges and universities. The investment needed to attract and matriculate students is justified by the prospect of a four-year relationship and a potential lifelong affiliation. Thus the value associated with initial experiences or products such as orientation, first-semester courses and extracurricular programming lies in building student satisfaction. Student satisfaction with products early on leads to brand loyalty or retention in the future.

Applying marketing concepts to higher education is common. Instituting first-semester programming is also ubiquitous in higher education. Initiatives range from required courses, learning communities, extended orientation periods and supplemental academic services and extracurricular activities. A Freshman Seminar is often used to introduce students to the campus, provide academic support and instill institutional culture.

Research is needed to identify factors of such programming that lead to student satisfaction and thus a greater likelihood to student retention. It would also be beneficial to discover factors that distract students from fully engaging with the initial product offering. This paper seeks to do both by adding to the body of knowledge in servicing students as consumers of higher education. This study also extends the work of Tam (2008) on services marketing which established that marketers should familiarize customers with the service while they experience it. The application to higher education is for students to become aware of the events and services available to them while they receive academic credit to do so.

A survey of 445 undergraduate students was conducted to assess student participation and satisfaction with components of a first-semester program at a public liberal arts college in the North East. The research goal was to determine which factors lead to greater satisfaction with first-semester programming, particularly the Freshman Seminar course as well as to identify which factors detract students from fully participating in first-semester programming efforts.

Results showed that students became more engaged on campus by utilizing various services and attending various events as a result of Freshman Seminar. This is consistent with Anisimova (2007), where functional consumer benefits predict consumer loyalty for both their attitude toward the brand as well as their behaviors associated with it. Participating in the program equips students with product knowledge of the brand. This benefit functions as a tool they then use to enhance their experience by choosing campus services and events that best meet their needs.

Building a relationship with their instructor and the freshman class community also increases their satisfaction with first-semester programming. Significant outside employment (i.e., more than 20 hours per week) diminishes student participation and satisfaction. Requiring Freshman Seminar where students earn credit for developing product knowledge via visits to campus resource offices and attending campus events influenced student behavior. Investing in the customer experience with the product at the outset establishes the context for future service encounters. Thus developing initial product satisfaction lays the groundwork for future brand loyalty or customer retention.

The research provides a good understanding of the factors that lead to increased participation and satisfaction of first-semester students. This can be used by higher education administrators to incorporate particular elements in first-semester programming efforts to establish product satisfaction leading to brand loyalty or student retention.

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INTEGRATING AN "ADOPT-A-RETAILER PROJECT" INTO A RETAILING COURSE

Alexandra Hutto, Metropolitan State College of Denver, Department of Marketing, Campus Box 79, P.O. Box 173362, Denver, CO 80217-3362; 303-556-3008; ahutto@mscd.edu

ABSTRACT

The "Adopt-A-Retailer Project" was designed as an experiential learning tool for retailing students in an undergraduate course. The semester-long project afforded student partners the opportunity to consult with a variety of small retailers across a major market. The project proved to be successful in providing retailers with a fresh perspective on their businesses while enabling students to gain a rich real-world consultative experience to add to their portfolios. The experience was in keeping with the mandate many professional schools of business have to provide their students with experiential learning that develops skills and better simulates actual business conditions.

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EXPLORING THE RELATIONSHIP BETWEEN INDIVIDUAL DIFFERENCES ON VISUAL AND VERBAL TEST ITEMS AND STUDENT LEARNING STYLES

Donald R. Bacon and Steven W. Hartley, Daniels College of Business, University of Denver,
2101 S. University Boulevard, Denver, CO 80210; dbacon@du.edu, shartley@du.edu

ABSTRACT

Many educators and researchers have suggested that some students learn more effectively with visual stimuli (e.g., pictures, graphs), while others learn more effectively with verbal information (e.g., text). Yet, many assessment methods such as the multiple-choice test banks available with many text books are verbally based. A new test with visual questions and verbal questions was designed for study here. No differences were found across self-reported learning style groups on relative performance on the two parts of this exam. Differences were found, however, related to aptitude as measured by the SAT.

Past research suggests that learning style may be related to performance on different types of assessment items. In addition, if learning styles exist, but cannot be reliably identified, it may be important to offer a test with different types of items to be fair to all students. Two research questions reflect these observations:
- RQ1: Will self-reported visual-verbal learning style be related to individual differences in performance on visual and verbal test items?
- RQ2: Do some individuals consistently perform better on visual test items than verbal test items?

Two studies involving student achievement as measured by traditional verbal questions and new visual questions were conducted to address these research questions.

Primary data for both studies were collected in an Introduction to Marketing course at a medium-sized private school in the western United States. For the first study, the students were asked to complete an eight-item visual-verbal scale. In the second study the students were asked to complete an 11-item revised visual-verbal scale. Student identification numbers were also collected to match learning style scores to test information. A 100-question, traditional (verbal) multiple-choice final exam had been given in all sections of the Introduction to Marketing course for several terms. For each study, 25 of the 100 questions where changed to visual questions, such as a figure from the text followed by a multiple-choice question. Students also gave permission to access their GPA and SAT Math (SATm) and SAT Verbal (SATv) from the Registrar.

The results of both studies indicate that student self-reports of learning styles are uncorrelated with individual differences in performance across visual and verbal test questions. Interestingly, a modest correlation was found between SATm and self-reported learning style ($r = .254$, $n = 90$, $p = .02$). This correlation may suggest that performance differences may be correlated more highly with differences in aptitude. This correlation also offers one clue as to how students come to believe they have a visual learning style. They may have noted that they understand graphs well, and inferred that this was a visual learning style, when it might be better described as a mathematical aptitude.

The present research found evidence that self-reported learning styles are not related to individual differences in performance on visual and verbal test items. However, this performance difference appeared to be more related to a content difference than a format difference. Further, the visual items used in this study appeared to be more mathematical, and the SAT mathematics score was found to correlate with performance on the visual items.

More generally, this study can be seen as one that questions the relationship between learning style and performance on matched test items. Even with a fairly reliable measure, learning style differences were not associated with differences in performance. Thus, this finding suggests that differences in student ability may be more relevant that differences in learning style. Meaningful interventions might therefore be designed around remediation for students with weaknesses in some areas (e.g., reading or math). Similarly, student differences might be accommodated by providing a range of learning experiences that utilize multiple learning styles.

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FAMILY COMES FIRST: CULTURAL INFLUENCES ON STUDENTS' TIME MANAGEMENT

Therese A. Louie and Judy Hanh Vo, San José State University, One Washington Square, San José, CA, 95192; tlprofsj@cob.sjsu.edu

ABSTRACT

This work examines how culture influences students' time management. Specifically, it investigates how family responsibilities prevalent in the Asian and Latino ethnic subcultures influence those students' approach to time management and subsequent task completion. Undergraduates listed tasks that they planned to accomplish in a month; four weeks later they noted which were completed, and which were family-related. Analyses reveal that Asian and Latino students' initial to-do lists, relative to their classmates, contained a higher percentage of family-related tasks. Also, Asian and Latino students completed a higher proportion of family-related chores. Discussion focuses on related educational applications and on future research.

INTRODUCTION

Over a decade ago, the *Wall Street Journal* reported that the typical undergraduate spends five and a half years getting a degree (Kronholz, 1998), a 37.5% increase from the once four-year norm. Graduation delays are caused by off-campus jobs (Nonis, Philhours, & Hudson, 2006), part-time college enrollment (Kennedy, Lawton, & Walker, 2001; Simmons, 2001), and changes in major (Kronholz, 1998). In addition, it is worthwhile for college administrators to understand what factors outside of work and school constrain students' time. This paper examines this issue from a cultural perspective.

One under-explored time constraint pertains to the changing demographics of university students. As the national population has become more ethnically diverse, so have college campuses (for a review, see Kennedy, Lawton, & Walker, 2001). In this study, we examine how an ethnically-linked factor, "family responsibilities," influences college students' time management. We begin with a description of past research on familial responsibilities, and then describe the method and results of our study.

In this work, family responsibilities pertain to an individual's expected participation in familial care-giving, household chores, social activities or financial support. Much research on filial piety has focused upon the Asian subculture. For example, Tseng (2004) asked undergraduates to respond to a series of rating scales designed to measure both how much assistance they provide at home (e.g., running errands that the family needs done), and their respect for family (e.g., showing great respect for parents). In her study, Asian college students placed more emphasis on family interdependence than their European counterparts. In the same vein, researchers focusing only on the Chinese culture found that students have numerous familial obligations (Fuligni, Yip, & Tseng, 2002).

The Latino subculture also places a high emphasis on family. Fuligni and Pedersen (2002) found that Filipino and Latin American high school students in their study had a strong sense of familial duty, and were more likely than their counterparts to help their families financially. Other researchers have noted Latinos' high levels of care-giving activities (Kuperminc, Jurkovic, & Casey, 2009). Finally, students from both subcultures report that family obligations are present during high school and in college (Fuligni, 2007).

As researchers have established that Asians and Latinos emphasize family life, this paper extends past work by investigating how students manage those responsibilities. For example, in a given month what proportion of time is spent on familial obligations versus on other to-do tasks characteristic of young adulthood? Based upon past work, it is anticipated that students from Asian and Latino cultures will have a higher proportion of chores related to helping family members. In addition, when asked to describe factors influencing their ability to complete tasks, they might refer frequently to factors outside of their control. That is, it is anticipated that Asian and Latinos will more frequently remark upon external forces (such as their parents) that influence their ability to complete their to-do lists.

This study also differs methodologically from past work. Researchers investigating family obligations have used participant interviews (Sy & Romero, 2008), or daily diaries (Fuligni & Pedersen, 2002; Fuligni, Yip, & Tseng 2002). Although both are worthwhile data collection techniques, it seems appropriate to try a different measurement instrument that precludes the self-presentation pressures presented by the former, and any repeated-measurement biases of the latter. In this

study, participants responded privately. They answered questions about family responsibilities only once.

METHOD

Participants

A total of 54 undergraduate students taking Marketing classes at a large public university were asked to participate in the study. Although one declined to complete the materials, the remaining students provided responses during the scheduled lecture time.

Procedure

In an initial session, participants were asked to list all the tasks they planned to complete within a four-week period. Because this research focuses on factors that constrain students' time (instead of how much time they spend at school), they were asked to create a to-do list of responsibilities *unrelated* to classes and work. Sample tasks include rotating car tires, picking up new eyeglasses, taking items to the Goodwill, birthday gift shopping, cleaning the backyard, and reversing overdraft fees. Four weeks later, the lists were returned to measure successful task completion.

Dependent and Independent Variables

After giving back the to-do lists, participants were asked to put a plus sign (+) next to each task they had completed. In addition, they noted with an "F" which tasks family members asked them to do.

Participants were then asked to write a paragraph describing why task completion was or was not successful. Two undergraduates were trained to code independently the open-ended responses. They placed all comments into one of two categories. The first reflected external "uncontrollable" factors affecting completion (e.g., "There was a date by which tasks needed to be completed"). The second referred to internal "controllable" factors (e.g., "I was lazy"). Coding agreement was 97%, with the few discrepancies resolved through discussion.

At the end of the survey, participants noted the ethnicity with which they primarily identify. They were subsequently grouped into those who did, and those who did not, self identify as Asian or Latino. One additional measure was taken to account for an uncontrollable factor that had the potential to bias the study results. Namely, fundamental differences between the Asian and Latino group and the rest of their classmates in the number of courses they were taking would make data interpretation difficult. To check for this potential problem, all participants were asked how many units of class they were taking. Fortunately, the Asian/Latino participants did not differ significantly from the rest of the sample in their course load, (M = 14.56, SD = 3.08, and M = 14.60, SD = 2.33, respectively), $t(50)$ = 0.05, *ns*.

RESULTS

A total of 32 participants, or 60% of the sample, primarily identified with the Asian or Latino subculture. (The high proportion stems from the study being conducted in an ethnically diverse city, and on a campus wherein 70% of the student body is bilingual.) Preliminary analyses revealed that although Asian and Latino students planned to complete more tasks in a month than the rest of their classmates, the mean difference is not statistically significant (M = 9.84, SD = 4.97, and M = 8.24, SD = 2.91, respectively), $t(51)$ = 1.48, *ns*.

However, the type of tasks on their to-do lists reveals the expected "family responsibilities" effect. It was anticipated that Asian and Latino participants would list more tasks that were requests from family members. Indeed, the Asian and Latino group provided a higher percentage of family-related tasks on their to-do lists than did their classmates (M = 22.50, SD = 24.67, and M = 11.24, SD = 12.90, respectively), $t(49)$ = 2.17, $p < .04$.

In addition, Asian and Latino participants focused more of their task completion on family duties. Of the tasks that were successfully finished, those in the Asian and Latino group had a higher percentage that were family-related than did the remaining participants (M = 23, SD = 0.31, and M = 10, SD = 0.14, respectively), $t(46)$ = 2.06, $p < .05$.

As described earlier, participants' open-ended comments describing their task completion were counted and coded. As expected, the mean total number of comments is not significantly different between the Asian and Latino group and their classmates (M = 3.13, SD = 1.62, and M = 2.76, SD = 1.41, respectively), $t(51)$ = 0.84, *ns*. However, as anticipated, there is a discrepancy in the content of their comments. Specifically, Asian and Latino participants were expected to emphasize that factors beyond their control affected their task completion. Indeed, the Asian and Latino participant group, relative to their classmates, had a higher proportion of open-ended thoughts about uncontrollable external factors (M = 0.77, SD = 0.27, and M = 0.52, SD = 0.30, respectively), $t(48)$ = 3.16, $p < .004$.

DISCUSSION

This research not only underscores the expectation that Asians and Latinos partake in family responsibilities, but also outlines the extent to which such tasks occupy their time. First, according to this study's findings, family-related tasks comprise a large proportion of Asian and Latino students' to-do lists. Next, when those students pursue task completion, much of their energy is focused on tasks for family members. Finally, as anticipated, Asian and Latino students make more mention of uncontrollable external factors that influence completion of their chores.

These findings have a number of applications in campus settings. First, understanding the time pressures students face may help instructors fine tune coursework materials. To illustrate, one common complaint at the university where this research was conducted is that students face difficulties when meeting for group projects. Part of the issue may be that it is difficult to schedule around family-related chores (e.g., taking relatives to previously scheduled appointments). To address that concern, an instructor could state upfront to students that scheduling might be difficult, and that they must be patient when allocating responsibilities. Students may then discuss their time constraints with the hope of avoiding conflicts. If that approach is not sufficient to address timing issues, it might be helpful to have assignment procedures that make the experience more equitable for everyone. Students, for example, can be instructed to document attendance at meetings; if a classmate misses one, he or she must make up the time. If that student then takes responsibility for inputting project data, and if an error is found, he or she could bear a proportionately larger point reduction.

Although there is no perfect solution to the issue of differential family responsibilities, this plan of action may be better than none at all. Students of all ethnicities who have family responsibilities would receive the benefit of a more flexible time schedule, with a penalty trade off if the make up work lacks quality. Although faculty must spend energy carefully constructing such instructions, any subsequent reductions in student complaints might well compensate for the added effort. In sum, an understanding of changing student demographics, and of related cultural differences in family responsibilities, can be used to generate course materials that provide students with a means of dealing with such issues.

Another application to this paper's research stems from a student of Asian descent who volunteered that her immigrant single mother asked her to financially support their family. When the student continued to perform well academically with a 20-hour a week job, her mother insisted she increase her work hours to 40. Subsequently, when her grades dropped, she explained to her mother that college required study time, and then returned to 20 hours. This illustration suggests that some parents need to be educated about the college process. This might especially be true for immigrants to the United States who are not familiar with the American college system. Exacerbating the issue is the research finding that individuals in the immigrant generation have higher levels of family responsibilities; that is true in both the Latino and Asian subcultures (Sy & Romero, 2008; Tseng, 2004). In other words, immigrant parents may be less knowledgeable about student life in the United States, and additionally may have higher expectations for their children's involvement at home. Perhaps freshman orientation is an opportunity to deliver to parents materials (translated in appropriate foreign languages) that explain the number of hours a week students are expected to spend on coursework.

Having demonstrated how pre-occupying family-related tasks can be, there are many ways to extend this work. It would be worthwhile to further investigate if family chores add to students' to-do lists, or supplant tasks the students would otherwise choose to do. In this research, the Asian and Latino group did not differ statistically from their classmates in the number of chores they planned to complete; this suggests that familial responsibilities are not an added burden. Yet, the Asian and Latino group's mean number of planned tasks was 19% higher, which suggests that the lack of significance may be the result of low cell sizes or high variance. A research replication, or a larger scale study (e.g., in terms of sample size or duration), could provide insights into the opportunity costs of family chores. In addition, there is room to explore the type of tasks upon which students without family obligations focus, and the related consequences they face. That is, although a to-do list free from nagging family members may sound tempting, there may be trade offs in the amount of independence less involved parents expect, in the opportunity to become close to family members, or in the pressure to perform well given few time constraints or excuses. Finally, this research was conducted on a campus wherein students' families are both recent and distant immigrants. It would be worthwhile to see how long

the norm of family responsibilities persists over subsequent generations.

It is hoped that this research stimulates more investigations into how family responsibilities and more general cultural differences influence students' time management.

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UNIVERSITY STUDENTS' PERCEPTIONS OF RETAILING AS AN OCCUPATION

Alison Yacyshyn, School of Business, University of Alberta, 3-23 Business Building, Edmonton, AB, Canada, T6G 2R6; alison.yacyshyn@ualberta.ca

Paul McElhone, School of Business, University of Alberta, 3-23 Business Building, Edmonton, AB, Canada, T6G 2R6; paul.mcelhone@ualberta.ca

ABSTRACT

No matter what the economic conditions, university students often look to complete their degrees and join the labour force, hoping to find an appropriate job for their acquired academic skills.The retailing sector is a possible avenue to find employment, but historical perceptions of retailing occupations suggest that these jobs are often not viewed as viable occupation choices for university students. As an initiative between the School of Retailing and the Retail Council of Canada, a small exploratory survey was developed to assess students' current perceptions about retailing careers. In total, seventy-one individuals responded to a survey conducted on September 29th, 2009 at the University of Alberta, Retail Career Fair. The results of the brief intercept survey suggest that the majority of survey respondents do not think that retailing is a low skilled industry, or that it is a low reward career, or that it means working in a store. However, respondents do think that the retailing industry pays poorly (even though this is not necessarily the case).

As a result, there is a contemporary perception, on the part of students, that "retail pays poorly." Information is and can change individuals' opinions about retailing as a career, and respondents prefer information about retail career choices via information sessions, through guest lecturers in the classrooms, and by electronic media (like email and online information). Economic climates impact a company's ability to successfully recruit employees. Poor economic climates can serendipitously highlight retailing as a potential employer for highly educated individuals. Therefore, getting relevant and timely labour force information to future graduates is of the utmost importance.

HELPING STUDENTS DEVELOP AND IMPLEMENT THEIR OWN PROFESSIONAL POSITIONING INITIATIVE: LESSONS FROM THE BOARDROOM

Robert A. Hansen, Carlson School of Management, University of Minnesota, 321 19th Avenue South, Minneapolis, MN 55455; rhansen@umn.edu

ABSTRACT

A review of the procedures used by CEOs to evaluate the performance of the people who report directly to them has implications for how we can better prepare our students for a successful career in business. This paper presents a set of generic categories of criteria used by many CEOs to conduct evaluations at the highest corporate level. I then translate these procedures used to evaluate performance in the workplace into a set of specific behaviors that can be practiced and learned in the classroom. These specific behaviors can then be applied in a work setting to help our graduates contribute to their employer's success and help them get rewarded for these contributions. I include suggestions for how to incorporate exercises in class that help the student develop these desirable skills.

STATUS AND PROSPECTS OF SPA BUSINESSES IN CAVITE

Alfe M. Solina and Michelle P. Lacerna, College of Business and Entrepreneurship,
Cavite State University Imus Campus, Cavite Civic Center, Aguinaldo Highway,
Imus, Cavite, Philippines 4103;
alfe_s@yahoo.com minesamiel_28@yahoo.com

ABSTRACT

This session is purposely organized to be a presentation cum-discussion of the current status and prospects of one of the burgeoning industries in the Philippines – the spa business.

These and a number of questions provide concrete visualization of the status and prospect of spa business, and whether the industry has the potential to flourish amidst close competition in the market.

INTRODUCTION

As an integral part of the wellness, health and medical tourism industry in the country, the spa business in itself has a wide scope.

As such, the focus of research paper and its corresponding limitation will be dealt with thoroughly. The location of the study will be described as well as the different variables used in the execution of the study.

POTENTIAL BUSINESS HUB

The Philippines, having been recognized as one of the top destinations for spa in Southeast Asia, next to Thailand, had earned the reputation as the 2008 Asian Spa Capital of the Year.

With that, the local governments such as the Province of Cavite, situated in close proximity to Metro Manila, initiated its active part to contribute to the development of the industry under consideration.

Since it is regarded as a fast-growing province in the country, with a literacy rate of 96.52 per cent, home to forty one industrial estates as well as small and medium enterprises, the spa businesses included, it is but interesting to highlight the uniqueness of the locale of the study together with the corresponding significant results and findings.

MARKET PROSPECTS

Do the internal and external environments reflect an opportunity for further growth of the business? Does the spa industry dwell much on the market it wishes to serve? Can a consumer be influenced by culture, social class, personal and psychological factors (Pagoso & Dela Cruz, 2000)? What are the profiles of the business establishments under study?

GOVERNING RULES AND REGULATIONS

Accreditation standards on the operation and maintenance of spa establishments are set to be conformed with. A brief background of the specific regulations and general rules will be explained.

The Department of Tourism, being the premier government agency concerned with the spa industry had pushed for the promotion of/and development of the Philippine Health and Wellness Tourism Program.

The said program in its entirety articulates the direction and goals of the spa businesses in relation to the overall thrusts of the government. The support for the program has benefited stakeholders from all sectors particularly the spa industry.

METHODOLOGY

Both exploratory and conclusive descriptive research were employed in the study. Multilevel sampling was used for the 22 randomly selected spa establishments and 110 client-respondents across the province.

Primary and secondary data were utilized such that a number of related published and unpublished materials were exhausted to substantiate the information, data, results and findings articulated in the study at hand.

RESEARCH VARIABLES

Years in operation, form of business, market, staff, technologies, methods, materials, and starting capital were among the internal environment variables which were the subject of the study.

On the same note, the external environment variables used comprised of Porter's five factors of

analysis to wit: competitors, potential entrants, substitutes, suppliers and regulating bodies.

RESULTS AND FINDINGS

Internal Environment

Majority of the businesses are operating for at least a year and are solely owned. About 50 per cent who were surveyed hire both licensed and unlicensed therapists. Most of the spas have less than ten (10) therapists at the time of the survey. Trainings are provided by the spa businesses for their therapists for upgrading and retooling of skills and knowledge.

External Environment

The spas target the market that is in their 30's and are professionals. In the study, the respondents' mean age is 31, and 70 per cent of the clients are indeed professionals. Most of the respondents are regular clients of various spas for the past three (3) years.

Most of the spa establishments are located in the chartered cities within the province. The growing market can be attributed to the increased disposable income of the people and of the continuing growth of commerce in the province.

Competitors of spas are the substitute service providers and massage gadgets and equipment that are readily available in the market.

Business Prospects

From the financial view, spa businesses are able to achieve their return on investment at 50 percent to 70 per cent from what they have invested 2 years back.

Moreover, as urbanization continues to happen, there is a great potential that the prospective clients become more acquainted with the concept of spa as part of their lifestyle. With this, the spas are able to create their own market niche thus making it at par with other existing businesses in the province.

References Available on Request

SAVE THE EARTH, SAVE YOUR LIFE, GO ORGANIC!

Shirley I. Mendoza, Department of BSBA, Divine Word College of Calapan, Infantado Street, Calapan City, 5200 Philippines; shirley_dwcc@yahoo.com

ABSTRACT

There are positive signs that sustainable organic farming is feasible and will benefit not only the farmers but also the environment and the life of people as well. Organic farming may be employed in: 1) building the soil and 2) natural pest control.

In order that farmers may be encouraged to switch to organic farming, it is necessary that there be initiatives to support the project. This way, the positive response of the farmers and the people to the Go Organic movement can become a way of life. It does not only mean producing nutritious food on the table, but also making food production economically viable and environmentally beneficial to everyone

INTRODUCTION

Our mother earth, with its beauty and splendor, was once upon a time a nice place to live in. The air around it was cool, pure and unpolluted. The meadows were clean and green. Different animals were seen grazing and very free to move around it. Birds while singing were happily flying from tree to tree. It is so nice to see the shady and healthy trees, the swaying grass due to wind blowing from different directions, waters of the oceans, seas, rivers, lakes and streams were crystal clear and abound with schools of fish. No factories threw its waste products. No human wastes and plastics floated in bodies of water. Above all, acid rain hazardous to all living matters was absent in this planet called earth.

Now, are they still there? The old shady trees are gone; their absence brought about many changes. Animals that roamed the place are now becoming extinct; very thin because of very little food to eat. They are starving. Even flowers wilt. This place we called forest that once was heaven to animals was a nice place to live in.

SAVE THE EARTH AND SAVE YOUR LIFE

Signs of the times call for urgent action; an overhaul of values that would bring people to the realization of what is important for the succeeding generations. People never gave any importance to the ozone layer until the ill-effects of climate change began to pound in history. The environment was placed on a second fiddle.

People have to be re-educated. People have to be taught of means how to transform environment. This is the best time to wake up from a very deep slumber and wake up to before it is too late to know the roots of environmental destruction.

Drastic climate change is destructive. If nothing is done, mother earth will be damaged. Later, health of the people will be adversely affected.

Health is wealth. We must preserve it for life to move on.

GO ORGANIC

What can be done to save the earth as we preserve our health? Go Organic! Farmers have a decisive role in saving the environment, and in the end, saving lives. Empowering the farmers for rural development is a big boost in saving our environment.

In developing countries, we have seen that agriculture is not just food production; it is about survival and a way of life. Farmer-developed technologies are actual manifestations of the coping mechanism of farmers to a myriad of environmental challenges. These technologies are shared freely between community members and passed on from generation to generation.

In the Philippines, there emerged organizations seeking alternative solutions. Highly successful among these is the Farmer-Scientist Partnership for Development (MASIPAG), started in 1985 as a response to growing concerns by farmers over their dependent situation.

The phenomenal growth of MASIPAG farmers is due to its commitment to improving the quality of life of resource-poor farmers through supporting their participation and empowerment in the development process. (Medina, 2002)

At the farm level, each MASIPAG rice farmer plants at least three rice varieties to ensure varietal

diversity as an ecological design in preventing outbreak of pests as well for genetic conservation. Farm diversification and integration of farming components and processes are also incorporated to avoid external chemical inputs and increase sustainability. Thus vegetables, trees and fruit trees are also consciously integrated in farm diversification. In some places where water is not a problem, rice fish aquaculture has been incorporated into the farming system and recently a livestock component has also been initiated. Without chemical inputs and with nutrient cycling in place, natural soil fertility has been improving. Through the help of these MASIPAG farmers, the start of "Go Organic" became a way of life here in the Philippines.

MASIPAG farmers practice alternative pest management where the focus is on maintaining ecological balance in the farm. Pesticides are completely eliminated from the food chain and farmers are no longer exposed to toxic chemicals. This has allowed the return of diverse food sources, contributing to better nutrition of the farming family. Going organic is a good start in saving the environment, and in the long run, saving lives.

A study shows positive signs that sustainable organic practice is feasible and will benefit not only the farmers but the environment and the life of people as well. According to the study, rice production resulted in a higher number of tillers, percent productive tillers, panicle length, filled grains, 1,000 seed weight, and grain yield with lower costs of production and high return on investment. Organic farming makes use of organic fertilizers and pesticides which the farmers themselves can produce from raw materials that could be found in their respective farms such as rice straw, rice hull and animal manure. (Mayuga, 2009)

WHY ORGANIC FARMING?

Organic farming is environmentally friendly. This is achieved in a number of ways. One is building soils – fertilizing and building soil organic matter through the use of cover crops, composts to ensure the plants are adequately nourished. Secondly, natural pest control using pest-resistant varieties as well as medicinal plants and plants with natural pesticidal

properties, is an integral part of any organic farming system. Natural pest control is cheaper than using synthetic pesticides and many treatments are available locally. Further, the practice of natural pest control minimizes pollution of soil groundwater. Organic farming fertilizers are made from materials found on the farm. This kind of fertilizer is known as compost and is better for crops because of the way it feeds the soil. Compost is a cheaper source of fertilizer and contains all the nutrients that are needed by plants. The use of composted material is environmentally friendly and results in cheaper fertilizer costs for farmers.

In order to encourage farmers to convert to organic production, a number of initiatives have been provided to them. Several governments and retailers in Europe have developed initiative to aid farmers to convert organic production. (www.agrinetguyana.org.gvy)

The positive response of farmers and people to commit Go Organic! becomes a way of life. This only means producing nutritious food in a economically viable and environmentally beneficial to everyone. At the end, we see that consumers are turning to organic food because they believe it to be tastier, as well as healthier, both for themselves and the environment. Despite the higher cost for organic products, consumers are willing to pay for their preferences. In the Philippines, the advocacy of Go Organic! is large. The end result of going organic is we save our environment and we save lives.

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REVISITING THE CURRICULUM: THE ROLE OF THE ACADEME IN CULTURE AND TOURISM PROMOTION

Gerald S. Abergos, Educational Leadership and Management Department, De La Salle University, Manila, Philippines; gerald_abergos@yahoo.com

ABSTRACT

PAPER OBJECTIVES

This paper sought to:
a) Establish the active role of the academe in building the country's image as rich in culture and tourist-friendly place, as well as evaluate existing curriculum designed to strengthen the promotion of tourism in the country;
b) Identify Filipino culture and traditions as interests of study for people outside of the country;
c) Recommend to the academic community the integration of culture and tourism as a separate module or as integral part of subjects in the elementary, secondary and tertiary levels of education.

SUMMARY

The saying, "Mas mabuti pa ang kubo kung ang nakatira ay tao, kaysa palasyo kung ang nakatira naman ay kuwago" translated as "It is better to live in a shanty where true people stay, than in a huge palace where animals live," has its prominent place in the tourism industry, where people, local or foreign is emerged in our culture. For how can we expect people from other countries to visit us again, or visit us for the first time, if experiences of crimes, petty or otherwise, are often times reported? No matter how physically-attractive and refreshing, or emotionally-inviting a place may be, experience will dictate whether one intends to return or not. Tourism reflects our culture.

Tourism has been identified as one of the viable industries which does not easily succumb to economic repression

But neither promotional tools nor media mileage can alter the image instilled in the minds of victims of untoward incidents which could have been prevented if people of the host country are imbued with values truly depicting their culture as a nation. This is where the role of the academe as industry reinforcement, through a culture enriched tourism-promoting curriculum, becomes imperative.

DEPARTMENT OF EDUCATION'S SUPPORT IN TOURISM PROMOTION

DECS Memorandum 34 s1998 stated that pursuant to Presidential Proclamation no. 894 s 1996 "Declaring the Last Week of the Month of September Every Year as Tourism Week," National Tourism Week (1998) was celebrated on September 21-27, 1998 with the theme " Public-Private Sector Partnership: the key to Development and Promotion."

The National Tourism week 1988 program aims to instill national consciousness on tourism as an instrument of progress towards an accelerated national development, unity, and identity as a nation, and encourage appropriate activities in line with the declaration of the World Tourism Organization (WTO) and Presidential Proclamation no 1942 s 1980 on the observance of World Tourism Day every 27th day of September. Schools are requested to conduct tourism quizzes, photo exhibits, and symposia on tourism awareness and career opportunities and benefits in the field of tourism or any innovative projects related to the theme.

In the DECS Memorandum no 392 s 2000, in connection with the celebration of National Tourism week (NTW) on September 18-24, 2000, the Department of Tourism (DOT) and its marketing arm, the Philippine Convention and Visitors Corporation (PCVC), in cooperation with the Department of Education, Culture and Sports, will undertake activities to generate awareness and support of tourism as an important economic activity.

With the Theme "Pride of Place", this year's (2000) celebration aims to mobilize all schools to undertake activities that will promote the support of tourism among the Filipino youth and students. For this reason, all public and private schools are encouraged to participate in activities to highlight the theme during the week.

In DECS order 71 s 2009, "Guidelines for Effective Implementation of the Elementary Curriculum," the teaching of Edukasyong Pagpapakatao and Sibika

at Kultura/HEKASI shall put emphasis on demonstrating nationalism and love for cultural heritage. The Pambansang Awit (Lupang Hinirang) shall be sung properly following the 2/4 time signature in 57 seconds. National songs, folk dances, poems, folklore, other literature and customs and traditions that enrich the Filipino culture must be embedded in the school environment.

METHODOLOGY

The grounded theory approach was used in this study in which involves probing systematically at qualitative data aiming at the generation of a theory that accounts for a pattern of behavior. In like manner, the descriptive and some documentary analysis was used to identify how the academic community through curriculum development strategies can strengthen in the promotion of culture and values formation integration supportive of the tourism industry. Theoretical sampling was used in this study. Respondents of the study are school administrators, principals, department heads, academic coordinators, school teachers in preparatory, elementary, high school and collegiate, and tourists – both locals and foreigners.

In the interviews and focus group discussions, the following are the problems presented by some tourists who frequent fiestas and festivals:
- lack of tourist information services
- uncontrolled discriminatory pricing of souvenir items or product offerings in the tourist areas
- apathy for victims of people in conflict with the law
- lack of concern for the needy
- lack of communication skills or ability to relay messages to people who do not understand the language or dialect
- lack of concern for the environment

The following are the identified cultural values to be further integrated into the curriculum to support tourism promotion:
- hospitality
- honesty and truthfulness
- environment awareness
- respect and courtesy
- loyalty and patriotism

The following are the responses on the questions pertaining to the promotion of culture education and tourism:
- Academicians have not fully realized their role in Filipino culture and tourism promotion.

- A directive to promote love of culture and tourism is not explicitly laid down by school administrators and curriculum developers, however the curriculum can be emphasized more attuned to culture and tourism and its promotion.
- Academicians are willing to exert effort in culture and tourism promotion – had it been directed to them earlier.
- Tourism and hospitality, as well as Filipino cultural values have been observed to be "trivial" and little ownership or pride is evident.
- Lack of information in tourism.
- Little or lack of national pride with regard to tourism destinations festivities and customs.
- Little knowledge retention in cultural events and tourism have been observed.
- Admittedly, discussion of culture, values, and tourism is not given much focus; curriculum is already "heavy."

RECOMMENDATIONS

- Inform and remind the academe their role as an agent of promotion of culture and tourism.
- Several courses offered in the schools have been identified as the best venues for emphasis in promotion of Filipino culture and the study of tourism-strengthening activities.
- Inculcate and intensify emphasis on topics and ideas in Philippine culture and tourism in the subjects taught to the students.
- Create several school programs and events directly related to promotion of culture, nationalism, and tourism.

It has always been said that one cannot give what it does not have. It would be highly improbable for one to invite somebody to see festivals and share the culture when he, himself does not even know the what, why, how, and when's of these activities. The colors, flares, sounds, decors, and sumptuous foods which mark the celebration of festivities in the country have their reasons for being.

The improvement of the curriculum provides the missing link between appreciating and fiestas and festivities in all of 7,100 islands – with all the splendor of its diverse, yet unique, culture.

References Available on Request

HAMMER OR SCREWDRIVER? TONGS OR FORKS? PICKING THE RIGHT EXPERIENTIAL "TOOL" TO ACCOMPLISH THE GOAL

Christina McCale and Beth Parish, Regis University, Denver, CO;
cmccale@regis.edu, bparish@regis.edu

Richard D. Moody, Association of Educational Service Agencies,
Arlington, VA; dmoody@aesa.us

INTRODUCTION

Which is more effective: using a hammer or a screwdriver to hang a picture? Or perhaps would one use a pair of tongs or a dinner fork to turn a piece of meat on a grill? While many people have certainly "made do" with a less-than-ideal options for accomplishing a task (turning meat with a dinner fork; pounding a nail into the wall to hang a picture with any readily available hard object), the right tool makes all the difference in how easily or effectively the objective is accomplished.

So, too, is experiential education. There are a variety of experiential activities as documented in the literature (McCale, 2009). However, which activity is best to use, depending on the instructor's goals or objectives?

In a series of studies with Jesuit business faculty (2008, 2009), the authors surveyed faculty to understand what experiential activities were incorporated in the classrooms of different disciplines, the challenges faculty experienced in implementing experiential activities, and the benefits to both faculty and students in incorporating experiential education. This article discusses one element of the 345-item survey: what benefits do faculty associate with certain experiential activities? Presumably, faculty would incorporate specific experiential activities to accomplish specific learning goals. This study sought to understand this situation.

LITERATURE REVIEW

What is Experiential Education?

In a simple, direct definition, experiential education can be defined as "learning by doing." (Swan & Hansen, 1996, p. 33). Experiential learning has many benefits: increased student involvement and motivation, understanding of the application of theory in real-world situations, improved communication and critical thinking skills (Frontczak, 1998). Hopkins and Hogg (2004) agree that experiential exercises enhance the student

experience, "There is significant evidence that student-centered approaches to learning using experiential exercises considerably enhance students' understanding of substantive theory and also aid acquisition of transferable skills, such as those pertaining to research management and investigation. We consider an experiential pedagogic approach to be particularly rich in helping students to acquire practical skills for and applying critical thought to qualitative research" (p.1).

While the perception of student benefits for a range of experiential activities has been discussed throughout the literature, the specific benefits associated with specific experiential activities, from the point of view or objective of the faculty member, is not as prevalent in the literature. How, then, is a new faculty member, then, to determine how to select the right experiential activity for a given class? Certainly many faculty have experimented through trial and error; but that's hardly effective and the experience can sometimes yield lower faculty evaluations, a risky move for newly hired faculty. Some may talk with their more senior colleagues and solicit advice; but that may not account for differing objectives, skill sets, strengths or even educational philosophies (preparing students for career entry versus reinforcing course content) or even the differing skill sets of given faculty. As educational pedagogy or teaching skills is not typically a requirement for most doctoral granting institutions, newly minted PhDs often find themselves struggling to stay prepared a few chapters ahead of their students, participate in service activities, meet publishing requirements, and perhaps most importantly, how to convey the material in an engaging, thoughtful way that engages students in a variety of ways.

Experiential Education and Marketing Faculty

A 2008 survey of U.S. Jesuit Business Faculty indicated that 100% of all responding marketing faculty, and 82.9% of business faculty include some form of experiential education in their classrooms, with all business disciplines represented (McCale & Parish, 2008). Marketing respondents indicated they

include internships, simulations, service learning, company audits, case studies, international study, games, community based learning, client based projects, trade show events, student run companies, self marketing plans, prepared roles, shadowing, boardroom exposures, and laboratories. Client based projects were the most commonly used activity in the marketing classroom.

THE RESEARCH QUESTION

Given the literature review, and the data from the 2008 survey, what student benefits do faculty associate with specific experiential activities?

METHODOLOGY

The 2008 research encompassed a 92-item survey encompassing Likert scaled, closed-ended and open-ended questions, using an online survey delivery program/website. Preliminary results were shared at the Marketing Educators Association Conference in 2009.

Based on learning from the first survey, during the fall of 2009, as second survey was launched with a 345-item survey encompassing Likert scaled, closed-ended and open-ended questions. Only a small portion of the gathered data is included in this article. U.S. Jesuit business program faculty identified by Colleagues in Jesuit Business and the International Association of Jesuit Business Schools were contacted; 216 individuals responded, yielding a 16.5% response rate.

LIMITATIONS

While the 28 Jesuit business schools may represent a fair cross section of U.S. business education, the study could be impacted by the homogeneous philosophic nature of the Jesuit tradition. While the infusion of the Jesuit mission varies from school to school, it is commonly acknowledged that, "Students, in the course of their formation," as Kolvenbach, Superior General of the Jesuits reminds, "must let the gritty reality of this world into their lives, so they can learn to feel it, think about it critically, respond to its suffering and engage it constructively." (2000, p. 8).

RESULTS: ACTIVITIES USED

According to the quantitative portion of the faculty survey, 87.16% of total business faculty and 88.24% of marketing faculty use experiential educational tools in the classroom. While all of the experiential activities may be represented in the classrooms of

the broader business discipline, clearly marketing faculty gravitate toward certain activities. Client based, live case or consulting projects are the most commonly used experiential activities according to the marketing respondents, while case studies are more prevalent in the whole of the other business disciplines

STUDENT BENEFITS

Because relatively few marketing faculty used every experiential educational tool, the following analysis of the student benefits of each tool is based on the total business faculty who completed the survey. Each activity's mean score was calculated to determine the professor's assessment of student benefits for each activity. Given those results, a comparison was drawn to determine which activities seemed to reinforce certain skills. The top three reinforced skills' ratings were included in a comparison chart.

In 12 out of the 15 benefits listed, one of the top three benefits for including the various activities was the application of theoretical concepts: related to this was the importance of content reinforcement appears to be a key factor for faculty to include experiential activities. As the two items could be considered similar or inextricably tied, the data demonstrate that clearly, faculty identify the application of theory to the real world, thus reinforcing content as the number one reason for including *any* experiential activity in their classroom. This seems to make logical sense.

However, the literature identifies other benefits students gain from experiential activities: soft skills have been stated to be a significant reason for including experiential activities in the classroom (Frontczak, 1998).While writing skills (two activities), communication skills (six activities) and leadership skills (six activities) were identified as part of the top three student benefits, other "soft skills" such as conflict resolution and teamwork were not in any top three student benefits for any experiential activity. While not typically categorized as "soft skills" by the literature, information technology/computer skills nor project management skills were considered to be in the top three student benefits either. The improvement of presentation skills was in the top three benefits to students for only one activity: student run/teaching companies.

While six activities were seen as beneficial to preparing students for the real world, client based projects/consultancy or live cases had the highest mean in this category, possibly implying that when

marketing faculty believe that preparing students for career entry as an important goal for their class, client based projects may be the activity of choice. This seems to be correlative with the sizable percentage of marketing faculty including client based projects in their curricula (73%). While client based projects can certainly be beneficial, does every class in the marketing discipline warrant a client based project? Such an approach could certainly burn out students with multiple client based projects, and could tax faculty already stretched thin for time. Would a scaffolding approach be more beneficial to both students and faculty, placing different experiential activities in different classes to reinforce or provide different benefits?

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this article was to provide discussion and exploration to determine if faculty associated certain benefits with specific experiential activities? Ideally, the results would have lead to a matrix that would help more inexperienced faculty make decisions regarding which experiential activity to include, given their goals for what the students would gain (i.e., if a faculty member wants to help develop communication skills, then consider one of this group of activities).

Some results appeared to be logical, as in the case of client based projects. Other gaping holes emerged, forming even more questions. If the literature states that soft skills are a key reason to include or benefit of experiential activities, then why did few soft skill benefits appear in the top three for the various activities? Or perhaps, while marketing faculty indicate they include such activities because they improve soft skills because employers so often

indicate these are lacking in entry level employees? But in reality, we include experiential activities – *any* experiential activity-- for the core purpose of applying and reinforcing the theoretical concepts presented in the course?

Certainly one of the major issues with any systematic or comparative study of experiential activities is the lack of formalized definitions that exist for the various activities, as noted by the leadership of National Society of Experiential Education (NSEE) (Jim Walters, personal communication, 2009; Susan Harkness, personal communication, Ph.D., 2009; Lynne Montrose, personal communication, 2009). While faculty may perceive or believe students receive certain benefits from certain experiential activities, is it more important to understand and measure in a methodical manner what *students* perceive they gained?

Further research to clarify definitions of activities has been conducted by the authors and is also underway with NSEE. Future analysis also includes the understanding if marketing faculty identify or define various experiential activities differently than other business faculty; how various disciplines or the total of business faculty rate the perceived student benefits of the various activities; and faculty challenges for implementing experiential activities relative to each activity's prevalence. Additionally, the authors will compare previous research about the students' perceptions of the benefits gained from various experiential activities to the current faculty perceptions.

References Available on Request

SWOT – SUMMARIES WITHOUT THEORY: THE HISTORY, LIMITATIONS, AND USE OF SWOT IN MARKETING CLASSES

Linda Rochford and Geoffrey G. Bell, Labovitz School of Business and Economics, University of Minnesota Duluth, 1318 Kirby Drive, Duluth, MN 55812; lrochfor@d.umn.edu ggbell@d.umn.edu

ABSTRACT

SWOT is a ubiquitous tool used by both marketers and managers for a variety of purposes. There have been calls for its demise (Barney, 1995), a "product recall" (Hill & Westbrook, 1997) or significant modifications to SWOT (Morris, 2005; Panagiotou & van Wijnen,2005). Despite these criticisms of SWOT, it still appears in the vast majority of principles of marketing and marketing management and strategy textbooks. We examine this tool from a pedagogical perspective, hoping to answer the fundamental question – "is SWOT impossibly flawed, or can it, with significant modification, become a much more useful tool to marketers and strategists?"

To understand some of the shortcomings of SWOT, we surveyed its coverage in introduction to marketing, marketing management and strategy, and introduction to management textbooks. (We include the latter because marketing professors may rely on a base laid in the introduction to management course.) In total, we examined 12 principles of marketing texts, 11 marketing management and strategy texts, and 18 introduction to management texts. (Our content analysis instrument is available upon request.)

On average, most marketing texts spent less than ½ page covering SWOT; total coverage ranged from 1/4 page to 5 pages. While there is great variation in coverage, it is marked by its brevity. None of the texts discussed the history of SWOT, and only one marketing strategy text discussed extensions to SWOT (in that case, TOWS analysis). Only one of the introductory texts discussed the benefits of SWOT, and none of the texts mentioned limitations of SWOT! Very few (only half the principles texts and a third of the marketing strategy texts) discuss the purpose underlying SWOT analysis. Few of the texts discussed the "nuts and bolts" of conducting a SWOT analysis, and less than half the principles texts described the output of a SWOT analysis.

Therefore, unless students pick up a detailed understanding of SWOT in other courses, it is unlikely that they will understand this concept at more than a cursory level.

Hence, there is a good explanation why marketing students do not know how to conduct a worthwhile SWOT analysis. Textbooks provide very little, and often superficial, information on how to execute a SWOT. In the absence of solid instruction about the whys or hows of SWOT analysis, it seems highly unlikely that students will be able to develop this knowledge on their own.

Moreover, given this lack of effective formal training on the use of SWOT, it becomes apparent why the literature is replete with examples of poor use of SWOT in practice. If marketers fail to learn how to use SWOT during their business programs, exactly when and how do we expect them to learn it? Will they have time or inclination during their busy careers to dig out what the literature says about SWOT? Presuming the answer to this rhetorical question to be "no," we cannot wonder why SWOT is so poorly executed in practice.

Further, in spite of all the discussion in the marketing and management literatures regarding SWOT's limitations and drawbacks, the texts we examined make no mention of such limitations and drawbacks. This seems to be particularly unfortunate at the marketing strategy level where there should be more opportunity to look at a number of marketing concepts in a less naïve, more in-depth fashion than in the introductory marketing course. Additionally, we can hardly expect our graduates to approach the topic of SWOT with any sophistication if we fail to highlight its benefits or drawbacks. Are we surprised that they apply it inappropriately in inappropriate situations when we fail to tell them what to watch for when using this tool?

References Available on Request

HELP IS AT HAND. THE FUNCTIONALITY OF WEBCT TO FACILITATE MARKETING STUDENT LEARNING

Helen Madden-Hallett, School of Hospitality, Tourism and Marketing Faculty of Business and Law, Victoria University, Ballarat Road, Footscray, Victoria 3011, Australia; Helen.Madden-Hallett@vu.edu.au

Henry Wai Leong Ho, Faculty of Higher Education Lilydale, Swinburne University of Technology, Melba Avenue, Lilydale, Victoria 3140, Australia; hho@swin.edu.au

ABSTRACT

Online self-testing via WebCT is currently being used in most tertiary institutions as a tool to enhance the learning environment. The current study focuses on on-campus students enrolled in an undergraduate marketing subject that had access to WebCT Courseware Management System (CMS) and within that system over ten dedicated functions including online self-testing multiple choice questions to facilitate their learning in a core marketing unit. The database used consisted of 1606 records from undergraduate marketing students (across two semesters).

In brief, the results of this exploratory study reveal that students appear to be increasingly disinclined to avail themselves of learning technologies. The uptake of functions within WebCT is explored using the Technology Adoption Model and suggestions are provided for further research.

This initial exploratory study showed that the functions within WebCT (with a more detailed look at the online self-testing facility) is definitely a viable, innovative teaching resource to facilitate marketing students' learning especially if it is clearly associated with a piece of assessment. Without such a connection the data indicates that students are unresponsive at least to the self-testing functions.

A limitation is that the study was restricted to one tertiary institution in Australia, across only two time periods, using only undergraduate enrolment data. The Technology Adoption Model proposed by Davis (1989) provided a solid grounding for an exploratory study but a more comprehensive examination of such models would strengthen research in the use of technology in tertiary education.

It is envisaged that future research will be undertaken in this area. Further data needs to be collected and analysed which explores students' perception of the usefulness and the ease of use of the many functions within WebCT (with some attention on online self-testing) in the WebCT environment.

References Available on Request

GREEN CONSUMERISM AND THE INFLUENCE OF ENVIRONMENTAL ATTITUDES ON THE PURCHASING DECISIONS OF COLLEGE STUDENTS

Alessandra M. Virzi and Katrin R. Harich,, Mihaylo College of Business and Economics, California State University Fullerton, Fullerton CA 92834-6848; kharich@fullerton.edu

Regina P. Schlee, School of Business and Economics, Seattle Pacific University, Seattle. WA 98119; rschlee@spu.edu

ABSTRACT

As environmentally friendly products continue to gain prominence in the market, it is crucial for marketers to understand the consumer behavior of those who purchase these items. College students are a focus of attention for many marketers of green products, as research shows that the majority is concerned about personal and corporate environmental responsibility. The objective of this project is to research the green attitudes and behaviors of college students, in an attempt to find ways that green marketers can target this consumer group more effectively.

To determine the green consumer behavior of college students, secondary, qualitative, and quantitative research was conducted. Secondary research was conducted to determine the history of the green consumer movement, the types of green products available, and current trends in the green product market. Next, in-depth interviews were conducted with 14 college students, in which they were asked about their green attitudes and purchasing decisions. Lastly, quantitative research was conducted by administering a survey to a convenience sample of 205 college students.

The results of this research indicate that the rise of green marketing and green consumer behavior is rooted in the increase in influence of environmental interest groups in the 1970s and 1980s.The majority of students purchase green consumer products on a regular basis, with over half of the respondents purchasing at least one within the previous three months. Of those who did purchase green products during this time, over half did so because of the products' environmental benefits. The most frequently purchased green products among students were housekeeping and personal care items. Most students are at least somewhat concerned about the environment and believe that green products are somewhat helpful in reducing a user's impact on the environment. There seems to be a link between green attitudes and purchasing behavior. Those who are concerned about the environment and their personal impact on it, as well as those who participate in energy conserving activities, are more likely to purchase green products.

Based on these findings, marketers must build awareness of green products through marketing communications tailored to the wants and needs of student consumers. In addition, green products should be promoted heavily in discount stores, as the majority of students shop at these stores on a regular basis. Lastly, the market should be segmented by psychographic variables, due to the influence of values and lifestyles on green purchasing intentions and behavior.

To further understand the green consumer behavior of college students and develop effective marketing strategies to target them, additional research utilizing random samples from a greater number of schools in both urban and rural areas should be conducted. This will enable researchers to generalize the results to the entire student population and provide a more accurate description of students' green consumer behavior. Also, further research should aim to clearly define the psychographic variables that contribute to green consumer behavior, enabling marketers to more effectively segment the market.

References Available on Request

TEACHING SUSTAINABLE MARKETING: CHALLENGES AND OPPORTUNITIES

Elena (Kiryanova) Bernard and Diane Martin, Pamplin School of Business Administration, University of Portland, 5000 N. Willamette Blvd., Portland, OR 97203; bernarde@up.edu, martind@up.edu

ABSTRACT

Both the professional and the academic sides of marketing have been experiencing a paradigm shift to sustainable marketing. These changes call for a systematic re-evaluation of marketing curriculum to ensure a seamless integration of sustainability concepts with the marketing subject matter. However, this is easier said than done. The conceptual complexity of sustainable marketing and the dearth of teaching resources on this subject have made it a challenging endeavor. Marketing instructors who are brave enough to teach sustainable concepts must rely on their creativity and resourcefulness in creating and using new pedagogical tools.

In this paper we offer two approaches to meeting the challenge of teaching sustainable marketing. The first approach demonstrates how student research can be used to integrate sustainability concepts into traditional marketing pedagogy. It involves an undergraduate project that focuses on learning about sustainable practices of local entrepreneurs. The second approach demonstrates how systems level research of practitioner sustainability efforts led to a complete re-conceptualization of marketing and resulted in a new textbook for advanced undergraduate and MBA students. Both of these approaches demonstrate the scholarship of teaching.

We used Boshier's (2009) interpretation of Boyer's (1990) scholarship of teaching as an organizing framework for the discussion of projects and activities that were used in teaching sustainable marketing. According to this model, discovery and integration interact and occur in the context of teaching thus resulting in scholarship that informs teaching through its application to theoretical and practical problems.

During the discovery stage of the undergraduate project, students interacted with sustainable companies, gathering as much information as possible through interviews and secondary data research in order to provide a critical assessment of each firm's marketing strategy in relation to its sustainability goals. This was followed by the integration stage, during which the students watched a video explaining the externalities of materials economy as a product moves through a series of stages, including extraction of natural resources, production, distribution, consumption, and disposal. After watching the video, the students were asked to reflect on the materials economy of products marketed by the participating companies and revise their assessment of each company's marketing strategy in light of new insights.

Judging by the students' feedback, this project added significant value to their learning. They enjoyed meeting local entrepreneurs and learning how they approach all aspects of marketing. In addition, many students mentioned that their perceptions of marketing changed dramatically after gaining a deeper understanding of its role in creating an environmentally, socially, and economically sustainable world.

The second approach involved a research project investigating Wal-Mart's movement toward sustainability from a consumer culture theory (CCT) perspective (Arnould & Thompson, 2005). The goal was to gain a better understanding of how motivations to deploy cultural resources, i.e., social values of sustainability, organic production, and waste reduction, change over time and how these changes might relate to value creation in the supply chain (Arnould & Faulkner, 2005). The discovery stage of this project included ethnographic research at Wal-Mart World Headquarters in Bentonville, Arkansas and in Supercenters in Oregon and Arkansas. Data collection and analysis consisted of participant observation at the company's Sustainability Milestone Meetings, Wal-Mart Supercenters, and suppliers' sustainability fairs and demonstrations; review of documents from Corporate Strategic Planning, Transportation and Logistics, and Buildings and Facilities; multiple interviews with key Wal-Mart associates, suppliers, customers, detractors, and leaders from environmental non-governmental organizations (NGOs) who were offering technical expertise to the firm. This faculty research project not only uncovered evidence of connections among consumers, the marketplace, and cultural meanings at the heart of CCT, but also opened our eyes to the depth and breadth of the shift toward sustainability as the new business paradigm.

References Available on Request

STUDENT PERCEPTION OF PROFESSORS' HOTNESS ON EXPERTISE, MOTIVATIONS, LEARNING OUTCOMES, AND COURSE SATISFACTION

Jeanny Y. Liu and Omid Furutan, College of Business and Public Administration, University of La Verne, 1950 Third Street, La Verne, CA 91750; jliu@laverne.edu, ofurutan@laverne.edu

Jing Hu, Department of International Business and Marketing, California State Polytechnic University, Pomona, 3801 W. Temple Avenue, Pomona, CA 91768; hu@csupomona.edu

ABSTRACT

Recent research has indicated that there has been a noticeable increase in students rating their professors as "hot" or not on RateMyProfessors.com. The authors would like to further explore by studying the influence of perceived professors' hotness in the classroom. In this study, students were asked to evaluate a number of factors based upon student-perceived professors' hotness. Questionnaires were distributed to 207 undergraduate and graduate students.

The results indicated that when professors were perceived to be high in hotness, students viewed the professors as having more expertise; they were more motivated to learn; they perceived they learned better; they were also more satisfied with the class; and they gave these professors higher ratings. Additionally, there appears to be an interaction effect between professors' perceived hotness and genders of students. Levels of hotness appeared to affect female students more than male students.

STARTING A SALES CENTER – DRAWING ON LESSONS FROM ACADEMIA AND INDUSTRY

Christopher T. Kondo, S. Allen Broyles, and Sandy Polvi, Department of Marketing, Mihaylo College of Business and Economics, California State University, Fullerton, PO Box 6848, Fullerton, CA 92834-9480; ckondo@fullerton.edu, sbroyles@fullerton.edu, sandypolvi@yahoo.com

ABSTRACT

Student interest in pursuing sales careers is fueling a growing interest among universities in starting sales centers. Such centers generally prepare students for sales careers, while stimulating interest in research in the field. Yet, there are many challenges in starting sales centers including limited interest on the part of administration and faculty, insufficient funding, and the lack of physical space. With an awareness of these challenges and drawing upon their recent experience in starting a sales center, the authors discuss seven "lessons learned" garnered from their experience. Those lessons are: 1. Clarify your target audience(s) and value proposition, 2. Seek support from the "top," 3. Write a business plan, 4. Beg, borrow and steal, 5. Leadership comes in many forms, 6. Understand the phases of development, and 7. Proceed aggressively.

CONTENT VALIDITY OF THE PERSONAL SELLING ETHICS SCALE: REPLICATION AND EXTENSION

Casey Donoho and Timothy Heinze, Department of Finance and Marketing,
California State University, Chico, 307 Tehama Hall, Chico, CA 95929;
cdonoho@csuchico.edu, tcheinze@csuchico.edu

ABSTRACT

An analysis of the content validity of the Personal Selling Ethics Scale (Dabholkar & Kellaris,1992) was conducted using an exploratory review of sales texts, popular press, journal articles and codes of ethics. A sample of 194 students was used to replicate the original study as well as test new ethical scenarios as suggested by the literature search. Preliminary results suggest the current ranking of the twenty sales scenarios is highly correlated with the ranking of the original study. Recommendations are presented for improving the content validity of the PSE Scale.

Ethical problems are still with us and are particularly troublesome in sales organizations. Sales managers can provide ethical training and enforce ethical codes of conduct to address these ethical concerns (Rogers, 2007). Dabholkar and Kellaris (1992) developed a set of 20 ethical dilemmas called the Personal Selling Ethics Scale (PSE). The PSE was designed to measure the sensitivity of sales professionals and students to ethical issues. They found that various situations affect the evaluations of these scenarios. Ethical judgments vary widely among individuals, countries, and personal values (Donoho, Herche, & Swenson, 2003) as well as age (Abratt & Penman, 2002)

An exploratory literature search of major ethical topics discussed in today's sales textbooks, popular press books, academic journals, and codes of conduct are summarized. After addressing the relative ethical emphases within today's literature, the paper presents a list of ethical categories (and their respective emphasis) and contrasts the list with the ethical dimensions included in the PSE. Results of a student survey replicating the original PSE scenarios along with 16 additional scenarios suggested by the literature are presented.

Our analysis of the content validity of the PSE Scale used an exploratory review of sales texts, popular press, journal articles and codes of ethics. The study was able to replicate the original study as well as test new ethical scenarios suggested by the literature search.

A new scale, the PSE2 Scale, was constructed to improve the content validity of the PSE. Scenarios were added to expand the ethics scale content in the areas of coercion, defamation, passing blame, price discrimination and withholding information. To maintain the number of scale items, redundant scenarios were deleted. The PSE2 Scale exhibited a similar overall mean and range to the current PSE study. Gender differences were significant. Females perceived the ethical scenarios to be less ethical than their male counterparts. The PSE2's reliability was higher than the PSE in this study (Cronbach alpha = .81 versus .76). We believe that the PSE2 offers a more comprehensive set of scenarios than the original PSE and is more representative of a sales code of ethics. The broader array of sales scenarios should make the scale a better pedagogical tool for the ethics training of both students and salespeople.

Further testing of the PSE2 Scale is warranted. Content validity only represents a first step in scale development, although the PSE2 is an adaption and extension of an existing scale. Future research should evaluate the scale relative to other constructs. For example, the List of Values (Kahle,1983) has been used to predict PSE evaluations across countries (Donoho, Herche, & Swenson, 2003), and the PSE has been used as a deontological norm in partial testing of the Hunt-Vitell General Theory of Marketing Ethics (Donoho, Polonsky, Cohen, Balazs, Herche, Swenson, & Smith, 1999). Ethical positions such as moral idealism and relativism may also predict differences in PSE scores. Generalizability of the PSE2 Scale will require testing with salespeople.

One of the limitations of the PSE and PSE2 is the number of scale items that must be evaluated by the respondent. Although this presents less of a problem for a student population, it may be problematic for busy salespeople. A factor analytic study of the PSE2 may suggest a shorter version of the PSE2 Scale for evaluation by salespeople. This may provide more flexibility in testing the relationships between ethical evaluation, intentions and actual behaviors in the workplace.

References Available on Request

INDIVIDUAL ANTECEDENTS AND INTERORGANIZATIONAL CONSEQUENCES OF SALESPERSON-PURCHASER RELATIONSHIP QUALITY

Talai Osmonbekov and Brian Gregory, The W.A. Franke College of Business. Northern Arizona University, PO Box 15066, Flagstaff, AZ 86011; talaibek.osmonbekov@nau.edu, brian.gregory@nau.edu

ABSTRACT

Developing and preserving long-term quality relationships has been at the center of modern research in marketing as firms look for sources of sustainable competitive advantage. This research focuses on salesperson-purchaser relationship quality as a driving force behind strong relationships between organizations and the positive outcomes of greater coordination, less dysfunctional conflict and better performance. The paper combines literature from marketing, management, personal selling, business-to-business and channels research to develop a model of antecedents and consequences of salesperson-purchaser relationship quality.

There are two distinct streams of research that are tackling relationship development and management issues using different units of analysis. The personal sales and sales management literature approach is to study these issues by investigating the relationship between a salesperson and consumer or a corporate customer representative. The business-to-business and channels literature approach is to study relationship management issues by investigating the relationship between companies, albeit using data gathered from key informants. Rarely, studies provide information on both levels of analysis and both sides of the dyadic relationships. Recent research in marketing combines these approaches and demonstrates additional insights that could be gained from such combination although more qualitative research and dyad studies are needed. Based on previous research we build a theoretical model consisting of the following six propositions:

Proposition 1. Salesperson-purchaser relationship quality is positively influenced by both purchaser and salesperson job satisfaction.

Proposition 2. Salesperson-purchaser relationship quality is positively influenced by both purchaser and salesperson organizational commitment.

Proposition 3. Salesperson-purchaser relationship quality is positively influenced by salesperson expertise.

Proposition 4. Salesperson-purchaser relationship quality is positively influenced by salesperson customer orientation but negatively influenced by salesperson selling orientation.

Proposition 5. Salesperson-purchaser relationship quality is not influenced by relationship duration.

Proposition 6. Purchaser-salesperson relationship quality:
a) Positively affects interorganizational coordination
b) Negatively affects interorganizational disfunctional conflict
c) Positively affects interorganizational functional conflict
d) Positively affects interorganizational performance

The utility of the model will largely depend on the design of the empirical test of the model and execution of measurement tools. Two key measurement issues should be driving future empirical investigation. First, implicit in the model is that dyadic collection of the data where measurement of job satisfaction, organizational commitment, relationship quality and interorganizational outcome variables of coordination, conflict and performance. Both purchaser and salesperson should be reporting on these constructs. Salesperson expertise and selling orientation and customer orientation could be reported by the purchaser only. Additionally, interorganizational outcomes should ideally be measured by using multiple respondents from each firm in the dyad or an objective accounting measure. Such design would be able to answer a question of whether most of research in business-to-business marketing studying only buyer-salesperson relationships and present them as study of firm relationships is reflective of the state of reality. Using objective performance information instead of self-reported data would be ideal as well. Such measurement would address the concern of the perceptual errors that managers may make in self-report studies.

References Available on Request

DEALING WITH HUMAN SUBJECTS REVIEW COMMITTEES – THE IMPLICATIONS AND CHALLENGES FOR FACULTY TEACHING MARKETING RESEARCH COURSES

Charles Comegys, Girard School of Business and International Commerce,
Merrimack College, 315 Turnpike Street, North Andover, MA, 01845; ccomegys@merrimack.edu

Charles Duke, College of Business and Behavioral Science, Clemson University,
245 Sirrine Hall, Clemson, SC 29634; dcharle@clemson.edu

Robert A. Lupton, Department of Information Technology and Administrative Management,
Central Washington University, 400 E. University Way, Ellensburg, WA, 98926;
luptonr@cwu.edu

ABSTRACT

Universities' Human Subjects Review Committees are certified by the U.S. Department of Health and Human Service's Office of Human Research Protections to protect the rights of human participants in research. Any research involving human participants conducted at your university or under its sponsorship at another location must be reviewed and approved by your university's Human Subjects Review Committee. This includes marketing research conducted by, or under the direction of faculty and staff; and student conducted research under the direction of faculty or staff involving human subjects.

undergo the review process. This Special Session will explore the implications and challenges presented by Human Subjects Review Committees for faculty teaching marketing research courses. Issues concerning timing and level of reviews, archiving research data, disseminating research findings to clients, and making your research available to general audiences in presentations or papers will be discussed.

Additionally, experiences with Review Committees making methodology modifications based on reasonable balance of risks to subjects and anticipated research benefits will be presented. If you are teaching a marketing research course or plan to in the future, you will want to participate in this Special Session. Share your experiences and learn how other faculty have met the challenges and successfully integrated the Human Subjects Review process into their marketing research courses.

STUDENTS CONDUCTING RESEARCH

Faculty teaching marketing research courses that have students conduct human subject research projects for client companies and organizations must

THE USE OF SELF-EVALUATIONS TO ASSESS CASE DISCUSSION: AN EMPIRICAL EXAMINATION

Sanjay Puligadda and Timothy Greenlee, Farmer School of Business, Oxford, OH, 45056;
puligsan@muohio.edu, greenltb@muohio.edu

ABSTRACT

As the dependence on case -based pedagogies in marketing education increases, so does the importance of effective and insightful assessment of students' performance in case discussions.

Assessing student participation in case discussions presents challenges for faculty as relying on memory may lead to biases due to original perceptions or a single memorable incident (Hertenstein, 1991) while extensive note taking may distract the faculty from effectively leading the discussion. The case method helps discussants gain critical thinking, develop self-analysis, confidence and responsibility (Aylesworth, 2008) which suggests the use of an introspective means of assessment such as self-evaluations. Given that case discussions require each student to closely follow the discussion and contribute meaningfully, making students evaluate each other is likely to be a distraction. Also, preparation (reading the case) prior to class and attention paid in class can be most accurately assessed by an honest and introspective self analysis. Finally, the introspective nature of self-evaluations will help students better identify their own strengths and weaknesses, especially if a clearly established rubric is provided that identifies strengths and weaknesses.

In this research we develop a three-level, iterative self evaluation rubric designed to enhance students' competence in evaluating their own case discussion skills and identify their own strengths and weaknesses in case discussions. We identify *preparation*, *attention*, and *discussion* as the three dimensions of participation in a case discussion that, if assessed accurately and longitudinally, will provide an effective measure of students' performance and provide them tools for self improvement.

Participants of the first study of this research responded to a survey assessing their experience with self-evaluations and the correlation between self and faculty evaluations while participants of the second study evaluated their own performance in case discussions using the above-mentioned rubric three times during the semester. The evidence that emerges from the two studies demonstrates the value of the introspective, self-evaluative process in a case-based pedagogy.

Instead of being a tool for strategic self-enhancement, self-evaluations provide students considerable introspective insights that aid learning. In addition, the studies indicate that students benefit from multiple self-evaluation opportunities as the use of the iterative, multi-dimensional self-evaluation process provides them an opportunity to develop and hone their self-evaluation skills and provides specific direction on how to better prepare for case analysis and classroom participation. With respect to the three-level assessment tool, evidence indicates that while the *discussion* component of the rubric appears to be immediately "easier" for students to self-assess, *preparation* and *attention* are dimensions students improve on progressively.

Educators utilizing a case-based method of instruction should consider the use of a self-evaluation process as an element in the evaluative rubric used to assess student learning. Future research must investigate the effectiveness of such means of assessment in all pedagogical methods besides the case method using longitudinal investigation of the progressive improvements in students' skills provided by iterative, multi-dimensional self-evaluations.

References Available on Request

STUDENTS' PERCEPTIONS OF ACQUIRED BUSINESS SKILLS THROUGH CLIENT BASED PROJECTS

Richard D. Moody, Association of Educational Service Agencies, Arlington, VA; dmoody@aesa.us

Christina McCale, Regis University, Denver, CO; cmccale@regis.edu

INTRODUCTION

The purpose of this study was to explore students' perceptions of experiential learning and acquired business skills through analysis of data collected through a mixed methodology survey following completion of client-based projects, capstone experiences of undergraduate marketing programs at two separate universities. This section presents background, an overview of the conceptual underpinnings of research in the field, underlying assumptions, the educational significance of the study, and the statement of the problem.

BACKGROUND

Through three decades of research on client based, or consulting projects, the data has focused on the results of surveys and comparative quantitative analysis. Client based projects are also commonly called cooperative learning or team experience activities. There is a broad literature base for client-based projects, including observations that a client-based project may be incorporated in most marketing courses (Corbin, 2002; Elam & Spotts, 2004; Maher & Hughner, 2005), that undergraduate students tend to prefer experiential activities, and that students' satisfaction may be related to the challenge of the activities and their relevancy to actual job circumstances (Karns, 1993, 2005). This study seeks to extend the scope of the literature regarding client based projects with qualitative observations of students from two universities over four semesters regarding their perceptions of the general benefits, soft skills, and career preparation received in undergraduate client based marketing programs. These qualitative perspectives extend the quantitative data presented at the 4th Annual Ft. Hays University Business and Leadership Symposium (McCale, 2008), providing context and relevancy for undergraduate client based marketing projects. Additionally, the study provides students' perspective of how the client-based project prepares them for career entry and how working with real business clients reinforces course content.

CONCEPTUAL UNDERPINNINGS FOR THE STUDY

Experiential education has been identified as a preferred method of instruction (Karns, 1993, 2005). However, personal communications from Career Services professionals from Regis University, and internal documents from Regis University Career Services (2009), demonstrated that when attendance at preparatory career planning activities is not required, undergraduate attendance at those events dropped significantly. For example, when attendance at workshops such as "Making a Career Fair Work for You" or "Interviewing Skills" was required of students in the Principles of Marketing course, Career Services staff stated attendance was about 20 students per session. When attendance was not required, Career Services staff stated attendance was 1-3 students per session.

Students in the capstone courses engaged in this study were required to participate. This participation is presented as a bridge between their classroom experiences with the business environment where they will work upon graduation. This is in alignment with the observation that, "Educators need to put students into situations … where they can practice managerial skills, not only interpersonal but also informational and decisional" (Mintzberg, 1976, p. 53). Further, this client-based curriculum aligns with the observation that students must not only possess the requisite "discipline-related skills" to be gainfully employed, they must also demonstrate they have the support skills and soft skills businesses demand of entry-level employees (McCorkle et al., 2003).

UNDERLYING ASSUMPTIONS

The underlying assumptions of this study are that the experiential learning provided in the capstone courses provides students with "real world" experiences. Among those experiences are soft skills that employers state are sought in entry-level employees, but are not found in traditional curricula: *Communication skills* (Gaedeke, Tootelian, & Schaffer, 1983; Kelley & Gaedeke, 1990; Ducoff & Ducoff, 1990; Ray & Stallard, 1994; Scott & Frontczak, 1996; Floyd & Gordon, 1998), *interpersonal skills* (Gaedeke, et al. 1983; Beamish & Calof, 1989; Deckinger, Brink, Katzenstein, &

Primavera, 1990; Kelly & Gaedeke, 1990; Ray & Stallard, 1994; Scott & Frontczak, 1996; Floyd & Gordon, 1998), and *problem solving skills or critical thinking abilities* (Gaedeke et al., 1983; Kelley & Gaedeke, 1990; Ray & Stallard, 1994; Floyd & Gordon, 1998).

EDUCATIONAL SIGNIFICANCE

The educational significance of this study is that it may provide additional information to the literature on experiential education. This study may also provide additional information on students' perceptions about the relevancy of the instructional activities that may inform faculty in the development of future courses.

In summary, students' perceptions which have been difficult to find in the literature, may now have a voice in the discussion regarding the types of experiential learning that are not only relevant to today's undergraduates, but also meet the stated needs of employers that those employers indicate are not being met by traditional methods of instruction.

STATEMENT OF THE PROBLEM

While many experiential activities have been discussed in marketing literature (Karns, 1993, 2005; McCorkle at al. 2003; Mintzberg, 1976), little data were found that detailed the benefits gained from a self-marketing plan (see Literature Review). Further, the data found was quantitative and did not reveal students' perceptions of the value of the experiences through qualitative data analysis.

In summary, there is limited research available regarding the types and degree of benefit that students believe they gain from completing a self-marketing plan as an experiential activity.

LITERATURE REVIEW

This section describes how the term experiential learning is defined, its historical development, and its role and relevance in education. It also describes the importance of soft skills, and the importance of career preparation for undergraduate students.

Definition of Experiential Learning

Experiential learning, in its basic form, is "learning by doing" (Swan & Hanson, 1996, p. 33). It is also defined as, "a process whereby knowledge is created through the transformation of experience" (Kolb, 1984, p. 38). The National Society for

Internships and Experiential Education (1986) defined experiential learning as the, "learning activities that engage the learner directly in the phenomena being studied" (p. 1).

Historical Development of Experiential Learning

Experiential learning has its foundation in apprenticeships, where experience was the basic component of learning where young people were schooled by masters of their respective trades, with the classroom setting as the primary location for learning becoming a concept of the 12th century university system (Dyer & Schumann, 1993). It was in the 1800s that the divergent systems joined hands-on practice when, "previously apprenticed occupations, such as medical, legal, and dental fields joined the university system (Dyer & Schumann, 1993, p. 32).

In the early 1900s, Dewey, Lewin, and Piaget established the theoretical foundation for experiential learning. Of these, "Lewin and Dewey are two of the most prominent contributors to our understanding of experiential learning (Dyer & Schumann, 1993, p. 34). A fourth, Kolb, emerged, drawing upon the previous three theorists' work. Kolb (1984) stated Dewey is credited with American higher education's acceptance of experiential learning. Dewey (1938) stated, "there is an intimate and necessary relation between the processes of actual experience and education" (p. 20). Kolb (1984) further states Lewin, a founder of American social psychology, was instrumental in the study of the "integration of theory and practice" during the 1930s and 1940s" (p. 9). Kolb stated Piaget's work in child developmental psychology contributed to experiential learning in that, "intelligence is shaped by experience … not an innate internal characteristic of the individual" (p. 12). Kolb extended the work of Dewey, Lewin, and Piaget into a framework that became the modern foundation of experiential learning to specific occupational areas of education such as business and engineering (1984).

Importance of Soft Skills

Alam (1998) quoted a speech by a Coopers and Lybrand executive (now PricewaterhouseCoopers) that, "employers have problems not with the knowledge content of marketing graduates, but the level of transferable skills which they possess … because they lack the practical approach … to understand … the application of basic marketing concepts and principles in real life situations" (p. 246). As previously cited, the soft skills employers subsequently identified as important to the

workplace in new hires are communication skills, interpersonal skills, and problem solving skills or critical thinking abilities. Employers believe students to not gain these skills through traditional courses.

METHODOLOGY

This study utilized a mixed methodology survey to obtain quantitative and qualitative data, but this article's purpose is to predominantly report on the qualitative findings. The survey included a demographic section that asked gender, diversity, year in school, academic major, and work and volunteer experience. The survey obtained quantitative data from a strongly disagree to strongly agree 1-5 Likert scale, 60-item questionnaire. The survey obtained qualitative data from four open-ended questions. The survey was administered online using Student Voice, a university web-based survey system. Student Voice guarantees anonymity of the participant by randomly assigned a numeric identify to each respondent. The survey was administered to 76 undergraduate marketing students at an urban public and an urban private university. The students who completed the survey were enrolled in marketing management and marketing research courses, and had completed client-based projects.

The qualitative data were analyzed from coding of the open-ended responses to reveal if common themes or patterns emerged.

FINDINGS

The context of the participants' voices includes the demographic profile of the 76 students who completed the survey. These demographics provide independent variables of gender, ethnicity, academic standing, and work or volunteer experience. The respondents were nearly evenly split by gender: 43.9% female, 42.7% male, and 13.4% choosing not to respond. With regard to academic standing, 83% identified themselves as seniors, 3.7% as juniors, and the remainder choose not to respond. With regard to academic majors, 40% declared marketing, 12% declared double majors in marketing and management, and 12% declared communications arts. With regard to work and volunteer experience, students were allowed to answer in both categories, provided an aggregate total exceeding 100%. With regard to work, 81.6% indicated they are or had been employed. Of those working, 35% reported working more than 30 hours per week. Over a quarter of the students, 27.6% reported a work history of four years or longer. With regard to volunteers, 53.7% indicated they had

worked in a non-paid role, including both internship and volunteer experience. Of those, 11.8% reported more than 20 hours per week in a volunteer role; and the average tenure was 9.45 months.

While in the quantitative results there were no statically significant differences between the genders, the qualitative indicators tell a different story.

Qualitative results indicate that males had a greater belief of the value of the experience. The *male "voices"* provided context to the strength of opinion of regarding their experiences:

> By doing the real thing this gave me realistic application of the concepts that were otherwise abstract before hand

> Having an assignment that provides real world experience teaches the subject matter in a nonlinear way is always big in my book.

> I believe this class was very beneficial because it put us in the real world. It was very different than a simulation

> The assignment gave me real world experience and will definitely be beneficial in the future.

> This class offered many learning experiences that can be applicable in real life. I truly enjoyed this class and everything it entailed.

In contrast, *female student* observations regarding experiences they may not otherwise have had were more likely tied directly to classroom assignments and learning than personal application skills and knowledge in real world experiences. For example:

> The project was difficult but a valuable learning experience. It was more effective than most traditional textbook courses and I believe it should be used for future classes. As hard as it is, it is worth it.

> Actually applying what is taught in the text and in class is the best way to learn.

> Conducting a research project to me is much more effective in learning the

subject matter than only reading about situations and concepts.

I believe what we have learned in this class validates the precourses we had to take to be here. Also, hands-on is a great way to learn.

I felt like I learned a lot more because I was actually putting my knowledge to use instead of just being tested on it. Making it a hands on class was harder than just reading a book and being tested about my knowledge and I feel like I learned more.

Another critical learning observed by both genders was the experience of a team work. The literature supports direct relevance to instructional pedagogy were that students put into practice group management skills (Mintzberg, 1976), the importance of making business practices relevant in the curricula (Porter & McKibbon, 1988), and the need for students to be better prepared with practical experience to enter an increasingly challenging job market (McCorkle, Alexander, Reardon, & Kling, 2003). With regard to the team environment, students stated:

Male Student: I feel that the group work was hard, but it felt good to be done. I

learn to be in this field you have to make the moves of managers by firing and it's not good to drag things on.

Male Student: It was such a great project for team building, learning to work in a group; having a consistent challenge and goal every week until we presented.

Female Student: It is hard working in a group and having to count on others is very difficult.

There were equally strong voices of students who found the team aspect of the client-based project challenging, as was hinted by the female student above:

Male Student: I think our group chose such an easy survey to conduct it really was not a challenge.

Female Student: I feel this project should have been done on an individual basis. Group projects are usually done half-assed and the individual does not learn all the aspects of the project properly.

References Available on Request

MENTORING AND CO-OP INTERNSHIP:HOW BUSINESS STUDENTS LIVE AND LEARN THROUGH MENTORING

Mary Donohue, Dalhousie University, 6100 University Avenue, Halifax, NS B3H 3J5 Canada; mary@thenmp.com

E. Vincent Carter, School of Business and Public Administration, California State University, Bakersfield, Bakersfield, CA 93311; ecarter2@csub.edu

Molly R. Jensen, Sam M Walton College of Business, University of Arkansas, WCOB 302, Fayetteville AR 72701; mjensen@walton.uark.edu

ABSTRACT

During 2009, a national model for internships and co-op placements was tested. The model tested is called the National Mentoring Program (NMP). During this test nineteen students from universities in Canada were partnered in mentoring relationships with business people, to solve an infrastructure problem during the students' internship with not for profit organizations. Mentoring delivered through the whole person learning pedagogy resulted in the fusion of student-oriented concepts for improving academic aptitude with situation-oriented context for improving application aptitude. We propose this fusion occurred because of student development in six competencies; community, enterprise, curricular, cultural, ethics and change.

MENTORING AND CO-OP INTERNSHIP: HOW BUSINESS STUDENTS LIVE AND LEARN THROUGH MENTORING

From ancient Greece to modern times, societies have sought to pair learning principles with practical life. This study finds Socratic wisdom alive and well in experiential service learning methods that cultivate competence through interpersonal dialogues between service mentors and mentored students. The doubt that typifies student skepticism of educational relevance can be allayed with their discovery of skills for aligning learning and living. Mentoring provides a marketing education channel for connecting student questions with relevant skills in the commercial and community sectors of society. Consequently, mentorship can be designed to impart 'whole person learning' by coupling curricular principles with real life commercial practice and community purpose.

The following sections discuss the NMP study by first reviewing the literature supporting core mentorship characteristics and 'whole person learning' concepts. Next, the NMP research design is presented to clarify the study's purpose, method, variables, and measures. Lastly, the NMP findings are assessed to glean marketing education insights for mentorship curricula based on 'whole person learning.'

Reviewing Mentorship in Education – Principles in Practice

Frye (1963) suggests education is more than just connecting with student's minds it is about engaging the 'whole person" or student. Whole Person Learning entails the physical, emotional, and social aspects of learning as well as the cognitive aspects (MacRae-Campbell, 1997; Rogers & Freiberg,1993; Taylor 2007). Whole Person learning also thoroughly involves the student in the educational process giving them choice and control over what is learned and how it is learned.

Academic aptitude in business students requires a motivation to learn. It is a truism that nothing begins without a start. Education motivation theory is the start of beginning to understand the contribution of mentorship to student learning. Yet, after learning starts it must be sustained. Education is as much about lesson completion as creating a learning catalyst. Education research pioneers regard motivation as an essential learning catalyst.

Thorndike (1927) advanced "The Law of Effect" to explain, "that what comes after a connection acts upon it to alter its strength." In an education setting, where a connection is both explicit and implicit between instructor and student, motivation can be logically viewed as fulfilling "the law of effect. Dewey (1934) ascribes the element of "anticipation" as a "connecting link" for this learning effect. Motivation not only alters the strength of educational connections, but also propels cognitive energy in particular directions. Pertinent to mentorship arrangements as educational motivators, Dewey (1938) espoused learning through practical experience, vocational exploring, and societal engagement. Contemporary education scholars

(Wong, 2007) have extended these pioneering concepts of learning motivation to posit "deep engagement" as an instructional mode that permits greater student autonomy and practical relevance. Mentorship education affords "deep engagement" by motivating students to learn with both intrinsic and extrinsic rewards (Ryan & Deci, 2000; Hetzberg, 1959), as well as goal-focused attention and socio-cultural adaptability (Brophy, 2004).

NMP Research Design – Methods for Mentorship Measurement

In order to investigate the effectiveness of this NMP premises, an exploratory survey was administered to a representative sample of student participants to permit preliminary analysis of the learning and life experiences. Eventually, input from commercial and community mentors will be gathered as well. The research design parameters are outlined below before presenting a cursory account of initial findings.

Research Definition

This study documents recent National Mentoring Program (NMP) service-learning and internship activities involving college students, commercial enterprises and community organizations. The NMP is a service learning system.

The National Mentorship Program (NMP) is an eight-month service learning system. It partners students with corporate mentors to design and deploy a strategy for an infrastructure problem identified by a not for profit that the student is placed at for their internship. This present NMP study evaluates the experience of 19 students from four different universities across the country after they participated in the National Mentoring Program (NMP) and were mentored by executives at local province sites of the Molson Coors Company (Molson). Of the 19 students involved in the program, 16 participated in detailed questionnaires while the three others participated in a brief email exchanges as they were traveling. Pseudonyms are used in testimonial accounts to preserve student anonymity.

Research Purpose

The purpose of the NMP study is to examine participant accounts of mentorship experiences, as well as growth in 'whole person learning' alliances among curricular, commercial, and community partners. Inherent in this statement of purpose are parallel micro/macro research designs to profile individual participants on one hand and on the other to plot patterns of the collective networks linking learning stakeholders. Based on the classification of research designs (Kerlinger and Lee 2000), the NMP was conducted using both a descriptive design to profile individual participants and an exploratory design to plot collective patterns. Recognizing that this paper provides a preliminary report on the NMP study, only selective analysis and findings are presented for the study's research design. Allowing for these early stage considerations, research objectives and methodologies for the dual design NMP study are stated below.

Research Objectives and Methodology

Micro/descriptive: To determine the frequency of favorable versus unfavorable experiences of individual participants, as well as the mentoring program element(s) that strongly influenced those experiences.

An individual cross-sectional survey was conducted using a self-report questionnaire. A convenience sampling approach was used to administer the questionnaire, which allowed for a combination of personal, mail, and electronic correspondence. The questionnaire design aims for ease of response and informal item statements. Consequently, the questionnaire mostly includes qualitative nominal level items, many of which are either dichotomous or open ended. Depth interviews with participants representing the three collective partners, as well as pattern analysis of situations for shared experiences among the three collective partners posed open-ended general questions about "the NMP experience," and recorded the mention of other collective partners – including whether the mention was positive, neutral, or negative. The interviews were not probing, and were conducted as convenience intercepts to gather information in a flexible and familiar manner. The pattern analysis relies on secondary data in the form of program plans, schedules, meeting agendas, itineraries, and other accessible NMP records. By plotting a network of shared experiences among collective partners, the verbal depth interview account can be verified analytically.

Study Findings

The NMP study preliminary analysis generated insightful collective patterns and interesting individual profiles. The findings are favorable and achieve the research objectives, allowing for this study's early stage. Most intriguing is the

intermingling of individual and collective outcomes, resulting from participants' heightened awareness of a new collective environment. The rarity of 'whole person learning' alliances caused participants to comment on big picture patterns, and led collective patterns to capture individually determined occurrences. An example of the latter would be an autonomous or spontaneous collective meeting that is prompted by the novelty of collective exposure (e.g., company mentors arranging unscheduled tutorial sessions for students which distorts the collective interaction routine).

These intermingled findings are framed by focusing on key themes that emerged in both individual and collective information. The focal themes capture what appear at this stage of the study to be primary determinants NMP favorability. The NMP Living and Learning Model that is available upon request illustrates the eight focal themes as a 'whole person' wheel of competences revolving around a central program axis. The wheel of competences consists of community, enterprise, curricular, cultural, ethics, and change. The vital axis of trust, manifested through life leadership and mentorship learning, propels those six competency themes. Although the model represents an inclusive combination of both individual and collective NMP experiences, the design also juxtaposes key theme properties to guide 'whole person learning' goals.

Community

Community experiences must be continuously renewed by encouraging people to embrace change. Enterprise experiences with commercial partners must be compatibly balanced by embedding professional ethics. Likewise, curricular experiences must be balanced with an inclusive multicultural approach towards learning achievement.
In addition to cohering the internal generation of NMP data, the focal themes are designed to fit the premise 'whole person learning' within the broader universe of socio-economic and socio-cultural forces. Jia, a new Canadian, was leery of change; her mentor helped her through this process. "My mentor John Smith, had supported and encouraged me all the way through this program, and his professionalism, positive attitude and good personality helped me go through a lot of difficulties. It's been eight months for my mentorship, and he is almost my big brother right now. I really appreciate every little thing that John had shared with me: his experience, knowledge and creative thinking. I have been extremely lucky to be in this program and able to meet John". By sustaining congruity between

internal participant themes and external human development needs, NPM creates uniquely well-rounded mentoring and service-learning experiences.

Culture

Cultural theme findings reflect the academic and application aptitude gains on the part of individual students, as well as NMP congruity with key universal cultural shifts multicultural tendencies were observed which suggest that mentoring fosters confidence in students to construct unique competence identities, by fusing the best of their native cultural orientation and the new situation-orientation gained through NMP experiences. Specifically, this cultural optimization process allowed students to redefine themselves with more professionally confident and purposefully civic-minded leadership traits. Mark stated "prior to this experience, I believed I had potential and the right skill set but not necessarily the pallet to display them. I now have a lot more confidence to go out and try new challenges." For Mark and other students, the mentoring period and the contact with their mentors enabled them to become more comfortable bringing forward new ideas and often helped reduce the stress they felt when pushing, what was for them, cultural boundaries.

Ethics

Ethics competency addresses the increased value of collective and individual principles of civil liberty, economic responsibility, and ecological sustainability. This approach is evident in trends towards greater adoption of market methods and resource recycling by community organizations, triple bottom line accounting by commercial enterprises (profit, people, planet), and a stronger environmental emphasis in college curricula. Education scholars concur with business and society planners regarding the vital role of ethics. Ethics principles are used to design schools with conducive learning environments (Starratt, 1991), as well as to assess the effectiveness of educational leadership (Shapiro & Stefkovich, 2005). Starratt (2004) asserts that education's vast and lasting interpersonal impact requires ethical leadership guided by an "analysis of what principles, beliefs, values, and virtues constitute a moral life" (p.45).

Ultimately, ethics requires students to acquire an awareness of 'whole person learning' in order to achieve synergy among the curricular, commercial, and community dimensions in their personal lives.

Several students expressed this internalization of holistic ethical principles and attributed this competency to NMP participation. Unfortunately Chris summarized the belief in the lack of ethics of both charities and corporations by his off the cuff comment during the depth interviews when he said at the conclusion of the program "In the beginning I was worried about how I would get paid. I was afraid it was too good to be true".

Community

Community competency is founded on the goal of social well-being and integrates lessons from corporate social responsibility (CSR), social/societal marketing, and public policy. Corporate social responsibility has elevated the status of community constituents as sources of philanthropic competitive advantage (Porter & Kramer, 2002), as well as prospective investors in intangible reputation assets (Fombrun, 1996). Social/societal marketing transforms community presence into brand loyalty through cause-related marketing and a collaborative social media content (Bloom et al., 2006; Hoeffler & Keller, 2002). Following the foresight of Drucker's (1939, 1950, 2003) coupling of corporations and community, public policy and marketing scholars has advanced viable models for community well-being (Sirgy, 2008; Bhattacharya & Korschun, 2008; Sheth & Sisodia, 2007). Reflecting on NMP participation, these emerging community competences are commonly observed in more frequent community serve and greater familiarity with nonprofit organizations.

Enterprise

Enterprise competency appraises students' overall familiarity with commercial firms, as well as the specific job functions performed by mentor professions. The prominence of commercial enterprise in industrialized societies is indicated by the rapid growth rate of students choosing to major in business fields. Even in emerging nations, business is prized as a catalyst for societal development. These collective attributes of the enterprise competency expose students to the dynamics of global commerce within which mentoring companies compete. However, the dominant enterprise competency feedback pertains to individual level familiarity with professional work functions. Students understand that corporations must demonstrate leadership to attract smart young talent; they are also aware they are a valuable commodity to which corporations direct their marketing. It is their understanding of this that

brought about Molson's participation in the program. After his participation in the program, Anderson understood this dual role: "I think that Molson wanted to engage themselves with charities in a unique way that enabled them to make a difference beyond the simple act of writing a cheque. At the same time, I think Molson wanted to establish a connection with the future of business and non-profit leaders coming out of the top business schools in Canada."

Curricular

Students often study just to pass, and professors may wonder how much retention persists after graduation. The process of mentoring involved in the NMP enabled students to see the value in their professors' lectures. For example, Debra was able to see the practical aspect of one of her business courses through the mentoring program:
"In Organizational Behavior class, where we have to do an organization study, the first company I thought of was Molson. I've learned that Molson offers a lot of opportunities for personal growth and learning opportunities. It also surprises me when I realize Molson is involved with a lot of community service and events. Molson is not merely a beer company now, but it also seems like a fun place to work."

If you accept the definition of organizational behavior as the actions and attitudes of individuals and groups toward the organization as a whole and its effect on the organization's behavior, then Debra did indeed begin to absorb her class lectures. Similarly, Dan appreciated understanding why his professors kept him to strict deadlines and meted out harsh evaluations: "I have gained an appreciation for structure now and can see the importance of taking more action." Like many of the other students involved in the program, Dan and Debra were able to see how their education is preparing them for employment. Being mentored by an executive corroborates what the professors say in class. Eileen felt that her "mentor was like my textbooks, except he was real and didn't quiz me."

Conclusions and Future Research

 "Just what does 'more' mean to 21st-century business education? For the business schools profiled here, it means designing degree programs that are more flexible, integrated, and experiential. It means exposing undergraduates to business practices earlier than ever. It means taking once-optional educational experiences – such as international study, consulting, and internships – and

making them mandatory for every student. And it means emphasizing a wider range of skills than 20th century business education ever addressed, including good judgment, personal awareness, and personal initiative." (Bisoux 2009, p. 24).

Like most educational approaches, whole person learning through mentorship achieves learning outcomes by drawing upon theoretical principles and experiential practice. In terms of principles, the conceptual foundations of motivation and trust guide mentorship education. Likewise, mentorship education practice validates the experiential learning literature stream by demonstrating the merits of cultivating commercial skills and community service.

Therefore, mentorship in this study was an educational approach that fuses student-oriented concepts for improving academic aptitude with a situation-oriented context for improving application aptitude.

Future Research
Future learning should include a quantitative study that plots the growth in 'whole person learning' alliances between curricular, commercial, and community partners. Also it would be interesting to focus on the long-term effects of this system on the students and their careers. For example, how do participants compare to their peers who were not involved in this program? In ten years will the participants demonstrate a stronger commitment to community that is stronger than there peers?

References Available on Request

'LIVING THE BRAND': A PHILOSOPHY-DRIVEN STRATEGY OF BULIDING ORGANIZATIONAL BRANDS THROUGH PEOPLE

Kelly Tian and Miguel Zuniga, Department of Marketing, New Mexico State University, MSC 5280, PO Box 30001, Las Cruces, NM 88003-1498; ktian@nmsu.edu; mzuniga@nmsu.edu.

ABSTRACT

Brand identity has emerged as a key concept in dominant branding models following a philosophy that in order to stand out brands must be imbued with human qualities (Aaker, 1996; Csaba & Bengtsson, 2006). While inquiries into the financial and cultural value of products' brand identities have flourished for over a decade (Csaba & Bengtsson, 2006), investigations into processes of organizational branding and shaping organizational brand identity, are relatively new (Johannsson & Holm, 2006; Schroeder & Salzer-Mörling, 2006). Organizational brand identity is an articulation of who the for profit or not-for-profit organization is and what it stands for that distinguishes it from other organizations (Schultz & Hatch, 2006). The brand which traditionally targeted only customers has increasingly become an organizing frame used by organizations in dealings with their various stakeholders, inclusive of employees, shareholders, the financial community, donors, volunteers, suppliers, and regulatory bodies (Olins, 2000).

Organizational brands and their cultures and communities are of great consequence to organizational performance and survival (Balmer, 2006; Fog, Budtz, & Yakaboylu, 2005; Muzellec, 2005; Olins, 2000; Schroeder & Salzer-Mörling, 2006; Schultz & Hatch, 2006). Academic institutions are no different. They have evolved from nonprofit organizations that merely use marketing tools to brand organizations that seek to wield a brand identity and engage its constituents within brand communities. Brand engagement activities include investments of resources (time, energy, or emotion) beyond that expended during the acquisition and include participating in activities of the brand, taking interest in news about the brand and sharing about the brand with others inside and outside an imagined brand community.

Drawing from extant literature, we call attention to the "Living the Brand" perspective as a management philosophy of engaging and enthusing employees. Employees who embody and live the brand influence others' engagement with the brand.

At the heart of the living-the-brand philosophy is the employee's experience that s/he embodies the organizational brand identity. It is from this experience that other distinguishing aspects of living the brand emerge or revolve. Embodying the brand identity refers to an employee who incorporates her understanding of the brand identity into the self, as an understanding which is shaped by practices of mutual sharing with others about the brand, its values, its meanings, and brand-related consumption experiences. These others include various stakeholders who bring their own interpretations to bear on and integrate with those of the employee and those disseminated through media communications of the brand. The experience of embodying the brand is one of a sense of shared, overlapping identity with the brand. This overlap reflects that the employee is a vested member comprising the brand community through which the organizational brand identity is wielded (McAlexander, Schouten, & Koenig, 2002); and, that the employee engages the organizational brand identity to enhance and extend the self (Belk, 1988).

Distinguishing aspects of the living the brand philosophy as compared with traditional management ideology are as follows. First, rather than viewing themselves as representatives or agents of the organization, employees see themselves as member of the brand community. Second, employees may view customers as potential or fellow members of the brand culture or community (see McAlexander, Schouten & Koenig, 2002). That is, there is a blurred organizational boundary such that employees no longer see themselves as inside the organization where other stakeholders reside outside of it. Finally, employees interactions with stakeholders are not scripted or experienced as impression management, but rather authentic. Subsequently we conceptualize 'Living the Brand' as a concept distinct from organizational citizenship and identify six constitutive living-the-brand practices.

References Available on Request

PREDICTING EXPLICIT AND GENERAL ATTITUDES TOWARD THE MARKETING MAJOR USING TEACHING METHOD EFFECTIVENESS FACTORS: A CASE STUDY

Stuart Van Auken and Ludmilla Gricenko Wells, Florida Gulf Coast University, Lutgert College of Business, 10501 FGCU Blvd. S., Fort Myers, Fl 33965-6565, svanauke@fgcu.edu, lwells@fgcu.edu

Eileen Anne Campbell. Upper Great Plans Transportation Institute, North Dakota State University, P.O. Box 6050, Fargo, ND 58108, annecampbell@centurylink.net

ABSTRACT

This study presents the results of a case study of the effectiveness of alternative teaching methods in explaining attitude toward the marketing major. It replicates the earlier work of Davis, Misra, and Van Auken (2000) to illustrate variances in students, faculty, and institutions and it further adds to their work through an assessment of the influence of alternative attitudinal measurement approaches.

A comparison with the earlier study revealed a substantial increase in explained variation and shifts in the relative valuation of teaching methods. While the former work revealed the robustness of in-class exercises, followed by cases, and then lectures, this new work revealed the efficacy of group processes followed by more individualistic teaching approaches. The study also revealed the efficacy of general attitudinal measures over those that are more explicit. The implications of the study results are also developed and presented.

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IS MARKETING EDUCATION "PRODUCING" THE RIGHT PRODUCT (STUDENT) FOR TODAY'S JOB MARKET? MAYBE

Douglas J. Lincoln, College of Business and Economics, Boise State University, 1910 University Drive, Boise, ID 83702; dlincoln@boisestate.edu

ABSTRACT

Marketing educators have a history of studying and writing about the types of knowledge and skills sought by those who employ our graduates. The purpose of this paper is to present empirical data that adds to this literature by highlighting how and where today's marketing curricula appears and does not appear to produce marketing graduates capable of meeting the needs of employers seeking both entry and advanced-level marketing employees. The study's findings reiterate marketing education's need to carefully balance its emphasis on teaching students marketing knowledge or content versus developing student skill sets.

MAIN STUDY OBJECTIVE

The main study objective is to compare and contrast the most recent marketing job requirements identified in the Schlee (2009) study with what today's undergraduate marketing curricula are requiring their undergraduate students to know (i.e., content) and/or be able to do (i.e., skills). The Schlee study is used as the benchmark as it provides a most recent and valid employer view on the characteristics they want to see in our graduates as it analyzed Monster.com marketing position advertisements. The Schlee findings, combined with this empirical study's identification of learning outcomes stressed by today's marketing education curricula, allows us to reflect on how in tune our "products" (graduates) are with their market (jobs). If some skills and knowledge areas are not attended to enough by our curricula, then changes may need to be considered. On the other hand, if some are receiving too much attention, perhaps efforts should be scaled back.

MEASURING CURRENT MARKETING CURRICULA EMPHASIS

Four steps were undertaken to address the study's overall objective. The first step involved taking the 28 desired characteristics found in the Schlee (2009) study and adapting it to create a measurement instrument to be used with marketing educator respondents to elicit information on the learning outcomes stressed by their undergraduate marketing degree programs. The second step involved identifying and collecting this information from those marketing educators with program oversight responsibility. The third step involved recording, organizing, and reporting any found similarities and differences between (i.e., any gaps) characteristics sought by employers and those characteristics believed to be delivered by undergraduate marketing degree programs. The fourth step was drawing recommendations for marketing educators.

The measurement instrument involved adapting the 28 desired employee characteristics reported by Schlee (2009). First, one of that study's original three categories of characteristics (marketing knowledge) was split into two categories (broad marketing knowledge and specific marketing knowledge) to more closely align with typical marketing curricula designations. This move was also undertaken because prior research indicated that broad marketing knowledge appears to be most important for advanced-level marketing positions. Second, one of the Schlee study's characteristics (merchandising) was dropped as it was rarely found in job advertisements and it appeared unique to retail sector positions. Third, five additional characteristics were added to create a total of 32: marketing and sustainability, buyer behavior, problem solving and critical thinking, creativity and innovation, and using social media/networking tools. A recent article by Wilhelm and Bridges (2008) provides strong arguments for the inclusion of marketing and sustainability into today's marketing curricula. Buyer behavior was added as it was known to be a required course for most marketing degree programs. Three new meta skills were added as recent marketing education literature has discussed their importance to our educational efforts. For example, Celuch, Black, and Warthan (2009) note the importance of critical thinking, Diamond, Koernig, and Iqbal (2008) reiterate the importance of problem solving, and Titus (2007) stresses the importance of creativity. Social media and network marketing tools were added in recognition of their growing importance to and prevalence in contemporary marketing.

Sample Frame

U.S.-based marketing educators (n=644) selected for the empirical study were identified by searching websites of four-year schools identified as awarding undergraduate business programs by a 2008 *U.S. News & World Report* special issue on higher education. An Internet search identified some marketing educators (n=115) who appeared to have marketing curricula oversight responsibilities at higher education institutions located in Australia, Europe, and New Zealand.

Those who received an e-mail invitation (n=714) and went to the survey link (n=107) were first asked a screening question to determine if their institution offered an undergraduate marketing degree program. If "yes," they were asked to indicate the degree of emphasis their marketing program placed on the 32 potential characteristics discussed above by indicating a strong, moderate, some, very little, and no level of emphasis.

FINDINGS AND DISCUSSION

Some 13 survey respondents did not have an undergraduate marketing degree program and were eliminated from further analysis. After eliminating another six response sets considered to have significant question response omissions from further analysis, the final number of response sets available for further analysis was 88 with 60 of these programs being AACSB accredited.

Survey results show that today's marketing curricula places significant emphases on traditional marketing knowledge areas such as strategy, segmentation, positioning, planning, and brand management. Today's marketing curricula places much less emphasis on supply chain management, business intelligence, and sustainability. The most frequently required specific marketing knowledge areas include buyer behavior, marketing research, promotion and advertising, and global marketing. Today's marketing curricula place much less emphasis on the specific knowledge areas of pricing, public relations, forecasting/budgeting, direct/interactive marketing, and Internet marketing. Considerable attention is paid to both oral and written communications, teamwork, and problem-solving skills. Relatively less attention is being paid to time management, attention to detail, and creativity/innovation skills. When it comes to technical skills, marketing curricula tends to mostly emphasize MS Office skills and this is distantly followed by statistical software and Internet marketing tool skills. The least amount of emphasis is on social media and networking tool skills.

Findings Versus Schlee Study

When contrasting the current study with the earlier Schlee study, marketing curricula appears to place significantly more emphasis on the traditional marketing knowledge areas than do those employers seeking entry-level employees. Desired marketing knowledge areas are more often stated in job postings for advanced-level marketing positions. Today's marketing curricula places much less emphasis on supply chain management, business intelligence, and sustainability, but none of these three knowledge areas are found to be high on the employers' list of desired characteristics.

The most frequently required specific marketing knowledge areas advertised by employers seeking entry-level employees are: personal selling, promotion and advertising, and Internet marketing. Those employers seeking advanced-level employees place even more emphasis on Internet marketing, promotion/advertising, and sales management. Logically, advanced-level positions less often require personal selling knowledge. Overall, employers do not place as much emphasis on several specific marketing knowledge areas (e.g., buyer behavior, customer relationship marketing, and marketing research) as is emphasized by today's marketing curricula.

Marketing curricula does place heavy emphasis on three meta skills also highly valued by employers: oral and written communications and teamwork. In contrast, marketing curricula places heavy emphasis on the following meta skills not so highly valued by employers: problem solving, critical thinking, and creativity/innovation. Employers hiring both entry and advanced-level employees highly value the ability to use Microsoft Office tools and this skill set is an area of strong emphasis in today's marketing curricula. The importance of other analytical software and Internet marketing tool skills is highly valued by nearly 20% of all employers. But, these skills are not given the same degree of emphasis by marketing curricula as is given Microsoft Office and statistical tool skill sets. While social media/networking tool skill requirements were not explicitly identified in the Monster.com job postings, it is possible that they were considered or listed as a subset of Internet marketing tools. Nearly one-third of all marketing curricula give this tool set either strong or moderate emphasis.

Key Differences in Emphases

Today's marketing curricula seems to place a preponderance of its emphasis on marketing

knowledge and not skills. Four of marketing curricula's top ten characteristics are all knowledge-related while the other six are skill related. One of marketing curricula's top ten emphasis areas (buyer behavior) does not even appear on the employer's list of desired characteristics. One emphasized knowledge area (strategy, segmentation, and positioning) shows up as number 5 on the list of employers seeking advanced-level marketing employees and advertising/promotion shows up in the top ten for employers seeking entry or advanced-level employees.

In general, those seeking entry-level employees place most of their emphasis on skill sets not marketing knowledge. This is in contrast to those seeking advanced-level employees who place relatively more emphasis on marketing knowledge. This finding echoes the marketing education literature of some 12 years ago (Lundstrom & White, 1997) and more recently by Davis, Misra, and Van Auken (2002) who note that many skill sets are transferrable across different disciplines and industries thus enabling students with such competencies to qualify for and secure more job opportunities than students without such skill sets.

The top ten characteristics mentioned in entry and advanced-level job postings were found not to be in the top ten list of characteristics emphasized by today's marketing curricula. This represents a total of seven characteristics (three knowledge areas and four skill sets) three of which were common to either the entry or advanced-level position. Relatively higher levels of emphasis are found for product or brand management, statistics and quantitative analysis, and personal selling. Moderate levels of emphasis are found for Internet marketing and other analytical skills while low levels of emphasis are found for time management and database analysis and mining.

IMPLICATIONS AND RECOMMENDATIONS

Marketing educators must remember that preparing marketing students for entry-level marketing positions involves more emphasis on several skill sets than emphasis on general and specific marketing knowledge. The negative consequences of stressing marketing knowledge at the expense of skill development were pointed out over 20 years ago by Boatwright and Stamps (1988). Undoubtedly, there is a need to create student competencies in both areas but marketing educators should keep future employability of their students in mind when making trade-offs. To help accurately focus future curriculum change efforts, marketing educators are

advised to adopt the professional school approach described by Schibrowsky, Peltier, and Boyt (2002). And, marketing educators should remember that required marketing courses should not and cannot be reasonably expected to develop and hone many of the skill sets desired in today's marketplace. Solutions to skill development may be best left to the design and execution of the business school's entire required curricula. However, marketing educators can enhance such skill sets by incorporating them into other efforts to build marketing knowledge. It is suspected that much of this activity already occurs in applied learning settings such as student teams who are often expected to develop, write, and present marketing plans. Other learning activities such as case analysis, simulations, and role playing can also develop such skills while creating/reinforcing marketing knowledge simultaneously. Still, it appears that more emphasis should be placed on two technical skill areas: database marketing/mining and statistics/quantitative methods. The prior was recommended by Teer, Teer, and Kruck (2007) and the later recognized as a desired skill set for all business majors in 2005 by Harraway and Barker.

Marketing's increased use of Internet and other computer-based technologies are generating increasing large sets of detailed marketing information that students must know how to work with. Unfortunately, students have reported that these skills are lower priorities for them (Duke, 2002, p. 215). While employers in the early 1990s viewed computer skills as something that they could teach new hires (Tomkovich, Erffmeyer, & Hietpas, 1993), this belief is not held today as evidenced by how high employers ranked the importance of employee competencies relative to Microsoft Office tools and other analytical tools/software as shown in the Schlee (2009) study. As suggested by Walker et al (2009) today's employers may lack the resources (time and people) to provide what may be considered basic technical training and therefore expect colleges and universities to deliver this type of education and training. These authors recommend that marketing educators find real-world business or industry opportunities to let their students learn marketing theories through applications while at the same time engaging and honing their meta and technical skills.

Overall, the "best" solution to insuring that today's undergraduate marketing curricula will help students land jobs is most likely found within the fairly recent but popular trend toward outcomes assessment. Properly constructed and designed, such assessment has the potential to get and keep one's curriculum aligned with the stakeholders it intends to

serve. From this author's perspective, the two key or most important stakeholders are students and the organizations who hire them.

STUDY LIMITATIONS

First, the 2009 Monster.com study by Schlee (2009) was based on a content analysis of job postings in three U.S. cities (Chicago, Los Angeles, and Seattle) and the postings may therefore not be representative of the entire U.S. (marketing) job market. Second, the fact that specific desired (employee) characteristics were listed in a given job posting does not tell us if that characteristics is relatively more or less important than other characteristics also mentioned in the job posting. Third, it is entirely possible that the relatively low importance of marketing knowledge reported in the Schlee study reflects employer beliefs that such knowledge was assumed to exist if job candidates held an undergraduate marketing degree. Fourth, the empirical study used to generate information on what knowledge and skill areas are emphasized by marketing curricula relied on one particular marketing faculty member's perception. And just because a particular program emphasizes certain curricular aspects this does not necessarily equate with what students actually know or are able to do once they graduate from that program. Fifth, this study is susceptible to non-response bias. Sixth, the study's findings are likely to be more representative of AACSB accredited business schools versus those without such accreditation.

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PLANNING AND EXECUTING A SHORT-TERM STUDY ABROAD PROGRAM
FOR MBA STUDENTS WHILE IN RECESSION

**Cristian Morosan, University of St. Thomas; 3800 Montrose Boulevard, Houston TX;
cmorosan@stthom.edu**

ABSTRACT

Study abroad programs are defined as educational experiences that take place outside the geographical boundaries of the country of origin (Kitsantas, 2004). Most study-abroad programs extend over an entire semester (Clarke, Wright, Flaherty, & McMillen, 2009; Open Doors, 2005), and encourage students to immerse extensively in a host country's environment. However, recently, an increasing number of higher education institutions began offering short-term study abroad (STSA) programs, to decrease programs' costs, and thus, making the programs relatively more attractive than most common (i.e., semester-long) programs (Sindt & Pachmayer, 2008; Takei, Lupton, & Rawlinson, 2009).

While the empirical research on long-term study abroad programs is relatively abundant (Clarke et al., 2009), the literature on the design and execution of STSA programs is relatively scarce (Ferservand & Tillery, 2001; Koernig, 2007; Takei et al., 2009). In this context, complementing the work of Gordon and Smith (1992) and Koernig (2007), this study reexamines the most important aspects of design and execution of a STSA program for MBA students while in global economic recession, based on the insight from a private institution in the Southwestern U.S.

While the previous literature on STSA programs focuses predominantly on undergraduate education (Gordon & Smith, 1992; Koernig, 2007), this study's main contribution is that it provides a novel perspective, that is, it takes into account the challenges associated with a more mature and demanding student base – the MBA students – while coping with the challenges associated with economic recession. This study is based on the recent experiences of the author, who planned and executed a STSA program in Prague, Czech Republic.

For this particular program, the planning process started approximately eight months before the actual trip to Prague. The choice of destination was not predetermined by the administrators of the university or by the academic program. That allowed for a higher discretion of the faculty member to find a destination that adds value to the program and its students. To create the schedule for the program, first, multiple lists of organizations operating in Prague were created by using multiple databases available through the university library system or the Internet. A crucial element in planning was a scouting visit to the destination five months prior to the beginning of the actual program. Finally, strong support from the administration of the U.S. business school and a partnership with a major local university facilitated this visit.

The challenges of designing a STSA program while in recession can be overcome by a systematic approach, in which thorough planning and excellent communication with all partners involved are key. The most important requirement is to accurately understand what really adds value to the program, and then to communicate the value proposition effectively to potential students. Further, it is imperative for faculty members to begin planning early and use all resources available on their campus. Another factor of success was the faculty member's deep familiarity with the area and the business climate.

Overall, this study illustrated that a program entirely built on the program goals and the needs of the MBA students can be successful. Such needs may be different than the needs of undergraduate students, as MBA students tend to be more mature, have a better understanding of the business environment, and higher income. Furthermore, this study adds another dimension to the general understanding of the challenges associated with developing STSA programs. The new dimension – global economic recession – makes planning for these programs more difficult, as all actors involved in the program suffer (i.e., fewer resources available to the U.S. university, students being laid-off or experiencing decreased support from employers). In this context, extra caution in planning is necessary to counteract the effects of recession.

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BUILDING A SUCCESSFUL MBA ELECTIVE COURSE

Nancy Panos-Schmitt, Gore School of Business, Westminster College, 1840 S. 1300 East, Salt Lake City, UT 84105; npschmitt@westminstercollege.edu

ABSTRACT

Marketing educators are called upon to undertake a variety of tasks. One of the most important of these tasks is the development of MBA electives that add value to the overall curriculum. This is especially true at institutions that value student learning. This paper will examine the building of a long-term, successful MBA elective course and what is required to maintain the course.

BACKGROUND AND HISTORY

In 1983 a directive from the Dean of the School of Business set into motion the building of a MBA elective course that over the years has sustained momentum and grown. The directive was to "think outside the box and come up with a new course." That directive resulted in the development of a new special topics course entitled, "Marketing Mistakes". The course expanded the MBA offerings by utilizing a new, innovative delivery method. Instead of the conventional delivery of the MBA schedule of one night over a semester, the course would experiment with a Friday evening and all day Saturday delivery. The idea was to build a course around a three weekend Friday night Saturday format. The delivery and learning in this format would be compressed into three intensive weekend sessions, instead of the traditional semester long class. This "out of the box" thinking was immediately viewed by skepticism by colleagues. No one had ever offered a class with this radical structure. No one believed it could succeed – except the Dean who encouraged experimentation. Today, this delivery method does not seem innovative. However, in 1983 this was a huge departure from the norm.

School policy mandated that if an MBA elective course did not meet a certain enrollment requirement and failed to "make", the faculty member would be responsible for making up the hours in his/her contractual obligation. In 1983, the contractual teaching load was 24 hours. Clearly, there was a risk to faculty members in undertaking an experimental course. If the course failed, then a faculty member would have to teach in the summer uncompensated. Undeterred by youth and naivety, the challenge to build a course around a delivery time was undertaken with enthusiasm.

The delivery time constraint led to the first decision in building the course. The content would utilize marketing cases in presenting the material. It was theorized that marketing cases could be analyzed and discussed effectively in this compressed, intensive manner. The challenge was to find an MBA level, marketing case text book to utilize in the course. Today, this would not a valid concern. In 1983 it was almost impossible. The traditional lengthy and quantitative case format, utilized by most textbooks of the era, was not an option for the obvious reason of the compressed time frame. A search of the available textbooks was undertaken. That led to the discovery of *Marketing Mistakes*, 2nd edition by Robert Hartley. Immediately the search for a text was over. *Marketing Mistakes* was and still is the perfect book for this class. The cases presented were interesting, mostly written about consumer product companies, and easily understood. All the companies utilized were commonly known by students. Instead of the camouflaged names and data that many case books utilized, Hartley presented real company names, financial data and updates.

Marketing Mistakes was not only the perfect book for the class, it became a great name for the class. As a special topics MBA offering, the title of the class was critically important in conveying the nature of the class. A good name was also necessary to create interest in the new offering. Immediately, MBA students were intrigued by the title of the class and the intensive format.

Mistakes, made by large, well-respected companies, drew much more attention than the successes by many of the same companies. Robert Hartley also wrote a book entitled, *Marketing Successes*. It was only available for two editions versus *Marketing Mistakes & Successes*, which is currently in its eleventh edition. Years later when the decision to make "Marketing Mistakes" a regular MBA elective course, rather than a special topics offerings, the title came under scrutiny by the new Dean of the School of Business. It was his assessment that the title was "not academic enough to warrant becoming a regular class offering." The enrollment data, student comments made on teaching evaluations, word of mouth support and enthusiasm from MBA students and alumni changed his mind.

"Marketing Mistakes" has been taught every spring semester in a three weekend format since 1984, except for 2002 (sabbatical semester for the instructor). The class has developed into the most successfully enrolled MBA elective offering in School history, as well as the longest running offering. Spring 2009 saw another record elective enrollment of thirty-five students drawing from the general MBA program, the MBA with marketing certificate and the Masters of Technology MBA program. The instructor has never had to teach in the summer to makeup the hours. The risk of teaching an experimental course has been replaced with a tremendously rewarding and enriching course.

DEVELOPING A SUCCESSFUL CLASS

So how do you build a successful MBA elective? The following tips should help answer that question.

1. **Start with a compelling class name**. As with any product, a compelling name is a big part of a product's success. Recent books such as: *All Marketers are Liars, Marketing Genius and The Marketing Mavens*, all offer intriguing possibilities for a great class names. The current class name has evolved to "Marketing Mistakes and Strategic Successes" to reflect the nature of Hartley's book. In 1998 Robert Hartley refocused his book to reflect mistakes, turnarounds and successes. Since 1998 with the seventh edition all the editions have been entitled, *Marketing Mistakes & Successes*.

2. **Utilize unique class time formats**. While online formats have become frequent and successful, the focus of this discussion is the traditional MBA classes setting. The unique time offering can be risky, but can also offer an opportunity for less overlap with required courses.

3. **Utilize engaging, compelling and interesting course content**. *Marketing Mistakes & Successes*, 10th Edition, was the main casebook Spring, 2009. In addition a popular press book has always been required. *Marketing Genius* was the popular press book required in spring, 2009. The utilization of a popular press book should reinforce the fact that marketing is important and discussed in all circles, not simply MBA programs. By utilizing compelling case book and popular press books, students may actually refer to them after the class is over. While the 10th edition has been updated, it has been incumbent on the professor to continually update material. Updated material should allow for the continual learning process for both student and professor. The commitment to updated material does require a tremendous commitment to the course. However, part of the success of "Marketing Mistakes" has been this continual updating of material. On course evaluations and in personal communication with students and alumni the presenting of timely material has been referenced as contributing significantly to the learning outcomes. Many of the comments revolve around the fact that the timely information made interesting cases that much more interesting. MBA students have always appreciated the effort required to continually update cases.

Another aspect of the course content has been the building of mini-cases for the final, individual writing project assigned in the class. These cases have been developed following the Hartley model of utilizing interesting companies from a variety of industries, incorporating a historical perspective and including the people making decisions. The final writing assignment for spring, 2009 included the Gap, Dell, Sony, Saturn and Kodak. Over the years cases have been developed for Starbucks, Motorola, Xerox, Ford, Apple, Chrysler, KFC and Amazon among others. Updating cases and developing mini cases for this course has allowed the professor to utilize current examples for other marketing course in addition to the MBA elective.

4. **Collect products**. The ability to showcase the products analyzed in the cases has been a critical factor in keeping students engaged in the material. For example, when discussing the New Coke case, it has been essential to actually have a can of New Coke available. Clearly, over the years fewer and fewer MBA students remember New Coke. The actual can of New Coke has been very powerful in making the case more interesting. "Show and tell" items have always worked well in marketing classes. Hartley has utilized a historical perspective in his writing of cases. This same approach has mirrored in class by showcasing failed and successful products mentioned in the cases or in the additional material provided in class. The collection of consumer products can be an expensive undertaking for a professor. Some of the items used in classes have actually been donated by current and former students and colleagues. However, purchasing products to utilize in class has become a passion. It has become a vital part of the appeal of the class to students. Students appreciate and recognize the value of the collection of products.

5. **Incorporate video clips whenever possible**. Over the many years of teaching this class, various video materials have been utilized to make the people in the cases come alive. Many times students have never seen the CEOs and others involved in the decision making portrayed within the cases. Visual images have obviously become much more important in engaging students in recent years. Students are often intrigued to see clips from the 1980s to the present. There are many sites available for company information and video. However, many times it has been the historical images that interest the student the most and generate the liveliest discussion. For example, seeing Jim Cantelupo, CEO of McDonalds, discussing his turnaround plan before his untimely death, was very impactful for students. It has been time consuming to find and compile video images; however, it has added tremendous value to the discussion of issues.

6. **Incorporate guest speakers**. One of the vital ingredients in building a successful elective class has been incorporating applicable guest speakers. Whenever possible it has been useful to add another voice to the class. The experience that marketing professionals share in class with the MBA students has proven invaluable. The professionals who are willing to their openly discuss both mistakes and successes has been illuminating to students. The speakers must be carefully chosen so that value is added, rather than simply taking up class time. Students are aware when professors are utilizing speakers to enhance the learning outcomes versus simply not being prepared for class and turning over class time to speakers. Speakers utilized range from local entrepreneurs and business people to corporate executives representing the companies discussed in Hartley's casebook that reside in the area. Care has always been taken in showcasing speakers from both public and private companies of different sizes in various industries. The students have always commented that the guest speakers have been their favorite part of the class. They appreciate the efforts made to secure the speakers. Cultivating relationships with capable marketing professionals has always been incumbent on faculty. However, contacting these professionals and coordinating schedules for class visits on the weekends has been a very time consuming activity.

7. **Organize the class material to utilize each session to the utmost**. This has required the

orchestration of case discussion, in-class projects and guest speakers. The professor must become a skilled facilitator in order to enhance and manage the class discussions. It took three different semesters to make the course the success it has become today. Organization of the class management system, (Angel in this situation) prior to the start of the semester has been imperative to success. Every element of the class from the syllabus, to the participation and case analysis rubrics, to recommended websites have always been available before the end of fall semester as the class starts in January. All assignments also have to be posted so eager students can start with the reading. This has become critical as case analyses are due the first weekend of class.

8. **Build useful in-class team projects that encourage active involvement from all students**. Many of these exercises have revolved around current scenarios based on the cases analyzed or new companies that are in the currently discussed in various media sources. Projects vary depending on the information utilized and the topic of discussion for the class session. The typical timeframe utilized has been in the 15 minute range so students focus on the topic and remain engaged in the activity.

9. **Engage, respect and appreciate the MBA students enrolled in the class**. Remember that four hours on a Friday night can be difficult for students. The greatest complement from students has been to hear that the class time flew by quickly. Many students have obvious concerns about the intensive timeframe. Engaging students with interesting material and enthusiastic delivery has been very effective for the instructor. Facilitating discussion has been a key to ensuring everyone's voice is heard. The nature of the material helps discussion immensely. One of the most interesting Hartley cases is Harley Davidson. In a typical class half of the students have been passionate Harley lovers, while the other half views Harley motorcycles as passé. As a skilled facilitator a professor can ensure that the discussion does not merely revolve around emotion, but actual marketing strategy. Rubrics for every element of class have been developed and posted on the class management website, so students understand the expectations of active participation.

One way to show respect for students has been to actually learn their name the first night of class and use it. Obvious respect for students has been developed by learning names quickly. It also has been crucial since class participation has been required and evaluated every class session. Participation grades with feedback that have been posted with hours after each class session also show respect for the students. Students understand the level of commitment required for various participation grades.

Another method to show respect and appreciation has been to grade and return the cases analyses for each weekend session within forty eight hours after the cases have been submitted. Each student analyzes four cases per weekend session. This has been the most challenging of all the self imposed success elements that have evolved over the years. Grading and posting feedback has been critical in ensuring that students have time to reflect on the learning process. It also should allow students the ability to alter their current level of commitment, if necessary. This practice has been respected by students. Students have always commented positively in class and on the course evaluations about the time commitment required to grade all the case in such a timely manner.

10. **Accept student allies and their support**. Most MBA students have been and continue to be very vocal about their class experiences. The overwhelming support and buzz for this class has been humbling. Former students "sell" the class better than MBA support staff could ever do. Many of the guest speakers utilized in class have been former students that were excited to give back to the program and institution.

11. **Work hard, be enthusiastic and have fun as the professor**. This class has become my favorite class to teach and it shows. While it has been grueling to orchestrate an eight hour session, it has also been very rewarding. Students have always commented positively about the effective learning that has been created in these supportive, intensive class sessions.

SUMMARY

There is no single way to develop new courses. The recommendations given in this paper are made after a thirty year reflection of teaching MBA classes. Building "Marketing Mistakes" into a successful MBA elective by using interesting content has been rewarding professionally and personally. In an institution that values student learning, building successful courses is important professionally. A positive reputation for attracting MBA students is always valuable. On the personal side it has been humbling to be involved with terrific MBA students. The real value of the class has been engaging students in a unique manner and having them learn marketing strategy in the process. One of the personal rewards has been winning the institutions' highest teaching award and being recognized as the professor of the year. No one could have predicted the success of this class in 1983. It has far exceeded all expectations. What is truly amazing is that the class has an almost cult-like following. Many alumni stay in contact for years and comment on the latest updates about the companies they analyzed. Current and former students send company updates and bring in products they believe will be useful for the next class. To that end "Marketing Mistakes" has been the most successful course ever developed in the Marketing department for the MBA program.

References Available on Request

THE CONCEPT OF INTERGENERATIONAL SERVICE-LEARNING IN MBA MARKETING COURSES

Jörg Finsterwalder, College of Business and Economics, University of Canterbury, Private Bag 4800, Christchurch, 8041, New Zealand; joerg.finsterwalder@canterbury.ac.nz

Sven Tuzovic and Merl Simpson, School of Business, Pacific Lutheran University, 12180 S. Park Avenue, Tacoma, WA 98447; stuzovic@plu.edu, merlins@seanet.com

ABSTRACT

In teaching and learning, instructors are often faced with finding 'real world' applications to enrich their teaching to facilitate a more practice-related learning experience. This paper outlines an approach of "intergenerational service-learning" in an MBA Marketing course at a University in New Zealand. The instructor facilitated a service-learning scenario in which MBA alumni were project sponsors for current MBA students. Approximately 40 MBA students executed these client-sponsored projects in groups of four to five individuals. This paper describes the teaching and learning concept, discusses learning benefits and suggests potential improvements for the next iteration.

INTRODUCTION: MAKING USE OF THE "KNOWLEDGE GENERATION"

In education, instructors are often faced with finding 'real world' applications to enrich their teaching to facilitate a more practice-related learning experience. Students who are involved in a practical exercise such as a project seem to have a much greater learning experience than through the more traditional learning approaches such as tests (Humphreys, 1981). Projects can be implemented by making use of the concept of service-learning (see e.g., Govekar & Rishi, 2007), similar to the idea of "client-sponsored projects" (e.g. Humphreys, 1981), at times also called "living cases" (LeClair & Stöttinger, 1999). Service-learning centers around students' involvement in community service projects within the structure of credit-bearing educational experience (Berry & Workman, 2007). It has been seen to be a reciprocal approach as it benefits the community or company (service recipient), the student (service provider), the course instructor (service-learning facilitator) and the educational institution (service-learning governing body) (see Jacoby, 1996). A critical issue in service-learning projects which involve companies is the sourcing of the projects. In a marketing context, approaching industry can be strenuous for the lecturer as companies may not be willing to spend time on defining a project for students. A simple way out of this dilemma seems to be to make use of past generations of students working in firms and their potentially greater openness to the notion of utilizing a student team to address a business issue of interest or concern. Their experience with the same study program as of the current students may lead to greater benefits when sponsoring a student group project.

LITERATURE REVIEW

Intergenerational Teaching and Learning (ITL) is not a new term but mainly used in a gerontological context where younger individuals work together with aged people (Nichols & Monard, 2001). ITL in an educational environment is usually concerned with the one of the following (Kaplan, 2001):

- *Youth serving older people*: Students provide a service by engaging seniors in a variety of services in a variety of contexts, such as expanding their social support networks.
- *Elders serving youth*: In the case where seniors provide a service for students, the most common roles taken by the seniors are the ones of tutor and mentor. Intergenerational tutoring sessions can occur either on a one-to-one basis, in smaller groups or as part of an entire class.
- *Adults and youth collaborating in service and/or learning*: In these joint initiatives young and old partner try to achieve an external goal. This goal does not primarily have to center on the needs of the young or old participants; it may be to improve the community or providing a service for another group.

Kerka (2003) states that intergenerational learning builds social capital, citing work by Balatti and Falk (2002) who refer to social capital as the resources of networks, norms or shared values, and trust to which individuals have access as community members. Individuals can draw on these tangible and intangible resources and relationships and may have enhanced life opportunities. Communities, in which trust, reciprocity and social networks are strong, are perceived to benefit from collective action and cooperation. ITL has been applied by establishing intergenerational service-learning

projects (e.g., Karasik et al., 2004; Lamson et al., 2006; Nichols & Monard, 2001).

The resource-based idea of intergenerational learning by using networks as well as the idea of service-learning seem to be of particular relevance for the context of teaching and learning in universities by involving past generations of MBA students to teach and help facilitate learning of the current generation of students. The term intergenerational here denotes the difference between current students and graduates rather than relating to a biological age gap. It is therefore used to describe "a group of individuals belonging to a specific category at the same time…." (Dictionary.com, 2010), either being students or alumni.

Similarities to the idea of ITL can also be found in concepts such as mentoring (e.g., Wanberg et al., 2006). Mentoring concepts have been applied to business and also particularly marketing students in universities (Finsterwalder et al., 2005; Schlee, 2000). In a university context, mentoring can be described as a course-related support (mentorship) of a consulter (student) through an experienced advisor (alumnus / alumna with professional expertise) (Finsterwalder et al., 2005). This is in line with the role of a tutor or mentor outlined by Kaplan (2001) above. Hat-ton-Yeo and Purcell (2002, p. 6), for example, speak of "intergenerational mentoring".

CONCEPT OF ITL FOR MBA STUDENTS IN A SERVICE-LEARNING MARKETING PROJECT

The concept of ITL was applied to a MBA marketing course involving approximately 40 MBA students and eight 'elders', i.e. mostly former MBA students (alumni) now working for a variety of companies. Prior to the marketing course, MBA alumni respectively marketing managers of companies were contacted and invited to submit a marketing project proposal. On day one of the MBA marketing course, the company group projects were presented to the students. Groups of four to five students were assigned to each company. With the project brief and instructions from the lecturer, students were seconded to work on the company projects for two months. This included a re-briefing memo to be submitted after two weeks into the project and a project presentation followed by the final project report at the end of the course.

The *objectives* of the intergenerational service-learning projects were as follows:
- Learning to work on a marketing project using a problem-based learning approach (see Biggs,

2003; Boud, 1985) through immediate application of marketing course content either already covered in the lectures or to be discovered by the students through self-initiated inquiry.
- Working with real-world companies with company sponsors in a mentorship role.
- Learning to work in teams.

Based on the intergenerational concept it was expected that:
- Most of the interaction would occur between the group and the sponsor and that students could relate better to the project sponsors, most of which were former MBA students.
- Students would benefit from the experience and knowledge of the project sponsors; most of whom went through a similar process when studying.
- Project sponsors with a MBA background or being one of the University's MBA alumni would have a better understanding of the students' situation while working on the project and therefore would mentor the projects differently.

Figure 1 depicts the concept termed intergenerational service-learning (ISL) as a triangle made of the MBA students, MBA alumni or other project sponsors and the course coordinator. ISL happens in interaction of students and sponsors. The course coordinator can facilitate ISL in two ways. On the one hand, the instructor can interact with the companies and ask for feedback on how the projects have progressed (indirect facilitation of ISL). On the other hand, the instructor can support the student teams offering team meetings and, of course, more actively by teaching the relevant course content ((re-)active facilitation of ISL).
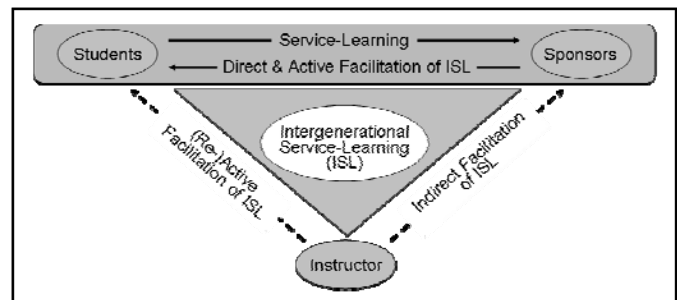
FIGURE 1
ISL IN AN MBA MARKETING COURSE

Figure 2 shows the long-term mechanism of the intergenerational teaching and learning approach using service-learning projects. In the first year (t_0), MBA students will have graduated and left the

university and entered the business world. These students are then meant to sponsor projects for the next generation of MBA students in t_1. Over the years the number of MBA students will increase who would have completed the marketing course as a required element of their MBA studies and consequently have worked on a marketing group project. This will increase the pool of potential project companies with MBA alumni having the knowledge and experience which they can pass on to the next generation (cohort) of students.

FIGURE 2
LONG-TERM MECHANISM FOR ISL IN A MBA MARKETING COURSE
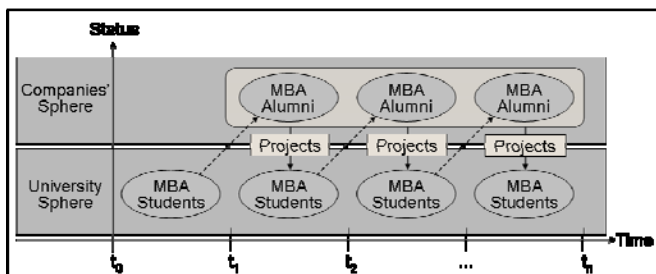
CONCLUSION: BENEFITS AND FUTURE IMPROVEMENTS

Feedback obtained from the students indicate that the concept of ISL was perceived as a positive element of the course. For example, one student commented: "Very supportive company rep[resentative]. [He/she] understood that the target audience was [the] lecturer as well as [the] company." The value of this approach is that it reduced friction between lecturer, students and companies due to the sponsor's better understanding of student needs based on their own experience with MBA projects as former students. For instance, sponsors can relate to the students' work schedule and are more willing to accommodate the team with regard to meetings (e.g., "He also gave us a lot of flexibility with meeting times because he knew from experience how difficult it can be for part timers and full timers to get together"). More specifically, the sponsors may have a better understanding of the project outcomes and thus are able to communicate their expectations more clearly. For instance, a student commented: "I think the main benefit is that the sponsor had a real appreciation of what we were going through as MBA students. They had appreciation for our time, were realistic with their expectations about what we could produce for a report given our timeframes and experience." This increased the comfort zone of

students knowing that their sponsor has gone through the same process previously.

Nevertheless, there are a few issues which may have to be addressed in the future. Oral mid-project company feedback indicated that some students should have communicated more with the company representatives. Some students had an initial meeting with their company and then 'resurfaced' at the end of the project without any company touch points during the two-months period not making good use of the company mentor. Certain representatives were not very satisfied with the project outcome and indicated that they would not be willing to continue this cooperation. This had significant implications for the lecturer, the college and ultimately the university in regard to reputation and brand image. From a student point of view some students perceived shortcomings in regard to the availability of the company representatives: "[We] had difficulty arranging meetings with [the] sponsor."

Some students indicated that the workload was too high compared to the weighting of the project of 40% of the total mark and felt overwhelmed by the expectations of the company: "The project outlook was huge and the company expected us to know everything within a short span of time." Others seemed to need more guidance and felt left alone working on the project. In addition, the variety of projects did not allow for comparable results.

In conclusion, several improvements may be worthwhile introducing when repeating the ISL concept, but for the next iteration with fewer companies, or only one firm. This will allow for better comparability of the presentations and reports and will reduce the workload of the instructor significantly. For students and companies, additional instructions should be given. First, expectations with regard to regular meetings with the project sponsor and the instructor should be made clear and standards set, i.e., the number of required meetings both with sponsor and instructor have to be defined. Second, periodic feedback should be sought from the company representatives. Third, the role of (preferably) the MBA alumni sponsoring the project may have to be highlighted more clearly. Students seem to not have fully understood the potential benefits of working together with a former MBA student. Finally, it may be worth discussing with the company representatives how willing they would be to take over a more mentor-like role when sponsoring the projects.

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2011 Call for Papers

MEA
Marketing Educators' Association

*Advancing the Practice and
Scholarship of Marketing Education*

2011 MEA Conference April 21-23, 2011
Downtown San Diego, California
The Westin Gaslamp Quarter, San Diego
Submission Deadline
October 29, 2010

The 35th annual conference of the Marketing Educators' Association will be held **April 21-23, 2011 at the Westin Gaslamp Quarter Hotel** in Downtown San Diego, California. The Westin Gaslamp Quarter Hotel is an urban retreat next to the historic Gaslamp Quarter featuring some the city's hottest nightlife, dining, shopping, and entertainment.   The city's harbor front is within walking distance, and offers such attractions as Seaport Village, the USS Midway and, of course, beautiful sunset views. The World Famous San Diego Zoo, located in exquisite Balboa Park, is just a short cab ride away. But with San Diego's world famous weather, walking is a healthy and enjoyable option. And don't forget to bring your clubs to enjoy some of the world-class golf courses nearby.

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The emphasis of the Marketing Educators' Association is on topics dealing directly with marketing education. Proposals for Special Sessions and conceptual and empirical papers in the following areas are particularly invited:

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2. Learning-style issues in marketing education, student development, performance and assessment.
3. Computer applications in marketing education.
4. Innovation in traditional teaching methods.

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2. Placement activities.
3. Alumni relations and fund-raising activities.
4. Community, college and university relations.
5. Developing institutes, centers and interest/advisory groups.

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1. Multimedia use in the marketing classroom.
2. Internet discussion groups.
3. The role of new media in marketing communications.
4. Using the web as a teaching tool.

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2. Integrating ethics, management of technology and international issues in the marketing curriculum.
3. Integrating student interpersonal competency development.
4. Responses to evolving AACSB curriculum standards (outcomes measurement).

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1. Faculty development and evaluation.
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3. Balancing career obligations in research, teaching and service.

Marketing Strategy
1. Organizational use of marketing strategy.
2. Trends in E-marketing.
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5. Marketing and the law.

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1. Papers should be submitted electronically by **October 29, 2010.**
2. Abstracts and incomplete papers cannot be considered.
3. All papers are blind-reviewed.
4. Papers should not exceed 12 double-spaced, typed pages not including tables, figures, exhibits, and references.
5. *Journal of Marketing Education* format should be followed.
6. The title of the paper should head the first page of the submission.
7. Authors of papers presented in the Competitive Sessions will have the option of including either the abstract or the complete paper in the conference proceedings.
8. One or more authors of each accepted paper must attend the conference.

Please send papers via e-mail only in electronic format (Word or rtf) to:
Please visit the MEA web site after April 14, 2010 for the new officer contact person.

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If you would like to participate in the 2011 conference as a reviewer, session chair, or discussion leader, please notify Dr. Clay Daughtrey, MEA Secretary-Treasurer, daughtre@mscd.edu.

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Special Sessions consist of panel discussions, tutorials and workshops. Special sessions are designed to provide an opportunity for a focused presentation of topics of special interest to marketing educators. Special Session proposals should strive to demonstrate an optimum level of thematic cohesion and value to those interested in the special session topic. Proposals that are novel/emergent in terms of either subject matter and/or methodology are greatly valued. Special Sessions should be designed to provoke, challenge, and generate discussion. It is up to special session authors to identify participants in advance to sign up as presenters for the proposed Special Session Topic. The special session chairs are responsible for quality control over the presentations in their session. Submit a two or three page proposal describing the topic, rationale, format, and a tentative list of participants (panelists, speakers) by **October 29, 2010.**

Contemporary Issues (table topics) are interactive roundtable discussions. They are typically 30 minutes long. Contemporary Issues sessions should be designed to generate discussion. Contemporary Issues chairs are responsible for quality control over the session. Submit a one-page summary of the proposed topic by **October 29, 2010.**

Please send proposals for Special Sessions and Contemporary Issues via e-mail only in electronic format (Word or rtf) to:

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Such documentation shall not be required and shall be limited to no more than five such letters. Please send all documents electronically. **Deadline is January 31, 2011.**

A committee appointed and chaired by the MEA Past President will select the award recipient.

The nomination of any nominee for this award who is deemed by the committee to have met the criteria for the award, but who does not receive the award in the year nominated, shall be automatically and indefinitely rolled over for consideration for the award in subsequent years.

Nominations and supporting material will be accepted through January 31, 2011. Please send all documents electronically to:

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MEA Immediate Past President
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509.963.2611

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This award, established in 1986, recognizes superior and distinguished achievement in the academic field of marketing. This year's recipient will be announced at the annual conference in Seattle and will receive a personalized plaque, a monetary award, and complimentary conference registration in recognition of this achievement.

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This award is bestowed upon members of the Marketing Educators' Association (MEA) who have provided long-term service and support for the organization above and beyond the ordinary. The award will be presented whenever the occasion arises, and will be used to honor members who have had a significant and long-term influence on the organization.

Selection criteria:

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