



2013 Annual Conference Proceedings Marketing Education: New Challenges and Opportunities



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**Portland, Oregon
April 18 - 20, 2013**

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, University of California, Los Angeles

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).

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Note: This book of Proceedings was prepared from camera-ready copy supplied by the authors. Readers should contact the authors for further information. The MEA membership directory and full text conference proceedings from 1981 through 2012 are available at www.marketingeducators.org.

PREFACE

This volume contains the proceedings of the 37th Annual Conference of the Marketing Educators' Association (MEA) held in Portland, Oregon, April 18-20, 2013.

The conference theme, ***Marketing Education: New Challenges and Opportunities***, reflects the association's commitment to facing the challenges of new generations of students and ever-changing technology in continuing to provide the most effective marketing education possible. Embracing new learning styles, new technologies, and incorporating new methods in our classrooms transform these challenges into great opportunities. The topics discussed provide a vast and exciting array of methods designed with these challenges and opportunities in mind.

These conference proceedings include competitive papers/abstracts and special session abstracts. Each competitive paper was double-blind reviewed and authors provided a full paper or an abstract for publication. An editorial committee evaluated special sessions and authors provided an abstract for publication. Authors, session chairs, and reviewers represent a geographically diverse group from half the U.S. states and twelve other nations, including Bahrain, Brazil, Canada, Finland, India, Lithuania, New Zealand, Oman, Pakistan, Russia, Switzerland, and United Arab Emirates. We also have several authors representing industry.

The competitive papers/abstracts and special session abstracts appear in the same order as listed in the conference program and cover a broad range of issues related to marketing education including:

- Learning Retention
- Social Media and Internet Marketing
- Classroom Management
- Student Learning Styles
- Enhancing Student Creativity
- Experiential Learning
- Online Teaching
- Learning from Marketing History
- Graduate/MBA Marketing Education
- Learning Multicultural Marketing
- Student Personality
- Service Learning
- Student Preparation
- Assessing Learning
- Professor Performance
- Teaching Customer Service
- Teaching about Marketing Careers
- Sales Education
- International Marketing Education
- Using Reality TV in the Classroom
- Teaching Gen Y Students
- Teaching Business Ethics
- Teaching Research Skills
- Measuring Student Satisfaction
- Teaching Entrepreneurial Marketing
- Using Business Clients in Marketing Education
- Using Blogs for Marketing Education
- Self and Peer Assessment in Marketing Classes

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

ACKNOWLEDGMENTS

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 MEA 2013 conference.

Special acknowledgment goes to our President, Dr. Ed Petkus, whose combination of professional rigor and good cheer guided the organization through another successful year of inspiring the most innovative and enlightening scholarship in marketing education. His gentle prompts and prods have resulted in everyone rising to the occasion, and the results are another successful conference. We have sincerely enjoyed and learned a great deal from working with him!

Dr. Clay Daughtrey continues to serve as our indispensable "CFO and Operations Manager." His careful and intelligent work keeps the organization financially and operationally robust.

Our Immediate Past President, Dr. Susan Cadwallader, was there for us throughout the year as an advisor, mentor, and sponsor-solicitor. Her inspired leadership has been invaluable.

Dr. David Ackerman has continued to help keep MEA strong through his marketing communications and promotions efforts. Webmaster Dr. Lars Perner continues to maintain and enhance our professional online presence. We would also like to thank Dr. David Rawlinson for this role as our Audio/Visual Specialist.

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****2013 BEST PAPER****

ARE MANY CHOICES REALLY DEMOTIVATING? WHEN MORE CHOICES ARE BETTER IN MARKETING COURSES

David S. Ackerman and Barbara L. Gross, California State University, Northridge
Kirti Sawhney Celly, California State University, Dominguez Hills

Literature Review

Choice is generally viewed as desirable (Schwartz, 2004a). In a consumer context, the ability to choose between options has been linked to self-determination and empowerment (Dholakia, 2006; Schwartz, 2004a; Wathieu, et al., 2002). However, evidence also exists that extensive choice, even when all choices are good, may lead to confusion, stress and discomfort, regret for alternatives not chosen, deferred decisions, and indifference (Carmon, Wertenbroch, & Zeelenberg, 2003; Cristol & Sealey, 1996; Dhar, 1997; Iyengar & Lepper, 2000; Schwartz, 2004a,b; Settle & Golden, 1974).

In an educational context, Schwartz (2004b) discussed how the world of the modern college student is so laden with choice that it can become overwhelming. Ackerman and Gross (2006) studied the impact of choice on perceptions of and satisfaction with curriculum for a minor in marketing. While students wanted choice, they also valued the provision of guidance and direction. Students' perceptions of choice may depend on how interested they are and how familiar they are with the choices. When familiarity exists, students may prefer to have some (limited) choice rather than having either many choices or no choice at all. This provides some degree of freedom, but not so much choice that it is demotivating (Iyengar, 2010). Further, there may be excitement about choices because of interest. Such positive feelings elicited help the chooser overlook potential stress from the process of deliberation and regret over alternatives not chosen.

The desirability of students having choices within a class has been less explored. Marketing courses can be structured to include varying levels of choice. Courses offering no choice are structured so that all students are assigned the same material, are responsible for the same assignments, and are assessed in the same ways. Choice can be introduced into a course, for example, by allowing students to choose from among alternative assignments and activities.

Hypotheses and Method

Based on the literature, we developed and tested the following hypotheses: H1: Students who are interested in marketing will find a marketing class most desirable that provides many choices over one that only provides a few or no choices; H2: Students who are interested in marketing will view an instructor who offers many choices in a marketing class to be a better instructor than an instructor who offers few or no choices; H3: Students who are interested in marketing will perceive a marketing course that offers many choices to be more valuable to their careers than one that offers few or no choices; H4 (and H5): Students who are interested in marketing will experience more positive emotions (negative emotions) about a marketing class when presented with an assignment that offers many choices than when presented with one that offers few or no choices.

A 1 X 3 (no choice, low choice, high choice) between-subjects design was used to examine the effects of a within-course choice of hypothetical companies for an assignment in a hypothetical Retailing course. Data were collected from 302 students enrolled in sections of an introductory marketing course who were randomly assigned to high choice, low choice, and no choice conditions. Student subjects read that an instructor in a Retailing course would give an assignment to develop a business plan for a client retailing firm. In the high choice condition, students were shown a list of 20 hypothetical firms and told, as students in this course, to choose one from among these 20 firms to be their client. In the low choice condition, students were told to choose their client from a list of five hypothetical firms they were shown. Students in the no choice condition were told they would develop a business plan for a randomly-chosen named client assigned to them.

All student subjects were then asked to complete a survey about their perceptions of this hypothetical Retailing course. Measures used were: (1) course measures – satisfaction with the hypothetical course, desire for the course, perceived value to student's future career, and perceived value to employers; (2) choice process measures – student's perceived ability to make choices, and student's perceived freedom of choice; (3) perception of Instructor – how good and how fair the instructor was perceived to be; (4) fifteen emotion items from Burke and Edell (1989); and (5) how interested the student was in marketing.

Results and Discussion

ANOVA found that students interested in marketing clearly preferred the high choice condition over both the low choice and no choice conditions. The means of all four course measures were significant, providing support for hypotheses 1 and 3. Perceptions that the instructor was good and was fair were highest in the high choice condition, providing support for hypothesis 2. Emotion measures showed a mixed reaction. Stress was greatest in the low choice condition, but happiness and anticipation were greatest in the high choice condition. Support was provided for hypothesis 4 and partial support was provided for hypothesis 5.

Regression analysis revealed that perceived freedom of choice was the most important single factor contributing to satisfaction with the hypothetical course, followed closely by perceived value to employers and how good students perceived the instructor to be. The students' perceived ability to make choices was also significant. Regression analysis found too that satisfaction was the result not of positive emotions elicited but rather resulted from the absence of negative emotions such as loss.

Findings suggest that students interested in the topic perceive more choice as better. Choice increased the overall perceived desirability of the hypothetical course as well as students' sense of freedom, and led to increased confidence that the course would be valuable for the student's future career. It also increased the degree to which students felt they would like the course instructor.

Interestingly, low choice was considered less desirable and less valuable for the future than either much choice or no choice at all. This seems to contradict research findings that promote limited choice. Perhaps limited choice focuses attention on the choice task, making it more of a burden. The emotions findings support this explanation. Positive emotions evoked were strongest for the hypothetical course that offered high choice. Because these were unfamiliar choices and students were interested in the topic, it appears the anticipation of much choice made them happy. On the other hand, some negative emotions also were present; the hypothetical course that offered many choices elicited more negative emotions than the one that offered no choices, suggesting that the choice process had a negative impact but it was compensated by positive emotions. The hypothetical course with low choice elicited the highest levels of negative emotions and this negative reaction was not compensated by positive emotions. Within this context, limiting choice was clearly a negative.

A post-test on a small sub-sample of students who were not interested in marketing reversed the above findings, bringing them in closer alignment with previous findings about the benefits of more limited choice. This suggests that in contexts where marketing students are not as interested in a course (such as for general requirements), instructors should provide students with more guidance to lower the levels of frustration and stress elicited by choice.

References Available upon Request

SOCIAL MEDIA MARKETING EXERCISES: DEVELOPING PROFESSIONAL PROFILES

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Abstract

Inspired by successful uses of Twitter and YouTube in marketing classes (Lowe & Laffey, 2011; Payne et. al, 2011; Rinaldo, Tapp & Laverie, 2011), the author designed and tested a battery of social media assignments in three sections of a marketing core course to provide students hands-on learning experiences, as an introduction to the topic of social media marketing. This is a response to an initiative to integrate social media technology into the marketing curriculum (Wymbs, 2011.) Not all marketing majors will take a class in digital marketing, social media marketing, or internet marketing, even if these classes are offered. Yet social media technologies are making sweeping changes in all aspects of marketing, from promotions to customer services, from product development to distribution, from consumer behaviors to sales management, from branding to strategy, from analytics to metrics, from marketing research to customer community management. The learning module described in this article may serve as an interesting hook, at the introductory level, to engage students to continue learning marketing or to pursue further on their own. Alternatively, the module may serve as a starting point to a marketing elective related to advertising and promotion, or digital marketing.

This paper describes the learning objectives, references of reading materials, and instructions to complete seven assignments on various social media platforms:

1. Creating a Facebook Ad
2. Conducting a Google Hangout with Team
3. Creating a LinkedIn Profile with Recommendations
4. Conducting Research of a Brand on Twitter
5. Creating a YouTube Video Promoting Self
6. Creating a Mobile Profile and QR Codes
7. Creating a LinkedIn Ad

At the end, the deliverable of these interconnected assignments is an online professional profile anchored on a mobile and search friendly personal web page. Through the readings materials and hands-on applications, students learned some industry practices and applied various social media technologies to create useful professional profiles for self-marketing (Young, 2012.)

Assessment survey shows that even though most students are active members of various social media platforms, they do not have experience on the production aspects of advertising on these platforms until they performed the above assignments. Statistical analyses of their survey responses show that the learning module contributes to 24 transferable professional and personal skills of students. In addition, all assignments are positively rated for usefulness to career, enhancing marketing knowledge, enjoyable learning experience, and contributions to overall satisfaction with class.

Student responses generally do not differ across class sections, age groups, or gender. No difference found among responses from full-time, part-time, or not-working groups. In general, responses among students of various ethnic or racial backgrounds do not differ. When there are differences, there is a consistent pattern that the Hispanic students agreed more positively than the Asian students who in turn, agreed more positively than the Caucasian students (i.e., Hispanics > Asian > Caucasian.) Interestingly, the first-generation college students agreed more positively, than the non-first-generation group, that they have been helped in enhancing many of their professional and personal skills.

Some student comments and suggestions are reviewed. This paper also addresses barriers to adopting the learning module, such as privacy issues, learning management system, grading and assessment, faculty time, and project modifications. An advance social media module focusing on strategies and analytics is proposed.

References Available upon Request

DESIGN AND FACILITATION OF ONLINE DISCUSSION TO ENHANCE LEARNING OUTCOMES

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Abstract

Interest in social media and its use in marketing education continues to burgeon (Rinaldo, Tapp, & Laverie, 2011). Among the many social media tools available, one of the most often used is asynchronous online discussion (AOD) whereby discussion participants' written messages are linked together over time (Chan, Hew, & Cheung, 2009). AODs are used by marketing educators to facilitate dialogue among students and have been lauded as a means for increasing student involvement (Rinaldo et al., 2011) and participation among students who do not have an intrinsic interest in the course topic (Krentler & Willis-Flurry, 2005) or may otherwise be reluctant to raise their hand in class (Kupetz, 2010). There is also evidence suggesting that AODs enhance student learning (Clarke, Flaherty, & Mottner, 2001; Kay, 2006; Krentler & Willis-Flurry, 2005).

Critical gaps in the literature are addressed in the present study by examining AOD structure in terms of both design and facilitation, allowing for investigation of interactions. We consider design issues related to composition of the opening discussion question and facilitation issues related to reply structure imposed on participants. These elements are evaluated along several outcome variables allowing examination of the potential for certain design/facilitation combinations to perform better than others within various outcome categories.

Literature Review

The Opening Discussion Question

AODs used in higher education typically take the form of structured communication, whereby the instructor posts questions and students respond. Imposing structure, through the initial posting of a question, has been shown to improve productivity, efficiency, and quality of learning (Yang, Newby, & Bill, 2008). Initial discussion forum questions, or discussion thread openers, have been investigated in a variety of ways. Research suggests that the best questions are clear and closely related to course objectives (Ferdig & Roehler, 2003) and of interest to

students (Hewitt, 2005). In addition, discussion thread openers should provide clear opportunity for everyone to have a unique response (Dennen, 2005). Research also indicates that including outside materials, (Himmelboim, Gleave, & Smith, 2009) or what might be termed anchoring artifacts (Dennen & Wieland, 2007), improves AODs.

There remains, however, some controversy surrounding how to best structure opening discussion questions. Bradley, Thom, Hayes, and Hay (2008) found that the influence of the discussion opener depended on how success was to be judged. If the goal was to generate a large volume of responses, presenting issues with two to four alternatives and asking students to justify a position was best. However, if the goal was to facilitate higher order thinking, then asking students to integrate information from the course with outside topics was a better opening strategy (Bradley et al., 2008). Educators are likely to have multiple objectives for AODs (Dennen, 2008) and therefore should carefully consider how to structure the opening question. In this study we consider whether providing outside materials (or anchoring artifacts) improves AOD outcomes. Classes in a question only condition participated in an AOD where the discussion opener contained only a question; in a question and content condition the same question was given with a link to an outside source for additional information.

Rules for Response

A second area of consideration is whether to impose structure on how students respond. One option is to make no restrictions on how students respond. However, without turn-taking mechanisms, AODs often fail to accomplish stated learning objectives (Ravenscroft, 2011) and instead become a collection of individual messages written over time with no actual dialogue having taken place (Dennen & Wieland, 2007). A second option is to restrict the ways in which students can participate in the AOD. Ravenscroft (2007, p. 462) suggests that a highly structured system leads to “high quality and engaging critical dialogue” that would be unlikely to develop in less structured arenas. However, highly structured dialogues as described Ravenscroft (2011) are not readily supported by the types of course management systems (e.g., Blackboard, WebCT) likely to be available to most higher education instructors. Therefore, a more moderate level of control may be called for. Baker and Lund (1997) describe this middle ground as “flexible structuring” and suggest that such efforts can encourage students to utilize specific types of communication (e.g., question assumptions), lighten student typing load, allow for more time to be spent on productive dialogue, and avoid potential misunderstandings. In this study we compare open response (whereby students are given the freedom to respond in

whatever manner they choose) to guided response (whereby students were asked post their answer and respond to others' posts in one of three ways based on a system suggested in Brooks & Jeong (2006).

Evaluation of Asynchronous Online Discussion

AOD is now a common fixture in higher education; however, there is little consensus regarding how to best evaluate student contributions (Bradley, et al., 2008) or impact on learning (Dennen, 2008). AODs can be examined from either a product-oriented or a process-oriented perspective. From a product-oriented perspective, AODs are considered successful when learners demonstrate knowledge regarding the discussion topic (Dennen, 2008). To judge AODs from a product-orientation perspective, researchers may choose from a pool of applicable assessments. One relatively easy option is word count (Bradley et al., 2008); however, more qualitative assessments related to message quality or demonstration of higher-order thinking are also possible (Bradley et al., 2008; Kay, 2006). In this study we consider four product-oriented outcomes: reading ease, grade level, quality of posts, and clarity of headers. From a process-oriented perspective, shared negotiation of meaning and sequenced idea exchange are critical elements of a successful AOD (Brooks & Jeong, 2006).

Process-orientation requires different assessment techniques because deeper learning through collaboration is the desired outcome (Brooks & Jeong, 2006). Dennen (2008) suggests that collaborative learning requires invisible acts of reflection (such as reading and contemplation); therefore, few clearly documented indicators are available. Some researchers, however, suggest that collaborative learning can be assessed by using depth of thread as an indicator that collaborative dialogue has occurred (Hew and Cheung, 2008). Thread depth is measured by the number of levels of message postings or by the number of individual postings that refer to a previous unique posting. Kay (2006) suggests that collaborative learning can be measured by examining the extent to which external resources are used. In this study we consider two process-oriented outcomes: use of outside resources and references to others' posts.

The Study

During two consecutive semesters, 323 undergraduate marketing students from six sections of three different courses (Principles of Marketing, Marketing Management, and International Marketing) in two different public universities in the United States (one in the East, one in the Midwest) participated in AODs. Although classes met face to face, as part of the course

requirements students were required to participate in two separate AODs via Blackboard. Discussion boards were open for one week and all students were required to post at least twice. To determine the most effective way to structure an AOD a 2 (Opener: question only, question and content) x 2 (Response: open response, guided response) full factorial design was implemented. Two independent coders working separately read the students' posts and recorded scores for variables related to product-orientation (reading ease, grade level, quality of posts, and clarity of headers) and process-orientation (use of outside resources and reference to another post) outcomes.

Results

Interestingly, when analyzed separately, the format of the opening discussion question and the response structure impact different dependent variables. Our results suggest that the format of the opening question can impact whether students reference other posts (a process-oriented outcome), as well as the reading ease and grade level of the students' posts (product-oriented outcomes). When considering the influence of the response structure, a different pattern of results emerges. Again both process-oriented outcomes and product-oriented outcomes are impacted with response structure shown to influence the inclusion of outside resources (a process-oriented outcome), the quality of the posts (a product-oriented outcome), and the clarity of the header (a product-oriented outcome). When considered jointly, the format of the opening question and the response structure imposed on students impacts whether students reference one another's posts and the reading ease and grade level of their responses.

Our observations suggest that both the opener and response structures are effective in impacting process-oriented and product-oriented goals for an AOD. Once instructors have identified goals that they hope to achieve and identified the assessment tools they will use to judge the success of the AOD, they should then select either the opener or response structure that provides the students with the best opportunity to exhibit the desired outcome. Furthermore, interaction effects suggest that when used in combination these designs can also be effective at enhancing specific AOD outcomes.

References Available upon Request

AN APPLICATION OF A SOCIAL MEDIA CAMPAIGN IN A MARKETING FIELD EXPERIENCE COURSE

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Abstract

Most university students today use social media daily, are knowledgeable about a myriad of applications, and can navigate numerous platforms, such as Facebook and Twitter. Despite their affinity for social media, however it's not clear whether or not they understand how social media can be used to create effective marketing strategies. This paper describes an assignment in which we incorporated a social media marketing campaign in a field experience course for undergraduate students. Our goal is to inspire other instructors who may wish to use social media campaigns in their marketing courses. The objective of the assignment was to teach the effective use of social media in marketing by allowing the students to engage in a real-time, social media marketing campaign with a major fashion marketer. Student testimonials indicate that this active learning approach successfully assisted our students in understanding the marketing potential for social media.

The Course and the Assignment

In order to have a distinct advantage over their peers in the job market marketing students should be well-equipped with the latest knowledge and technology in the field of social media marketing. The ever-changing platforms of social media demands that we consistently maintain industry driven applications of choice.

Field experience courses are a required part of the marketing curriculum at our university. Principles of Marketing course is the prerequisite course for all other marketing courses. All marketing students are required to have an understanding of the basic foundation for marketing concepts and theories before moving on to more application based on theory heavy courses. It is also mandatory for the students to prepare a complete marketing plan in their principles course. The course in this case was a field experience in New York City. A group of ten female and three male marketing and fashion marketing undergraduate majors at a West Coast university spent a week in NYC during their spring break as part of their field experience course. During the period of five business days students visited several companies across a variety of industries that included a clothing designer firm (DKNY), a marketing communications agency (Drafftcb), an automotive company (Mercedes Benz), an international magazine for teenagers

(TeenVogue) and a media and entertainment company (NBCUniversal). The students interacted with company executives during presentations on a wide range of topics. For example, the Senior Vice President of Global Communications of a company we visited focused on how the effectiveness of social media campaigns used for public relations is measured, and the Director of Digital Event Marketing described how Mercedes Benz used social media to market autos via their sponsorship of New York Fashion Week.

For the purposes of the social media assignment, all of the female students were given a tote bag by a well-known international shoe/bag/accessories brand and they were required to carry this bag with them at all times during the field trip. The company, which provided the bags, requested the students to take photos of the bag and post them on social media sites such as Facebook, Instagram, Tumblr and Twitter. All students either already had existing accounts or opened accounts for the first time in the above-mentioned social media applications. Some of the students also had their own micro-blogs, which they utilized for the purposes of this assignment.

Use of Social Media and Experiential Learning in Marketing Courses

Social media, undoubtedly, is a reality of our lives. The latest editions of marketing textbooks are dedicating entire chapters to social media, and the number of books on social media is increasing rapidly. Given the importance of social media in marketing strategy and communication, marketing professors are finding it a necessity to incorporate it into their courses (Demirbag Kaplan, Piskin, and Bol, 2010; Hollenbeck, Mason, and Song, 2011; Lowe, and Laffey, 2011; Buzzard, Crittenden, Crittenden and McCarty, 2011; Granitz and Koernig, 2011; Paynel, Campbell, Anjali, Piercy, 2011; Rinaldo, Tapp and Laverie, 2011). Twitter has been used successfully to engage students in experiential learning and also as a medium for direct communication with students to generate discussion and interest in the course topics and examples (Rinaldo, et. al., 2011; Lowe, and Laffey, 2011). Similarly, blogging as part of a Marketing Management course has provided an experiential exercise in marketing as it produced significant improvements in students' soft skills (Demirbag Kaplan et. al., 2010).

By nature marketing is an ever-evolving discipline that must keep up with the latest technological and cultural changes. As educators, we strive to prepare our students to the business world upon graduation. This requires them to have solid theoretical knowledge and opportunities for practical applications. We believe that marketing is best taught with hands-on experiences with theory applied to real-life situations. Kolb (1984, p. 41) defines experiential

learning as “the process whereby knowledge is created through the transformation of experience”. Paynel et. al.’s (2011, p. 204) research indicates that “the inclusion of an experiential project into the core curriculum was associated with student motivation, engagement, team management, and communication skills. Furthermore, this integration promoted learning of technical and theoretical knowledge related to consumer-generated advertisements and virtual viral marketing”. Add another sentence of your own.

Granitz and Koerning (2011, p. 57) claim that “[a]lthough both experiential learning and Web 2.0 tools focus on creativity, sharing, and collaboration, sparse research has been published integrating a Web 2.0 paradigm with experiential learning in marketing”. They position Web 2.0 as “a philosophy that can advance experiential learning through greater student construction of pedagogical materials, by bringing more of the outside world into the classroom and by modifying the role of the professor” (2011, p. 57).

References Available upon Request

MULTICULTURAL MEDIA-GRAPHICS: USING TV PROGRAM RATINGS TO PROFILE ETHNIC MARKETS

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Abstract

Marketing educators face a multicultural marketing instruction dilemma. Analytical skills are required to profile diverse demographics, yet many marketing students are averse to quantitative assignments. Drawing upon the notion that “a spoonful of sugar helps the medicine go down,” this study chronicles a consumer behavior course module that uses real world media ratings to sweeten multicultural market analysis. Students were asked to profile U.S. ethnic target markets using Nielsen.com audience ratings for familiar TV programs. The Nielsen media ratings are introduced following an orientation to conventional ethnic market demographic analysis. Weekly class sessions were monitored for improvement in both the range and relevance of multicultural market analysis. Based on this unstructured exploratory class observation, the use of media ratings appears to increase the span of multicultural markets that students choose to analyze, as well as the statistical evidence used to profile ethnic consumers. If familiar media program ratings can make quantitative skills more palatable, then marketing educators may have found a new multicultural market analysis remedy.

Conventional Ethnic Demographics vs. Familiar Media-Graphic Ratings

Multicultural marketing practices and pedagogy rely on conventional demographic analysis to profile ethnic target markets in the U.S. and globally. In the U.S., these demographic analyses are available in the academic and business trade literature (Humphreys 2012; Yankelovich 2009; Rao 2006; Tharp 2001; Halter 2000), as well as from regularly released U.S. Census Bureau reports. Yet, the quantitative skills required to analyze these data and extract specific statistics for targeted ethnic segments may be challenging for marketing students (Remington, et al. 2000). The general perception of marketing courses as qualitatively oriented (Pritchard, et al. 2004), with the exception of marketing research, can be a learning impediment to imparting analytical skills for profiling multicultural markets. Therefore, this study observed whether the use of ethnic audience ratings for familiar television media programs would reduce the quantitative timidity of marketing students and result in tenable multicultural market analysis.

This proposed use of media ratings in place of conventional demographics recognizes the likelihood that media profiles of ethnic market segments will be less quantitatively robust,

precise, and comprehensive than demographic statistics. Still, the use of familiar television program ratings is expected to increase the interest in quantitative data analysis, than would otherwise occur with conventional demographic sources. So, it is hypothesized that; *students will prefer to use media ratings over conventional measures when profiling multicultural consumer segments*. This method of examining student outcomes frames the project as a comparison between the conventional “null dataset” and the “alternative dataset” of media ratings. Based on the students’ backgrounds, this study focus on U.S. TV audiences (<http://www.nielsen.com/us/en/measurement/television-measurement.html>), despite the access to Nielsen.com ratings for multiple media platforms (radio, Internet, mobile, social) and many global markets (<http://www.nielsen.com/global/en.html>). Thus, media-graphics modules can be designed for global and multi-media objectives beyond the scope of this study.

Designing the Demographics and Media-Graphics Orientation Process

The media ratings module begins with an orientation to conventional sources for analyzing ethnic markets in the U.S. This introduction to conventional statistics serves as a comparative benchmark for gauging the analytical interest in and aptitude for media ratings data. In addition to multicultural market surveys http://www.terry.uga.edu/selig/buying_power.html and U.S. Census Bureau reports <http://www.census.gov/population/race>, students are shown historical tables in the U.S. Statistical Abstract http://www.census.gov/compendia/statab/hist_stats.html, purchasing patterns from the U.S. Department of Labor Consumer Expenditure Survey (CES) <http://www.bls.gov/cex>, ethnic group facts at www.Wikipedia.com, and geo-demographic figures by websites like www.CityData.com. These standard multicultural market profiles are supported by textbook topics like external marketing environment diversity trends, market segmentation and target marketing, as well as ethnic cultural consumer behavior influences.

After showing students conventional demographic data sources, the orientation to media ratings data began by conducting an online ‘scavenger hunt’ for favorite television programs in the U.S. television listings at www.Nielsen.com. This free-wheeling autonomous approach towards the TV ratings website is intended to diminish the quantitative timidity exhibited by marketing students towards numerical statistics in general (Remington, et al. 2000). Once students became personally involved with the Nielsen TV ratings, instructions were given to compose a U.S. ethnic market segment profile based on five analytical parameters of audience data:

- a) *Program rankings* for a particular audience segment (ordinal scale 1 – 10, or 1 – 20)
- b) *Program rating points* for a particular audience segment (interval scale 1- 100)

- c) *Program audience share* associated with ratings points (ratio scale in millions)
- d) *Program time/day-part* (morning, afternoon, evening, late night)
- e) *Program type* (talk show, variety show, drama, comedy, news, sports, etc.).

Project Organization, Operationalization, and Output

Project organization consisted of organizing the consumer behavior class into eight (8) groups of approximately four students. Each group was directed to select a ‘real world’ company and a primary brand offering, for which an U.S. ethnic market segment could be targeted.

Project operationalization of U.S. ethnic market segments included a historical background on the racially defined categories in existing datasets, as contrasted with the cultural anthropology idea of universal ethnicity. Unlike socially determined racial groups, anthropology regards all human ancestry as contributing equally valid cultural traditions and customer traits (Carter 2010; Jamal 2003; Burton 2000; Costa & Bamossy 1997). Contrary to the contemporary norm of emphasizing ethnic minorities and excluding the diverse European American heritage (e.g., English, French, German, Irish, Italian, Jewish, Polish, Russian, Swedish, etc.), universal ethnicity includes the entire human multicultural spectrum. Unfortunately, the datasets used in this project do not allow students to develop universal multicultural profiles -- whether targeting ethnic American minorities (e.g., Arab, Korean, Jamaican, Mexican, Persian, etc.) or European Americans in the “White” majority. Consequently, students learned how data approximation techniques align authentic ethnic target markets with approximate racial dataset classifications. Future projects can incorporate global markets media ratings to better address universal ethnicity by applying cross-cultural approaches (Engelen & Brettel 2011; Burton 2008).

Project output was designated as three periodic strategic briefings on the ethnic market segment(s) targeted and the media ratings analysis used for target market profiles. These briefings included typed reports with data profiles and graphics, as well as informal dialogue. For each strategic briefing, groups were free to choose any single ethnic target market, or set of ethnic segments. Likewise, students were free to construct ethnic target market profiles using any combination of “null dataset” demographics and “alternative dataset” media-graphics. The consumer “persona” method of market segment interpretation (Gummesson 2006; Stern 1994) guided the logical translation of media audience ratings into target market profiles for specific brands. These personas supplied reasons for brand sponsorship of highly rated programs, and strategic rationale for why media-graphics capture essential target market demographics.

Research Findings: Raising Multicultural Market Analysis Skills

The multicultural media-graphics module achieved the hypothesized results. Students displayed a significantly greater preference for using “alternative dataset” television media ratings compared to the conventional “null dataset” demographic sources. In addition, higher proficiency was observed for the ethnic target market profiles that included television ratings tendencies than the profiles based on conventional demographic sources. In particular, verbal descriptions were articulated more fluently (e.g., pertinent psychographic ‘persona’ traits) and analytical data were justified with a better grasp of numerical facts (e.g., statistical rankings, ratings, ranges, and relative comparisons). An unexpected favorable finding pertains to the expanded range of different ethnic target markets that groups included in their reports. This observation suggests that quantitative analysis with familiar media ratings increases the likelihood that students will expand their awareness of a diverse multicultural market spectrum. This student affinity for using media ratings, combined with online access, provides marketing educators with a pliable pedagogical tool for raising multicultural market analysis skills.

References Available Upon Request

MARKETING EDUCATION IN INDIA: ALIGNING CURRICULUM WITH EMERGING MARKET CHARACTERISTICS

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Abstract

Emerging markets have attracted considerable academic and managerial attention in recent times because of their economic growth and attractive market potential. These markets are different from advanced countries on socio-economic, cultural and regulatory dimensions (Burgess & Steenkamp, 2006). They also have some unique characteristics which influence marketing strategy and practice. Sheth (2011) has advised firms operating in emerging markets to adopt new orientations. Marketing education in emerging markets too needs a customized approach. Clarke and Flaherty (2003) have concluded that content and techniques used for marketing education in the US are not appropriate for emerging markets, and improvisation is necessary. This paper describes the redesign of a core marketing course at a leading Indian school to improve coverage of the market realities of emerging markets. A review of the marketing literature revealed a number of issues relevant for marketing in emerging markets. These issues included market characteristics, affordability in pricing, resource improvisation, market development, conversion of non-users to users, inclusive growth, disruptive innovation etc. The implications of these issues for marketing education were explored and it was decided to redesign the core marketing course in order to improve students' understanding of market realities. The redesign of the course involved choosing appropriate cases and articles to illustrate the issues emerging from the literature review. The redesigned marketing course has been taught for the last two years at the author's school and feedback has been very encouraging. Literature on marketing education in emerging markets is quite sparse, and it is hoped that this paper will be useful to instructors who are teaching marketing in emerging markets.

Background

Emerging markets have fascinated corporations and academicians in advanced countries for over three decades (Kearney, 2012). For corporations, these markets offer the potential for future growth as economic development pulls out millions of people from poverty and subsistence, and transforms them into active consumers (Sheth, 2011). Academicians are keen to examine whether theories of business and management that were developed in advanced countries really work in countries with completely different environments (Burgess and

Table 1: Marketing courses in a typical two year PGDM (MBA) program in India

Core (or required courses) in First Year	Marketing Electives in Second Year
<ol style="list-style-type: none">1. Marketing Management -I2. Marketing Management -II	<ol style="list-style-type: none">3. Marketing Research4. Consumer Behaviour5. Brand Management6. Business to Business Marketing7. Advertising and Sales Promotion8. Sales and Distribution Management9. Retailing Management10. Competitive Marketing Strategy11. Pricing Strategy12. Services Marketing

Steenkamp, 2006). Emerging markets are quite different compared to nations in the developed world. They have “institutional voids” (Khanna & Palepu, 2010) and different institutional contexts (Burgess & Steenkamp, 2006). Multinational firms have been advised to develop strategies that fit the characteristics of emerging markets. This advice is equally applicable in business education, and business students in emerging markets must also be familiarized with the market realities.

Economic growth in emerging markets fuels the need for skilled managers, which in turn can lead to increased demand for business education. There is evidence of such a linkage in India since student intake in MBA and Diploma programs in India has increased substantially over the last decade. According to Leahy (2011), India produces over 50,000 MBA graduates every year. Another report estimated that there were more than 3800 graduate programs in business administration in India with an enrolment of 379,000 students (Seetharaman, Sharma and Kaushik, 2012). There are two types of graduate business programs in India-“Post Graduate Diploma in Management” (PGDM) programs equivalent to MBAs offered by the stand-alone Indian Institutes of Management (IIM), and MBA degree programs offered by the state universities. The IIMs and state universities cannot meet the huge demand and most students opt for the PGDM programs offered by private business schools which are regulated by the All India Council for Technical Education (AICTE). Marketing is a popular discipline among business school students in India. Table 1 provides a list of marketing courses on offer in a typical graduate business program in India. There is at least one required course in Marketing and at least 6-10 Marketing electives on offer in the MBA and PGDM programs, so there is a lot of focus on teaching of marketing in Indian schools. The focus on teaching of marketing has however not translated into research on marketing education, and there is little advice on how to

improve the marketing curriculum and align it with market characteristics and needs. Clarke and Flaherty (2003) have concluded that the content and techniques used for marketing education in the US are not appropriate for emerging markets, and improvisation is necessary. Marketing is a context sensitive discipline (Sheth, 2011), and hence marketing education must expose students to the fundamental aspects of the context, particularly the distinguishing characteristics of focal markets.

Literature on marketing education in emerging markets is quite sparse. This paper aims to partially fill this gap. The paper is structured as follows: first, literature on emerging markets is reviewed to identify unique issues related to marketing in emerging markets. Next, the implications of these issues for marketing education are explored. The final section describes the redesign of a required marketing course at a leading Indian school to improve coverage of these emerging market realities. It is hoped that the suggestions in this paper will be useful to marketing educators who are teaching, or planning to teach marketing in India.

Emerging Markets

The term “emerging market” can be applied to a large number of countries and there are many lists which classify countries into emerging and developed country categories. In addition, multilateral bodies such as WTO, UN, and World Bank have their own classifications for categorizing countries. Burgess and Steenkamp (2006) have recommended GDP per capita as a basis for classifying emerging markets, and their list of emerging markets contains 152 countries from different continents.

Emerging markets have different contexts compared to developed countries. Salient differences exist between developed countries and emerging markets in three broad areas: socio-economic characteristics, cultural characteristics and regulatory environment (Burgess & Steenkamp, 2006). Emerging markets are quite heterogeneous in terms of cultural dimensions (Hofstede, 2001), and they differ from advanced countries and from each other on parameters like autonomy / embeddedness, hierarchy/egalitarianism, and mastery/ harmony (Burgess & Steenkamp, 2006). The regulatory environment in emerging markets can also be quite different. Legal structures and infrastructure may be weak, legal processes may be bureaucratic and time consuming, and enforcement may be poor. Corruption is another big problem in emerging markets. Sarin (2012) mentions that business to government marketing in India plagued with corruption.

Sheth (2011) identifies five major characteristics that influence marketing in emerging markets- market heterogeneity; governance; shortage of resources; unorganized competition; and lack of infrastructure. Market heterogeneity refers to the considerable diversity of income and wealth in emerging markets. This diversity results in three broad consumer segments: a small class of elite consumers, a substantial middle class, and a large mass market (Khanna and Palepu, 2010; Prahalad and Lieberthal, 2003). Governance refers to the roles of government, big business and other groups in influencing the way markets function. Sheth (2011) argues that markets in emerging countries are influenced more by governments and local business groups than by competitive forces. Unorganized competition, the third characteristic mentioned by Sheth (2011), refers to self reliance in production; importance of second hand products; and presence of barter arrangements in purchasing. Shortage of resources, the fourth characteristic of emerging markets, refers to limited availability of essentials such as electricity, water, education, healthcare, public transportation and housing. The fifth characteristic of emerging markets is the lack of adequate physical and distribution infrastructure (Sheth, 2011; Khanna and Palepu, 2011). Retailing activities in these markets are usually carried out by small independent shops, and firms encounter many challenges while building distribution networks.

Sheth (2011) argues that the unique characteristics of emerging markets necessitate a rethinking about marketing theory, strategy, policy and practice. He advises marketers to adopt new orientations like aggregation advantage, resource improvisation, market development, conversion of non users to users, and inclusive growth to guide marketing activities in emerging markets. Resource improvisation refers to the ability to leverage existing resources in creative ways to deal with resource scarcity. The term “jugaad” is well known to Indians. Jugaad is a way of innovating with available resources. Examples of jugaad include conversion of a tractor and a trailer into a load carrying vehicle; and usage of bamboo as raw material for furniture. Market development according to Sheth (2011) refers to the process of growing market size and increasing product penetration by simply providing access to affordably priced products. This approach which involves creating wide distribution for low unit packs and introducing pay as you go pricing for services, has worked well in terms of providing access to low income consumers in emerging markets.

Sheth (2011) has advised marketers in emerging markets to focus on conversion of non-users to users. This orientation requires wide product availability, appropriate price points, an effective persuasion. Persuasion in emerging markets is enhanced when popular endorsers are used in

Table 2: Marketing issues in emerging markets

Marketing education issue	Explanation	Source
1. Emerging market institutional context and market characteristics	Unique features of emerging markets which influence marketing strategy and practice	Khanna and Palepu (2011) Burgess and Steenkamp (2006)
2. Affordable pricing for large middle and mass markets segments	Price points in emerging markets must be significantly lower	Prahalad and Lieberthal (2003) Khanna and Palepu (2011)
3. Resource improvisation	Companies and customers have to leverage available resources in imaginative ways to create useful products and services	Sheth (2011)
4. Market development	Firms have to invest in creating and growing the market	Sheth (2011)
5. Conversion of non-users to users	Low unit packages at entry level prices with opportunities for product trial will encourage new users to try and repeat	Sheth (2011)
6. Inclusive growth	All sections of society must be supported to become active consumers. People at the BOP must be helped to increase incomes	Sheth (2011)
7. Poor distribution infrastructure	Traditional urban focused distribution structure with small retailers leaves many rural areas uncovered	Khanna and Palepu (2011)
8. "Bottom of the Pyramid"	Millions of consumers who earn less than \$ 2per day can collectively represent a sizeable market. MNCs can profit by creating and marketing appropriately designed and priced products and services	Prahalad and Hart (2002)

9. Disruptive innovation in products and business models for addressing low income segments	Innovations in terms of product features, materials, and technologies are required to address affordability	Burgess and Steenkamp (2006)
10. Emerging markets a source of new product ideas for multinational companies	Innovations created in emerging markets can be transferred to other emerging markets, even to developed markets	Washburn and Hunsaker (2011)

communication. Film actors and cricket players are popular endorsers in India. The campaign against polio endorsed by a respected actor has been one of the most persuasive social marketing campaigns in India in recent times. Sheth (2011) has also advised firms to focus on inclusive growth while marketing in emerging markets. Inclusive growth requires initiatives aimed at increasing the income of low income people to enable them to participate in the market. Firms can address the issue of inclusiveness either through marketing strategy or through corporate social responsibility activities. Karnani (2007) suggests that firms can help increase consumer income by co-opting low income consumers as producers in their supply chains.

The “Bottom of Pyramid” (BOP) concept is an interesting concept about emerging markets (Prahalad & Hart, 2002). This concept refers to the four billion people whose incomes are less than \$1500 per year. Prahalad and Hart (2002) have suggested that there are opportunities for companies to grow, profit, and make a social contribution by serving the people in the BOP with specially designed products and services. In order to satisfy the needs of low income consumers, firms must create disruptive innovations and new business models (Burgess & Steenkamp, 2006). Innovations are required in technologies, product features, price points, pricing models and business processes. Product and business model innovations developed in emerging markets can be transferred to other emerging markets and can even be targeted to address low income segments within advanced countries (Washburn & Hunsaker, 2011).

The emerging market issues identified in the literature review are listed in Table 2. The next section examines their implications for marketing education in emerging markets like India.

Implications of Emerging Marketing Characteristics for Marketing Education

Many emerging markets are experiencing rapid economic growth and growth creates opportunities for firms which are positioned in the right sectors at the right time. Good relationships with national and regional governments, an ability to cut through bureaucratic red tape, and speed in establishing manufacturing and distribution infrastructure, are among the key factors for success in emerging markets. Corruption is common business government relationships in many emerging markets. Marketing courses in Indian business programs usually do not cover the subject of government relations or discuss the menace of corruption. There is a need for equipping business students in general, and marketing students in particular, with a strong foundation of business ethics so that they can handle government relations in a principled way.

The emerging market literature suggests that there is a great deal of heterogeneity across consumers in emerging markets. The segment of affluent consumers who can purchase global brands at global prices is often quite small, and the returns on marketing investments in this segment are limited, at least in the short run. Foreign companies therefore need to address consumers in the middle and lower-income tiers in order to achieve volumes and growth (Prahalad & Lieberthal, 2003). The middle-income segment in emerging markets is quite large. Consumers in the middle segment seek global quality at affordable prices (Khanna and Palepu, 2011). Firms must reengineer cost structures to deliver high quality products at attractive price points (Prahalad & Lieberthal, 2003). Emerging markets also have a large mass market segment which cannot afford global products. This segment is usually targeted by local companies with locally developed, unbranded, low-priced products, (Khanna & Palepu, 2011; Sheth, 2011). Manufacturers have been advised to develop disruptive innovations and low-cost business models for targeting low income segments (Burgess & Steenkamp, 2006). Disruptive innovations are particularly relevant for “Bottom of the pyramid” (BOP) consumers (Prahalad and Hart, 2002). Consumers in emerging markets are very price conscious and have strong value perceptions; hence marketing students must appreciate the importance of affordability in all its aspects. Marketers must also consider aspects like popularity of second hand products (Sheth, 2011), low level of literacy and functional illiteracy (Viswanthan and Rosa, 2009) and cultural characteristics while developing and implementing marketing plans in emerging markets.

Income constrained consumers in emerging markets have been successfully targeted with smaller servings, pay as you go pricing and incorporated into supply chains as producers. New product creation in emerging markets is an important topic in marketing education. The academic and business literature contains several examples of successful products created in emerging markets. These examples can serve as excellent vehicles for students to learn about market research, product development, and product launch strategies relevant to their markets. Theoretical frameworks that describe disruptive innovations, particularly frameworks that deal with low-budget product development will be very useful to students.

Several researchers have commented on the lack of distribution channels in emerging markets (Khanna and Palepu, 2011; Prahalad and Lieberthal, 2003). Distribution channels in these markets tend to have traditional structures with small, independent, middlemen. The Indian distribution system contains thousands of small wholesalers and distributors who deliver products to over 10 million small retailers. This system covers most of India's towns but many rural villages lack distribution. The tax structure in India encourages a state-wise rather than a national distribution approach and encourages the contracting of distribution activities to small, local warehouses and wholesalers. Marketing students must understand the structure of the distribution, the nature entities that operating in the system and the ways in which distribution activities can be optimised for customers and firms.

Aligning Marketing Curriculum with Emerging Market Characteristics

This section describes the experience of redesigning a “core” marketing course in a leading Indian school to better accommodate the emerging market characteristics identified from the review of marketing literature. The course is a three credit “core” course in the first year of a two year PGDM program (MBA equivalent) and is the first marketing course that students are exposed to during their two year program. Prior to the redesign, most of the cases used in the course were cases set in advanced countries. These foreign cases had been originally chosen to reflect generic marketing concepts and issues. Student feedback on the course had suggested the need to use more cases relevant to India, so it was decided to redesign the course to accommodate locally relevant marketing concepts and more local content. Three objectives were set for the redesigned course. The first objective was to make the course more relevant to Indian conditions by focusing more on the needs and characteristics of the middle income and low income consumers. The second objective was to expose students to the unique characteristics of the marketing systems and distribution channels in India, and the third

Table 3: Aligning pedagogy with marketing realities in emerging markets

Marketing education issue	Course in which this issue can be addressed	Case/Readings
1. Emerging market institutional context and market characteristics	Marketing (Core course)	Article: Burgess and Steenkamp (2006)
2. Affordable pricing for large middle and mass markets segments	Marketing (Core course) Pricing Strategy	Case: Aravind Eye Hospital
3. Resource improvisation	Marketing (Core course)	Case ITC E-Choupal
4. Market development	Marketing (Core course)	Case: Unilever in India Hindustan Lever's Project Shakti
5. Conversion of non-users to users	Marketing (Core course)	Case: Eureka Forbes
6. Inclusive growth	Marketing (Core course)	Case: Aravind Eye Hospital Case: Unilever in India Hindustan Lever's Project Shakti
7. Poor distribution infrastructure	Marketing (Core course) Sales and Distribution Management (Elective course)	Case: Unilever in India Hindustan Lever's Project Shakti Case: Hindustan Unilever's Pureit Water Purifier
8. "Bottom of the Pyramid"	Marketing (Core course)	Article: Prahalad and Hart (2002) Case: Heath Insurance at the base of the pyramid

9. Disruptive innovation in products and business models for addressing low income segments	Marketing (Core course) New Product Development (Elective course) Product Management (Elective course)	Case: Tata Ace Case: Tata Nano Case: Godrej Chotukool
10. Emerging markets a source of new product ideas for multinational companies	Marketing (Core course) New Product Development (Elective course)	Case: Hindustan Unilever's Pureit Water Purifier Case: Biocon-Launching a new cancer drug in India

income and low income consumers. The second objective was to expose students to the unique characteristics of the marketing systems and distribution channels in India, and the third objective was to convey best practices adopted by global and Indian firms for addressing consumer and infrastructural issues. The redesign of the course involved identifying ideas and concepts that are relevant to marketing in emerging markets and choosing new cases and articles. The important cases chosen are listed in Table 3, and comments on individual cases are given below.

Recent cases about firms in India contain good overview of the various market segments and the large sizes of the middle income segment and mass segments in India. However, there is not much case material about the BOP segment. The BOP concept can be explained to students using a series of articles like Prahalad and Hart (2002); Barki and Parente (2010); and Hammond *et al.*, (2007); along with videos supplied with the book Prahalad (2004). Teaching experience suggests the need for balancing articles supporting the BOP concept with articles which are critical of BOP such as Karnani (2007). The BOP concept can be part of a larger discussion on development needs in emerging markets. Students will benefit from exposure to topics like the United Nations' "millennium development goals" and the role of corporations in helping governments in achieving these goals.

The resource improvisation concept mentioned by Sheth (2011) can be illustrated very well by using the "ITC eChoupal Initiative" case (Upton & Fuller, 2003). ITC introduced a computerised system called "e-choupal" for purchasing soyabean directly from Indian farmers at prices that were beneficial to both parties. In order to forestall opposition from entrenched middlemen, ITC

co-opted middlemen into the computerised system by giving them important roles in the purchase process. Students can be given an assignment to identify issues involved in scaling up the e-choupal and can be asked to evaluate the potential of the e-choupal system to sell products back to farmers.

The Eureka Forbes case (Das, 2005) is a good example of Sheth's (2011) emphasis on conversion of non-users to users in emerging markets. The case describes an Indian company that has built an extensive direct to home sales organization to sell water purifiers and vacuum cleaners. The firm's sales personnel demonstrate the products and bring latent needs to customers' attention. Water quality in Indian cities is often a problem, and traditional methods of treating drinking water like filtering and boiling are not very effective. Eureka Forbes has been very successful in increasing the salience of water quality and persuading people to buy and use water purification systems.

The Aravind Eye Hospital case (Rangan, 2009) provides a good illustration of the "inclusive growth", "resource improvisation" and "affordable pricing" concepts mentioned by Sheth (2011). The hospital was started with the aim of treating blindness caused by cataract growth, a problem which affects millions of people in India. Aravind has a unique, cross subsidy business model where those who can afford to pay cover costs of those who cannot pay. The hospital manufactures intraocular lenses at a fraction of the cost of imported lenses. The hospital's employs women from nearby villages for nursing jobs and trains them to provide high levels of nursing service. Aravind conducts a large number of eye camps in the surrounding villages to identify people who need interventions. The camps are funded and promoted by local business people who get an opportunity to participate in community development. The published Aravind case can be supplemented by the video titled "Infinite vision" describing the life and philosophy of Dr. Govindappa Venkataswamy-the founder of the Aravind organization. Students who read the case and view the video are profoundly touched by the compassion and commitment of Dr. Venkataswamy to his mission of reducing needless blindness.

The complex nature of the Indian distribution system is explained in the case "Unilever in India-Hindustan Lever's Project Shakti" (Rangan & Rajan, 2005). This case describes an innovative Unilever initiative to utilise self-help groups to distribute consumer products in villages. This case is a good illustration of the "market development" concept discussed by Sheth (2011). The case can be supplemented by an article on the Indian distribution system like Mishra (2009), to provide an excellent overview of distribution in India.

Several disruptive innovations have been introduced into the Indian market over the last few years and are highlighted in recent cases. These include the Tata “Nano “car (Tybout and Fahey, 2011), the “Tata Ace” mini-truck (Palepu and Srinivasan, 2008), and “Chotukool” a small refrigerator from Godrej (Dhanaraj, Suram and Vemuri, 2011). Students enjoy case discussions on these innovations since the Tata Nano and Tata Ace vehicles are quite visible on Indian roads. Another excellent product development example is the “Pureit” water filter from Unilever’s Indian subsidiary Hindustan Lever highlighted in a case written by Rangan and Sinha (2011). The “Pureit” case enables discussion on Washburn and Hunsaker’s (2011) idea of transferring innovations from one emerging market to other emerging markets or to advanced countries.

The redesigned core marketing course incorporating new cases and articles described above has been taught by the author for the last two years. Student interest levels have been very encouraging and the quantitative feedback has been excellent. Students have mentioned in qualitative feedback that the course has increased their interest in the field of marketing and has helped them in really understanding the marketing situation in India. Students have also mentioned that the usefulness of the course in preparing for summer internships and in choosing marketing electives in their second year. The author plans to review the course content on a regular basis to keep the content updated with new developments in the Indian market.

Concluding Comments

Emerging markets are very promising but they are quite different from advanced countries. The unique characteristics of emerging markets influence marketing strategy and practice and necessitate adoption of new orientations by marketers. Marketing education in emerging markets must also be aligned with market realities. Course material that is used for teaching marketing in advanced countries may not be suitable in emerging markets. In recent times, many good marketing cases and articles set in emerging market contexts have become available. Incorporation of these cases and articles in pedagogy can significantly improve the relevance and utility of the marketing course for students in emerging markets.

References available upon request

A CROSS-CULTURE, DRAMA-EMBEDDED PREP COURSE: LEARNING TO EARN THE NASBITE CERTIFIED GLOBAL BUSINESS PROFESSIONAL (CGBP) CREDENTIAL

Ruth Leshar Taylor, Texas State University

Abstract

Worldwide, national governments have stepped-up their education and funding support to help their small- and medium-sized businesses (SMEs, or equivalent) begin or expand their export activity. This step-up has increased employer demand for job candidates with international/global trade knowledge – and, ideally, some level of experience. Although many domestic and international business education programs have added international business (IB) programs to their curricular offerings, empirical evidence shows that some hiring employers, at least in some countries, do not fully understand the worth of an IB degree and/or a degree in marketing with an emphasis in international business. The earning of a documentable professional credential within or outside of the post-secondary degree arena and including evidence of these credentials on one's resume and business cards enhances job candidate value by the credential's ability to communicate quickly to the candidate's benchmarked level of knowledge and skills in a certain field of study – in this case, the global trade industry.

The worldwide demand for international/global trade credentialed employees is growing as most nations' SMEs demand competent help as they step-up their exporting efforts. It is generally understood that all major business sectors of the U.S. and other economies depend on exporting for economic growth a factor that has driven the demand for employer' desire to hire global trade credentialed job candidates.

Responding to the early growing need for job candidates with minimum knowledge and skill credentials in global trade (early 2000s and forward), the NASBITE Certified Global Business Professional (CGBP) credential was developed by the National Association of Small Business Trade Educators (now NASBITE, International) and implemented March 2005. Then, and today, it is the only U.S.-based credentialing program in the global trade industry and serves as a benchmark for competencies expected in global trade job positions. Demand for employees with a substantiated level of understanding of CGBP global trade concepts, and the prestige of earning the CGBP, have given rise to the need to integrate CGBP credential concepts into post-secondary business education, and/or offer it through commercial professional development courses (CPE).

CGBP concepts can be taught in a variety of formats time wise and presentation wise. Whatever the context, whatever the culture, the use of dramatization in teaching knowledge domains and skills required by the CGBP credential (or other educational pursuits) can help trainees visually grasp the knowledge and skill domain concepts quickly and understandably, and make the process of learning dynamic and enjoyable. For instance, in the case of teaching CGBP credential domains, dramatization could be used in communicating to trainees the severe consequences of an exporter not being vigilant in submitting correct export documentation or being fraudulent in doing so.

This paper has four interrelated purposes: (1) To provide readers an overview of history, mission, and scope of the NASBITE Certified Global Business Professional (CGBP) credential; (2) To explain both hiring employer' and job candidate' benefits of earned CGBP credential; (3) To demonstrate how classroom dramatization was effectively uses in two cross-cultural based classrooms (one in Peru and one in the USA) to demonstrate the global trade concepts associated with the four NASBITE Certified Global Business Professional (CGBP) credential domains of knowledge and skills (global business management; global marketing; global supply chain; and, global trade finance); and (4) To share findings of cross-cultural analyses of Peruvian and U.S. student responses to the NASBITE CGBP credential opportunity that was here-to-fore unknown to them; and to share Peruvian and U.S. student responses to the commonly used classroom dramatizations.

Reference Available Upon Request

HOW TO REACH COMMUNITY COLLEGE MARKETING STUDENTS...A COMMUNITY COLLEGE FACULTY FORUM

Gene Blackmun III, Rio Hondo College

Keith Penhall, Red River College

Abstract

The Marketing Educators Association's focus is delivering a better marketing education to students across the globe. Often, our focus is the university student who has generally met certain levels of preparation in order to participate in marketing classes. For example, universities have entrance requirements and business programs have prerequisite classes by which students earn their admittance. In most two-year college settings, entrance requirements and course prerequisites are much more open allowing for increased student participation. At a community college, students, generally, can enroll in marketing classes without having met any sort of prerequisite. This phenomenon can certainly present a host of challenges to the instructor who is now attempting to teach an academic course to a wide range of academically different students. The purpose of this workshop is to bring together the faculty from the two-year colleges to discuss how to better meet the needs of this special population of marketing students. This workshop will allow the presenters to share some "best practices" for reaching and teaching community college marketing students as well as lead a discussion of workshop participants.

Supporting Statistics

Consider the challenge at Rio Hondo College in Whittier, CA. Assessment testing performed during the three academic years spanning from 2008 to 2011 yielded very interesting results. Assessment testing subjects included English, math, reading, and English as a Second Language. During this period, 42.75% of incoming students tested into basic skills English while 57.25% of students tested into Transfer level English. Incoming math skills were comparatively very low with 94.27% testing into basic skills courses while only 5.73% qualified to take transfer level courses. Reading assessments were also very low with 62.86% of students testing into basic skills reading courses while only 37.14% of students tested into transfer level courses (Sass, 2013).

Both reading and quantitative analysis skills provide the cornerstone of marketing study. Having a significant portion of any class lacking in reading abilities makes a deep study of the material

difficult. Having written assignments completed to an acceptable level also is an issue with skill-challenged students. The diversity of math abilities also creates challenges with respect to such concepts as elasticity, break-even point analysis, or contribution pricing methods.

Red River College in Winnipeg, MB, Canada offers Marketing mainly through the Business Administration (two-year) and Business Administration – Integrated (three-year) programs. Regular admission to the two-year program requires graduating from a Grade 12 high school; the three-year program requires a Grade 10. Both programs also offer an entrance for “mature” students, those who are 19 years or older and have been out of high school for more than one year. The Business Administration program offers an option for direct entrance into the University of Manitoba’s School of Management; the entrance requirements from the U of M are often challenging and, as a result, many students enter Red River College after having spent one or more years at a 4-year institution. This can create a very wide range of student capabilities and experiences.

Discussion Topics

There are several tools that have proven successful in reaching community college students and assisting their level of engagement and comprehension in marketing classes. Experiential exercises, case studies, social media projects, and simulations have proven to help under-prepared students comprehend the real-world application of elementary and intermediate marketing theory. Additionally, Rio Hondo College has had great success with employing a part-time business counselor with grant funding. This counselor has been able to assist students in making smart educational and career choices as well as find the necessary paths to complete the business programs that students start. The real question is “where do we go from here”? What tools are being used at other community colleges to increase student success? Which text book is most appropriate for under-prepared learners? How is technology leveraged to increase student comprehension?

References Available Upon Request

SOCIAL ENTERPRISE: CREATING INDUSTRY CONNECTIONS AND STUDENT ENGAGEMENT

Michelle Nelson, Linfield College
Gregory Black, Metropolitan University of Denver

Abstract

Social entrepreneurship and social enterprise have received a lot of attention in academia. According to Schlee, Curren, and Harich (2009) 51% of the business schools in their sample encouraged students to consider social ventures. According to their research the traditional marketing curriculum needs adaptation to fully address the curricular needs of students interested in social enterprise. Schibrowski et al. (2002) proposed a curriculum focus of development of skills specifically for this field. Often the students in social enterprise areas come from academic fields outside of business so the challenge for courses is to include students with no prior business knowledge (Schlee et al.2009).

Course Development Experience

Creating Industry Connections: Michelle Nelson, Professor, Linfield College

The initial process and the challenges of establishing industry connections is discussed and explained. Industry representatives are sometimes not used to the interaction with a university; many do not have business degrees and may even be leery of the motivation of a business department approaching them. Strategies are discussed to overcome these challenges and establish long lasting relationships that are fruitful for both sides.

View from the Industry: Craig Ostbo, Principal of Koopman Ostbo Marketing Communications, Portland, Oregon

Discussion of how Craig entered the field and his interactions with many social entrepreneurs. One of Craig's main clients is Bob Moore from Bob's Red Mill and Craig will discuss and introduce his work. Discussion of potential problems with definitions and understanding of terms in social enterprise as an example of potential problems will follow. The industry connections are extremely important to make this field come alive for students and for the educational institution. Many social entrepreneurs did not study business and therefore do not have an established relationship with the business area of an educational institution; this presents both challenges and opportunities.

View from the Student Side: Kathie Byers, Student at Linfield College

Kathie Byers, one of the students in the initial course on social entrepreneurship, will reflect on her motivation to join the course and her learning experiences throughout. What worked for her and what did not? How did this course change her outlook and relationship to the business department? How did she view the participation of students from areas outside of business?

Specific Service-Learning Application: Gregory S. Black, Associate Professor, Metropolitan State University of Denver

Service learning is significant because it demonstrates reciprocity between the campus and the community, it represents an opportunity to provide students with specific academic learning experiences, and provides students with an opportunity to obtain and/or hone specific real-world skills (Holtzman, Stewart, and Barr 2008). Greg Black will discuss a specific project that is now in its tenth year. This project engages students in a project that not only requires that they apply marketing concepts they have learned in the classroom, but also will help a specific part of society that needs much public support.

Panel Discussion and Audience Engagement

Craig Ostbo, longtime principal and founder of Koopman Ostbo Marketing Communications, an agency in Portland, Oregon, that specializes in work with the natural food industry. The wealth of knowledge of the history and development of this area makes Craig a favorite guest speaker. With a wide range of personal and professional experience he will provide a solid understanding of the industry perspective from his clients as well as from his point of view.

Kathie Byers, student at Linfield College and founder of a local nonprofit organization. Kathie has personal experience in the nonprofit field and will represent the value this course and courses like it have for students.

Michelle Nelson, Ph. D., Professor of Marketing at Linfield College, Moderator, has been involved in nonprofit management and marketing for decades. Her research and personal interest motivated her to develop this course for students of all fields to contribute to the understanding of social enterprise.

Gregory S. Black, Ph.D., Associate Professor of Marketing at Metropolitan State University of Denver, has been involved in integrating service learning into various marketing courses. The

primary project to be discussed in this panel is the project to help the homeless in Denver, Colorado.

This part of the panel opens it up to the audience to discuss approaches to incorporate social enterprise in the marketing curriculum. How this has increased cooperation with other non-business fields within Linfield College and how it has contributed to making many industry connections for students, including jobs and internships.

References Available Upon Request

ARE MANY CHOICES REALLY DEMOTIVATING? WHEN MORE CHOICES ARE BETTER IN MARKETING COURSES

David S. Ackerman and Barbara L. Gross, California State University, Northridge
Kirti Sawhney Celly, California State University, Dominguez Hills

Literature Review

Choice is generally viewed as desirable (Schwartz, 2004a). In a consumer context, the ability to choose between options has been linked to self-determination and empowerment (Dholakia, 2006; Schwartz, 2004a; Wathieu, et al., 2002). However, evidence also exists that extensive choice, even when all choices are good, may lead to confusion, stress and discomfort, regret for alternatives not chosen, deferred decisions, and indifference (Carmon, Wertenbroch, & Zeelenberg, 2003; Cristol & Sealey, 1996; Dhar, 1997; Iyengar & Lepper, 2000; Schwartz, 2004a,b; Settle & Golden, 1974).

In an educational context, Schwartz (2004b) discussed how the world of the modern college student is so laden with choice that it can become overwhelming. Ackerman and Gross (2006) studied the impact of choice on perceptions of and satisfaction with curriculum for a minor in marketing. While students wanted choice, they also valued the provision of guidance and direction. Students' perceptions of choice may depend on how interested they are and how familiar they are with the choices. When familiarity exists, students may prefer to have some (limited) choice rather than having either many choices or no choice at all. This provides some degree of freedom, but not so much choice that it is demotivating (Iyengar, 2010). Further, there may be excitement about choices because of interest. Such positive feelings elicited help the chooser overlook potential stress from the process of deliberation and regret over alternatives not chosen.

The desirability of students having choices within a class has been less explored. Marketing courses can be structured to include varying levels of choice. Courses offering no choice are structured so that all students are assigned the same material, are responsible for the same assignments, and are assessed in the same ways. Choice can be introduced into a course, for example, by allowing students to choose from among alternative assignments and activities.

Hypotheses and Method

Based on the literature, we developed and tested the following hypotheses: H1: Students who are interested in marketing will find a marketing class most desirable that provides many

choices over one that only provides a few or no choices; H2: Students who are interested in marketing will view an instructor who offers many choices in a marketing class to be a better instructor than an instructor who offers few or no choices; H3: Students who are interested in marketing will perceive a marketing course that offers many choices to be more valuable to their careers than one that offers few or no choices; H4 (and H5): Students who are interested in marketing will experience more positive emotions (negative emotions) about a marketing class when presented with an assignment that offers many choices than when presented with one that offers few or no choices.

A 1 X 3 (no choice, low choice, high choice) between-subjects design was used to examine the effects of a within-course choice of hypothetical companies for an assignment in a hypothetical Retailing course. Data were collected from 302 students enrolled in sections of an introductory marketing course who were randomly assigned to high choice, low choice, and no choice conditions. Student subjects read that an instructor in a Retailing course would give an assignment to develop a business plan for a client retailing firm. In the high choice condition, students were shown a list of 20 hypothetical firms and told, as students in this course, to choose one from among these 20 firms to be their client. In the low choice condition, students were told to choose their client from a list of five hypothetical firms they were shown. Students in the no choice condition were told they would develop a business plan for a randomly-chosen named client assigned to them.

All student subjects were then asked to complete a survey about their perceptions of this hypothetical Retailing course. Measures used were: (1) course measures – satisfaction with the hypothetical course, desire for the course, perceived value to student's future career, and perceived value to employers; (2) choice process measures – student's perceived ability to make choices, and student's perceived freedom of choice; (3) perception of Instructor – how good and how fair the instructor was perceived to be; (4) fifteen emotion items from Burke and Edell (1989); and (5) how interested the student was in marketing.

Results and Discussion

ANOVA found that students interested in marketing clearly preferred the high choice condition over both the low choice and no choice conditions. The means of all four course measures were significant, providing support for hypotheses 1 and 3. Perceptions that the instructor was good and was fair were highest in the high choice condition, providing support for hypothesis 2. Emotion measures showed a mixed reaction. Stress was greatest in the low choice condition,

but happiness and anticipation were greatest in the high choice condition. Support was provided for hypothesis 4 and partial support was provided for hypothesis 5.

Regression analysis revealed that perceived freedom of choice was the most important single factor contributing to satisfaction with the hypothetical course, followed closely by perceived value to employers and how good students perceived the instructor to be. The students' perceived ability to make choices was also significant. Regression analysis found too that satisfaction was the result not of positive emotions elicited but rather resulted from the absence of negative emotions such as loss.

Findings suggest that students interested in the topic perceive more choice as better. Choice increased the overall perceived desirability of the hypothetical course as well as students' sense of freedom, and led to increased confidence that the course would be valuable for the student's future career. It also increased the degree to which students felt they would like the course instructor.

Interestingly, low choice was considered less desirable and less valuable for the future than either much choice or no choice at all. This seems to contradict research findings that promote limited choice. Perhaps limited choice focuses attention on the choice task, making it more of a burden. The emotions findings support this explanation. Positive emotions evoked were strongest for the hypothetical course that offered high choice. Because these were unfamiliar choices and students were interested in the topic, it appears the anticipation of much choice made them happy. On the other hand, some negative emotions also were present; the hypothetical course that offered many choices elicited more negative emotions than the one that offered no choices, suggesting that the choice process had a negative impact but it was compensated by positive emotions. The hypothetical course with low choice elicited the highest levels of negative emotions and this negative reaction was not compensated by positive emotions. Within this context, limiting choice was clearly a negative.

A post-test on a small sub-sample of students who were not interested in marketing reversed the above findings, bringing them in closer alignment with previous findings about the benefits of more limited choice. This suggests that in contexts where marketing students are not as interested in a course (such as for general requirements), instructors should provide students with more guidance to lower the levels of frustration and stress elicited by choice.

References Available upon Request

INSTRUCTING UNDERGRADUATES IN MARKETING STRATEGY: FROM HINDSIGHT TO FORESIGHT

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Abstract

We are very good at instructing our students with explanations of the past. Unfortunately, prior research has noted that many business postgraduates misuse theory, as they tend to apply concepts they have been taught in the past, rather than adapt and apply foresight to a particular present context. Highly controversial work published earlier exposed the misuse of the popular Boston Consulting Group (BCG) matrix. Empirical evidence revealed that the BCG matrix leads to poor strategic marketing decisions causing managers to focus upon market share rather than profitability. In this present study, the earlier work is extended, using more controls and a larger suite of experimental conditions. A series of experiments were conducted, working with a sample of 221 executives in-training and experienced practitioners, in North America and New Zealand.

A threefold contribution of this work includes; first, the earlier work is confirmed using a more rigorous methodology; second, the pattern of responses come from a wider cultural and educational spectrum than before; third, and most important, incompetent decision-making can be countered by training in foresight using heuristics and sensemaking tools. Management is thereby enabled to synthesize effective marketing strategy.

Completion of the study was followed by application of the findings to undergraduate classes (N=240) in Marketing Strategy. Initial anecdotal results are reported in the epilogue to this study including feedback regarding student ability to adapt heuristics to employment in a practitioner environment.

Introduction

“Life must be understood backwards; but it must be lived forward” - Søren Kierkegaard

Educators presume that the knowledge we impart flows from our academic community to the practitioner. Barley, Meyer, and Gash (1988), explored the acculturation of the academic and practitioner communities. Using quantitative methodology their paper tested the knowledge diffusion theorists' presumption that knowledge flows from academic to practitioner. Their conclusion was that knowledge often flows in the opposite direction, from experienced

practitioner to theoretical academic. How does knowledge and skills acquisition differ between academic and practitioner? The knowledge acquisition model for the academic progresses as: research, to analysis, to knowledge-that explanation; the skills acquisition model for the practitioner flows from: experience, to synthesis, to knowledge-how expertise (Bloom, 1956; Dreyfus & Dreyfus, 2005; Ryle, 1949; Weick, 2003).

The business school classroom is a very good place to explain knowledge-that theories. Textbooks are filled with valuable hindsight in how businesses have conducted themselves successfully and with theoretical explanation of past reality (Weick, 2003). In today's environment of dynamic complexity, hindsight is not enough (Senge, 1990). Students need to be exposed to knowledge-how foresight necessary for living forward (Schwartz, 1991). This paper argues that students must have instruction in the theoretical explanations of hindsight, but they also need training in the synthesis of foresight. Non-deterministic heuristics and sensemaking are tools that can augment what may be a shortfall of foresight training in the classroom (Crittenden & Woodside, 2007).

Our understanding of the nature of heuristics as cognitive tools to train executives has gone through a transformation. Heuristics bias our judgment, and cause people to make incompetent decisions (Tversky & Kahneman, 1974). At the turn of the new millennium, Gerd Gigerenzer from the Planck Institute in Berlin, published new empirical data revealing how heuristics reduce our effort to make competent decisions (2000). Competent decision-making using heuristics requires the training of students to become aware of their whole decision making environment and experientially adapt to their ever-changing context. Heuristics are paradoxical, as non-deterministic metaphors they bias our decision-making and simultaneously reduce effort by engaging our natural intuition for fast effective decision-making (Todd & Gigerenzer, 2000).

The extant literature provides evidence of the weak efficacy of heuristics as theoretical teaching tools in graduate business classes (Armstrong, et al., 1994; 1996; 2007). The present research reported herein provides solutions to some of the pitfalls of non-deterministic heuristics in undergraduate and graduate classes. Following this study, students were trained with experiential tools of computer simulations, case studies and acknowledgement of the nondeterministic nature of heuristics. They appear to gain insight for synthesizing competent decisions. The epilogue to this study includes classroom application and anecdotal results reported by a student.

Theory Development

Cognitive Processing: Practitioner Heuristics and Experience

Do businesses get more value from executives with knowledge-how experience or knowledge-that theory (Ryle, 1949)? Of course decision-making requires both, but one can discern a difference in the effects of these two variables. Dreyfus and Dreyfus (2005) developed a skills acquisition model that looks like a ladder where students climb upward, starting from novice and topping at expertise. At the bottom novice-rung beginners first learn the rules, or knowledge-that theory of business operations. Students advance up the ladder gaining experience on the way through to advanced beginner, to competent, then proficient. Along this climb they develop their natural, innate skills of intuitive thinking, synthesis formulation, and knowledge-how capability. Hopefully, with experience as the teacher, they arrive at the top rung of expert.

Many scholars are proponents of experiential training. Li, Greenberg, and Nicholls report on using an experiential computer simulation in the classroom. Findings from their research demonstrate that undergraduates perceive the simulation experience as a powerful alternative to the rules driven lecture-based pedagogy. Students acquire deep how-to understanding when exposed to hands-on decision-making experience (Li, Greenberg, & Nicholls, 2007).

In the context of learning organizations, the impact of shared experience within group activities reveals the results of improved group decision-making (Barrick, David, & Lord, 1991; Kolb, 1981; Melone, 1994; Senge 1990). Crittenden and Woodside report their positive findings on knowledge-how experiential exercises in the classroom and skillbuilding in metathinking with heuristics and sensemaking exercises (2007). Heuristics and sensemaking are particularly salient tools when operating in an environment of dynamic complexity.

Environment of Dynamic Complexity: Cope by Using Cognitive Heuristics/Sensemaking

“Today, systems thinking is needed more than ever because we are becoming overwhelmed by complexity” (Senge, 1990, p. 69). Systems’ thinking requires specifying micro-relationships within a gestalt view of a system. One must move from closed system analysis to open system synthesis. The tools available for synthesis include heuristics and sensemaking. Schutz (1979) suggests executives must cut through open system complexity by moving from confused complexity to profound simplicity and dropping useless and contradictory concepts. Weick (2007) offers several suggestions of where and how-to use heuristics when analysis becomes inappropriate for the context at hand. The sensemaking tool of tool-dropping and heuristic

formulation is particularly appropriate here. Weick provides an example of this phenomenon from the fire-fighting community. He reports that forest fire-fighters boil down their many rules to a simple heuristic acronym LCES. Forest fire-fighters never put themselves into a high-risk situation unless they first have Lookouts, assured Communication, two Escape routes, and Safety zones (2007).

Cognitive Heuristics: Creativity and Competence in Marketing Education

Heuristics are not new to marketing education. One helpful heuristic with no apparent negative impact is the Creative Marketing Breakthrough Model (CMBM). Research reported by Titus (2007) signified the power that association heuristics have to train marketing students in creative thinking. By using word associations, marketing students apply CMBM experiential training to synthesize creative solutions.

Students of Marketing Strategy become accustomed to the non-deterministic heuristic as a simple, naturalistic tool to explain strategic concepts. In his explanation of non-deterministic metaphors, Audebrand uses a knowledge-that example of the familiar Boston Consulting Group's (BCG) growth-share matrix heuristic. He describes that this model uses a cash cow, a dog, a star and a question mark to help decision makers synthesize resource allocation between their product portfolios, unfortunately he does not provide knowledge-how to do it (2010). Armstrong and colleagues (1994, 1996, 2007) extend the discussion of the BCG model by exposing it as a tool leading marketing students to incompetence.

Heuristics help us deal with the ever-changing environment, but they can be misleading (Tsoukas, 1991). As non-deterministic models, their utility in a changing environment can quickly dissolve as Armstrong and colleagues (ob. cit.) demonstrate in numerous research projects using the BCG matrix as an example of a poor knowledge-that heuristic resulting in incompetent decision-making. From their research, evidence abounds that focussing on market share encourages a sub-optimal mindset that often results in profit losses. The central problem addressed by the research of this paper focuses on testing the efficacy of heuristics and sensemaking as knowledge-how tools for executive synthesis of competent decision-making.

Methodology: Research Experiments

Four mutually exclusive experiment treatments were conducted comprising of differential scenarios and patterned after the Armstrong and colleagues (ob.cit.) experiments. Each scenario presented a situation from which the respondent made a marketing manager's selling

price decision based upon the biased information of the scenario. Each respondent read only one of four scenarios. After reading their scenario, each respondent then makes one decision by selecting either a high-price or low-price option and completed the experiment by providing six items of demographic information.

Strength of association was summarised through modification of the chi-square statistic to take into account sample size and degrees of freedom, along with practical significance testing using frequency ratios. The present study reported below follows this method with extensions, including more controls, scenarios and a broader sample base.

Unit of Analysis and Sample

Practicing executives and executives-in-training are the unit of analysis. The sample of this study accesses undergraduate and postgraduate students from three universities with worldwide representation. These universities include: AUT University, Auckland, New Zealand; San Francisco State University and San Jose State University in California. Practitioners from North America and Australasia are also included among the respondents (N=212). The earlier Armstrong experiments were conducted exclusively with postgraduate MBA students.

Specifically, this research extends Armstrong's earlier work to not only confirm his belief that the BCG matrix is still commonly misused and results in incompetent decisions, but also includes remedial suggestions using heuristics and sensemaking methods for training competent decision-making in environments of dynamic complexity (Senge, 1990; Simon, 1956).

Operational Hypotheses and Summary of Significant Findings

The objective of this research is to extend Armstrong's work and include propositions from the sensemaking work of Karl Weick (2007) and heuristics work of Gerd Gigerenzer (1999). This paper reports on four hypotheses presented in Table 1. Each hypotheses test involves one scenario for each cohort of respondents (n=~53) individually and privately reading one of the four mutually exclusive scenarios before making their individual dichotomous pricing decision. The single dependent variable continues as executive competence – measured by selection of either high price for competence determination, or low-price for incompetence determination.

Survey forms including participant instructions, decision forms, and research scenario exhibits are available upon request.

Table 1: Summary of Four (4) Hypotheses

Content	Scenario
H1: The introduction of competitor information to the decision will result in more respondents selecting the <i>incompetent</i> , lower-priced, alternative, even with the market share and profit information for the decision-maker's company remaining the same	1
H2: The higher market share number attached to a low price decision will result in a greater proportion of (<i>incompetent</i>) low-price decisions being made	2
H3: When respondent decision makers are primed with BCG information, a greater proportion will make an <i>incompetent</i> , low-price decision.	3
H4: Provision of materials showing that the BCG and the Experience Curve lead to lower profitability increases <i>competent</i> , high-price decision-making.	4

Results

Scenario 1/H1 and 2/H2 are controls, 3/H3 is a replication from the Armstrong and colleagues studies, whereas Scenario 4/H4 extends this previous work (op.cit.). The study participants (n=52) of scenario 4/H4 are given a competitive focus but then shown the folly of such a focus, with the result that the level of incompetent decisions immediately falls significantly.

Scenario 4/H4 positions a powerful training tool. The scenario from 4/H4 exhibits evidence from the literature that shows why attempting to beat the competition actually hurts a firm's performance. The information in this scenario includes a list of findings from the extant literature reporting on the negative relationship between market share and profits. The intent of this scenario is to encourage respondents to drop their preconceived BCG notions from comparative results of Scenario 3/H3, and the controls of Scenario 2/H2 and Scenario 1/H1.

The findings for H1 through H4 are summarized in Table 3. This data reveals that good decision-making can be trained in business schools. In particular, H1, H2, and H3, confirm and update the research findings of Armstrong and colleagues (ob.cit.) and consistently show that competitive information, and the BCG matrix continues to train for incompetence.

Table 2: Responses to Scenario 4, Training Impact

Scenario, Hypothesis number	Condition	High-price competent decision	Low-price incompetent decision	Total
4	A price choice linked to a 10 yr market share prediction of 56% With competitor share and materials advising against competitive decisions included	38 (73.1%)	14 (26.9%)	54

The proportion of incompetent decisions is greater than in the case of Scenario 2 (chi-square = 7.898, D.F. = 3, $p < .048$, $\phi = .187$).

Findings show the significant impact competency training (i.e., presenting evidence in sentences) has on decreasing incompetent decision-making versus the control condition. Training tools indicate competitor-oriented objectives hurts performance. Scenario 4 trains with evidence-based cues; this information cited from extant literature that setting competitor-oriented objectives hurts a firm's performance.

Conclusions

Remedial Suggestions

This study concurs that participative teaching, where teachers can lead students how to apply sensemaking processes within real-life simulations, are a superior way of training strategists than lectures or guided reading (Li, et al, 2007). The research here has shown clearly that simply textbook reading about decision-making techniques does not assist students to learn and apply those techniques in a sensible manner. Finally, the drop your tool ideas are real and useful. That is, students do need a kitbag of management sensemaking tools, they need to be experientially trained in sensemaking to drop tools and adapt simple heuristics within a particular decision environment (Weick, 2007).

Research Benefits

This research analyses the systematic relationship between cognitive decision-making theory and an environment of dynamic complexity. Cognitive decision-making theory analysed through

Table 3: Impact of competency Training on Incompetent Choice

Scenario number	Mean	N	SD	Std. Error of Mean
S4	.269	52	.448	.062
S1	.296	54	.461	.063
S2	.389	54	.492	.067
S3	.538	52	.503	.069
Total	.3726	212	.485	.033

hypothetical deductive tests, indicates that competence and incompetence in an experiential environment may be taught and tested through the knowledge-how sensitive application of heuristics and sensemaking. Business students, educators, and practitioners are the primary benefactors of this research. The results provide an explanation of how levels of competency may be improved when executives operate in environments of dynamic complexity.

Epilogue: Implications for Training

There is evidence in the results of this research to show that competent decision-making can be trained in business schools. The lessons learned from this study were applied in an undergraduate, upper-division marketing strategy class. Students, throughout a twelve-week semester, were exposed to a computer simulation, business case studies, and numerous business decision-making heuristics. These non-deterministic heuristics include, though not limited to: What Is Strategy? (Porter, (1996); Blue Ocean Strategy (Kim & Mauborgne, 2005); The Balanced Score Card (Kaplan & Norton, 1996); Vision Building (Collins & Porras, 1996); Brand Alignment (Reinartz & Kumar, 2002); The Learning Organization (Slater & Narver, 1995); Resilience (Hamel & Valikangas, 2003); Industry Five Forces (Porter, 2008); Relationship Marketing (Grönroos, 1995); Mismanagement of Customer Loyalty (Reinartz & Kumar, 2002). Students were trained to adapt these heuristics when making decisions. They adapted the heuristic cues to a particular context and dropped the irrelevant aspects (analogous to dropping your tools). As they played through the Mikes Bikes computer simulation over a ten-week period, they applied the mutually exclusive, non-deterministic heuristics listed above to their

decision-making while operating their company in the competitive computer simulation. They simultaneously applied these same techniques to business case study analysis. Students train to rely on their heuristic intuition by focusing on salient cues and dropping unnecessary or irrelevant cues as they synthesize future options for the business case. They were trained to be sensitive to the global commercial environment and constantly aware of the non-deterministic nature of heuristics. This occurred as they experienced a competitive industry environment and weekly sensed the pleasure of victory, and chagrin of defeat.

In the case study they are trained how-to synthesize a conclusive statement on heuristic application, or lack of application, to the salient issue of the case. The student completes the study by identifying various future options available to move the business organization into the future. Ultimately, after these simulation and case study exercises, students demonstrate how-to adapt to a wide range of strategy decision-making heuristics to an ever-evolving environment. One undergraduate student in an unsolicited letter expressed an example of this successful adaptation.

Student Unsolicited Testimonial from Undergraduate Marketing Strategy Class

I am currently doing my [initial job out of school], but first I just say at how my mind is absolutely blown at the level of applicability of everything I have learnt in our [Marketing Strategy] class to the real world. The [MikesBikes, Smartsims] simulation combined with the journals has really enhanced the way I see the bigger picture and back it up with the analytical side. I was so surprised to find that the company I am doing [work] for had no structures in place whatsoever when it comes to measuring company performance; especially when the company looked so successful on the outside. On the second day of my [work] placement I managed to sell Kaplan's Balanced Score Card to the CFO and the CEO of the company; through the use of [heuristics] but also, because the simulation has put me in the seat of the CEO, I was able to talk in their language by using jargon that was music to their ears. And only after hours of going through data and speaking with front line managers, I found, that this company is going through some of the devastating decisions we made on the [MikesBikes] simulation; for example, no vision, promotional abuse and mismanagement of customer loyalty. I have also recommended this paper to all my friends doing Marketing as a MUST DO [upper division] PAPER. Another thing I found about this paper is that it correlates perfectly with my other major in management. I really can't imagine how I would be able to sell my management theories and ideas alone; but with the use of the Balance Score Card for example, I would be able to show the implications

and/or justify the benefits of those management theories/ideas by relating it to marketing decisions and pin pointing it on where it affected company results. (Personal email received from undergraduate student, 2012)

Appendix A: Keyword Definitions

Heuristics -- efficient cognitive processes that ignore some information or cues that may or may not be effective depending on their appropriateness to a given context. Heuristics reduce effort. They are not guidelines for reaching a goal, unless viewed as reducing effort compared to an optimisation model. They are non-deterministic in that they do not indicate causality. Heuristics reside within the typology of metaphors (Gigerenzer & Brighton, 2009).

Knowledge-that -- knowledge gained through explanations of reality. Theories are herein considered as synonymous with explanations that offer reasons for the cause of an event (Weick, 2003).

Knowledge-how -- knowledge gained through experience and practice. Theories constitute knowledge-that interconnections exist, but not knowledge-how to make those connections happen (Weick 2003, p.455). We learn *how* to ride a bicycle through trial and error experience, not by gaining the theoretical knowledge of physics *that* gyro stabilization, caused by a spinning, wheel enables us to balance a bicycle in motion.

Sensemaking -- order, interruption, recovery. That is sensemaking in a nutshell. And organizing is the act of trying to hold things together by such means as text and conversation, justification, faith, mutual effort (heedful interrelating), transactive memory, resilience, vocabulary, and by seeing what we say in order to assign it to familiar categories (Weick, 2006, p. 1731). Sensemaking includes both explicit and implicit mental processes of constructing, framing, creating, and rendering a view e.g., an executive's mental model of how things get done in an organization. Related to decision-making, sensemaking includes automatic and controlled scanning of memory and environments for framing issues. Sensemaking is meaning creation based on current and prior interpretations of thoughts generated from three sources: external stimuli, focused retrieval from internal memory, and seemingly random foci in working memory; such sensemaking is constructed on cultural pilings held unconsciously in long-term memory. Consequently, meta-sense-making efforts are always incomplete; that is, all of us possess an incomplete ability to understand the process and outcomes of our own sensemaking (Woodside, 2001, p. 415).

Strategy -- a mental tapestry of changing intentions for harmonizing and focusing our efforts; a basis for realizing some aim or purpose in an unfolding and often unforeseen world of many bewildering events and many contending interests (Boyd, 2007).

Tool-dropping -- in the context of sensemaking; consider the tools of traditional logic and rationality. These tools presume that the world is stable, knowable, and predictable. To set aside those tools is not to give up on finding a workable way to keep moving - it is only to give up one means of direction finding that is ill suited to the unstable, the unknowable, and the unpredictable. To drop the tools of rationality is to gain access to lightness in the form of intuitions, feelings, stories, improvisation, experience, imagination, active listening, and awareness in the moment, novel words, and empathy. All of these illogical activities enable people to solve problems and enact their potential (Weick, 2007).

References Available upon Request

AFFORDABLE CARE ACT: IMPACT ON HEALTHCARE INDUSTRIES AND MARKETING IMPLICATIONS

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Abstract

Health care sector is a large and important sector of the US economy. National health expenditures (NHE) reached \$2,593.6 billion dollars or 17.9% of US GDP in 2010. Hospital care industry, a subset of the healthcare sector, has grown from \$255.8 sector of the economy in 1980 to a \$2,593.6 billion sector of the economy in 2010 (Martin et al 2012). That is 8% compounded annual growth rate (CAGR) for thirty years, which is more than twice of the official inflation rate for the period. From the consumer perspective, adding insurance premiums, Medicare and Medicaid payments and out of pocket spending, health spending accounts for 28% of household expenditures (Bradford et al 2011). In addition to growing health care costs there are approximately 45 million Americans without health insurance, which exacerbates the costs of health insurance for the rest of the population. NHE per capita in US was about \$8,402 in 2010 and that was the highest expenditure per capita (even after adjusting for purchasing power parity) among the developed countries, yet the satisfaction with the healthcare system remained very low (Adams et al 2012). In response to the growing problems in the healthcare sector, Congress passed the Patient Protection and Affordable Care Act (ACA) and President signed it into law in 2010. In 2012, the Supreme Court upheld the key provisions of the law. The law's intention is to reduce the growth of health care costs, improve the quality of health care and expand health care coverage to more Americans. Congressional Budget Office estimates that by 2016 only 7% of Americans will be without health insurance while without ACA about 18% of Americans would not have health insurance (CBO 2012). The ACA represents the most important and sweeping regulatory change in the health care sector since the establishment of Medicare and Medicaid in the 1960s. The significance of the law could be compared to the legislative actions that deregulated the telecommunications industry in the 1990s and the airline industry in 1970s.

Provisions of the ACA

Title I of the ACA constitutes nearly 17% of the law and contains the major provisions related to health insurance coverage. In addition to the so-called "Individual Mandate," (Sec. 5000A) which requires individuals to obtain and maintain adequate insurance and imposes penalties for failing to do so, the act requires insurers to do several things and forbids them from doing others

(Patient Protection and Affordable Care Act). Title II of the bill deals with Medicaid coverage and improvements to the Medicaid program. In addition, long-term care and community-based care systems are addressed in Title II. Section 2401 allows states to create or maintain a system where in-home care can be covered under the Medicaid payment systems (Sec. 2401). This in-home or community-based care can include health tasks, the teaching of daily life skills and administrative fees for the state to train attendants (Sec. 2401, 2703). Title III addresses payment for outcomes and how to measure quality in care. In this Title, Congress also directed the Secretary of Health and Human Services to develop a “demonstration” program to “test a payment incentive and service delivery model that utilizes physician and nurse practitioner directed home-based primary care teams” to reduce preventable hospitalizations and readmissions as well as reduce emergency room visits (Sec. 3024). Title IV focuses on chronic diseases and public health, including preventative activities. Title V addresses shortages in the health care workforce and creates loan programs for health care students. Title VI focuses on transparency of the Medicare and Medicaid systems. Title VII is entitled “Improving Access to Innovative Medical Therapies” and deals with affordability of medicine for children and poor people. Title VIII establishes a national voluntary insurance program for community living programs. Title IX focuses on revenue, including the imposition of fees on pharmaceutical and medical device manufacturers and importers based on annual sales. Finally, Title X clarifies certain provisions of Title I.

Marketing Implications

The implications of the ACA and the Supreme Court ruling are numerous, complex and, at this point, not very certain. In addition to the bill, various federal and state agencies will develop their own rules and regulations that will implement the ACA provisions in various jurisdictions. In the past several decades hospitals and physicians has been experiencing a trend toward group buying, where hospitals formed hospital buying groups, physicians formed physician groups in order to negotiate for lower prices with medical product and services providers (Nollet and Beaulieu 2005). The ACA is likely to give an additional impetus to this already growing trend. The ACA Title III provisions specify significant incentives for the existing physician groups and hospitals to form ACOs to interact with government programs. Title I and Title II of the ACA are likely to expand the number of insured patients by approximately 30 million by 2016 (CBO 2012). Therefore, in the short run, the ACA provisions and upholding of the individual mandate by the Supreme Court is likely stabilize pricing for hospital and physicians and decrease the costs they incur treating patients with healthcare insurance. For marketers at the

pharmaceutical products manufacturers, such as Merck, Pfizer and Eli Lilly, the ramifications of the ACA may transform both the marketing process and the allocation of marketing expenditures. The creation of ACOs by Title III of the ACA may present a challenge to pharmaceutical products manufacturers. It is likely that the ACOs will be more important buyers of pharmaceutical products from the Big Pharma companies. Traditionally, pharmaceutical products manufacturers direct their marketing efforts to doctors, now they will have to change their practices and direct their selling and marketing efforts to ACOs. ACOs are likely to be more economic buyers, focusing on the cost of the products, than doctor's offices that primarily focus on the merits and effectiveness of pharmaceuticals. Medical device companies such as Stryker, Boston Scientific and Medtronic will likely experience similar major changes in the way of marketing their products. . In general, the ACA is likely to accelerate the existing trend of the transferring health care expenditures from the private sector to the public sector as public insurance will likely to cover millions of people that were uninsured before or transferred from employer provided insurance to the state or federal health insurance programs (Martin et al 2012; Bradford et al 2011). There are many direct and specific ACA provisions that impact insurance companies' pricing decisions. For example, Title I directly and very specifically affects pricing latitude of the companies by capping administrative expenses and profits at 15% of revenue for large group plans and 20% for small and individual plans. The provisions that already went into effect in 2011 require insurance companies to submit price increases for a review by Centers for Medicare and Medicaid Services (CMS) (Federal Register 2011).

References Available Upon Request

UNDERSTANDING GRAPHIC NARRATIVE AS A MARKETING EDUCATION TOOL

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Abstract

Topics such as sales and ethics require students to practice skills in perspective taking and empathy as part of the educational process. This paper introduces and explains the graphic narrative as a learning format that offers significant potential for marketing education in areas that require students to more cognitively observe, interpret and reflect upon interactions amongst characters in complex settings and environments. Principles of graphic narrative design are discussed and illustrated by example, to enhance the understanding and power of the tool for marketing education.

Introduction

Comics in marketing, as both commodity and promotional tool, are not new. Still, the varied use and benefits of the tool have expanded far beyond the ad story appeal of Mac the 90 pound weakling who no longer had sand kicked in his face thanks to the graces of Charles Atlas body building services, or the premium value demonstrated by the stories of “Bazooka Joe” in the comic strip wrappings of Bazooka bubble gum. Much of what makes comic art appealing in communicating persuasive promotional messages also makes it powerful as a teaching tool. This paper explores the fundamental elements of graphic narrative construction that inspires the power of the genre in educating persons about any range of topics. The theoretical exposition is intended to enthruse future research on the use of graphic narratives in marketing education, and inspire more informed design and development of such materials in topical areas of marketing best suited to the genre.

Comic Art as Communication Medium

A simple definition of comic art embodies the use of sequential art that tells a story through picture/text combinations. Vivid images of superman and batman may occupy the minds of those who are mainly familiar with the history of the comic art design appearing in newspaper comic strips or superhero themed stories. In reality, comic art aka graphic narrative has a history that is far richer and complex than most imagine. The origins of the genre are often traced back as far as artifacts such as Mexican codex, Egyptian hieroglyphics and eighteenth century art (McCloud 1996). Though scholars debate the first definitive example of comic art,

the publication of Richard Outcault's *Hogan's Alley* in the late 1890s is one of the first "comics" that best exemplifies several of the key attributes that make comics particularly relevant to marketing education. *Hogan's Alley* used both text and visual iconography to tell a story of a character within a specific temporal and spatial context. *Hogan's Alley* conveyed information about the life experiences of Mickey Dugan aka The Yellow Kid - an Irish street urchin in a time of rising consumerism and class separation. The comic series focused on highly adult oriented themes and provided sociopolitical commentary embedded in a graphic narrative format that invited reflection on issues relevant to the period and its culture.

The "graphic novel" terminology is typically viewed as a more recent addition to the study of comic art, popularized with the advent of Will Eisner's (1978) *Contract with God* and the Pulitzer Prize winning *Maus* by Art Spiegelman (1991). Indeed, most scholars suggest that the popularity of the late twentieth century novels bolstered the legitimacy of graphic narrative as relevant to all age groups and reinvigorated interest in the scholarly study of the format as literary art form and persuasive communication tool. Though the length of graphic novels and/or the focus on more adult themed content generally delineate the form of comic art, this form and even shorter versions of comics illustrate key features of the medium that is more broadly termed graphic narrative. For purposes of this paper, we offer a definition that borrows heavily from McCloud's (1996) definition of comics. Specifically, we define a graphic narrative as a communications tool that uses juxtaposed visual and textual elements, deliberately sequenced as frames/panels, to tell a story with character(s), setting and plot, to convey information and/or produce desired behavioral, cognitive and affective responses from the viewer. Length of the narrative is not critical in constraining the domain of interest, but the implicit assumption is that the resolution of the story plot in a graphic novel requires multiple frames/panels over multiple pages.

Media Format for Learning

Until recently, proposing the idea of graphic narrative as an educational and/or training tool would receive a negative response in most quarters. However, many contemporary scholars have begun to research *visual pedagogy*, a method of teaching that relies upon materials that use picture/text combinations similar to what is found in graphic novel formats (Tabachnick 2009). A number of learning scholars today argue that text-only materials no longer meet the needs of students who seek visual engagement and rely on visual images as a source of comprehension while sorting through a plethora of digital information, technology, and media

communications (Lawrence et al 2009). While pedagogical uses of graphic novels first gained popularity in secondary education to engage students with varied content domains such as English literacy, visual literacy, media literacy, art history and social studies, more recently graphic novels are recognized as useful for higher education levels including fields as diverse as anthropology and medicine. Even in mainstream society, academicians use the graphic novel format to convey complex information to adults as evidenced by MIT economics professor Jonathan Gruber's contributions to the graphic novel *Health Care Reform: What it is, Why it's necessary, How it works* (2011). The graphic novel is used to inform the adult public about the Affordable Care Act and its implications.

The value of graphic narratives in the instruction of many disciplines stems from the medium's ability to invoke empathetic responses and perspective taking from its readers. Literary scholars include graphic novels such as *Maus* and *Persepolis* to explain the historical, political, religious, and social contexts that shape perspectives and inform students on issues of diversity (Moran 2007). Medical educators find similar benefits from a more specific form of graphic narrative known as *graphic pathographies*. Graphic pathographies use comic art to educate people about disease and make explicit the mind of a diagnosed person, showing their authentic rather staged reactions, and their struggles with denial and other thoughts and behaviors that undermine their health treatment (Cornog 2009). The graphic pathographies are thought to be particularly valuable as a teaching tool because the medium prepares persons for what will happen, physically, mentally and emotionally, through the progression of a disease. As opposed to video, graphic pathographies portray discrete events/moments in time and place intentional pauses in the progression of events which require and invite reflection on things (not) seen and (not) said within the panels. This time "in the gutter" foster empathy in caregivers and promotes deductive diagnosis skills, requiring the reader to visualize what happens between the panels. The heightened and combined powers of observation, empathetic projection, and enhanced interpretative abilities are seen to be significant benefits relevant to medical education.

Beyond matters of empathy and perspective taking, researchers also argue that the use of graphic novels also differentially affect what is also going on in the structure on one's brain as he/she is processing information.

"Research has shown how combining pictures and text enhances understanding, as the activities of reading and viewing activate different information processing systems within the

brain (Mayer and Sims 1994)...foster(ing) connections between new information and existing knowledge, thereby increasing recall of health information..." (Green and Myers, 2010, p.576)

Event Segmentation Theory (EST), grounded in neuroscience, suggests that "(b)y reducing a continuous flux of activity to a modest number of discrete events, a perceiver can achieve terrific economy of representation for perception and later memory" (Zacks and Swallow, 2007, p.83). Assuming the logic of EST and the intuitive understanding of storytelling, graphic narratives may provide an intuitively appealing mechanism by which marketers can more effectively organize information for greater learning and memory.

Graphic Narrative for Marketing Education

Arguably, the same value provided by graphic narratives to education in the humanities and medicine parallel much of what is needed in many areas of marketing education, particularly in the domains of personal selling and ethics. Research supports the importance of empathy, observational and interpretive skills in the success of salespersons and in the success of buyer-seller interactions (Comer and Drolliner 1999; Langer 1967; McBane 1995). Within the context of ethics instruction, perspective taking is clearly highly relevant to the task as well. Indeed, Brennan et al. (2010) refer to training scenarios used in medicine and nursing science as a model for ethics instruction in marketing education. Though the authors do not acknowledge any awareness of graphic novels/pathographies as part of the medical curriculum, their case rests on teaching "the idea of alterity and the appreciation of the experiences of otherness in the tutor's relationship with students" (Brennan et al., 2010, p.1175). Scholars of comic art expressly recognize how graphic narrative design can be used to affect a sense of "otherness" thus allowing the graphic novel developer considerable power in enhancing this characteristic to benefit learning (McCloud 1996; Royal 2007).

Given the promise of the medium as a valuable learning format, we dedicate the remainder of this paper to a discussion of the unique structural and design elements of graphic narrative and how these can be differentially employed to affect empathy and perspective taking in the creation of graphic novels. We conclude with a sample excerpt used to teach ethics in sales to better illustrate the concepts and potential of the medium. Though the reader may not have the illustration skills to create his/her own graphic narrative, at worst the discussion will assist in providing a discerning eye to the educator when selecting from among existing graphic narratives for instructional purposes. At best, the discussion may inspire collaborative efforts

directed towards the creation of more content appropriate graphic narratives that can be used to advance marketing education.

Affect the Reader Experience

Arguably, graphic narrative creators believe a discussion of the differential contributions of verbal and visual elements in narrative construction is somewhat tautological as text is itself an illustration of visual iconography (McCloud 1996). While text arguably provides the highest level of abstraction of an event or piece of information, the abstraction is commonplace and known to the reader, thus removing much of its immediacy and emotional impact for the reader (McCloud, 1996). Clearly, highly detailed visual images and depictions can be “more visceral than the unadorned printed word” (Goldsmith, 1998, p. 1510), but more abstract albeit incomplete images can achieve the same level of impact through the embellishment created in the mind of the reader. It is “the time in the gutter” that provides a mechanism by which marketing educators can reduce the overt risk of overstepping social and cultural boundaries when portraying sensitive issues while still maximizing the reflection and perspective taking of the reader.

Royal (2007) offers that the more abstract the drawing is, the more the reader identifies with the subject through "masking". Alternatively, the more photo-realistic the image is, the greater the projection of "otherness" to the characters in the story. The level of abstraction thus presents opportunities to affect consumers' identification with and/or reverence for characterizations of alternative characters, qualities, objects and activities. Consider the example shown in Figure 1, excerpted from a manga style narrative used by a Japanese manufacturer of volleyball equipment (Ishikawa and Hayashi 2010). Notice the higher level of realism used in portrayal of the Japanese national league player. The realistic style may convey initial emotional reactions of reverence and awe, while the switch to a more abstract portrayal involves greater identification with the subsequent story and events.

The use of symbolism in the characterization of graphic novel characters can also invoke empathy with particular traits or qualities of the character. Eisner (2008, p.11) emphasizes the importance of stereotypical visual images, “an accursed necessity,” that allow the reader to reference stored memory of experiences and information to quickly and augment visualization of an idea or process to derive meaning from the narrative. Because semiotics is culturally embedded, designers must be conversant with visual standards of reference that will speak either uniquely to the audience targeted and/or are universally valid and interpretable. Eisner

(2008, p.14) offers that animal-based images often provide universal transferability and successful readability for storylines and characterizations (see Figure 2).

The marketing literature clearly recognizes the power of verbal only narratives in the extensive research done relevant to narrative transportation and its role in advertising, but the power of persons' imaginings can be greatly affected by what is (not) done with the textual information in the context of a graphic narrative. Scott McCloud (2006) eloquently summarizes the pivotal role and contribution of words to the comic art form.

"Words evoke feelings, sensations and abstract concepts which pictures alone can only begin to capture; they're comics' only traditional ink with the warmth and nuance of the human voice; they offer comics creators the opportunity to compress and expand time; and when words and pictures work interdependently, they can create new ideas and sensation beyond the sum of the parts." (p.128)

Similar to visual elements, the selection and even de-selection of words can affect the reader's participation in construction of meaning and conveyance of emotion for the reader. Narrative implicature refers to meaning conveyed by that which is not said in a speaker's explicit words. "In effect, the ability to understand the narrator is contributed not by the information provided in the text (as in the explicit version) but by readers themselves as they attempt to understand the narrative on the basis of the principle of narratorial cooperativeness" (Kotovych et al. 2011, p. 19). The process works much the same as abstraction in other design elements that entail attributing the reader's own knowledge and experiences to characters, activities and settings to address gaps or inconsistencies in the storyline.

Finally, visual depictions of the verbal text are also used to manipulate perspective taking and empathetic introspection. Stylistic choices in the construction of word balloons and narratorial boxes instruct the reader as to the source of the text. Rounded balloons constructed with solid lines imply traditional spoken language whereas the use of cloud-like edges or rectangular formats traditionally conveys thoughts and third-person expository speech, respectively (White-Schwoch and Rapp 2011). The visual and textual construction of onomatopoeic sound effects can vary greatly as illustrated by the panels reproduced in Figure 3 from McCloud (2010, p.147). In the minds of graphic narrative creators, the true power of words and images used independently and interdependently in storytelling is the extent to which these elements engage the reader in the construction of the story.

A Sample Excerpt of A Marketing Education Graphic Narrative

Appendix 1 contains pages of a graphic narrative used to teach ethics in the context of personal selling. Originally produced for the development of ethics education in the classroom, the graphic novel is currently under testing with several sales organizations throughout the United States. Funding for the graphic novel is supported by the Daniels Fund Initiative. Daniel Fund Ethics Initiative is a program dedicated to building a high level of ethical standards in students, campuses and the community. Today, the Ethics Initiative is a partnership between eight business schools in Colorado, Utah, New Mexico, and Wyoming (“Daniels Fund” 2012). Ethical efficacy is reported as a single scale including multiple dimensions of motivation, self-efficacy, value and importance to ethics and ethics education.

The appendix example displays the character, Elle Fountane, a sales representative for a well-known adhesive company that has been experiencing a difficult time selling the organizations newest products. Pressure from management and frustration leads her to escalate her entertainment expenses for customers. Although entertaining is a common selling practice, the escalation of entertainment expenses can be considered a bribery technique. For example, taking a customer out for dinner in order to discuss the newest business products or to refresh a customer relationship is traditionally business as usual. However, increasing entertainment costs and escalation of gifts can unintentional force customer to purchase products that are not needed by the organization and therefore a form of unethical behavior.

In the excerpt Elle, a well-established sales representative, is rejected by many established customers becoming increasingly disappointed and frustrated with her selling skills. She resorts to using highly desired baseball tickets by the prospective customer as her way to gain his business. In the graphic novel, the reader or the sales trainee, can see the emotion and read her thoughts and feelings. For example, the first tickets are merely a friendly gesture to the regular customer. When Elle continues to purchase the tickets as a way to ‘bribe’ the customer, the reader can see her facial expression change. In the sales training scenario, research has found that Elle is not the only one to blame for the escalation of the bribe. Pressure from her superiors to sell products to her customers forces her to try tactics she may not usually use in the field.

Graphic novels may be an important tool for portraying the emotion of a salesperson, especially for those less familiar with the selling arena. For example, Elle’s thoughts on ‘what to do’ and her expression is portrayed in the graphic novel, providing the less experienced salesperson a

glimpse on at what may go on in the mind of the seller or buyer during a similar experience. In the graphic novel, emotion is read in the words and seen in the face of the characters, enabling the reader to put themselves into the situation. Additionally, the graphic novel gives the reader the opportunity to fill in the 'gutter,' where they may find themselves discerning how they would handle this type of situation.

The graphic novel story as a form of fiction helps the trainees practice empathy in the state of affairs. Similar benefits could be found in the classroom. The picture-text combination can limit possible misunderstanding of the situation by signaling the emotions of the person in the text to the trainee. Additionally, with the use of the graphic novel teaching method, may be able to build empathy skills prior to students reaching their industry occupation. These tools could potentially provide great findings to the use of graphic novels in the classroom. Adding the graphic novel to the academic curriculum may help support the development of empathy in the student by providing a visual and text representation of the emotions that are found in the ethical situation. The graphic novel may provide the emotional experience through the picture/text combination that cannot be found in traditional case study methods. Additionally, the use light nature of graphic novels may be able to train and teach individuals without the heavy word-weighting pressure found in business textbook studies. The comic images provide a less threatening approach to the intricacies of ethical dilemmas.

Empathy is critical for teaching ethics selling skills. Often in the field of sales, building a relationship with the customer leads to higher sales and an improved image for the organization and thus larger evaluations and bonuses for the sales representative. Being able to empathize with the customer is a vital ingredient in this relationship enhancement process. For example, when a salesperson enters into a meeting with the customer, he or she assesses the relevant environment for information and insights to relate to the buyer. Being able to gauge the emotions and feelings of the customer is part of this environmental analysis.

In the classroom, the graphic novel may hold similar benefits to those found in the selling field. If the customer is experiencing financial difficulties, for instance, the salesperson may choose not to aggressively promote purchases by them, but may endeavor to relate to their situation and revisit the customer at a later time to attempt the sales call. This can assist constructing a stronger relationship between the buyer and the seller. Providing students with the ability to empathize with the customer before entering the work force, could set them up for success.

Conclusion

Applying the graphic novel to the classroom may enhance empathy in the students through the picture-text combination. Research in several fields has begun to apply the graphic novel technique as a unique way to connect with students. The comic format can bring heavy topics to the eyes of the reader allowing the students to develop emotional connections with the characters in the graphic novel. Limited research has been conducted on the use of graphic novels in the classroom. However, several theoretical findings in psychology, literacy, neuropsychology and ethics pave the way for applying the medium to the classroom.

Graphic narratives are a medium that has significant potential for marketing education. Future progress should be made in identifying those areas of topical interest that most benefit from skills in perspective taking and encouragement of empathy. The current study takes the perspective of ethic education. Similar research in other areas of business (i.e. financial, accounting or even workplace safety) may find similar benefits in use of graphic novels as an educational tool. From there, we can work to create graphic narratives relevant to the domain and more systematically and empirically investigate the value of such tools in marketing education.

References Available Upon Request

Appendix: (Modified) Information Below



Figure 1: Abstraction Shifts in *Volleyball 911* (Ishikawa and Hayashi 2011)

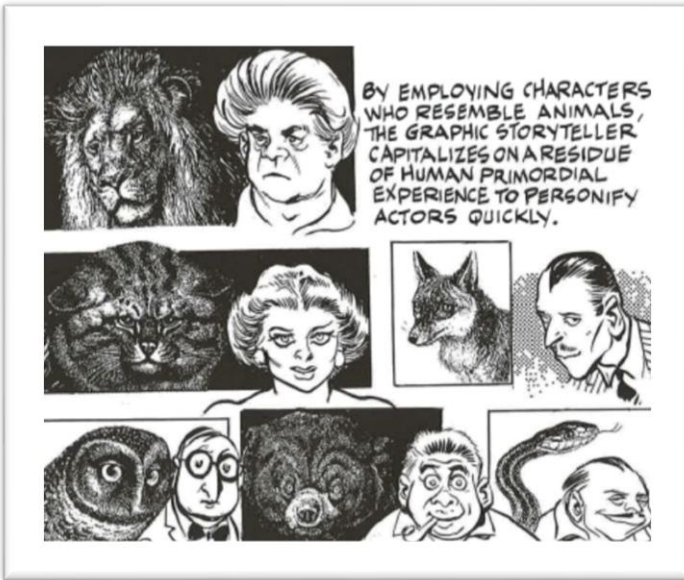


Figure 2. Reproduced from Eisner's *Graphic Storytelling and Visual Narrative: Principles and Practices from the Legendary Artist* (2008, p.14)



Figure 3: Textual Variations for Sound Effects, Reproduced from McCloud's *Making Comics* (2010, p.147)



Figure 4. Reproduced from Daniels Fund Ethics Initiative, Baseball Ticket Scenario (2012, p.4)



Figure 5. Reproduced from Daniels Fund Ethics Initiative, Baseball Ticket Scenario (2012, p.5)

EVERY BRICK TELLS A STORY: STUDYABROAD AS AN EXTRAORDINARY EXPERIENCE

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Val Larsen, James Madison University

Extended Abstract

Research on study abroad programs (SAPs) traditionally focused on logistics or the development of attitudes and skills. Less attention has been given to the subjective value of the participants' experience. This study focuses attention on that neglected topic. Drawing insights from an evolving genre of graffiti data and autodiving interviews, the study identifies dimensions of the SAP experience that cause participants to describe it as life changing and the best experience of their lives.

Schouten et. al (2007) suggest that such experiences might be described as a TCE, or "transcendental customer experience." TCEs are "characterized by feelings such as self-transformation or awakening, separation from the mundane, and connectedness to larger phenomena outside the self. TCEs may also be marked by emotional intensity, epiphany, singularity and newness of experience, extreme enjoyment, oneness, ineffability, extreme focus of attention, and the testing of personal limits" (p. 358). Certainly, the data reflect awakening, emotional intensity, newness of experience, extreme enjoyment, etc., that qualify this SAP as a TCE.

A related and equally applicable theory frame may be found in Arnould and Price's (1993) description of extraordinary experiences. According to Arnould and Price (1993), extraordinary experiences are "intense, positive, intrinsically enjoyable experiences" that entail "a sense of newness of perception and process" and are characterized by "high levels of emotional intensity" (p. 25) emerging from the dynamic interaction with other participants. Extraordinary experiences are spontaneous and unrehearsed, authentic, and lead to intense satisfaction and delight. They are life changing, self-defining episodes that are interpreted within the broader context of the consumers' lives. Service providers share the extraordinary experience with participants in an authentic and spontaneous way. Thus, these are not fully scripted service encounters.

Recent data demonstrate that the undergraduate study abroad experience has a stronger impact on participants' lives than anything else they do as undergraduates (including

coursework, athletics, student clubs, interaction with faculty, fraternities/sororities, etc. (Fry 2009). The findings of this paper provide additional support for Fry (2009).

This article discusses an SAP involving junior and senior level business and marketing students from a state university who participated in a semester-long experience in Europe. Students traveled to multiple countries over a 13-week experience as part of an undergraduate, semester-long business program in Europe. Approximately 46 % of the students were either marketing majors or minors, and two of the seven semesters were designed exclusively for marketing students.

The data for this study are unique: 200 graffiti left on a personal brick by departing students over the course of seven semesters. On the final day of the program, each student was allowed (but not required) to “leave a mark” on the program by decorating a brick in the stairwell of the residence hall using various colors of magic marker and paint. Two hundred students chose to leave a mark on the building and one student declined the opportunity. Each brick had been prepared with a coordinated theme by the faculty member in residence. Common elements included the semester, a background color, and artwork. Students had considerable freedom to include the most memorable elements of the SAP in their graffiti. Limited space forced them to distill the essence of the entire experience into a few lines of text and perhaps some images. The graffiti allowed students to become a permanent part of the SAP experience, to provide valuable feedback to program directors, and to directly influence the experience of students who followed them in the SAP.

The brevity of graffiti inevitably results in some messages being allusive and/or elliptical. To deepen understanding of the graffiti in the data set, thirteen depth interviews were also conducted with students who had participated in the SAP and left a graffiti.

Three principle themes emerge from the graffiti data used in this study: travel, magic moments, and community. The emergent themes discovered in this study fit neatly into the framework provided by Arnould and Price’s extraordinary experience construct. Travel to new and different places is intrinsically enjoyable and, when properly structured, tends to produce a sense of newness and emotional vividness during intense, emotionally charged positive social experiences that are spontaneous and unrehearsed and that lead to extreme enjoyment and delight. These extraordinary experiences are formed by the dynamic interaction of participants with service providers who share the experience in an authentic and spontaneous way. The many students who make superlative comments similar to the one above are clearly interpreting

the SAP within the context of their entire lives. In many cases, following Fry's (2009) logic, the SAP has marked their lives more profoundly than anything else they have done as undergraduates.

Since this is an abstract of an already published paper, the authors have made no attempt to maintain anonymity.

References available upon request

EVALUATING THE IMPACT OF DIGITAL COURSE MANAGEMENT ON PROFESSORS' INSTRUCTIONAL EFFICACY AND STUDENTS' ACADEMIC PERFORMANCE

Lauren Beitelspacher, Portland State University

Donielle Xu, McGraw Hill Education

Faculty and administration at higher education institutions have long understood the need to engage students in their coursework inside and outside of lecture halls because of the multiple benefits that student engagement brings. Instructors want students to fully understand the course material; come to class well prepared, ready to learn and discuss more advanced topics of study; improve their academic performance and, in turn, increase their long-term retention at the institution and their ability to succeed post-graduation. In today's digital era, engagement necessarily means connecting students, faculty and the coursework in a digitally interactive, real-time, full-circle way that extends beyond the physical and virtual classrooms.

Instructor impact: More effective teaching

Digital teaching and learning platforms, like McGraw-Hill's Connect, are being implemented to increase teaching and learning effectiveness in thousands of colleges and universities throughout the country. In order to determine Connect's effectiveness in these areas, data were aggregated and analyzed from 18 case studies featuring diverse colleges and universities in the United States. The resulting analysis outlines the benefits of Connect and highlights how instructors and students alike have experienced improvements in grades and class averages, student engagement, time management, in-class discussions and lectures, and overall satisfaction with the course and coursework.

Summation of Findings:

Throughout this analysis four major areas of improvement were consistently identified:

1. Reduction in administrative time for instructors;
2. Increase in effectiveness of lectures and engagement of students;
3. Rise in student confidence and retention rates; and
4. Improvement in test scores and overall grades.

In all 18 case studies, instructors reported that using Connect improved students' overall performance. This was exemplified through increased engagement, improvement in test scores and course grades, attendance, and/or retention rates. A majority of the case studies showed

an average grade increase of more than five points, often equal to half a letter grade. In addition, several of the studies highlighted an average increase of student retention rates by nearly 23%.

How Digital Resources Benefit Instructors

Overall, digital assignment and assessment platforms like Connect allow instructors to be more efficient and effective both in and out of the classroom. Connect guides students through the course material which ultimately helps them come to class well prepared and ready to engage in thoughtful discussions for more meaningful and higher level learning. Once the course outline and coinciding materials have been created using the Connect platform, time spent refining and grading class assignments and tests is reduced to a fraction. Connect also gives instructors the ability to track their students' progress and concept comprehension throughout the semester, allowing them to adapt lectures accordingly and provide additional support to those students who exhibit greater need. With Connect, instructors no longer lose valuable lecture time to the extensive review of homework or the administration of quizzes and in many cases even tests.

Reducing Administrative Time

Because Connect automatically grades students' assignments, providing students with immediate feedback, instructors are no longer burdened by these administrative tasks, and can focus almost exclusively on teaching. Over half the case studies performed highlight the marked reduction in time spent grading. Instructors use this additional time preparing and refining lessons, spending one-on-one time with students, covering more key concepts and critical material in class, and bringing in current, real-time events and topics.

Creating More Effective Lectures

While instructors no longer need to grade assignments, they can still track their students' comprehension and progress both individually and collectively. Connect's robust reporting functionality allows instructors to see which concepts their students have mastered and where they lack understanding and/or confidence. This enables instructors to adjust lecture content accordingly in order to be more effective in class.

Not only does Connect empower instructors to craft more meaningful lectures based on data, it also helps students fully engage in the course material thus allowing them to come to class better prepared.

How Connect Benefits Students

Connect offers students a variety of features and tools in order to support and aid them throughout the learning process. Connect acts as a virtual study partner through adaptive learning tools such as LearnSmart that provide students with individualized instruction while giving them access to recorded class lectures through Tegrity and a fully interactive McGraw-Hill e-book. Connect allows students to learn at their own pace and on their own schedule. It's easy to see why so many students using Connect feel more confident with class material and have improved their grades. In fact, 16 of the 18 case studies highlighted a marked improvement in students' overall grades and test scores.

Increasing Students' Confidence and Retention

Learning new concepts can be challenging and when students are uncertain in their work, it can inhibit full participation in class and limit their learning potential. Greater confidence in course material coupled with access to a variety of learning tools, such as LearnSmart and Tegrity lecture capture, has proven to increase student retention rates. By creating a platform that builds student confidence, engagement, and retention, the end result is a more connected student, often producing a higher scoring student.

Conclusion

By creating a digital connection between students, instructors, and the course, McGraw-Hill's Connect digital learning platform has proven to improve teacher and student performance across a variety of metrics. Because Connect provides tools to reduce administration time, instructors focus on creating engaging lectures and leading in-depth discussions, covering more advanced content throughout a course. When instructors have access to real-time data they modify their teaching methodologies for each class, which has shown to improve students' academic performance and concept retention. Students are able to stay connected to the course and get real-time feedback while they're learning, allowing them to be better prepared for higher level learning in and outside of the classroom. Based on this aggregation of data from a cross-section of higher education institutions, it's clear that digital learning platforms like McGraw-Hill's Connect increase teaching productivity and learning outcomes for instructors and students, which will ultimately lead to institution-wide improvements such as increasing graduation rates and post-graduate success of students.

Methodology

The performance data described in this study is based on case studies conducted by instructors from 18 different institutions of higher education independently from one another. Professors measured the effect of Connect on a set of performance indicators such as student engagement, student performance, student retention, or instructor efficiency based on measurable metrics such as grades, pass rates, retention rates, time spent on activities, and attendance rates. Control and test groups were determined according to context. In some cases, performance metrics were recorded simultaneously between two groups of the same class, one using Connect while the other did not. In other cases, professors recorded the differences between the same course before and after implementing Connect. While each professor had control over what to focus the case study on, and on how to define control and test groups, the methodology for computing performance metrics was consistent across the board.

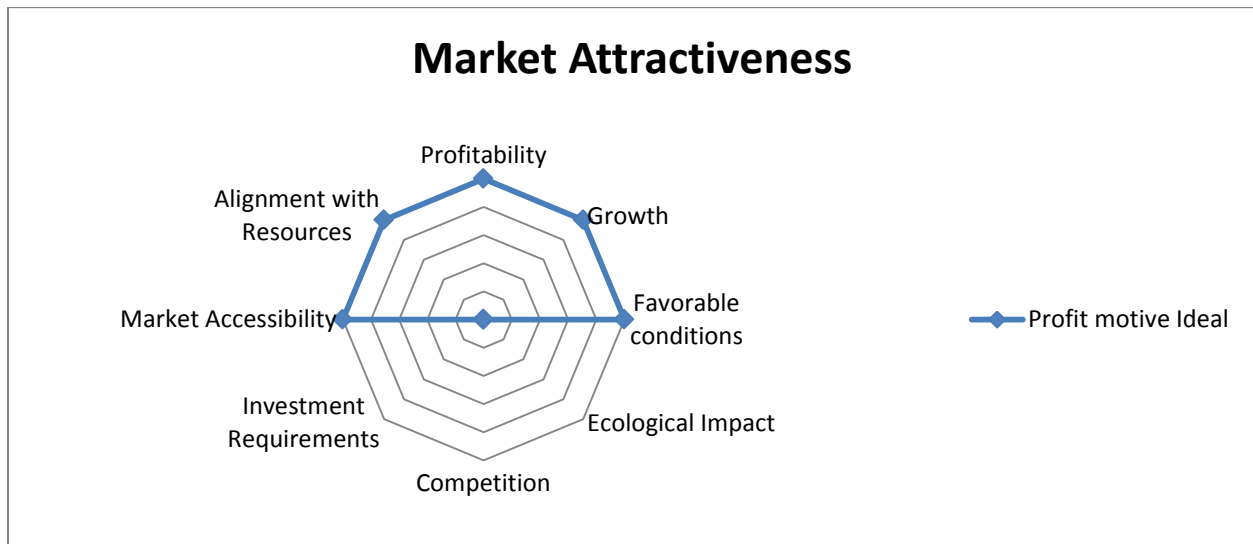
THE STEWARDSHIP MODEL OF BUSINESS AND ASSESSING MARKET ATTRACTIVENESS

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ABSTRACT

This paper explores the implications of the Stewardship model of business for market selection in contrast to Shareholder and Stakeholder models. It is intended for use as an instructional supplement to commonly used marketing management/strategy texts. After reading the paper, students should discuss the questions posed in Exhibit 1.

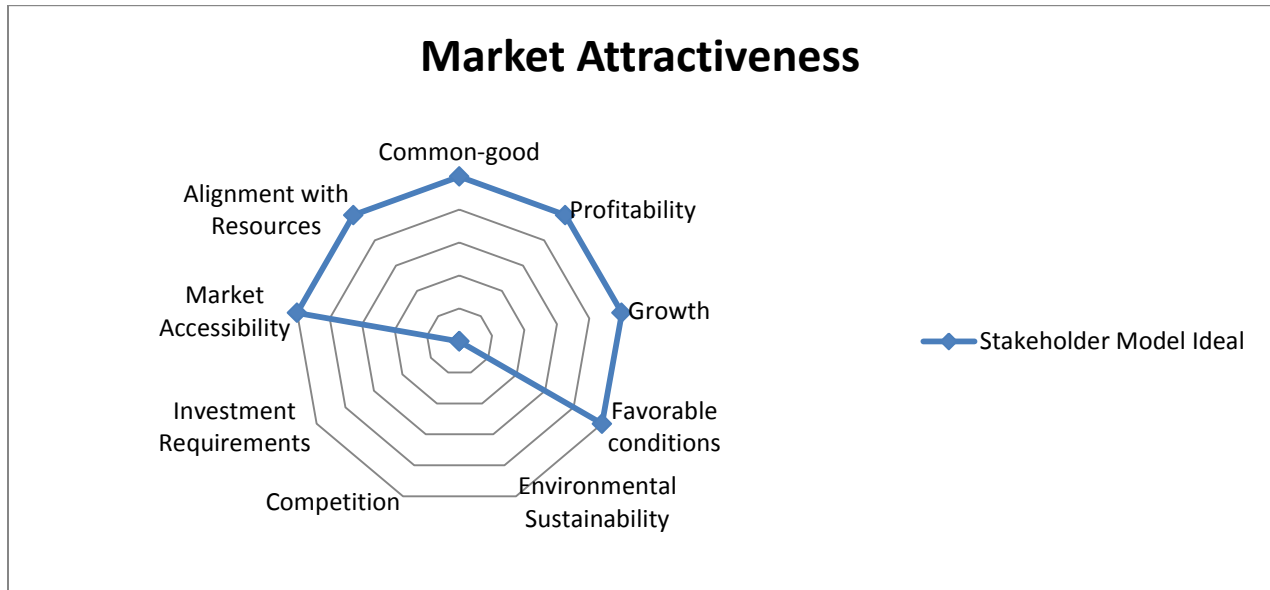
Figure 1: Ideal Opportunity Characteristics under SWM



The Stewardship Model

The Stewardship Model (STW) (i.e., service-motive business) (Van Duzer, 2010, pp. 151-168) is a new alternative vision of business in response to concerns that have arisen about the Shareholder Wealth Maximization (SWM) model which has been subject to growing criticism as a major contributor to numerous business scandals and failures to address human well-being (Donaldson & Preston, 1995; Fombrun & Foss, 2004; Freeman, Wicks & Parmar, 2004; Martin, 2010). STW proposes that business should contribute to human flourishing by providing the goods and services that help customers flourish, by providing opportunities for meaningful and creative work that help workers all along the value chain flourish, and by helping the communities in which business operates flourish through good citizenship (Van Duzer, 2010,

Figure 2
Ideal Opportunity Characteristics under STK



pp. 151-168). STW proposes that business needs to be practiced with the highest of ethical standards, positive ethics (i.e., doing good toward others) (Malloch, 2008; Van Duzer, 2010 pp. 151-168; Wettsein, 2010). Finally, STW proposes that business should be in partnership with other social institutions, respecting and supporting the important roles they play (Van Duzer, 2010, pp. 151-168).

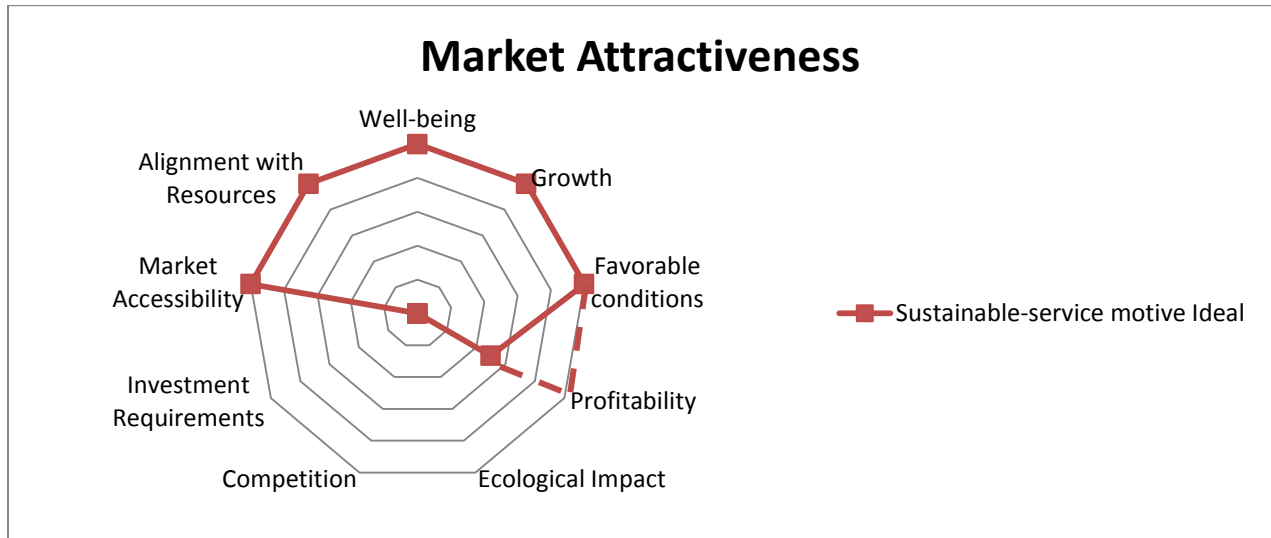
Opportunity Selection - SWM

Profit-motive (SWM) businesses focus market selection considerations on the potential for return on investment and on the difficulty, resources, and risks associated with obtaining that return. Preference is given to lucrative opportunities, that leverage favorable business conditions, that will grow, that are easy to enter, that have “no” competition, that require little investment, where consummating exchanges is easy, that, once entered, afford market power. that have zero environmental impact compliance requirements/costs, that align with available resources, and that have easy market access (Figure 1).

Opportunity Selection - STK

Stakeholder Theory (STK) (Donaldson & Preston, 1995; Freeman, 1984; Jones & Wicks, 1999) reflects a combined profit and social motivation (i.e., profit + conscience motive) for business in which concern for the common good enters the set of market attractiveness criteria (Figure 2)

Figure 3
Ideal Opportunity Characteristics under STW



as a co-equal with profitability and environmental sustainability replaces mere ecological impact concerns.

Opportunity Selection - STW

Under STW, the promise of improving the well-being of customers, employees and partners across the value-chain, the ecosystem, and the community (i.e., sustainability for people, planet, and the enterprise) takes center stage (Figure 3). (Sustainability of an enterprise does require sustaining profitability.) This turns the SWM model upside-down. Rather than people and planet being instruments in service to profits, profits are in service to positive impact for people and planet. Factors in the difficulty and risk dimensions are still considered. STW’s positive ethics element presses an enterprise to seek ways to serve the disadvantaged. The partnership aspect of the STW worldview implies active cooperation across social institutions.

References available upon request

Exhibit 1

Active Learning/Discussion Assignment

Using Figures 1, 2, & 3, map the following opportunities against the attractiveness criteria that would be applied by the SWM, the STK, and the STW worldviews and recommend whether or not the opportunity should be pursued according to each perspective.

- Electric cars (under STK and STW) in the USA
- Wireless telephony (carrier service) in Haiti, in China, in Europe
- An eat-local restaurant near your university campus.
- A laundry detergent for “base of the pyramid” people in Brazil

What do your choices say about what is important to you? About what motivates you?

What broader effects on human well-being are associated with your choices?

How would you convince upper-management or investors to support your recommendation?

How would the “case” for the decision be differently constructed under STW?

INCORPORATING PRODUCT LIFE CYCLE IMPACT ASSESSMENT (LCA) INTO MARKETING COURSEWORK

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Abstract

The demand for corporate environmental stewardship is only going to increase as the sustainability movement gains mainstream acceptance. Life Cycle Assessment (LCA) is an important methodological tool for the systematic and quantitative evaluation of the environmental aspects of a product system through all stages of its life cycle. The *United Nations Environment Programme* (UNEP) recently launched a *Life Cycle Initiative* to train organizations to put life cycle thinking into effective practice. The Initiative responds to the call by governments around the world for a Life Cycle economy. In response, and because of other market forces, an increasing number of firms have adopted LCA as a key strategy tool in product development and supply chain/logistics decisions. These trends have direct implications for marketing education. Our students need to be trained in the most up-to-date methods for assessing the environmental impact of the products and services they will be working with upon graduation. This paper introduces one LCA approach – Okala single-factor LCA – and describes how it is currently being taught in a sustainable marketing course.

Sample questions LCA studies can be designed to answer include the following.

- Eco-design: Is it likely that a product will have a lower environmental impact if we use steel instead of plastic? Does the use of recycled materials significantly decrease impact?
- Process Improvement: What are the dominant causes for the environmental impact in the production, use and disposal stages? How can we reduce them?
- Product Claims: Would we qualify for an eco-label? Can we use environmental claims in our marketing communications?
- Strategy Development: How is our product performing relative to competitors? How can we develop a positioning strategy based on our product's significantly lower environmental impact?
- Life Cycle Costing (LCC): Can we reduce product-related costs by changing to more eco-efficient processes or product components (e.g., use of recycled materials, improving energy efficiency)?

Okala is a particular single-figure LCA developed in conjunction with *the U.S. Environmental Protection Agency Design for the Environmental Program* (Dfe; <http://www.epa.gov/dfe/>). Okala was chosen for use in this course because it is a well-established methodology in many industrial/product design courses in the U.S., and because it is recognized and promoted by the *Industrial Designers Society of America* (IDSA: <http://www.idsa.org/>). Okala uses an LCA method called TRACI (Tool for Reduction and Assessment of Chemical and other Environmental Impacts) developed by the EPA using North American environmental data in order to come up with inventory data and specific impact category metrics for various polymers and elastomers, metals, energy and transportation, production processes, disposal options, etc. The ten impact categories included in the *Okala Impact Factors 2009* database include: acidification, ecotoxicity, fossil fuel depletion, climate change, human cancer, human respiratory, ozone layer depletion, photochemical smog and water eutrophication. The latest (2009) *Okala Design Manual* can be accessed at: <http://www.idsa.org/okala-ecodesign-guide>.

Stages of Single-Figure LCA

The LCA process begins with the establishment of *system boundaries*, i.e., a decision about what is and is not going to be evaluated in the product system. For example, when looking at a coffee machine, a decision as to whether to include the actual coffee in the LCA needs to be made. Next, *product lifetime*, the number of total hours that the product will be used in its lifetime (wear-out life) is determined. This data should be available internally, within the firm; for calculating the lifetime of a competitor's product, realistic estimates must be made (e.g., from *Consumers' Reports* data). The *functional unit* to be used in calculations also needs to be decided upon in order to allow comparison of disparate products in terms of impacts per unit of delivered service (e.g., impacts per item, impacts per 1,000 hours of use).

The *bill-of-materials* is multiplied by the *inventory data* for each material, process, energy use, etc. during each phase of the product's life cycle to come up with emissions, resource depletion and land-use scores. The *characterization* stage converts the inventory scores into environmental impacts. *Normalization* scales impacts according to the estimated impacts of the average person in the U.S., while *weighting* scales impact categories according to priorities of significance (normalization and weighting are data stages that provide a single-figure impact score). The end result is an Okala Impact Factor for each of the bill of materials items.

Teaching LCA: Overview/Learning Objectives

The LCA module is the subject of a four-hour (two class) session in a *Marketing Strategies for Sustainability* course devoted to providing undergraduate marketing and MBA students with skills for developing and marketing a sustainable product. The course itself covers key concepts and tools related to marketing mix decisions such as design-for-environment, pricing based on full cost accounting, greening of the supply chain, and life cycle impact assessment. Marketing strategy development is discussed within the context of a “triple bottom line” approach that places equal emphasis on the objectives of economic stewardship (valuing financial continuity over profit), environmental/ecological stewardship (maintenance and renewal of natural capital), and social stewardship (equitable distribution of resources, human and community well-being). The LCA module introduces students to a methodological tool for the systematic and quantitative evaluation of the environmental aspects of a product system through all stages of its life cycle, including use and disposal, as noted above. The *Okala Design Guide*, required reading for the course, includes all of the data necessary for performing a simple LCA for a product. Upon completion of the module, students have acquired the necessary skills to calculate and compare the environmental impacts of two or more products.

Teaching LCA: Teaching Module

The first hour of the class period is spent demonstrating how to calculate a simple LCA for Canoe A using the Okala tool (students are required to bring the Guide to class). The canoe is made from primary (virgin) polyethylene, nylon 6 and primary steel, with an assumed life of 800 hours (80 hours/year X 10 years = 800 hours). Manufacturing is in East Asia and the finished product is transported to North America by 747 jet. The disposal method is landfill (the LCA excludes transporting during use). During the second hour, students work individually to calculate the LCA for canoe B that is made from recycled polyethylene, secondary steel, and nylon 66 glass-filled. Mode of transport is container ship and the canoe is down-cycled into park benches at end-of-life. Discussion of the total impacts/life of canoe A versus B, and how the environmental impact of canoe B could be further reduced (e.g., double the functional lifetime) conclude the first two-hour session.

A written LCA assignment is given at the end of the first half of the LCA module, with the following instructions:

“Do some research to determine the material composition and weight of a simple product of your choice. Develop a baseline LCA for the product based on current materials/transport; then

develop a new design with reduced impact, changing at least three of the product characteristics (materials, manufacturing process, transport, disposal). Chart the LCA results for the new design next to the baseline LCA chart and make sure and include a bar chart for each as done in the Okala Guide. Write-up your LCA analysis. Make assumptions where necessary.”

During the second two-hour LCA class session, each student presents their comparative LCA analysis in class and brainstorm as a group as to how to further reduce the impact of that product. Students are also encouraged to post their analyses to their sustainability blog (another course requirement) and invite response from their peers. The last component of the LCA module introduces students to one of the leading commercial vendors of LCA software, *Simapro* (<http://www.simapro.com/>) by presenting the company’s demo, available for download on their website. [Note: Power Point slides available upon request; the paper presentation at MEA will cover the mechanics of teaching this LCA module].

Limitations

The most difficult aspect of teaching LCA is obtaining data on the material composition of a product, a problem that would not be present if one was working in a company that produced its own products. Commercial LCA software such as SimaPro is currently too expensive; what is needed is the development of free or reduced cost educational versions of LCA programs such as exist for statistical software (e.g. SPSS). Second, single-factor LCA such as Okala is designed to be used for “quick and dirty” calculations to make rough comparisons between products, and students must be made aware of this fact. This does not invalidate its use; on the contrary, ease of use and the ability to compare different product concepts is one of the advantages of single-factor LCA. Last, most single-factor LCA tools do not include social factors in their calculations (e.g. use of sweatshop labor) due to the inherent difficulty of quantifying those impacts on community/social well-being. These limitations aside, students report that the LCA is one of their “favorite” parts of the course because it provides at least one useful metric for sustainability decision-making.

STUDENT PERCEPTIONS TOWARD EXPERIENTIAL LEARNING ACTIVITIES: INPUTS FOR CLOSING THE LOOP AND CONTINUOUS IMPROVEMENT

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Abstract

Engaging students in the learning process to facilitate deeper understanding and overall learning is the desire and challenge of all educators. Experiential learning activities are one such approach for stimulating engagement, but it is not clear if students perceive these activities or other approaches as contributing factors to their learning. This study evaluates the flow of learning sequences based on student reflections and responses to experiential activity embedded into the curriculum. Empirical results reveal a consolidation of experiential learning stages versus other prominent studies as well as significant evidence for the relationship between experiential learning stages, approaches to learning, and perceived learning.

Introduction

More than ever, today's college students want to be engaged in and outside of the classroom. today's professors have to respond to this trend by providing opportunities for more engaging, experiential assignments and projects that not only increase the students' level of involvement in the material, but also contribute to the development of critical thinking skills (Bonwell and Eison, 1991, Munoz and Huser, 2008) and better performance on examinations (Hamer 2000; Yoder and Hochevar, 2005). In addition, experiential exercises used in marketing classes have been found to help create appreciation toward the subject even among students with different majors (Munoz and Huser, 2008). The importance of experiential learning is also highlighted by AACSB and their accreditation standards that require enhancement of experiential learning in higher business education. In varying degrees colleges have been integrating experiential learning into the business curriculum in particular, with inclusion ranging from in-class exercises to required activities outside of the classroom. A college in the Northeast has adopted the latter process and was studied to understand student perceptions of this major change to the curriculum which requires all regularly scheduled, four credit, undergraduate courses to incorporate experiential learning. Core to this policy entitled "Course Enrichment Component" (CEC) is a minimum of five hours of outside-the-classroom assignments and/or activities that enhance student in class learning. An assessment of this CEC was conducted in February, 2011 to monitor progress and evaluate changes made to the curriculum. Findings from the student survey were informative and led to the desire to understand specifically, how marketing

undergraduates perceive experiential learning. Focus of this nature will allow continuous improvement to the marketing curriculum and leverage the voice of the customer who, in this case, is the undergraduate marketing students.

Purpose of the Study

This study reviews issues that arise from implementing a relative uniform experiential policy, specifically within the marketing curriculum and assesses related student attitudes and perceptions with regard to such policy and the associated experiential activities. Assessment was conducted via a survey administered only to marketing students. Major experiential learning frameworks were utilized in the assessment tool to replicate and compare findings with previous studies. Additionally, hypotheses regarding effectiveness were developed and tested to inform and ideally improve the marketing experiential components. Discussion on the tested hypotheses and assessment follows the next section which reviews experiential learning in general, within the service environment, and marketing education.

Experiential and Experiential Service Learning

One of the leading frameworks that have been applied extensively in experiential education in general and in marketing education in particular is the experiential learning framework of Kolb (1984). The model involves four stages of experiential learning: concrete experience, reflective observation, abstract conceptualization, and active experimentation. As Kolb & Kolb (2005) point out, experiential learning is a process of constructing knowledge that uses the tension existing among the four diametrically opposed learning modes, which constantly change based on the context. It is also argued that in order for an experiential activity to be considered a successful learning tool, it has to be planned carefully to incorporate multiple aspects of the Kolb (1984) learning cycle (Young et al. 2008). These experiential learning processes extend to service learning as well (Tonkar, Reid, Burns, Anderson, & Nguyen, 2006; Petkus, 2000) and provide additional dimensions to a positive and enhanced experiential learning outcome.

Experiential Assessment with Business Students

Marketing education literature suggests various projects such as business simulation, role playing, and field trips for example, have experiential value (Anselmi & Frankel, 2004; Daly, 2001; Bobbitt, Inks, Kemp, & Mayo, 2000; Gremler, Hoffman, Keaveney, & Wright, 2000). The literature also posits use of Kolb's experiential learning cycle to aid in the development, implementation and assessment of experiential learning (Petkus, 2000) in addition to integration

of the learning cycle stages to increase student engagement and learning as a result (Wood & Suter, 2004). The basic question is, after careful planning, development, and assessment (Petkus, 2000) is several hours of outside of the classroom activity beneficial for students, and if so, in what way? The following research was designed to explore this question further, specifically among marketing students, and test the related hypotheses.

Research Design

Young et al. (2008) developed an experiential learning evaluation approach using Kolb's experiential learning theory and student approaches to Learning theory. Based on the two theories, Young et al. examined experiential learning process by focusing on the relationships among experiential learning stages, deep approach to learning, surface approach to learning, and perceived learning. They argue that the difference between deep or surface approach to learning lies in the difference between the type of motivation students have when they complete the specific task and the strategy they employ in the process. This study examines the flow of learning sequences including experiential learning stages, approaches to learning, and perceived learning as a parsimonious approach. The following hypotheses were developed.

H1: Experiential learning stages are significantly related to approach to learning.

H2: Approach to learning is significantly related to perceived learning.

A survey questionnaire was created based on the Young et al. (2008) study and the Seleb scale (Toncar et al., 2006) and some items were modified to measure three steps (experiential learning stages, approach to learning, and perceived learning).

Findings and Discussion

First, an exploratory factor analysis (EFA) was run to assess the measurement properties of the scales. Several items with factor loadings lower than 0.6 were deleted and a 3-factor solution of 16 items was identified. All measures demonstrate good reliability with alpha values of .88, .92, and .94. EFA analysis indicates that the four constructs are one factor and the findings are consistent with Young's study (2008). Thus, the findings indicate that experiential learning stages include three stages (concrete experience, reflective observation, and abstract conceptualization).

Next, the overall validity of the measurement model was tested using Confirmatory Factor Analysis (CFA). The CFA results indicate an acceptable fit for the data with $\chi^2 = 159.8$, $df =$

101, CMIN = 1.58, p -value = .000, CFI= .96, RMSEA = .07, and TLI= .95. The CFI and TLI exceed the recommended cut-off value of 0.9 and the RMSEA is lower than the cut-off value of 0.08. Further, construct validity is evaluated based on the factor loading estimates, construct reliabilities, variance extracted percentages and inter-construct correlations (Hair et al., 2006). The results indicate that the convergent validity of the model is supported and good reliability is also established.

Structural Equation Modeling (SEM) was also run to examine the overall theoretical model specification and the hypotheses. The SEM results indicate a satisfactory fit of data. The path of Hypothesis 1 indicates that experiential learning stages are significantly and positively related to approach to learning ($\beta=.76$, $p=.000$). The path of H2 indicates that approach to learning have a significant positive effect on perceived learning ($\beta=.89$, $p=.000$). Thus, all hypotheses are supported. The results also indicate that experiential learning explains 51% of approach to learning by the items and the approach to learning explains 63% of the perceived learning by the items.

Limitations and Conclusions

This study examines three steps of learning process in experiential learning activities using previous research findings and learning theories. The findings explain several important factors. First, active experimentation is not included in experiential learning stages. Second, experiential learning stages significantly influence approach to learning and the approach to learning affects perceived learning. Thus, by increasing concrete experience, reflective observation, and abstract conceptualization, students can increase their motivation in approach to learning stage. When thinking of the best marketing CEC assignment, students perceive that it does provide them with an opportunity to go through all stages of Kolb's (1984) model and as a result they think that the assignment increased their knowledge and abilities including leadership, personal growth, communication, and people's skills. Kolb's (1984) introduced four stages of experiential learning. However, the data analysis indicates that the four stages are one factor loading. Thus, other factors should be considered to measure antecedents of approach to learning.

References available upon request

STUDENT LEARNING STYLE AS PREDICTOR OF INTENSIVE VS TRADITIONAL COURSE FORMATS

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Abstract

This study compared students' learning style in a set of marketing courses; the marketing courses included courses taught both in intensive (short) formats and those taught in a semester long (traditional) format. Based on Kolb's theory of learning styles and his measurable methodology, a survey was developed and administered to students in six different marketing courses at a western university. The results show that the majority of marketing students have an active experimentation learning style (AE); they "learn by doing" and they rely heavily on experiments in the classroom. The evidence also indicates that students who completed an intensive course were more satisfied with the course than students who took traditional long courses. In addition, results of this study indicate that student learning styles do not significantly influence student choice of course formats. In terms of student motivation, intensive course delivery motivates more students with the active experimentation learning style (AE), as well as the concrete experience learning style (CE), where students rely heavily on feeling-based judgments and learn best from specific examples and class discussion. Also, in this article, recommendations for educators in relationship to students learning styles and course formats are made.

Literature Review

Learning style has long been a basis for understanding student preferences for various learning activities. Previous studies in marketing education literature have focused on the importance of the understanding of students learning styles (e.g., Morrison et al., 2003; Frontczak, 1991, 1999; Karns, 1993). The main argument that marketing educators should be extensively mindful of student learning styles when designing courses is a presumed relationship between learning style-based preferences and learning effectiveness (Karns, 2006).

One of the most popular models of experiential learning is the one developed by David A. Kolb (1984). Kolb suggests that we go through four stages of learning as follows:

1. Concrete Experience (CE): an actual, new experience in an individual's life.
2. Reflective Observation (RO): feelings, emotions, reflection related to the experience.

3. Abstract Conceptualization (AC): existing concepts and theories are applied to the experience.
4. Active Experimentation (AE): new concepts are generated and put into practice.

Based on Kolb's theory, first the student has the experience, which may be the actual student assignment. Next, the student reflects on his or her feelings and reactions related to this new experience. Third, and perhaps most important in the learning process, the student relates this experience to the knowledge, theory, and concepts learned in class. Finally, the student can discuss what he or she has learned from the experience (Frontczak and Rival, 1991).

This study examines the effects of a student learning styles, as described by Kolb (1984), on student learning satisfaction in two types of courses – intensive courses and traditional courses. Intensive courses are those that are taught in shorter periods of time, but are worth the same credit hours and include the same material and expectations as traditional 15-week courses. University business programs are recognizing that time management is critical for today's student. One way to try to help students cope with these issues is to provide classes of varying length. For example, some universities offer classes during a two or three week break between the Spring Semester and their summer classes (often referred to as Maymester). Other universities offer two week long classes during the first two weeks of January, just before spring classes begin (sometimes known as Winterim). Also, summer classes are often offered in a variety of durations, from four weeks to eight weeks. These shortened durations offer students additional opportunities to find class times that meet their busy schedules and to be able to take a class in a short length of time when they would otherwise not be able to. It also helps students who may need a specific course as a prerequisite for another course offered the next semester. These shorter classes are often referred to as intensive courses.

There is a large body of educational research examines the differences between various course formats. This research tries to answer several questions: what are instructional effectiveness, student attitudes and performance; student preferences and expectations; and instructor evaluations and grade expectations in an intensive course compared to a traditional course? Intensive courses have become a mainstay of higher education (e.g., Anastasi, 2007; Daniel, 2000; Reardon et al., 2008; Scott, 2003). It is obvious that the intensive course format is widely used and it is an alternative way to deliver quality teaching (Daniel, 2000). Other research found evidence that students display strong motivation and effort toward intensive course formats. It does appear that intrinsic motivation is higher in students whose took intensive courses. It

means that students from intensive courses feel more personal accomplishment and pleasure of learning (Bahl and Black, 2011).

Research Model and Findings

Two groups were identified for the research. The first group includes the students who took the intensive courses – the two-, three-, and four-week terms with six, four, and two and half hours per class, respectively. The second group of students is made up of those who took courses during the traditional 15-week format, meeting twice per week for one hour and fifteen minutes per meeting, or three times per week for 50 minutes per meeting.

Table 1. Summary of student learning style and student satisfaction in term of course formats

Learning style	Students		Intensive course			Traditional course		
	#	%	# of students	%	Satisfaction level *	# of students	%	Satisfaction level *
CE	19	11.5	10	16.1	4.6	9	8.65	3.8
AE	81	48.8	24	38.7	4.3	57	54.8	3.3
RO	37	22.3	14	22.6	4.2	23	22.1	3.7
AC	29	17.5	14	22.6	4.2	15	14.4	3.8
Total	166	100	62	100	4.33	104	100	3.65

*5 point scale (1-strongly dissatisfy to 5-strongly satisfy)

As a part of a large cross-sectional survey, students were asked to indicate their course satisfaction on a five-point scale (1 = strongly dissatisfied to 5 = strongly satisfied). Also, to identify a student's primary learning style, we used measurable methodology adapted from Kolb (1984). The responses to the survey were collected at a large western university. The data were collected from a convenience sample of 166 students taking undergraduate marketing courses. A total of six courses were examined, including Principles of Marketing, International Marketing, Marketing of Services, and Consumer Behavior. The students took the survey voluntarily and all courses were offered in both formats so students had the option to choose either one for the same course. According to Kolb's methodology, four learning styles - Concrete Experience (CE); Reflective Observation (RO); Abstract Conceptualization (AC); Active Experimentation (AE) - were the subjects of this research.

The results of the study indicate that students who completed the intensive courses were more satisfied with the course than were students who took traditional term courses, and the student learning styles did not have a significant influence on student's choice of course formats (Table 1). The results also show that the most common learning style for marketing students (48.8%) is Active Experimentation (AE); they "learn by doing," and rely heavily on experiments in classroom.

Table 2. Summary of student learning style and student motivation in term of course formats

I choose this course because:	Intensive course		Traditional course	
	# of students	%	# of students	%
I like this term, <ul style="list-style-type: none"> ▪ CE ▪ RO ▪ AC ▪ AE <p style="text-align: right;">Total:</p>	6 5 4 15 30	20.0 16.6 13.4 50.0 100.0	2 2 1 11 16	12.5 12.5 6.3 68.7 100.0
I would like to graduate as soon as possible, <ul style="list-style-type: none"> ▪ CE ▪ RO ▪ AC ▪ AE <p style="text-align: right;">Total:</p>	10 12 7 21 50	20.0 24.0 14.0 42.0 100.0	4 12 6 23 45	8.9 26.7 13.3 51.1 100.0
The course perfectly fits into my schedule <ul style="list-style-type: none"> ▪ CE ▪ RO ▪ AC • AE <p style="text-align: right;">Total:</p>	11 9 7 18 45	24.5 20.0 15.5 40.0 100.0	3 6 7 26 42	7.2 14.3 16.6 61.9 100.0

These results correspond with another study that found marketing students are more accommodators with active experimentation style (Karns, 2006). The second largest group of learners (22.3%) has the Reflective Observation (RO) learning style where, according to Kolb, students have a tentative, impartial, and reflective approach to learning. These RO learners rely on careful observation in making judgments and prefer lectures as a learning environment.

In term of student motivation, the intensive course model motivates more students with the AE learning style as well as the Concrete Experience (CE) learning style where students rely heavily on feeling-based judgments and learn best from specific examples and class discussion

(Table 2). Interestingly, 42% of students who would like to graduate as soon as possible and complete intensive courses have the AE style, while 24% of respondents in intensive courses have an RO learning style.

Our study indicates that marketing students with the fourth learning style, abstract conceptualization (AC), are the smallest group in our sample. However, AC learners represent 22.6% of students who complete intensive courses and only 14.4% who complete traditional courses. This suggests that students with analytical, logical thinking, and impersonal learning skills who emphasize theory and systematic analysis prefer intensive over traditional marketing course formats.

Implication and Recommendations for Educators

When teaching the intensive courses, marketing educators should consider the following:

- Student satisfaction is higher in intensive formats than in traditional formats;
- The majority of marketing students are classified as AE learners;
- Students learn best when they can engage in client-based projects, small group discussions, and other experiential learning activities;
- By using an experiential learning assignment, carefully organizing, planning, and coordinating every stage of the assignment and providing helpful, supportive assistance to students throughout the process is important (Frontczak, 2000);
- Lectures and text-reading styles of assignments and classes transmute from traditional passive nature to active-oriented learning (Karns, 2006);
- Technology helps student to collaborate and engage; for example, videos, simulation games, course websites, etc. (McCabe and Meuter, 2011);
- The majority of students tend to be extroverts;
- Students with the RO learning style carry feelings and emotions, and tend to reflect related to the experience in classroom; and
- Students who enroll in intensive courses are more likely to be motivated to graduate as soon as possible.

References available upon request

UTILIZING SERVICE DELIVERY THEORY AND FACTOR ANALYTICS TO ASSESS THE SKILL VERSUS KNOWLEDGE DILEMMA IN MBA EDUCATION

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Abstract

This study addresses the existing debate concerning the relative value of skills and knowledge for MBA graduates. It will do so by employing service delivery theory and its use of gap analysis to those in a position to assess skill versus knowledge relevancy: MBA Alumni. This exemplar study recommends applying a factor analysis to the revealed skill and knowledge gaps to develop taxonomic insights and to provide an assist in priority setting. Overall, the use of service delivery metrics and factor analytics produces insights into the revelation of skill and knowledge areas in need of repair.

CONFIDENCE AND ENTHUSIASM: EFFECTS IN STUDENT ROLE-PLAY EVALUATIONS

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Confidence and enthusiasm are among the attributes sales managers list as a desired characteristic in sales candidates (Johnson, 1990); sales training and pedagogy should thus inspire, promote, and instill confidence, both as a specific, task oriented individual ability and a generalized competence. Confidence and enthusiasm enhance sales performance (Bagozzi, 1978) and are among the few attributes seen as essential in missionary selling (Weilbaker, 1990). Beyond personal selling and persuasive communications, confidence and enthusiasm have been noted as contributing to performance in a number of contexts including teaching (Babad, Avni-Babad, & Rosenthal, 2003; Lincoln, 2008), student success (Shrauger & Schonn, 1995), product development (Howell, 2005), and the courtroom (Cramer, Brodsky, and DeCoster, 2009b).

Thus, while confidence and enthusiasm is shown to improve performance across a multitude of contexts, very little of this literature empirically demonstrates this connection in role-play presentations (e.g. Taute et al., 2011). Indeed, there is a dearth of research on the role of confidence and enthusiasm in personal selling over the past two decades (Cramer et al., 2009a). Accordingly, the current research first demonstrates that differences in levels of enthusiasm and confidence are evident in student role-play presentations; subsequently showing that the single measure of these attributes is correlated with student presenters perceived product knowledge and overall performance ratings. We follow with a further examination of the relationship between the single item measure of confidence and enthusiasm and overall role-play presentation ratings.

Hypotheses

The attributes of confidence and enthusiasm are efficacious in sales presentations (Bagozzi, 1978; Heiser, 2005); demonstrating a lack of confidence is detrimental to the perceived value of products (Heiser, 2005). Prior research also suggests that confidence and enthusiasm are essential to salesperson performance (Johnston et al., 1989; Weilbaker, 1990); collectively these studies imply there are individual differences in confidence and enthusiasm which contribute to salesperson performance. We expect similar differences with respect to confidence and enthusiasm; thus our study begins with an analysis of individual differences on the confidence and enthusiasm score.

H1: There are significant differences between individuals on the item 'enthusiasm and confidence' in the role-play sales presentation.

In as much as theoretical literature on personal selling overwhelmingly supports the relationship between evidence of confidence and enthusiasm and sales outcomes (Bagozzi, 1978; Johnston, et al., 1989; Weilbaker, 1990), we test each individual in two undergraduate class sections (n=30 and n=40 respectively) in this study for a correlation between individual scores on the item 'confidence and enthusiasm' and total presentation score. We also examine the relationship in aggregate by testing overall correlations between the variables.

H2: There is a significant correlation (+/-) between (a) individual and (b) group mean evaluations of confidence and enthusiasm and total presentation scores.

In the samples described here, presenting individuals select their own product or service offering; there is no reason, therefore, to assume that those evaluating these presentations have any other than casual knowledge of the product or service being offered in the presentation. However, Heiser (2005) suggests that evaluations of confidence and enthusiasm in the salesperson directly ascribe to the value of the product or service being offered. We thus suspect that individuals observing these presentations may infer levels of product knowledge from the confidence and enthusiasm exhibited by the sales person in the presentation.

H3: There is a significant correlation between (a) individual and (b) group mean scores on 'confidence and enthusiasm' and evaluations of 'product knowledge'.

Researchers have noted that positive traits, experiences, and emotions may not exhibit strictly monotonic effects on outcome variables (Davis, 2008). Communications and legal research have also found that moderate levels of confidence lead to better interpersonal communications, while extreme displays of confidence lead to poorer outcomes (Cramer, et al., 2009b). We thus posit that confidence and enthusiasm is nonmonotonic—that is, there is a curvilinear effect of confidence and enthusiasm in role-play sales presentations, with a lack of confidence and overconfidence both producing less effective overall sales presentations.

H4: There is a curvilinear (inverted U-shape) relationship between students' rankings on the NCSC item measuring confidence and enthusiasm and overall sales effectiveness.

Results

Individuals are found to differ from the class mean significantly in both positive and negative directions and the differences are even starker with scored differences in one sample ranging

from 7.26 to 9.66 ($t(30) = -9.62, p < .000$) and from 6.5 to 9.59 ($t(25) = -8.10, p < .000$). In the one section 8 individuals were found to significantly lack confidence and enthusiasm while 10 showed superior confidence and enthusiasm and 22 did not differ significantly from the class mean. In section 2, (N=30), 8 individuals were found to significantly lack confidence and enthusiasm while 10 showed superior confidence and enthusiasm and 12 did not differ significantly from the class mean. These results offer support for hypothesis 1.

Sixty-two (89%) of the individuals exhibited a correlation between scores on the item 'confidence and enthusiasm' and their total score for the presentation while only 8 did not. This finding offers substantial support for hypothesis 2(a). As a group, this relationship is significant ($r = 0.772 (69), p < 0.000$), offering support for hypothesis 2(b). Also, 42 (60%) exhibited a significant correlation between the item 'confidence and enthusiasm' and the item 'product knowledge'; evaluators of role-play sales presentations often infer product knowledge from the enthusiasm and confidence of the salesperson in partial support of hypothesis 3(a). As a group, this correlation is significant ($r = 0.619 (69), p < 0.000$) offering support for hypothesis 3(b).

A series of linear regressions evaluates hypothesis 4. For the control variables of the five sales phases, the approach, presentation and close were significantly related to overall sales performance. The linear term for confidence and enthusiasm was significant and positive in step 2 indicating the presence of a linear relationship with sales performance. In step 3, both the linear and quadratic terms for confidence and enthusiasm produced significant effects and explained 94.5% of sales presentation variance. Model 3 produced significant positive linear and significant negative quadratic effects indicating support for hypothesis four. Confidence and enthusiasm contribute to better sales presentation performance up to a point where the negative effects change the direction of the curve.

Discussion

The results of the analyses point toward a complex relationship between confidence and enthusiasm and sales presentation effectiveness. The first analysis demonstrates a significant individual difference between subjects on ratings of confidence and enthusiasm in two different sections of students. Our second analysis suggests that these ratings of confidence and enthusiasm are correlated, at the individual and group level, with perceived product knowledge and total presentation scores. The observed differences in confidence and enthusiasm contribute, or are detrimental, to evaluations of the salesperson's product knowledge and total scores awarded the presentation. Finally, there is a curvilinear relationship between the item

'confidence and enthusiasm' and total presentation scores suggesting an individual ideal point, beyond which the salesperson may become overly animated or domineering to the detriment of the presentation.

References available upon request

CREATING CAREER SKILLS AND OPPORTUNITIES: AN ASSESSMENT OF THE MARKETING HONORS NETWORKING PROGRAM

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Abstract

To procure jobs upon graduation, interviewing, networking and communication skills have been identified as critical for marketing students. Previous research has not addressed teaching these skills in a real-life experiential setting. To impart these skills, our department created the Marketing Honors Networking Program (MHNP); a distinctive self-funding program that builds long-term relationships between high-performing marketing majors and over 24 Corporate Partners. We describe this program and present research results, indicating that participating students have acquired interviewing, networking and communication skills. MHNP Corporate Partners express high satisfaction; compared to other students, our students are viewed as higher caliber on these skills.

CLIENT-BASED TEACHING OF STRATEGIC SALES MANAGEMENT – COMPARING FACE-TO-FACE AND WEB-BASED FORMATS

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Introduction

Sales management has a key role as an interface between a company and customer and is thus one of the core topics in marketing education. However, research articles on teaching strategic sales management are few in number and the lack of contemporary methods for teaching sales management has been noted (Michaels & Marshall 2002, Deeter-Schmelz & Kennedy 2011). It has been argued that sales management education in universities is currently too academic and vague, and thus does not prepare students for the rapidly changing world (Orr 2012). Teaching at universities is often claimed to be too theoretical and marketing graduates are underprepared in the area of skills and overprepared in the area of knowledge (Davis et al. 2002). Indeed, there is a need to teach important "how to" skills (Cunningham 1999). Experiential pedagogies have been proposed to enhance practical application skills, deep learning and student engagement (Ardley & Taylor 2010). Furthermore, limited resources pose new challenges to university teaching. The amount of lectures is low compared to the results expected. Traditional classroom teaching that relies only on lectures and uses exams as an assessment method cannot meet today's learning requirements. Thus new ways to support the skills and capabilities of students have to be found.

Open Universities offer courses to students who cannot participate in daytime, enabling them to complete a degree. Open Universities offer specific courses online, enabling students to attend from several locations. However, faculties require online and classroom courses to have similar requirements and learning objectives, and this pose a challenge. This is especially evident when working on client-based projects. The face-to-face format dominates sales education in most universities and only a few web-based courses are provided. However, as universities increase their web-based options, sales educators are also required to study the possibilities and challenges of teaching sales management online (Deeter-Schmelz & Kennedy 2011). This paper shares our experiences in teaching client-based sales management both online and face to face. This paper aims to describe a constructive method for teaching a client-based sales management course and to compare two alternative formats (face to face and web-based) in its execution. We first describe the sales management course and the two different formats of teaching and learning activities (including the process, method and assessment). Second, we

compare the learning outcomes of these two formats. Third, we discuss the critical success factors and challenges and give suggestions for sales educators.

Teaching of Strategic Sales Management

Sales management is an area of study that has received little attention in the literature of marketing education in comparison to other core topics. The most extensive work on sales education has been conducted by Deeter-Schmelz and Kennedy (2011), who assessed the current state of sales education globally. Earlier studies on sales education have mostly focused on personal selling (e.g. Weeks, Fillion & Luna 1997, McDonald 2006, Widmier, Loe & Selden 2007). We acknowledge the importance of personal selling and sales skills; however, our paper focuses more on the strategic level of sales management and gives greater emphasis to the skills of critical thinking and problem solving. In earlier research, this focus has been adopted, for example, in a study describing the use of sales management simulation (Cook & Swift 2006).

Experiential pedagogies are used in personal selling, such as international sales competitions (Weeks, Fillion & Kuna 1997), role plays (Michaels & Marshall 2002, Widmier, Loe & Selden 2007), and videotaping (McDonald 2006). However, sales management education can benefit from experiential pedagogies as well. Client-based projects form a natural real-life context for students, bringing realism to the classroom and enhancing active, experiential learning (Razzouk, Seitz & Rizkallah 2003). The opportunity to apply knowledge and skills to the actual needs of a client provides a rich hands-on experience (Ardley & Taylor 2010). This helps the course concepts come to life and enhances students' ownership of the learning process (Lopez & Lee 2005). Client-based projects even foster problem solving, critical thinking, communication and teamwork skills (Barr & McNeilly 2002, Kennedy, Lawton & Walker 2001).

Description of the Sales Management Course

The sales management course in our study is based on client-based project work, where students form a sales plan for the client company. The aim is to get students to solve problems of the kind that they will encounter in their professional careers. This client-based teaching method gives them real-life problems to solve (Biggs 1999). The method focuses on a business-to-business context and aims to develop a sales strategy, goals, an organization structure, a measurement system and a compensation plan for each of the case companies.

The learning objectives are: After completing the course (1) the students understand sales management as an important and customer-driven part of a company's activities, including

basic sales planning, control, measuring, management and development, (2) the students can create a holistic picture of the company's sales as a strategic and operative, goal-oriented activity, (3) the students realize the need for different sales processes for different customer groups, and (4) the students understand the value of different tools in sales and customer relationship management. The emphasis of the course is not on details but on the abstract whole where various known and assumed details create a basis for the decision making in preceding phases (Biggs & Collins 1982).

Students are expected to collect data about the company, its markets and customers by interviewing personnel, competitors and/or customers and by desktop research. Also, as this is a hands-on course, they are encouraged to consult their course materials from earlier courses (for example, relationship marketing, business-to-business marketing and purchasing). Thus they are expected to work hard over and above their attendance on the web or in the classroom. The development process follows the guidelines provided by Jobber & Lancaster (2009) in an iterative manner. The final outcome of the learning process is a written holistic sales management plan that is orally presented. Next we present the different phases of the development process.

Phase 1 – Introduction

During the first meeting the teacher introduces the course, its aims, structure, methods and assessment. Students start their work by forming teams. The first assignment of each team is to acquire a client company on its own. The teacher then approves or rejects (if there is no access to data) the client company. In many cases, the client company is either a student's current or former employer or the company is owned or managed by a student's family or relatives.

Phase 2 – Marketing and Sales Strategy, Value Proposition and Value-based Segmentation

The project starts with an analysis of the business and the drafting of a marketing strategy. The students use tools like PESTEL, Five Forces and SWOT to understand the business. Customer value is in a key role in the strategy-forming process, and this is a key to segmentation. The sales management process model (Jobber & Lancaster 2009) gives a holistic framework for the planning process, but it does not account enough for the contemporary emphasis on customer value (e.g. Grönroos 2011, Ulaga & Eggert 2006, Vargo & Luch 2004, Woodruff 1997). In order to be able to create value propositions, the company needs to understand what kinds of value

the customers want (Woodruff & Gardial 1996: 7). Also, in many cases the salespeople need to demonstrate how the company can deliver value for their customers (Blocker et al. 2012). Thus sales management is in a crucial role in delivering value for customers (Dixon & Tanner 2012). After the students have identified the customer value in each segment, they draft the objectives and sales strategy. Some teams might iterate the value proposition and strategy during later phases.

Phase 3 – Goals and Objectives for the Sales Team

The students define objectives for each sales team or unit. The goals and objectives should be quantitative, qualitative and measurable. These targets have to support the company's marketing and sales strategy.

Phase 4 – Setting up an Organization Based on the Strategy and Goals

Based on the marketing and sales strategy, the teams structure a customer-oriented organization. Different sales teams and functional structures need to be considered in order to create a profitable sales organization. The students also define a suitable resource plan for the sales function of each segment. For example, key account managers might need more back-office resources than account managers or telesales personnel.

Phase 5 – Recruitment, Selection and Training

The student group defines the requirements for sales team capabilities so that each member of the sales team is able to fulfill their role. Also, recruitment has to consider continuity, ensuring the right mix of experienced hands and younger professionals. The students analyze the current and future training needs of the sales personnel.

Phase 6 – Evaluation and Reward System

The evaluation of the organization and personnel is related to motivation and compensation systems. The reward system and measures are linked to higher-level marketing strategy goals. With an effective reward system, the students can ensure that the sales personnel work towards the company's goals. Feedback from the market should be continuous and based on the achievement of objectives. A typical example of a reward is a bonus based on sales revenue growth. The bonus is tied to the targets of the sales teams and individuals.

Phase 7 – Presentation of Sales Management Plans.

The student groups present their work to the teacher and the other students. Each student group receives feedback from an opponent group that has read the written plan before the oral presentation. Based on this and feedback from other students and the teacher, the student group finalizes its sales management plan and hands it in for assessment.

An important aspect is data gathering and decision making in a state of uncertainty. Indeed, just as professional sales managers are forced to make decisions with inadequate data, so are the students in the course. The limited availability of facts leads them to come up with solutions that are different from the ones currently used by their client company. Students are not allowed to rely on existing solutions unless the process thoroughly justifies their use. Also, some of the real-life restrictions faced by companies do not limit the students' thinking and thus they can find their own innovative but justified solutions.

As the focus of this course is on real-life problem solving, the assessment is based on how well they solve those problems (Biggs 1999). The assessment is based on Solo taxonomy and five levels of understanding: prestructural, unistructural, multistructural, relational and extended abstract (Biggs & Collins, 1982). The learning outcomes of the course emphasize the student's deep relational understanding of sales and sales management as a holistic process in a modern business. The key evaluation areas are the students' work process, logic in the sales management process, solution and value for the company's decision making. The output that is assessed is the sales management plan.

Classroom and web-based courses

There is a need to offer sales management courses to both daytime students of the marketing department and students of the Open University. Faculty regulations state that both alternatives must lead to the same learning outcomes. Even though we were initially skeptical of online sales management education, we decided to try it. In both cases the teacher is a university teacher with several years' experience of global business-to-business sales management. The course description presented above is the same for both formats. Two basic marketing courses are defined as prerequisites for both options. The student is credited with 5 ects and assessed with a grade from 1-5/Fail, 5 being the highest mark. Differences between classroom and web-based formats are described next.

Format A – Course Conducted in the Classroom

The classroom course is organized by the marketing department and it runs for five weeks. The participants are full-time students taking their bachelor degree in marketing or production economics. During the first lecture the teacher introduces the course and the work process is discussed in detail. Lectures are held twice a week, two hours at a time, to a total of 20 lecture hours. Students are expected to complete a business report that is no longer than 20 pages. As the strategic sales management planning process is demanding even for professionals, constructive coaching is used to support students' learning. The coach holds weekly discussions with the students and provides formative feedback. The coach is available at all lecture times as well as always by appointment.

Format B – Course Conducted on the Web

The web-based course is organized by the Open University and it is conducted in nearly the same setting. The participants are part-time students that may either be enrolled in a marketing program or taking only one course. Also full-time students from non-business faculties may participate in the Open University course. The students form groups virtually and choose a client that is approved or rejected by the teacher. On the web, coaching is provided on a continuous, almost daily basis. This is to ensure that the students are guided to remain on the right track if problems arise. The course length is seven weeks to ensure enough time to consider the client's problems and gather information. In the web course the students are allowed to write longer reports so that they can cover more with theory. No official face-to-face meetings are organized; however, the teams are encouraged to organize virtual or face-to-face meetings themselves. The students can also have face-to-face meetings with the coach if necessary.

During the 2011-2012 semester, five student groups participated in the classroom format and four groups in the web format. Table 1 shows the different formats, the number of students and their backgrounds.

Comparing learning outcomes

The data for this study was collected using multiple data sources. First, we analyzed the sales reports made by the groups. Second, we collected individual feedback from the students about their learning. In both formats we asked them to answer the following questions: (1) State three things that you learnt during the course and describe what helped you improve your skills in them. (2) Which aspects of the sales management planning process were the most challenging

Table 1: Description of Formats and Students Attending the Courses

	<i>Format A classroom</i>	<i>Format B web-based</i>
Study program	Bachelor studies for full-time students	Open University
Amount of students	17 students, 5 teams	18 students, 4 teams
Students' background	Relatively homogeneous – Earlier studies in business, majoring in marketing or production economics	Heterogeneous group – different levels of earlier studies and work experience Half from the university, communication and language studies, half from outside the university Students from student to CEO level

for you? Why? How did you overcome the challenge? We also asked them to describe their earlier experience of sales and sales management for background information. Third, we used informal data: discussions with the teacher, informal feedback via email and web discussions and the teacher's reflections on teaching the course. During the 2011-2012 semester, nine clients participated in the course. The clients, their industries and turnover in both formats are listed in Table 2.

Table 2: Case Companies Involved in the Development Project

<i>Format</i>	<i>Case</i>	<i>Business</i>	<i>Industry</i>	<i>Turnover</i>
A	1	Manufacturing	Plastics	> 5M€/year
	2	Wholesale		>100M€/year
	3	Service	Accounting	<5M€/year
	4	Sales company	Special products, b-to-c	<0.5M€/year
	5	Manufacturing	Industry	<10M€/year
B	1	Service	Logistics	>16M€/year
	2	Manufacturing	Metal products	>20M€/year
	3	Service	IT	>10M€/year
	4	Service	IT	>15M€/year

For the purpose of analyzing the two different formats, we compare the courses and consider the following questions: (1) How do the students understand the sales management process? (2) How well can they apply this process in a real business case? (3) How well can they find new creative solutions differing from the existing ones? (4) In what phases of the learning process do they need the most support? Based on student feedback, exercises and continuous evaluation, the students understood and were able to apply the sales management process. However, there were some differences between the course formats. Students participating in classroom teaching gained deeper understanding than those in the web-based course. Open University students from other faculties found it particularly hard to cope, or even failed, whereas student groups with at least some business background learned well. The classroom version of this course has now been running for five years. During this time, no classroom group has failed, unlike in the web-based course. Every group had difficulties in finding creative solutions based on their own analyses rather than the company's existing solution. However, most of the groups were able to come up with their own solution in quite early stages of the process. Students who were closely involved with the client had more difficulties than the others in starting from a blank slate. Departing from the company's solution caused a crisis in almost every group. However, after this crisis, the self-confidence of the students increased and the learning process speeded up. The most challenging phase for the students is phase two, where they need to form a holistic understanding of the business, and draft the marketing and sales strategy based on customer value. This phase sometimes seems to be very chaotic at first until the students start to see the whole. Indeed, this phase needs to be iterated several times during the process. At this stage it is important that there is support and pressure from the group and teacher so that the team continues working. The web-based course faces a major challenge in this phase; it is too easy to just go offline. Most of the teamwork crises also occurred in this challenging phase. The teams faced another challenge when they needed to differentiate their solution from the company's existing one. This occurred at different times for different groups. Most of the groups faced this challenge during value-based segmentation, as it is rare for clients to segment by customer value. The students need the most support during these crisis-prone stages. After completing these stages, the groups can face and solve challenges more independently. That said, they needed support during the whole process.

The evaluation of group assignments and some reflections on major strengths, weaknesses and group work are presented in Table 3.

Table 3: Evaluation of Group Assignments and Some Reflections of the Visible Group Work

	Case	Grade (1-5/Fail)	Major strengths	Major weaknesses	Reflections on the group work
Format A	1	4	Logical, innovative, real solution, data availability excellent	Financial figures sketchy	Hardworking group
	2	1.5	Difficult company, survived	Structure, abstract, difficult to get data	Woke up late
	3	2	Challenge, innovative, could be successful, excellent data availability	Structure, sketchy, guys did not care	Smart but lazy
	4	2.5	Goal setting, measures, excellent data availability	Structural problems	Hardworking
	5	2	Structure ok, logic	Sketchy, scattered, abstract	Not very active
Format B	1	4.5	Deep, realistic, wide, innovative, excellent data availability	Could be tighter, nice theoretical support	Hardworking
	2	3.5	Structure, realistic, innovative, excellent data availability	Figures missing, sketchy end section, theoretical support good	Hard working
	3	1-		Barely followed the task instructions, some empirical data	Ok, not very active
	4	Fail		Did not follow the task instructions, no empirical section	Not very active, students went offline

Critical success factors

We identify five critical success factors and major challenges in client-based teaching of sales management. These are client choice and access to data, students' background knowledge, individual student motivation and engagement, teamwork and coaching.

Client choice and access to information. The first challenge for the teacher is to approve the right companies as the teacher has a key role in accepting only companies for which sufficient data is available. The course learning objectives can be reached quite well if enough company data is available. The availability of data and its quality pose a challenge, especially in the

strategy definition phase. Decision making with inadequate data creates a crisis for the group and also for individual students, as it is sometimes almost too difficult for students to cope with such uncertainty. In later stages, students can and have to rely on their own data, knowledge and structures. Teacher support for overcoming these obstacles is important. In order to be suitable, the chosen company must have an easily understandable customer base and a clear value proposition. Moreover the case company's business logic should be quite general. For example, highly regulated businesses can be challenging. Companies operating in business-to-business markets often fulfill these requirements.

Students' level of knowledge. All the groups needed to consult a vast amount of earlier studies or engage in theoretical self-studies during the course in order to be able to solve their tasks. Background studies helped greatly, but thus far no team has succeeded without supporting their work with theory. Indeed, in order to be able to create a holistic and consistent solution, it is crucial for the students to obtain background knowledge, either through experience and/or theory. Bachelor-level students might even find this course too challenging if they do not have work experience in business-to-business sales. A theoretical approach was even more evident among the successful groups participating in the web-based course. These groups wrote many theoretical paper reports to serve as a basis for their discussion. In fact, they wrote so much about theory that it is questionable whether their workload can be justified with the credit units given.

Individual student motivation and engagement. Experienced and self-motivated students did well in the web course, whereas university students did not. According to the feedback of one web student, "University students thought that an exercise without an exam is an easy way to get a good grade". The online environment was challenging for university students because they lacked experience and were neither supported by a group nor coached and nurtured by a teacher. This kind of learning requires a high level of task motivation and students have to take responsibility for their own learning. The classroom environment enables personal contact that allows the teacher to nurture and push the students.

Teamwork. The groups that did well in the web course consisted of professionals, among them a CEO, marketing consultant, sales assistants and a key account manager. University students participating in the web-based course faced big problems. It was very easy for them to stop working and when they ran into problems they went offline. The motivation level of the group also impacted on the situation. Peer pressure in the class is higher and a group forces its lazy

members to work. All the web-based teams met even though the material was distributed via the internet. The most successful teams from the web-based course met quite often. The teacher encouraged such meetings, but ultimately it was up to the students to decide whether to do so. Decision-making in a state of uncertainty and with limited information gives realistic insight into business challenges. However, this can be very stressful for the students and they might find it difficult to bear the uncertainty (also Titus 2007). Student groups facing this uncertainty often had a crisis concerning their working methods and solution. Also, students tend to believe that companies know what they are doing. It is difficult for them to criticize a company and believe in the group's own ideas. This is especially difficult for the students that are already attached to the company's board or top management. As in a real operating management group the decision is a synthesis born through analysis and discussion. Student groups in this exercise do not have an executive and thus the teacher plays an important supporting role. A group of professionals working on the web faced a big crisis during the very late stages of the process. This crisis resulted when the CEO who was a member of this team and the rest of the group had opposing views of the organizational solution. This group could not handle the situation even though they were able to create a good solid sales management plan. Thus, this group gained a good grade, but their personal relationships suffered quite badly because they did not reach a consensus about their solution. The group split into at least two factions. The teacher became aware of this only when it was already too late. In a classroom, such situations become evident in the early stages of work, at which point they are often quite easy to resolve.

Coaching. Coaching is important in both formats. The stage in which it is the most important to provide coaching is phase two. Teams that conduct quantitative analysis usually need quite a lot of support. Often they cannot pick out the important data from all the information available. Face-to-face coaching builds self-confidence to continue with a challenging task. Coaching is challenging on the web. It is time consuming and very difficult without real-life social contact. Online contact does not allow the same dynamics as face-to-face discussion. Unlike in a consultative coaching process, the teacher cannot immediately react over the internet. The questions students ask are often too shallow and it is challenging to conduct the discussion at the right level using internet tools. When dealing with a large and abstract case, most of the groups find it hard to maintain focus. This lack of focus creates problems that students cannot overcome and the teachers' role is to guide the group back on the right track.

Conclusions

In this paper we have described and compared two different formats to teach strategic sales management in the context of higher marketing education. The theoretical process for the assignment has relied on an applied model of a sales planning process (Jobber & Lancaster 2009) enhanced by the perspective of value creation (Vargo & Luch 2004, Ulaga & Eggert 2006, Grönroos 2011, Dixon & Tanner 2012). Customer value is a strategic perspective that within sales management requires understanding at all levels, from the company's strategy to sales force management to measurement and evaluation of operations. Thus the customer value and the company's value propositions are key concepts that need to be integrated into the model (Woodruff 1997, Vargo & Luch 2004, Dixon & Tanner 2012) and accordingly into the teaching of strategic sales management.

The teaching concept suits its purpose. It gives the students some guidance on the actions that need to be taken. However, it also leaves enough freedom so that the students may choose how to solve different phases. This also leaves room for discussion. A practical client-based course creates deep understanding of sales management as a holistic process. It also helps the students to utilize basic marketing tools to ensure reasoned decision making in sales management. The process emphasizes the need for continuous re-analysis and iteration. The real-life clients motivate students and engage them in the course work. Thus we recommend the use of this method in teaching.

However, to gain an understanding of the contextual factors of each client is more demanding on the web than in face-to-face discussion. The process forces the students to think both analytically and creatively in order to provide value. It is a very demanding process – and the challenge level is even greater online, where there is no face-to-face communication. Indeed, the course conducted on the web is challenging even for business professionals. Therefore, we would propose web-based courses to professional groups or as part of in-house training rather than for undergraduates.

It is also very motivating for the teacher to be able to participate in real problem solving involving actual clients instead of conducting similar theoretical courses year after year. The process is the same, but real-life cases also provide insight into the actual situation at companies.

We recommend that further studies of web-based solutions be carried out. A teaching solution that includes web-based meetings could be studied. Also, the differences between the existing

format and a format where the client has high involvement would be interesting for scholars and teachers. It would likewise be interesting to hear about studies in other subjects as well as the further development of sales management courses.

References available upon request

THE THREE STEP NEW JOB AUDIT: A PROCESS DESIGNED TO HELP OUR RECENT GRADUATES AVOID GENERATION BASED CLASHES AT WORK

Robert A. Hansen, University of Minnesota

Abstract

We have all heard stories about our bright and highly motivated GenY graduates who have failed to succeed at work because of a clash with their Baby Boomer bosses. The problem is so wide spread that many of our students think such clashes are inevitable, but they really do not have to happen. This paper presents a three-step new job audit process that was designed to avoid such generation clashes. The process describes in detail the specific steps GenY'ers can take to allow them to collaborate with colleagues in order to make positive contributions on the job that generate the positive feedback and praise they so dearly desire.

Introduction

Every year our graduates start their first post college job and every year they face the same problem that has plagued recent graduates for decades. Simply stated, they want to make an impact by changing the way things are done on the job. That is, they want to implement some of the things they have learned in college. The problem is and always has been that their bosses have a significant investment in doing things the way they have always done them. Their method is what has gotten them their current management position. Some people imply that this problem is unique to Gen Y'er graduate working for Baby Boomer bosses (see for example: Bennis & Thomas, 2002; Lipkin & Perrymore, 2009 and Tulgan, 2009), but that is not the case. This generational clash affected me 45 years ago when I took my first post graduation full time job.

The generational clash is avoidable and there is a way to deal with it in a positive manner. In this paper I will describe the main points of a lecture/presentation that I have been making to my marketing students for the past five years. There are three main sections to the presentation. Those sections include the reality of your first job, a three-step new job audit and the specific steps you should follow in order to make an impact in your new job.

The Reality of Your First Job

There are five main points to be made:

1. Your boss will want you to do things the way they have always been done.

2. You will want to apply your knowledge and collaborate with others to change the way things are done at work.
3. Some companies have programs in place to help Gen Y'ers collaborate and make changes.
4. Don't count on #3.
5. Be proactive by following the steps of the new job audit process.

The New Job Audit Process

All jobs are unique and at the same time all jobs are remarkably similar. The commonality is that any job can be described figuratively as opposed to literally, using the Transformation Model or input-process-outcome. Given that, I tell people to approach their new job by following a define-refine-redesign planning sequence plan.

This is what I tell my students. In the define stage, your goal is to quickly learn exactly how to do your new job using the currently acceptable processes and procedures. You essentially have to learn what I call the “get-do-give” details of your new job. That is, learn what you are given on the job, what you must do and who gets the results of your effort or who uses your work product. Once you know the job, your next task is to refine your existing work process. That is, you must make sure you are doing the job efficiently and effectively by following the rules as they have been explained to you. At this point you are ready to move into the redesign phase.

The redesign phase has a number of steps and I will present them in the most frequently used sequence (as reported by former students).

The first thing you do is to meet with the person who uses your work product to do his/her job. That is, your output is someone's input. You ask this person a specific question. “What would you like me to do that would make it easier for you to do your job”? I tell my students not to expect an immediate answer because their colleague will likely not be accustomed to being asked that question. Eventually he/she will come back with a request.

Second, you should do what he/she asked you to do. Then meet again and talk about what the two of you have done to improve both of your jobs. Third, you ask if he/she would be willing to attend a meeting that you have scheduled with the person whose work product (output) is the input for your job. The purpose of the meeting is for you to discuss what you would like him/her to do so that you can improve your job (get it done faster or better). This is where your

colleague whose job you have improved will be able to help plead your case for your other colleague to change the way he/she does the job.

Conclusion

This process may sound idealistic or too simplistic but I have evidence that it works. I have heard from many students over the past three years that it does indeed work.

I will describe in a generic sense how it should work and then I will give a specific example of how it has worked for a recent graduate.

In a generic sense, what happens is that you and your colleagues end up making all of your job processes more efficient and effective. The beauty of this process is that you, as a new employee will get noticed in a positive way by your boss and your colleagues (both input and output colleagues) and your colleagues will also get noticed in a positive way by their bosses. I have interviewed more than 20 former students who have implemented the define-refine-redesign process at work with positive results.

In one instance, a former student reported push back from his manager because he felt he was being blindsided by the change and did not know people were changing the way things were done at work. In response to this problem, I have added a step to the define-refine-redesign process. As part of the define stage, when you are learning what is involved in doing the job, you should find out how your boss deals with change. That is, do you have to ask for permission to investigate new ways of doing your job or does your boss expect you to try new ways on your own?

My most recent success story involves a former student who works as an operations manager for an electronic manufacturer. His job is to manage the pilot production process for new product production. His company follows a three-stage production process. There is a research run, followed by a pilot production process and then a full stage production process. He worked with his counterparts in the research process and full scale production process areas to redesign four features of the three step process. The changes that were implemented led to a significant improvement in the total cycle time of going from research to pilot to full scale production. My former student was asked by his boss's boss to share his process with plant managers the company's 15 other production facilities.

It is quite possible to have an impact as a new hire. You just need to find collaborators who have a vested interest in your efforts and can appreciate that if you succeed, they succeed as well.

References available upon request

LEVERAGING MARKETING EDUCATION THROUGH ENTREPRENEURSHIP INITIATIVES: THE CASE OF A SWISS UNIVERSITY OF APPLIED SCIENCES

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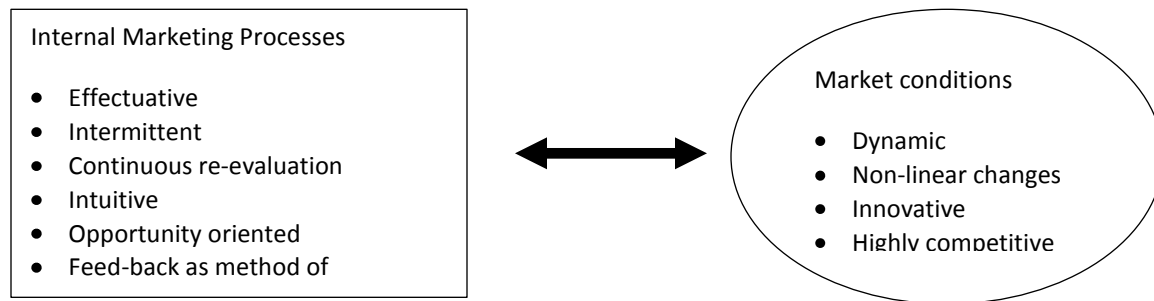
Abstract

This paper looks at one of the important applied teaching pilot initiatives of the University of Applied Sciences Western Switzerland in the field of business creation and particularly its repercussions on marketing knowledge acquisition. Using an entrepreneurship competition as a vehicle, it builds on other groundbreaking teaching initiatives such as immersive virtual reality company creation or case teaching, to reinforce the acquisition of marketing practice with the goal of helping marketing knowledge to become marketing competency. Given that marketing in an entrepreneurial setting can be considered a core function of the company, its practice deserves particular attention in applied education settings where developing competence is a basic mission.

Introduction

In this paper, we discuss a recent applied teaching initiative of the University of Applied Sciences Western Switzerland (UASWS) in the field of business creation. The initiative takes the form of a business creation program entitled 'Prix Genilem HES' (PGH). It follows other initiatives underway at the university to innovate marketing education such as the assignment of creating a company in a virtual world to apply marketing theory (Emad & Wydler, 2010) or the immersive virtual reality case teaching method developed at the UASWS's School of Business Administration, which transforms paper-based case studies into an immersive team-based hunt for case information in a virtual world and is described in Halvorson & Emad (2012) and. Live case study teaching appears as an effective means of developing 'hard' or more technical/strategic skills yet somewhat less so for the ever so important 'soft' or behavioral skills such as effective communication, organizational skills and leadership (Culpin & Scott, 2012). These are skills which tend to develop over time and with exposure to one's environment. Our focus will be on the marketing knowledge acquisition impact of the PGH program on across the school's diverse student population. Given the contextual nature of marketing, it is important to adapt the teaching context to the competencies that are to be developed (Peterson & Albertson, 2006). Particular attention needs to be paid to the entrepreneurial setting where many key business activities are enmeshed by the realities of the small size (or lack) of structures,

Figure 1: Entrepreneurial Behavior Fits Well with Marketing Needs in Highly Competitive Markets’ (adapted from Hultman, C. & Hills, G., 2011)



whereas in a traditional enterprise setting, marketing is commonly a distinct organizational function such as finance and HRM. A strong case has been made to enrich mainstream marketing practice with an Entrepreneurial Marketing (EM) approach because it provides the agility and continual focus on maximizing customer value, which are important in unstable and highly competitive markets (Hultman & Hills, 2011). Figure 1 illustrates the strong fit between certain tenets of EM and current market conditions. More importantly, in the entrepreneurial setting itself, Marketing as a driver of growth is ultimately about survival (Stokes, 2000 and Hills et.al., 2008) and is in many ways a core competency of the firm. Given the strong personal engagement in their ventures, this may explain why the ‘social [and] personal activity’ of marketing is often ‘what many entrepreneurs are passionate about’ (Hills et.al., 2008).

Promoting Marketing Education through Entrepreneurship Initiatives

The PGH compels students to apply prospective marketing techniques to real-life projects that are of personal importance to them and which are subsequently evaluated by business experts and industry leaders. This particular form of application reinforces the acquisition of marketing practice with the goal of it becoming competency; in other words, endeavoring to avoid the ‘gap between what learners learn and what happens when they try to apply their learning in their real-world context’ (Tate, 2004). As pointed out by Hisrich (1992), ‘Entrepreneurs are often poor planners and managers, frequently underestimating the time and effort needed to accomplish a marketing task and overestimating the resulting sales’. Having to undertake marketing activities within the guided framework of the prize and subsequent coaching helps the participants to recognize this fact early on in their projects which has the double positive effect of reinforcing the importance of the techniques as well as forcing them to take a critical look at their expected returns.

Whether born or made, it is common to assert that even the best entrepreneurs can improve their skill sets (Henry, 2005) in customer-focused domains and Marketing is probably one of the

most “contentious”, especially in the more Cartesian disciplines such as engineering. A certain, almost natural, antagonism exists between engineers and the marketing practice (Keaveny, 2008; Shaw and Shaw, 1998; and Shaw et.al., 2003), however, it has been shown that engineers often have a strong desire for Marketing training which is not met (Shaw et.al., 2003) and gaps between engineering and marketing can be bridged (Lueg & Molen 2010).

Another important reason for promoting such initiatives is the emerging fact that in our innovation-based economies the likelihood that we will need to demonstrate strong intrapreneurial skills is quite high. To meet this need, it is increasingly recognized that higher education needs to embrace approaches ‘that [seek] to empower graduates with the knowledge and skills of the entrepreneur rather than those focused around simply “getting a job”’ (Culkin & Mallick, 2010). Switzerland typically scores highly on international competitiveness rankings because of its strong innovation capacity (WEF, 2011). Perhaps counter-intuitively, we observe that in the Geneva region, the student participation rate in business creation-related activities is very low. This lower propensity toward entrepreneurship among higher education students is partly explained by lower entrepreneurial intentions in the general population (Global Entrepreneurship Monitor, 2011), along with other factors, which we will not discuss here, except to conclude that cultural aspects play an important role and to note that the average age of entrepreneurs in Switzerland is 45 (FHNW, 2009), which is substantially older than the average university population. Other innovation-based economies show similar trends.

Digital immersive teaching methodologies are emerging as a relevant teaching tool for many of the digital natives who spend a significant amount of their free time on electronic gaming (e.g. Panoutsopoulos, H. et al, 2011; Mc Farane, 2001; Kerriemuir et al, 2004; Gee, 2003). At some point, however, it is necessary to make the transition back to the real world with real people; real business. As mentioned above, the UASWS’s Geneva School of Business Administration offers final-year students the possibility to follow a program that allows them to create virtual enterprises in Second Life (Emad & Wydler, 2010). As a way of easily implementing and testing different student and instructor choices, it is a particularly useful and cost effective method of reinforcing awareness in marketing and in business model engineering.

As a next step, students are able to participate in the PGH program, which puts them on the track of creating their own enterprise based on a personal project that they might, for example have begun to explore in their bachelor thesis. In essence, it involves taking their idea from its very early stages through to actually putting their company on the market.

About the Partners

The UASWS is Switzerland's largest University of Applied Sciences with an undergraduate student body of over 18'000 students spread across 27 campuses in 6 different Cantons (States) and as many faculties (Business, Management & Services; Engineering & Architecture; Design & Fine Arts; Health; Social Work; and Music). It provides a heterogeneous student population and an interesting testing ground for the program.

Genilem is a not-for-profit association of seasoned business coaches whose goal is to identify promising new ventures and increase their chances of success through their coaching methods. They act as mentors, helping the budding entrepreneurs to evolve through the different stages of business creation with their shared experience of the business aspects of their project.

Description of the Program

The project was born from an informal meeting between the Geneva regional General Director of the UASWS and the then President of Genilem during which was discussed the untapped reservoir of creative knowledge hidden in their student's research projects as well as the measures that could be taken to stimulate entrepreneurial behavior in their schools. A large number of student research projects in the UASWS do little more than "gather dust" because the students lack confidence in their ability to bring their ideas to market. It was subsequently decided that a useful response to this opportunity would be to implement a business creation prize open to all of the Geneva schools of the UASWS. This form was chosen because it allows the participants to build on all the formal training acquired during their studies but also to develop critical market-going soft skills in the process such as preparing and delivering a convincing elevator pitch. The two-phase structure of the program recognizes the heterogeneous business and marketing skills of the different student populations:

The first phase requires participants to structure their ideas around a market focus and then pitch their business concept to a committee comprised of both academics and professional start-up coaches. This first phase draws mostly on the participants' existing soft skills such as their personal communication capabilities as well as their perspective on the commercial aspects of their project.

The second phase of the project is limited to those candidates who were able to demonstrate a convincing ability to communicate their product/marketing idea. In this second phase, candidates are first given additional training on business planning in a seminar which takes a

very pragmatic and context specific focus on the marketing aspects. Participants are then given a period of two months, over the summer break, in order to build their project's business plan. This gives them sufficient time to go out onto the field and carry out a useful market analysis. Once completed, the business plan is defended in front of a jury of seasoned professionals from the region including senior managers from large banks, multinational corporations, professional services firms, and other highly visible personalities such as the president of the Chamber of commerce, and well known journalists specialized in small and medium enterprises. The jury does not include experts in any of the technologies being presented. The participants are aware that they will be presenting to business people, not technical people. This first obliges them to have validated the technical feasibility of their project before submitting the Business Plan. Next, and most importantly, it is a very strong incentive for them to strictly focus their approach on the important market-related aspects.

The significant innovation in this program is that the winning projects at the business plan level are awarded seed capital and, more importantly; they enter into a 3 years of coaching program with the university's partner organization during which the company is incorporated and ultimately coached into a viable company. The steps of the program not only reinforce hard skills but the interaction with industry professionals and professional start up coaches help to provide a "mirror" to help the candidate develop his soft skills.

Results

The program set out to involve students from all faculties and stimulate business creation activities within the schools. A first measure of success is to note that until now, all of the different faculties have participated at least once in the program. It was found that students from the school of design have a more innate understanding of the importance of marketing than other participating students. On the other hand, students from the schools of engineering, social work, Nursing, Health, and Music have systematically demonstrated significant disconnect from the need to bring their product/service to market despite most of them having some management training modules in their final years. Much of that training tends to focus more heavily on more intra-preneurial management topics such as project management, negotiation skills and financial literacy.

In terms of innovation, more than half of the projects presented have been commercial innovations with an extra 30% concerning technical or technological innovation. However, in terms of marketing competence, almost surprisingly, it was the more technical projects that

produced better customer focus. The more commercial innovation based projects, strangely didn't seem to evolve as much. The design-based project carriers demonstrated less progression during the program, but started with a relatively high level of competence.

All of the startups actually created at the issue of the business plan phase are still active and all, but one (which experienced technological development issues and subsequent delays), were able to quickly generate a client base.

In general, Students from the schools of engineering and Business Administration fared better in the hard marketing skill, whereas it was those from the schools of Design and Business Administration who demonstrated better soft skills. This is probably more linked to the students own personalities but engineering students typically do not have to present ideas orally to non-engineers, whereas business and design students are required to prepare and give frequent presentations throughout the course of their studies. One other side effect of the program is that since its creation, many other initiatives have been emerging, including within the student body.

The first companies will shortly be reaching the end of their three-year coaching period.

Facing Resistance

We observed that the music and social work students tend to stereotypically consider the world of business and marketing as somewhat distasteful and resist any form of participation in such programs. This resistance appears to go beyond the students and originates with the schools' teaching staff themselves. Despite fundamental support from the head of the university, the school of music effectively discourages participation by its students by informing them that "it's not for them".

Limitations of the Program and Further Room for Research

Generating awareness and thus effective marketing awareness needs buy-in on behalf of the faculty, the example of the schools of music and health care have illustrated this point, which should push the organizers to rethink the way the school staff is engaged. Perhaps the most important limitation of the program is its scalability. Without highly motivated participants committed to seeing the process through to its end, the impact in terms of knowledge acquisition may be difficult to ascertain. It is also rather costly in its current forms

The program is now being used as a target among the different schools for the creation of new initiatives. At the time of writing, one of the departments of the school of engineering has abandoned part of its traditional disciplines-based management training in favor of a pilot program which follows a similar holistic approach and the final deliverable is to provide a selection of projects suitable to be included in the PGH program.

Despite the success of the program, in developing tangible marketing competences to those student populations having a more innate understanding of the need to adopt a marketing approach, further work is needed to increase the transfer to those other students who struggle to let go of their product or technology-centric approach.

References available upon request

ENHANCING MARKETING EDUCATION USING ENTREPRENEURIAL MARKETING

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Marketing faculty and marketing students may have different perceptions of what constitutes entrepreneurship and its importance over business education (Peltier and Scovotti 2010). While many colleges of business are starting to integrate entrepreneurship education in the curriculum, entrepreneurship education is also moving towards a mainstream interest across departments and colleges in universities. Despite this 'opening-up' of universities to the entrepreneurship idea, many academicians still see entrepreneurship as a rather "made-up" sub-discipline of business schools and are skeptical as they feel this is not a legitimate discipline (Katz 2008), perhaps because it is perceived that it can only be learned through experience (Haase 2011).

The marketing field and the entrepreneurship field have co-existed within business schools as two independent disciplines but there is increasing evidence of overlap in the two subjects. For instance, they both cover new product development, market analysis, communication, distribution or pricing. The relationship between entrepreneurship and marketing has generated the concept of "entrepreneurial marketing" to be developed in contrast to "traditional" marketing (Carter and Jones-Evans 2006).

Conceptual Foundations of Entrepreneurship

There are many competing views of what entrepreneurship stands for depending on different sources being educators, researchers, practitioners or students. Essentially, entrepreneurship using a Schumpeterian view is the creation of economic growth based on the activities of innovation and opportunity identification. Entrepreneurship is often associated with smaller companies and start-up companies but it does not have to be (Mwasalwiba 2010).

The context of entrepreneurship education depends on the focus of the domain of education and its purpose: for instance, small business creation, high-technology, family business, or international venture, etc. This focus is contingent on the entrepreneurship processes being either centered on the activities such as writing a report versus a structural process to create societal changes, i.e., eco-entrepreneurship and social entrepreneurship.

Comparing Entrepreneurial Marketing to Classic Marketing

The research question is “are there any differences between entrepreneurial marketing and standard classic marketing offered in textbooks?” Marketing, as defined by the American Marketing Association, is “the creating, communicating, delivering and exchanging of offerings that have value for customers, clients, partners and society at large.” Entrepreneurs do in fact create, communicate and deliver. This could be applicable to defining not only marketing but also entrepreneurship. Entrepreneurship focuses on sources of opportunities, the processes of discovery, evaluation and exploitation of opportunities, and the individuals who act on them. So blending marketing and entrepreneurship is about being more specific to the needs of everyday business owners.

Entrepreneurial Marketing is considered the interface of the two research fields. Until recently, the two fields had long been regarded as two entirely independent scholarly domains (Jones and Hegerty 2011). However, research on the interface of marketing and entrepreneurship seeks to bring the two disciplines together, treating them as one, with some researchers speaking of the emergence of a new paradigm (Collinson and Shaw 2001). Consequently, entrepreneurs appear to have a wider holistic view of business and its practices when compared to marketers. Empirical evidence suggests that a significant relationship exists between an enterprise’s marketing and entrepreneurial orientations, both of which directly impact organizational success (Van Praag and Versloot 2007). Successful entrepreneurs practice marketing, and the better marketers are entrepreneurial (Martin 2009).

Methodology

From secondary data we were able to identify the amount of existing entrepreneurship education in marketing curriculum. The assumption was that marketing educators for the most part did not address the concept of entrepreneurship and that entrepreneurial marketing was under represented.

The second part of the research examined the perceived importance of entrepreneurship for marketing educators and marketing students. We collected qualitative data to add depth and provide a fuller understanding of what marketing instructors (N=8) and students (N=18) perceived entrepreneurship to be, and its relationship with marketing education. The interviews included open-ended questions such as:

- Can you explain, what is entrepreneurship?

- What do successful businesses do to be successful?
- Can you think of a successful business and tell us why you think it is successful?
- What makes an entrepreneur different than a marketer?

The research methodology included 4 studies:

Study 1: Content Analysis of Marketing Textbooks

Study 2: Content Analysis of MEA Conference Proceedings

Study 3: Content Analysis of Journal of Marketing Education (JME)

Study 4: Interviews with Marketing Educators and Students

Results

This research revealed that there is a growing interest in the field of entrepreneurship and that marketing educators through the concept of entrepreneurial marketing can take a leading role in educating students. However, it appears that there are misconceptions and even misunderstandings of what is entrepreneurship, and that people may not be interested in it mostly because they do not know what it offers or consists of.

Business owners in the early stages of starting a business or operating a smaller firm, may find that it is difficult to use marketing principles specifically derived from large corporations as offered in standard textbooks. Hence, one may ask: are the often cited '4Ps' appropriate for the everyday business owners? In 2009, Martin suggested they were not appropriate and proposed an entrepreneurial marketing mix. In today's economy and need for job creation, the contribution of entrepreneurship has increased tremendously around the world. Marketing may be the concepts that could generate revenues whereas entrepreneurship may be the activities that would describe how one would go about generating these revenues.

Consequently, entrepreneurial Marketing in education may be an essential part in improving the marketing education by offering practical solutions to business students and employers.

References available upon request

RIPPED FROM THE HEADLINES: CRISIS PLAN OF ATTACK LEARNING MODULE

Susan Cadwallader, California State University, Fullerton

Abstract

This paper presents a learning module designed to augment the rigor of a marketing strategy case study but with the added excitement of watching an actual company crisis unfold. The learning module entitled the Crisis Plan of Attack requires student teams to create and present a comprehensive plan of attack, in one week, for a company facing a current crisis. Student feedback on the latest iteration of the module reflects that students find the assignment interesting, challenging, relevant to the current business environment, and a positive learning experience. The author recommends that instructors adopting this module consider providing students with more direction, given the fluid and ever-changing nature of a crisis, and more in-class time to collaborate with their group members.

EXPLORING QUALITATIVE FACTORS IN CHARITABLE DONORS' GIVING DURING A RECESSION

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Abstract

Faculty development is an important ingredient for teaching professionals. For those who work in a primarily teaching institution the opportunities for professional development through active research are somewhat limited. Occasionally, a situation arises providing an opportunity for research that can be integrated into the teaching and service requirements for the profession. Such is the case presented here.

A local non-profit organization contacted the university looking for help concerning declining donor revenue during a deep recession. The need for revenue was increasing at the same time as donors, both individual and corporate, had less to give. A project was developed to address this issue.

Using local resources found in a mid-sized Midwestern metropolitan area a series of three focus groups was conducted. This was considered the best form of information gathering in order to get relevant feedback that would be of use to the organization. The main thrust was to determine why people donate and why people disengage.

Motivation for charitable giving encompasses altruistic and self-serving reasons. The researchers gathered qualitative data from three focus groups. The similarities and differences are presented. When the personal needs of donors are recognized and addressed, charitable giving continues. Donor disengagement is difficult to measure. Individual donors seem to be less sensitive to personal income changes and charitable giving than do corporate donors. Individual non-donors are more likely to donate useful goods and services than individual or corporate donors.

Recommendations to the organization included focusing on specific demographic groups (women and young professionals), identifying self-driven donors, relabeling donors as supporters, and increasing the use of social media to communicate with donors.

GOVERNMENT ENTITIES AND CIVIC ENGAGEMENT: AN OVERLOOKED SOURCE OF CIVIC MARKETING PROJECTS

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Abstract

Marketing students in a small town were approached to aid a special needs group to reposition their organization as their mission had evolved over the years but their public image remained the same as some 50 years ago. Student response in the promotions class was far and away more committed, purposeful, and creative than many “other” small business, entrepreneurial projects that students are assigned. The outcome was more like a highly committed MBA class. But there was something else. The participants (students) were dramatically changed as well. What they did “mattered” and it answered the desire that all of us have to “make a difference.” Outcomes assessment will be examined within the class, the university administration as well as the legislative level.

Introduction

Many times in designing a project for an introductory principles or promotions (IMC) class, faculty work with the small business administration in their local area or small firms they discover through local channels such as the Chamber of Commerce, Rotary, Lions Club, etc. Often overlooked are government entities such as Sheltered Work Shops (for the mentally handicapped and disabled). In recessionary times with aging “boomers” who have provided for special needs children inside the family unit but may not be able to do so in the future, there is a potential uptick in demand for these services. These organizations are undergoing rapidly increasing changes with fewer resources than before as well as greater expectations of the quality of the services they provide. They are not unlike a profitable enterprise but rather face some unique challenges to their survival and ability to address the needs of a more demanding consumer.

Literature Search

Experiential learning, service learning, interactive learning and civic engagement are often used interchangeably, yet there are overlaps as well as distinctions concerning the three concepts. For instance, Prins and Webster (2010) consider service learning to be “...the primary means through which students are involved in outreach and engagement, providing an opportunity for students to interact with people in local or distant communities. Service learning provides a

setting for learning outside the classroom, while adding a sense of “community context’ to students’ education and connecting coursework to the real world.” Many would argue that this definition could be used by all three concepts. However, Brabant and Braid (2009) would argue that “...civic engagement is inherently political and that definitional dilemmas have arisen from the conflation of the terms service-learning and civic engagement.”

At any rate, there is considerable evidence on a number of fronts that civic engagement is being incorporated into academic planning (Britner, 2012; Wasburn, Laskowitz-Weingart, Summers 2004). In addition the mission and purpose of TRUCEN (the Research University Civic Engagement Network) is to advance civic engagement and engaged scholarship among research universities (2012). “Most universities were founded with a civic purpose. They have a fundamental obligation to apply their skills, resources, and energy to address the most challenging issues in society.” (2012) Certainly it is appropriate for universities to leverage their resources in accomplishing this goal.

One of the goals in this paper is to examine outcomes assessment of civic engagement. Since legislators are interested in university engagement with the community and, in many states, are actively measuring the results of such interactions. Presumably, since the outcome is being measured, it is also a measure by which state funds are allocated. Should experiential learning or service based projects, that benefit the local community be considered civic engagement? If so, then how are they measured? Do the measurements capture the true contribution of faculty and students in ways that are relevant to the mission and purpose of TRUCEN?

This paper will examine a charitable project undertaken by a promotions (IMC) class and the outcomes of the civic engagement. The client was for the Sheltered Workshop Opportunities of Bryan County (SWO), an organization for the physically and mentally handicapped.

The Challenge

Students in the Integrated Marketing Communications (IMC) or Promotional Strategy class were assigned the SWO as a final project. Unique challenges were:

- An extremely limited budget...creativity here would be essential.
- Repositioning of the workshop in the minds of the public
- Increasing revenue to provide more “quality of life” opportunities
- More challenging and public opportunities for the workshop employees
- Great communication of what the workshop has to offer to those who may need the

services but be unaware of how workshops operate from some 50 years ago.

The Project

The students were both privileged and fortunate to have a director of the workshop who had a marketing background. But as one student commented on in debriefing, the director "...was overwhelmed by the entire task of promoting her organization....needed an outside source to help ...execute a promotional strategy."

Students were divided into teams of four to six individuals; a draft of their project proposal was submitted with both the mission statement and the problem statement clearly defined. At this point, the director had visited the class and the class had visited the site. Sorting out and prioritizing the major goals was also a part of the teams' proposals. Up until now, the entire class had met with the director and been advised by the faculty member as a class. Teams were required to meet with the faculty member for approval to advance to the next stage. This would soon change as the teams would be in competition for the "Best Project". Each team was allowed to set their own goals. The goals and hierarchy of those goals could be and did vary somewhat for each team, but were in line with the director's stated needs. The teams knew that they were competing for the "best project" to be selected by the client and also knew how they would be assessed by the professor. It was entirely possible to receive an "A" for the project, even if the director chose a different team as "Best."

Finally, teams were required to present a PowerPoint presentation to the client, a local reporter was invited to attend as well as the university photographer and public relations person. In keeping with the university's focus on civic engagement, this represented an opportunity to share with the local community the civic contributions that students were making.

Publicity and Civic Engagement

Sometimes, we faculty are so busy doing, we do not necessarily share the outcomes with outsiders; sometimes, too, for fear of appearing to be self-serving and as an untenured faculty member the object of criticism by P & T committee members. But, we do ourselves, our students and our university's a disservice when we fail to publicize our good works to the community, the administration and the board of regents. As a result of the emphasis on civic engagement, some universities have one individual in administration that collects all "civic engagements" to report to the regents and alumni. What once might have been criticized as self-serving is now regarded as a necessary ingredient of a successful university concerned with the welfare of the students as well as town and gown relations.

The Project Outcomes

The teams delivered far beyond what was required as a project for an undergraduate promotions class. The approaches were decidedly different and the director had a very difficult time selecting the “Best Project” between two outstanding teams. One team relied heavily upon local interviews with individuals from different stakeholders to deliver highly, applicable and creative solutions. The other team did due diligence in investigating outstanding workshops from other parts of the country (even visiting one of the best out of state) and applying the best of what was needed along with a guideline of solutions to be utilized in the future on a priority basis as resources became available.

The students were heavily invested in the outcome of their projects. Perhaps a few comments taken during the debriefing will illustrate the depth and tone of their accomplishments.

- “I learned how to manage my time better. From the project especially, I learned how to research and present the financial side. I’ve always been creative but not always realistic. Also, the presentation wasn’t just a grade or competition; *it was because we actually care about SWO.*”
- “Helped someone in need; hopefully for the better.”
- “I learned from this project that I have definitely chosen the right path. The combination of my love for marketing and the altruistic feeling of helping SWO when it was in need of expertise.”

There were many other comments relating to increased confidence in their abilities, presentation skills and an overall appreciation for the opportunity to help those in need.

On a side note...

Our students photo presenting to the client was on page one of the newspaper. A superb story by a reporter who was soon leaving the local paper to begin her master’s in communication. She knew the director of the workshop and the story was a fine feature. All the photos, local coverage etc. were sent to our public relations unit on campus as well as our “civic engagement” collection administrator.

Although universities have many “official” channels, it seems that somehow publicity is best handled by the marketing folks in the marketing department. Many good stories do not see the light of day for various reasons; some political, some communication channels are just too long and complex, other reasons relate to the fact that there is simply not enough information being

conveyed in the channel to interest the local media, sometimes the message gets lost in a long and complex channel. There is nothing wrong with making a media contact yourself on behalf of your students and a good cause.

Interrelated Benefits to Stakeholders Deriving from this Project

One of the students in the promotions class was an athlete who engaged her athletic community/group in a landscaping project to beautify SWO's external building and eliminate that cold, institutional look.

The professor arranged an initial meeting with an Arts Professor and the Director of SWO to discuss the creation of a new logo. This professor, who teaches a digital photography/computer class in the arts, volunteered his fall class to develop a new logo to illustrate the new spirit and repositioning of the workshop.

Government Entities and Civic Engagement

Sometimes there is a reluctance to help government entities as some believe that they already have our tax money, so why help them? Perhaps we need to consider having our tax money well deployed to help the people most in need of help. This project was most intriguing because the director wanted a better quality of life for the participants. In addition, workshops today are not like those of 50 years ago. Participants are able to give back to the community by deploying their skills in helping others. Many enjoy and welcome the opportunity to interact with the public while providing needed services. An increase quality of life is a desired and possible outcome. Creative marketing can play a role in improving the outcome for multiple stakeholders.

Finally, there is something special that happens when in the course of doing your job (in the student's case, a group promotions project) with people who do need your expertise. Today's students, often fairly characterized as "having an entitlement attitude" can not help but be changed when helping those less fortunate. Their best character is revealed as they realize how fortunate they are and how many opportunities are available to them to realize their dreams (career, etc.) and still help others. Nearly all generations that attend college want to "make a difference." They can...right now. They do not have to wait until they make it.

Measurement Challenges Regarding Outcomes and Board of Regents Comparisons

There are at least two main issues regarding the measurement of outcomes. The first is in regard to comparisons made across the state universities in regards to what comprises “civic engagement.” The second regards subjective vs. objective measures.

Board of Regents Comparisons Across Universities

“Civic Engagement” to one university (or in another school/department across campus) is often defined quite differently. The measurement of civic engagement on some campuses is related to the number of students engaged in the activity and the number of hours they contributed. For instance, one university is known to have a day devoted to all students picking up trash in the community, another may have students involved in serving at soup kitchens. The *number of students X the number of hours* is what the outcome instrument is measuring. Both are laudable activities and make a “public splash” in the local media. But do parents really want to pay tuition for students to provide community service that in some instances has been what they have been contributing all along with their religious institutions or city/county government? However, if universities are, in part, given public funds with these types of measures, it stands to reason that they will engage where rewarded. Subjective, qualitative measures might be discounted due to the perception that a professor has a “vested interest” in such outcomes. In the case where upperclassmen contribute their knowledge, expertise, etc. to help a client in need, to fill out a form asking about hours contributed in order to merge them with trash collections is disconcerting and not reflective of the considerable skill, knowledge and expertise provided to the client by both student teams and faculty alike.

Subjective vs. Objective Measures

All faculty who have been involved with student projects know that students must develop higher order learning cognitive skills, convey complex marketing knowledge in a concise and applicable manner, and develop team skills and cooperation with others holding diverse views. We believe that this results in a far more mature, responsible, educated citizen, but where is our proof? There is a great deal of emphasis on “outcomes” both from our accrediting bodies as well as from our legislators. Do we have any instruments that would measure growth of character, maturity, and responsibility? Or are we trying to measure subjective measures that can *not* be adequately measured by our instruments? Perhaps we need to note, to paraphrase

Robert Waller, former Dean of the University of Northern Iowa that, *the really important things in life can not be counted.*

Remarkable and Unexpected Outcomes to Charitable Projects

Given enough guidance and time, the vast majority of student projects turn out quite well. We, as faculty, feel pleased (and sometimes relieved) that our students have demonstrated the ability to utilize the marketing and promotional knowledge gained in class and apply it to a real life problem. But something truly remarkable happens in “charitable projects” that makes the outcomes far beyond what we ask of our students.

- The students initiate a larger scope and commit the project to a practical, executable outcome, resulting in a far superior project
- They *care* about the client and the outcome
- The students want to make a difference *and they do*
- They initiate additional contributions
- Some classes have presented the client with their monetary donations
- Others involve campus wide or department contributions of labor and other resources.

The outcome of these projects is remarkably different than other clients. Perhaps it is because these project plans may result in an increased quality of life for those in our world who are not as fortunate as we are. At any rate, the students are quite changed by this experience. Their character, integrity, and empathy are apparent and become the drivers of a far better project than is required or expected.

Future Research

As a profession, we need to explore the outcomes of “charitable” projects vs. small business projects and the benefits to a variety of stakeholders. Many times, our marketing classes tackle a “small, limited, (no budget) project” whose client is in dire need of help. Students responded in exceedingly generous ways from outstanding projects, (way beyond the normal assignment) to donating money to the client and finding other organizations that could help aid a client in need (for example, physically landscaping the exterior by student athletes to erase that “institutional” look.)

We, as educators, talk a great deal about building character and integrity. Projects help us see what students have learned and how to build an IMC plan. But something different has happened with these students working on charitable projects. Further, it has happened

consistently with three different classes several years apart. In all instances, the projects were “charitable” something most faculty did not want to do and stayed far away. But when I challenged my class to accept the opportunity presented, the results were far beyond expectation and far superior to other projects students have engaged in. Perhaps the students’ enthusiasm and over-the-top commitment is ignited by a client who needs the help and is not judgmental regarding the source of that help. Here are some future research questions to explore/consider that might shed some light on needed answers:

- What we can do to promote the civic engagement aspect to legislators, internal administrators, etc., and other stakeholders who benefit from our students and faculty expertise, knowledge, and commitment?
- Is there a way to document the change in our students? Not necessarily via grades, but other methods of measuring the change in character, integrity, empathy and civic attitudes/behavior resulting from helping those who need their help?

References available upon request

ENVIRONMENT ISSUES AND UNIVERISTY CHOICE: WHO CARES?

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Abstract

Empirical research that relates to university applicants' attitudes towards green issues, environmental issues or sustainability factors when choosing among higher education institutions is currently almost non-existent. Corporate Social Responsibility in terms of green issues in UK universities appears to lack a significant voice for improvement. This exploratory research seeks to map the differences between students who believe that green issues are important and those who do not think such issues are important when choosing a university in an attempt to explore a possible external stakeholder voice in favour of improving University CSR in terms of green issues. The *People and Plant Green League Table* is used as a basis for this study alongside university league table scores and the demographic factors of the respondents. The researchers use primary data from a national (UK) survey with a large number of respondents (11,824) from a large number of higher education institutions (178 including some university colleges). Findings show that students do not base their choice on green issues (as expected) but also that students do not rate green issues as important. Implications for leadership on green issues are discussed.

Introduction

Corporate Social Responsibility (CSR), often in connection with performance, has been researched for many years with an extensive literature on the subject. However, there is very little on universities with regard to CSR. This may be because often universities are perceived as beacons of CSR in terms of the social good produced by their endeavours. Yet, the Green League of UK universities (Williams, 2011) reveals that 71% of UK universities still get all their electricity from fossil fuels and that universities' carbon emissions continue to rise. Overall, carbon emissions at 139 UK universities rose by 3.9% between 2005 and 2010 – even though capital funding for English institutions is now linked to CO₂ reductions. Many of the most prestigious institutions are placed low in the 2011 [Green] league table, including Oxford (103rd), Cambridge (68th) and London Business School (136th) (Williams, 2011).

With the increasing sophistication of technologies to support environmental sustainability, reduce waste and carbon emissions along with the requirement for universities to provide details of their corporate social responsibility it may be expected that highly rank and prestigious universities would rank higher in the green league of universities. This is not the case (see table 1). In this paper we conduct analysis to illustrate the lack of consumer pressure to encourage CSR in terms of environment issues. This paper reports on the analysis of quantitative data from a survey of 11,824 students in UK universities, carried out 2010-11. First-year students were asked to respond to questions about their current choice of institution in addition to a question on whether they considered the green or environmental aspects important when they made their choice.

Literature Review

It is thought that commercial corporations are less likely to act in a socially responsible way when they experience weak financial performance (Campbell 2007). With growing commercial pressure on universities, it is not inconceivable that universities may act similarly and actions stemming from organizations matter to employees and other stakeholders (Aguilera, Rupp, Williams and Ganapathi 2007). Facing too much or too little competition tends to reduce CSR while state regulation or the threat thereof encourages CSR as does effective self regulation. More pertinently, CSR is more likely where corporations face normative calls for responsible behaviour from business schools and other educational institutes (Campbell 2007). While universities may act as a moral compass for many social issues, it would appear that green issues lack a voice to challenge the green oversight within universities themselves. Present Government regulation appears insufficient.

Given that there is a disconnect between the general CSR literature and universities, we turned to the consumer-student choice literature to explore the possibility for a supporting green voice. The concept of a green university is relatively new and published studies reporting on the environmental practices of public institutions like universities are less common than those about private entities (Sobreiro & Jabbour, 2007). A review of literature suggests that recent and current research on student choice of university covers a wide range of factors including: demographics (Cho, Hudley, Lee, Barry, & Kelly, 2008; Mastekaasa & Smeby, 2008; Reay, Davies, David, & Ball, 2001); academic considerations (Baker & Brown, 2007; Imenda, Kongolo, &

Grewal, 2004); characteristics of institutions (Harker, Slade, & Harker, 2001; Imenda et al., 2004; Price, Matzdorf, Smith, & Agahi, 2003); choice of course programme (Baker & Brown, 2007; Callender & Jackson, 2008; Mastekaasa & Smeby, 2008; Pasternak, 2005; Veloutsou, Paton, & Lewis, 2004) and financial issues (Bonnema & van der Weldt, 2008; Callender & Jackson, 2008; Drewes & Michael, 2006; Perna & Titus, 2004). There were no empirical papers that emerge through literature searching that relate to applicants' attitudes towards green issues, environmental issues or sustainability factors in terms of higher education institutions. The *People and Planet Green League Table of UK universities* is based on a number of key variables: transport management, waste management; procurement, water, buildings and architecture, discharges, community issues and bio-diversity (Williams, 2011), and is used as a basis for this study. (There is also a Carbon Reduction Commitment (CRC) (THE, 2012) league table but only a small number of universities are included.)

Methodology

Data were collected as part of a national survey of students attending UK higher education institutions. This is part of an annual study through an online panel and the full data set was made available to the researcher for academic purposes. In addition to a wide and comprehensive range of questions relating to demographics, factors in choice of university and attitudes to marketing, a question relating to environmental and green issues was included and is the focus of this study. The researcher uses data from this question as the dependent variable, however, despite this limitation, the exceptionally large number of respondents (11,824) from a large number of higher education institutions (178 including some university colleges) to some extent compensates for the limitations of the single "green" question itself. While there is a growing body of literature on choice, it is early days for research on choice which includes environmental issues and therefore responses to a single question in conjunction with a range of moderating and independent variables still provides some insights into attitudes to environmental and green issues in terms of making choices. All those participating in the study are first-year undergraduates at UK institutions during the year 2010-2011 and are members of a student panel which encompasses a wide range of research on consumer behaviour. The largest number of students from any single institution is 342, and there are 13 universities where fewer than 10 respondents completed the survey. Respondents and universities are anonymous but universities are numerically coded. In the source

Table 1: Pearson Correlation Results for Green League Table Scores and University Ranking Total Scores
Correlations

		Environment Score	University Rank/ Score
Environment Score	Pearson Correlation	1	-.242**
	Sig. (2-tailed)		.000
	N	11604	11603
University Ranking/Score	Pearson Correlation	-.242**	1
	Sig. (2-tailed)	.000	
	N	11603^	11824

**Correlation is significant at the 0.01 level (2-tailed). *data missing – total N=11,824*

database universities were also categorised using Mission Groups (Russell Group, 1994 Group, Million-Plus, Alliance, and HE Guild and non-membership) as dichotomous variables. Data relating to a respondent's university is coded by using total scores from *The Complete University Guide (2012)* UK league table (analysis is not carried out at individual university level). Data were also coded by the researcher using the total scores for each university listed in the *People and Planet Green League Table for the UK* (People & Planet, 2012). All other data are self-reported by the respondents during the completion of the online survey.

Results

A Pearson Correlation test was carried out to establish whether there is a relationship between *The Complete University Guide (2012)* UK league table scores and the *People and Planet Green League Table for the UK* (People & Planet, 2012) scores (see Table 1). The findings show that there is a significant (0.01 level) and negative relationship (-.232) between university ranking scores and green league table scores (greenness). That is, higher scores for greenness are related to lower scores in the university league table (total scores achieved) and vice-versa. However, the relationship is small (Pallant, 2007), although significant. Indeed some universities in the top positions in the green league table achieve low scores in the *University Guide* league table, and universities appearing at the top of the *University Guide* league table achieve (observed) lower scores in the Green league table.

Table 2: Summary of Test Results

Variable	n=11824 (Non-Green)	n=2152 (Green)	Significance	Test
Gender	Male: 40.4% Female: 59.6%	Male: 35.9% Female: 64.1%	Significant (0.00) <i>Green: higher number of females</i>	Chi-Square
UCAS points	Mean: 382.96 (points)	Mean: 368.06 (points)	Significant (0.002) <i>Green: Lower UCAS points</i>	t-test
Distance from parental home	Mean: 64.18 (miles)	Mean: 68.27 (miles)	Significant (0.03) <i>Green: higher mileage traveled</i>	t-test
University Ranking for Greenness	Mean: 32.44 (/100)	Mean: 33.07 (/100)	Significant (0.004) <i>Green: Universities higher ranked</i>	t-test
Religion	Islam: 3.7% Non-Islam: 96.3%	Islam: 5.6% Non-Islam: 94.4%	Significant (0.00) <i>Green: follow Islam</i>	Chi-Square
Ethnicity White	White: 87% Non-white: 13%	White: 81.6% Non-White: 18.4%	Significant (0.00) <i>Green: non-white respondents</i>	Chi-Square
Ethnicity Asian	Asian: 7.9% Non-Asia: 92.1%	Asian: 12.5% Non-Asian: 87.5%	Significant (0.00) <i>Green: Asian respondents</i>	Chi-Square
Type of University	Russell: 28%	Russell: 24%	Significant (0.00) <i>Green lower percentage</i>	Chi-Square
	1994 G: 17%	1994G: 19%	Significant (0.00) <i>Green higher percentage</i>	Chi-Square
	Million+: 16%	Million+: 17.6%	<i>Not significant</i>	Chi-Square
	Alliance: 18.1%	Alliance: 18%	<i>Not significant</i>	Chi-Square
	GuildHE: 3.2%	GuildHE: 3.2%	<i>Not significant</i>	Chi-Square
Widening Participation	Yes: 23.8%	Yes: 22%	<i>Not significant</i>	Chi-Square
Type of Schooling	State: 79.7% Indepen: 15.7%	State: 78.3% Indepen: 17.1%	<i>Not significant</i>	Chi-Square
Age	Mean: 20.48	Mean: 20.74	<i>Not significant</i>	t-test
University ranking Score	Mean: 633.02 (/1000)	Mean: 626.22 (/1000)	<i>Not significant</i>	t-test
Social Class	ABC1: 72.6% C2DE: 27.4%	ABC1: 72.1% C2DE: 27.9%	<i>Not significant</i>	Chi-Square
Ethnicity Black	Black: 2.3% Non-Black: 97.7%	Black: 3% Non-Black: 97%	<i>Not significant</i>	Chi-Square

Profile of the Respondents

The profile of the student respondents shows that 4698 (39.7%) are male and 7126 (60.3%) are female. (The gender balance is slightly skewed towards females compared with the HESA (2012) statistics for 2009/10 where 57.5% of undergraduates are female and 42.5% are male. The mean age is 20.52 and ranges from under 18 to 26+ (mature students) but 72.4% of the students are under 19 and 92% are under 26. Eighty-six per cent (86%) of the sample are UK nationals, and 85% are white (2.8% Black; 8.4% Asian; 2.8% other) the respondents are therefore, typically white and from the UK – international students were not included in this dataset. Sixty-six per cent (66%) of

students belong to the ABC1 social class group and 25% are from the more working class C2DE group (9% did not respond); 15.7% of respondents attended fee-paying schools. The respondents have a range of UCAS¹ points from under 100 (5.5%) to over 500 (18.7%); 60.7%, however, have 200-500 points. Although students chose universities varying in distance from their parental home, the majority – 67.2% chose to attend a university less than 100 miles from their home. Students were also categorised based on whether they were from a “widening participation” group – that is, their postcode is designated as one of the lowest 20% of boroughs, or the next lowest 20%, in terms of participation in higher education: 23.8% of respondents were designated “widening participation students” (9.7% were in the lower category). Crucially, 2.7% (314) of students said that environmental issues and green issues were very important in choosing a university, and 12.2% (1440) indicated that these issues were quite important. With such a small percentage of students indicating that these issues are important – the large sample size is crucial for a study on this topic (otherwise the raw numbers of students with these views would be too small to allow meaningful testing). A summary of test results is shown in Table 2, and is discussed in the next section.

The Likert Scale data for the environment/green question was recoded to become a dichotomous variable (Not important-Important) so that a series of tests using demographic factors as independent variables could be conducted to find out whether there are any significant differences between the two groups, those who think environmental and green issues are important to choice, and those who do not. Only some of the variables reveal significant differences between the groups in terms of whether they considered environmental and green issues to be important in choice of university and these results were included in binary logistic regression model. (The dependent variable (green/not green) is dichotomous for use in Logistical Regression modelling.)

Chi-Square testing was used when the independent variables are categorical and t-tests are used when the independent variable is continuous. The findings from tests show that the following factors are significant in terms of students who claim that environmental and green issues are important in choice. First, more female students are green-

¹ UCAS (University and Colleges Admissions Service) point scores are based on ‘A’ level grades and equivalent qualifications and are used in the admissions process

Table 3: Results of Binary Logistic Regression Analysis

		Variables in the Equation						95% C.I. for EXP(B)	
		B	S.E.	Wald	df	Sig.	Exp(B)	Lower	Upper
Step	UCAS points	.000	.000	4.321	1	.038	1.000	.999	1.000
1 ^a	Distance	.002	.000	13.353	1	.000	1.002	1.001	1.002
	from home								
	Green Score	.008	.004	4.663	1	.031	1.008	1.001	1.016
	Russell	-.154	.085	3.269	1	.071	.858	.726	1.013
	Group								
	1994 Group	.152	.084	3.298	1	.069	1.164	.988	1.371
	White	-.336	.110	9.325	1	.002	.715	.576	.887
	Asian	.226	.152	2.210	1	.137	1.253	.931	1.687
	Islamic	-.039	.166	.056	1	.813	.961	.694	1.331
	Gender	-.260	.062	17.688	1	.000	.771	.683	.870
	Constant	-1.637	.236	48.022	1	.000	.195		

a. Variable(s) entered on step 1: UCASpts, Distance, ENVscore, Russell-not, 1994-not, White-NonWhite, Asian-non-Asian, Islam-non-Islam, Gender.

focused; green-focused students have significantly lower UCAS point scores; and are studying at universities further from their parental home. On a positive note, green-focused students chose universities with a higher ranking in the *People and Planet Green League table* (although this likely to be linked with UCAS points score achieved and other factors). There are significantly fewer white and more Islamic students, Asian students and students with disabilities, in the green-focused sample. Whilst a lower percentage of green-focused students attend Russell Group universities, a higher percentage attend 1994 Group universities: 19% compared with 17% in the non-green sample. However, university rankings are not related to greenness – students are not more, or less likely to attend a higher or lower ranked university. There is also no difference between widening participation students and others, or any difference by age, type of schooling or social class in terms of greenness.

Binary Logistic Regression Analysis

Binary Logistic Regression Analysis was performed to assess the impact of a number of factors on respondents' views on whether green issues are important in their choice of university. The model contained nine independent variables (gender, ethnicity [White/non-White; Asian non-Asian], Religion [Islam/non-Islam], UCAS points, distance between their home and their chosen university, the green ranking of their university, whether the university was Russell Group, or 1994 Group). The full model containing nine predictors was statistically significant, $X^2(9, N=11824) = 88.97, p < .001$, indicating that the model was able to distinguish between respondents who reported that green issues were important and those who did not.

However, the model as a whole explains a very very small variance in green status (between 1.1% Cox & Snell R Square; and 1.8% Nagelkerke R square) although it correctly classified 86.1% of cases. As shown in Table 3, five of the independent variables made a unique statistically significant contribution to the model: individual UCAS points score, distance from home, green score of the university, gender, and ethnicity (non-white). The strongest predictor of choosing a green university recording an odds ratio (ExpB) of 1.008 (ranging from 1.001 to 1.016) is the green score of the university. This means, however that respondents who indicated that green issues were important had an odds ratio of 1 and therefore the possibility that there was an equal chance of respondents giving a 0 or 1 (No or Yes) answer to the question (Pallant, 2007) cannot be ruled out. In addition to the very low R Square results this means, disappointingly, that the model does not enable researchers to predict green-focused behaviour using these variables.

Discussion and Conclusion

First, this research is exploratory and opportunistic in that the data had already been collected through a very large scale survey of students attending a large number of UK universities. Independent demographic variables are able to provide some insights into the possible differences between those who consider green issues to be important in choice of university and those who do not. Test results indicate that there are significant differences between some of the different demographic groups in the study (e.g. by gender, ethnicity, religious affiliation) although the final modelling suggests that this is not a predictive model. Secondly, although the green league table is available for this

research, it is unlikely that students use such league tables when making choices – environmental/green behaviour by universities is not part of the main league tables, and these scores have only been available in the last two years. Only a very small proportion of students indicate that green issues are important in their choice. Moreover, for this small proportion, this does not mean that their choice of university is *based* in any way on green issues; other factors are likely to be far more important, although this small group may be advocates for the greener university. Given the weakness of green issues in student decision making, it is unlikely that universities will alter policies on green issues without other external pressure such as strong government regulation or threat thereof (Campbell 2007).

In regard to green issues, the lack of consumer motivation in terms of choice and the likelihood of this situation being resistant to change, we suggest that other mechanisms are required in order to motivate UK universities to adopt a green approach. External pressures such as strong government regulation such as more stringent ‘carbon tax’ linked to funding or the threat thereof may be necessary to encourage UK universities to initiate further improvement in environment policy and practice. The greatest impact in terms of encouraging universities to be more environmentally responsible may be the inclusion of the carbon reduction scores, and/or plant and green scores in the primary league tables such as the Times Higher Education World Rankings, the Guardian and the Times league tables.

With little interest in green issues when it comes to student choice, it would appear rational for universities to ignore the green appeal. However, there may be an opportunity for universities with greener credentials to capitalize on their current green status by being ‘first to market’ in terms of differentiating themselves from competition and taking a leadership role in creating a differentiated and ethical market position. Marketing managers of universities with better green credentials could take the initiative in educating their potential students of the importance of CSR on green issues, even if this is not a current determining factor in choice of university. Public Relations and lobbying may be an appropriate course of action for such universities. With regard to ethical and green issues, it is not only that higher education marketers need to be aware of the changes in consumers’ ethical beliefs if they want to target ethical consumers of higher education but rather there may be a moral imperative to educate and cultivate an

ethical understanding in their potential students and with this comes leading by example. Not only identifying but developing segments of ethical consumers of education is important for market positioning.

Limitations

The study relies on data collected from a large sample – but the students are all from the UK and all in the first year of an undergraduate degree, which limits the scope of the study considerably. The number of non-white students is also relatively small despite the exclusion of overseas students, but the reason for the small percentage of non-white students is unknown. The percentage of students who consider green issues to be important is small compared with those who do not – 14.9%, however the total number of students in this group is 2152 which is considered a large sample. Another limitation is that there might be some self-selection in the total sample because this is a panel study and students volunteer to participate. Using quantitative deductive research at the pioneer stage of research in a new field has considerable limitations in that there is a lack of existing models for testing. The testing of theory is difficult in these circumstances and therefore qualitative research is recommended.

References available upon request

LOW-TECH AND NO-TECH CLASSES: DO THEY HAVE A PLACE IN MODERN MARKETING CURRICULUMS?

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Abstract

For many marketing professors, the idea of an effective marketing education evokes the use of computers and electronics in the classroom. For over a decade, school reformers complain that computer use in today's classrooms is meager and unimaginative. In 1999, a professor at Stanford University opined that "a very high percentage of professors use computers to do their work – to prepare lectures, handouts, and exams – but a very low percentage use them in the classroom" (Cuban 1999, pg. 53). This situation has certainly improved since then with the emergence of integrative programs, such as Blackboard. We contend that even in the presence of a high-tech teaching environment, where technology is available in the classroom and online, low-tech, or even no-tech, instructional methods can prove to be more effective for certain topics and to assure students get specific experiences and develop certain skills.

Cuban (1999) contends that regardless of the pressures by reformers and businesses to use high-technology in the classroom, the university classroom should be considered a different experience for students than a workplace is for employees where technologies can improve efficiency, decrease mistakes, etc. First, teaching differs from other work that has been automated to enhance productivity. The essence of teaching is a knowledgeable, caring adult building a relationship with one or more students to help them learn. It is a forging of emotional and intellectual relationships that gives a tone and texture to teaching and learning unlike what occurs in other work environments. This is especially true for the bonds formed between professors and graduate students. Second, schools have many purposes. Most techno-reformers see schools' only purpose as preparing students for the technological workplace. However, most teachers also strongly believe it is their duty to turn their young students into adults who act as caring, thoughtful citizens who are able to make ethical contributions to society. Third, technology is flighty. Why should professors discard what they ordinarily would do for something constantly changing and often not working when needed in the classroom?

A recent article lauds the chalkboard, and its modern equivalent, the whiteboard, as the most significant inventions to education (Ressler 2004). Information on a chalkboard is persistent. It remains visible to students, often even after the class has moved on to a new topic or concept.

In addition, more than any other communication medium used in the college classroom, the chalkboard is self-pacing. In other words, if the professor can write on the board at roughly the same speed as a student can take notes; if a professor has time to write notes on the chalkboard or whiteboard, students have time to write it in their notes. Using this medium also adds flexibility and spontaneity to the classroom. A professor is not locked into a set of PowerPoint slides. It allows students to generate lists as the professor may ask for a list of something that is relevant to marketing; whereas, a fixed PowerPoint presentation does not allow this interaction from students. It also allows the more flexibility to improvise and stray from a fixed lecture format depending on the immediate needs of the class, or to react to breaking news that might impact the specific topic being discussed.

Other research suggests additional benefits of using low-tech rather than high-tech media and techniques in the college classroom. These studies indicate that the student-professor relationships become much stronger in a low-tech classroom (Moran 1998), that student involvement increases in low-tech classrooms (Feldberg 1999), that a high-tech online environment cannot replace the advantages of face-to-face instruction (Feenberg 1999), that student interaction increases in low-tech and no-tech classes (Harrison 2006), that classroom discussion can be increased using low-tech approaches (Nath and Anderson 2006), and that professors can better engage students in active learning in a low-tech environment (Shaver 2010). From an institutional standpoint, combining low-tech classrooms with high-tech classrooms rather than having high-tech capabilities in every classroom will save money (McClure 2003).

In this special session, the panelists discuss literature and their own experiences in using low-tech or no-tech in their classrooms rather than high-tech. First, each panelist discusses specific examples of low/no technology in their classrooms and their rationale for using these methods. Then the session is opened for discussion of this topic among the panelists and attendees of the session.

References Available Upon Request

FLIPPING THE MARKETING CLASSROOM

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Abstract

Technologically mediated learning tools have allowed for new and creative ways to reimagine the classroom setting while at the same time fostering new extensions of it. While much attention has been paid to the notion of online classes, very little consideration has been given to the idea of hybrid classes that simultaneously use both online and traditional classroom approaches to learning. Blending both online learning tools with face-to-face class meetings represents enormous opportunities to incorporate the best of both worlds pedagogically (Bergmann and Sams, 2012; Fulton, 2012). Nowhere is this more apparent than in the recent trend to “flip” the classroom.

While there is little agreement on the precise methodology or steps required to flip a classroom, the general idea revolves around the notion of online lecture or reading that precedes class time so that class meetings themselves can be spent problem solving or applying the newly learned concepts (“Flipped Classroom Offers New Learning Path”, 2011). In other words, the concepts or ideas normally gained as part of a lecture are acquired by the student away from the class, while class time is devoted to applying and using those concepts in ways that homework might have been used in the past (Berret, 2012). The result is a flipped or inverted classroom where students learn basic concepts independently and then solve problems and deepen their knowledge by working together while guided by an instructor (“Flipped Classrooms Making a Splash”, 2012).

The flipped classroom represents enormous potential as well as challenges for marketing education (“Flipped Classrooms’ may become the Norm”, 2012). The special session will explore the emerging trend to flip classrooms in general, including the pros and cons of such an alternative approach to education. It will also consider the types of marketing classes that might benefit from flipped classroom environments including introductory marketing principles classes as well as more advanced ones in sales, social media marketing, consumer behavior and market research. Consideration will also be given to the degree and frequency of classroom flipping and whether it is appropriate as an everyday tool for fostering student engagement or best used sparingly. The session will provide practical advice and tips on engaging students in a

flipped classroom environment where much of the teaching is done through problem solving and application instead of lecture (Bergmann and Sams, 2012; Fulton, 2012).

References Available Upon Request

USING INNOVATIVE TECHNOLOGY TO IMPROVE ONLINE LEARNING ASSESSMENT: AN EXPLORATORY STUDY

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Abstract

Innovative audio technologies offer ways to improve online learning assessment of student work. This paper reports methods, insights, and empirical evidence of the perceived benefits of using Jing to improve assessment in the online learning environment. The findings also exposed several practical difficulties and challenges in using this innovative technology to enhance the consistency, availability, and quality of online instructor support. Additional uses of Jing are also explored and discussed to help online instructors add audio learning tools efficiently and effectively to their teaching toolkit. For the online marketing educator, this exploratory study introduces a tool to enhance web facilitated curriculum.

Introduction

Within the constructivist framework of online education, the feedback process is considered a key element in instructors' roles because it can promote the regulation of learning (Espasa & Meneses, 2010). At some point in every academician's career, one wonders how much attention students pay to written feedback on papers. Am I writing too much? Am I writing too little? Is the student using the feedback to improve their next assignment? And of course, the BIG question we all ask ourselves: "Why I am writing more comments on the paper than what the student wrote in the first place?" The use of classroom management systems, such as Blackboard, that allow paperless submissions that can be graded by the instructor in word processing programs, adds additional questions concerning Word Comments.

Criticism has long been made concerning online learning relying too heavily on text while providing minimal opportunities to learn from visual, audio, and hands-on activities (Bonk & Zhang, 2008). As reported by Muir (2001), students learn 10 percent of what they read, 20 percent of what they hear, and 50 percent of what they see and hear.

With the advancement of Internet technologies, many methods of content delivery and online communication beyond simple text are now a reality. Listening to video streamed lectures and educational podcasts are popular trends favored by auditory online learners (Hartsell & Yuen, 2006; Copley, 2007).

Very recently, online instructors started experimenting with innovative audio technologies for improving online grading and assessment of student work. However, few studies have reported on the effect of auditory versus written assessment of student work with empirical evidence. Furthermore, there has been little empirical research published that focuses on student perceptions of feedback via such new technologies. This paper thus aims to begin to fill the research gap by providing insights and evidence of the perceived benefits of using an innovative auditory assessment - Jing - to improve student success in online learning environments.

Research Methodology

In designing an effective approach to provide better and/or additional feedback to online students, the researchers looked at three fundamental issues:

1. How to increase instructor presence and interactivity
2. How to provide a higher degree of grading clarity
3. How to increase student focus and/or attention to feedback

Instructor Presence and Interactivity

As pointed out by Sheridan and Kelly (2010), to highly engage in and ensure a strong presence in the online course, instructors need to provide students with in-depth feedback for growth and development.

Grading Clarity

According to Klass (2003), auditory components bring courses alive by allowing online learners to use their auditory senses to comprehend complex concepts and procedures that are difficult to explain with only text and graphics.

Student Focus and/or Attention to Feedback

Empirical evidence (Copley, 2007; Oishi, 2007) indicates that listening to the instructor can easily grab student attention and is generally considered easier, faster, more interactive, and less cognitive-effort-consuming than reading and comprehending long written text. As illustrated in Figure 1, innovative communication systems and technology can improve online learning efficiency and effectiveness by providing tailored and customized information and feedback to the students, offering real-time learning support and consultation; facilitating flexible self-study at students' own pace; and enhancing the consistency, availability, and quality of instructor

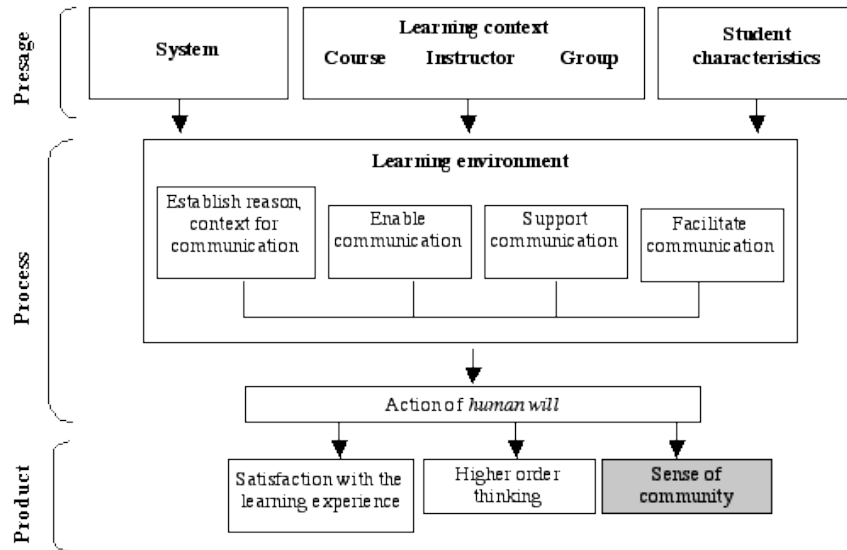


Figure 1: Online Learning Environment and Supporting Community Development (Adapted from Brook & Oliver, 2003)

support to the students throughout the learning cycle. However, as the intended technology use aims to improve student learning in the online environment, the question of how the students would perceive the proposed technology use arises.

Because of its ease of use, no (or low) cost, 5-minute time limit, and built-in privacy safeguards, Jing was chosen as the audio technology to use in a Business Communication and Report Writing course. Upon completion of the course, data were collected through four fundamental questions on a survey addressing the opinions of the proposed Jing functions utilizing a standard Likert scale (1-5). Students were asked to select one of the following responses: 5 (Strongly agree), 4 (Agree), 3 (Neutral), 2 (Disagree), and 1 (Strongly disagree). The survey was designed to address the key questions to gain insights on the attitudes of the students. Additional inquiry was embedded in the survey to capture qualitative data for further analysis and discussions. Table 1 shows the operationalization of the three fundamental issues discussed above (*i.e., instructor presence and interactivity, grading clarity, and student focus and/or attention to feedback*) and corresponding sample statements included in the survey.

Results and Discussions

Among the final respondents, 19 were male (40 percent) and 28 were female (60 percent). Of the respondents, 25 were junior status (53 percent), 19 were senior status (40 percent), and 3 (6 percent) were post-baccalaureate students. Most of the respondents were traditional

Table 1: Operationalization of the Three Fundamental Issues (Survey Questions)

Survey Questions	5 (Strongly agree)	4 (Agree)	3 (Neutral)	2 (Disagree)	1 (Strongly disagree)
Do you feel using Jing to provide you feedback on your letters increased instructor presence and interactivity?					
Do you feel using Jing gave you a higher degree of clarity in my feedback to you?					
Do you feel you paid more attention, and were more focused on feedback, given to you by Jing versus written comments?					
Overall, do you feel the letters returned to you using Jing versus written comments provided a better learning experience for you?					

undergraduate students and were in their twenties. Participants are roughly comparable to the overall demographics of the Central Washington University undergraduate students. Almost all of the respondents reported that they had prior online learning experience.

The participants were asked to assess the grading feedback they were receiving via Jing in the Business Communication and Report Writing course during the last week of the course. The results of responses to the survey questions are summarized and presented below in Table 2. The survey questions utilized a standard 5-point Likert-scale with Strongly Agree = 5 and Strongly Disagree = 1.

In spite of the exploratory nature of the research, preliminary analysis of the results from the survey has revealed many interesting implications and suggestions. Some of the findings echoed previous related studies (Klass, 2003; Hartsell & Yuen, 2006; Copley, 2007; Oishi,

Table 2: Results of Responses to the Survey Questions

Survey Questions (Strongly Agree = 5 and Strongly Disagree = 1)	Mean Score	St. D.
Do you feel using Jing to provide you feedback on your letters increased instructor presence and interactivity?	4.10	.875
Do you feel using Jing gave you a higher degree of clarity in my feedback to you?	3.84	1.067
Do you feel you paid more attention, and were more focused on feedback, given to you by Jing versus written comments?	4.05	.911
Overall, do you feel the letters returned to you using Jing versus written comments provided a better learning experience for you?	4.00	.816

2007; Bonk & Zhang, 2008) and should be considered essential guidelines for designing interactive and effective online teaching and learning assessment. Some others turn out to be rather counterintuitive or provocative and thus provided valuable insights for further investigation.

Specifically, returns of Statement 1 regarding the first fundamental issue, instructor presence and interactivity, show that students generally agree on the benefits of strong instructor presence via using Jing to provide interactive feedback. Detailed information from survey comments suggest that the instructor’s voice also “helped to humanize the class as opposed to simply writing down words on a page.” In that sense, audio feedback via Jing allows students to feel that the instructor is a real person who is communicating with them rather than a “roboteacher” remotely in charge of the class. Therefore, the observation is consistent as expected whereby Jing technology can increase instructor presence and interactivity in an online learning environment. However, caution should be made that too much instructor presence can actually impede students from taking more responsibility for their learning, prevent critical thinking, and downplay the value of student-to-student interaction (Peery & Veneruso, 2012). It’s a balancing act that instructors need to play when trying to increase their presence through the use of Jing, while at the same time not overwhelm the students and impede them from taking more responsibility in online learning.

In comparison, returns of Statement 2 about feedback clarity turn out to be slightly positive (scored at 3.84 with 3 being neutral). Comments from the survey participants indicate that possible reasons may be related to students' unfamiliarity of receiving instructor feedback in this new audio format and/or unfamiliarity of using the technology per se. Accuracy, relevance, and confidentiality in receiving this personalized Jing feedback online might also be concerns. It's also reasonable to infer that these observations might be partially due to prior bad impressions from unsuccessful video chat or virtual communication cases. With proper implementation and utilization of the technology on the instructor side, together with clear instructions and tutorials on using the technology given to students at the beginning of the term, such audio grading feedback and comments can facilitate online students in identifying areas that need improvement effectively and efficiently and eventually enhance their satisfaction and learning outcomes.

Data generated from Statement 3 indicate apparent convergent trends. Students show great appreciation of receiving Jing feedback and generally paid more attention and were more focused on feedback. They often value and attend to this personalized audio feedback more than written feedback. Informal interviews with students afterwards confirmed that many students tend to neglect lengthy written comments and lose interest or focus after reading lines of written comments. Some may not even read the comments at all. Such observations are generally consistent with what has been reported in the literature (Weavera, 2006; Walker, 2009), indicating that written feedback, if it is too general or vague, lacks guidance, focuses on the negative, or is unrelated to assessment criteria, is considered unhelpful to improve student learning. Such themes actually apply to Jing feedback as well: instructors need to provide audio feedback set in the context of assessment criteria and learning outcomes and ensure that it is clear and timely in order to greatly improve the value of feedback.

The researchers encountered fairly consistent opinions regarding the overall satisfaction from Statement 4. Most participants felt that getting timely feedback using Jing versus written comments provided an overall better learning experience. Despite the fact that it was a first time experience for many students receiving instructor feedback in audio format, they liked the experience in general and felt that the Jing feedback was much more concise and easier to assimilate than the general written notes. Data from the accompanying comments also suggested that the students felt the Jing feedback was less confusing than the written comments commonly used in an online learning environment. The results are generally consistent and echoed findings from previous works. To offer timely, personalized, and

interactive feedback to students is a critical advantage of applying innovative communication systems and technology in online learning systems.

Finally, the instructor of these courses reported an important phenomenon in using Jing. When I compared my written comments to my verbal comments I noticed that my written comments focused mainly on the negative – what the student was doing incorrectly. I might write “Excellent” or “Good” next to a sentence or paragraph, but I never indicated exactly WHAT was excellent or good. In using Jing, I instinctively began my audio by discussing with the student the positive aspects of his/her writing. Once I told the student what he/she had done well – and encouraged him/her to continue with this practice – I then focused on what needed to be corrected. However, even my corrections were delivered better verbally than in writing. Instead of telling a student his/her sentence was a run-on sentence or his/her detail paragraph needed to be organized differently, I could discuss with the student HOW to fix the problem. Writing out correct sentences or paragraphs would be too arduous; talking to the students helped them identify a possible review process that would help build critical thinking skills (Lori Braunstein, personal conversation, 2011).

While this exploratory study might not provide empirical proof that audio comments provided to students should be continued, anecdotally, based on student comments, the researchers will continue to use auditory feedback for student work, in addition to exploring other uses of Jing in the online classroom. Following are some representative student comments that encapsulate the general feedback from students:

“The use of Jing to provide verbal feedback was much more helpful than a few bits of writing on my papers. Written comments can be hard to read and harder to interpret than oral comments. By receiving a thorough explanation of what I did well or poorly, I was able to improve my writing on future papers, and in general. Hearing the instructor’s voice also helped to humanize the class, as opposed to simply words on a page. It also helped being able to see the instructor’s mouse show what she was talking about.”

“This was my first time taking a class in which the professor’s response was sent in an audio format. The experience was excellent. Not only was it engaging to hear the professor’s voice . . . but the feedback was much more concise and easier to assimilate than the general written notes. It took a lot of confusion out of the online platform.”

Concluding Remarks

Encouraging interaction in online courses in education has long been an interesting research topic (Nandi, Hamilton, & Harland, 2012). Indeed, not just online marketing educators, but all online educators depend on healthy and vibrant communication between and among students. Jing is one free tool to help increase instructor presence and interactivity, provide a higher degree of grading clarity, and increase student focus and/or attention to feedback.

Future Research

This exploratory study will lead educators to additional research questions. How can Jing and other screen capturing software be integrated and used in larger classes – 100 percent online, hybrid, and traditional face-to-face classes? Will Jing be effective in lab classes? How would educators and students benefit from using Jing in small group presentations? How effective is Jing in classes with multiple iterations of instructor-student revisions and feedback (e.g. marketing plans, business plans, writing reports)? How quickly will students accept and integrate this tool as they do with other online tools? What are the privacy issues with Jing? Studies also looking at the long term effectiveness of Jing would also be interesting and useful.

Additional Uses of Jing

While this topic will be used to engage Marketing Educators' Association members, some suggestions for additional uses of Jing might include integrating Jing for auditory presentations by students, more robust student portfolios, and instructor evaluation of non-written student work (e.g., pieces of artwork). Jing is ideal for online, two-way communications. Requiring students to use Jing in their student projects will not only encourage deeper interaction with the teacher but also the opportunity for improving soft skills in speaking and oral presentations. For accreditation, many schools require students to develop portfolios. Why not integrate Jing to supplement the papers and assignments, providing both a visual and auditory representation of the learning activities in a student's program of study? Many schools also require creative works for assessing learning and skills, with these goals carrying over to online courses. Jing is ideal for non-written types of assessments such as art, science, and retail merchandising.

Disadvantages of Using Jing

With any new software, there are some challenges. The researchers identified three possible disadvantages of Jing; all three are easily surmountable. The learning curve of using Jing

requires 2-3 hours for downloading and practicing. If the tool will be used for student assignments or presentations, Jing can be used to illustrate the directions. More problematic is the increased grading time and effort to integrate Jing into the curriculum. It can take up to 50 percent more time to provide both written and audio feedback to students. Finally, additional security and privacy issues need to be addressed with the university. While Jing provides security and privacy, it is a third-party software that can be vulnerable to attacks.

References available upon request

Using a Locally Developed Objective Exam to Assess Marketing Majors' Learning

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Abstract

Using limited results from a comprehensive multiple-choice exam over key marketing principles, we find evidence of improvements in student learning over time. We also find that an action taken to improve student learning, namely a change in pre-requisites for a marketing capstone course, may not have had the desired effect.

TEACHING CUSTOMER SERVICE USING A CLIENT-SPONSORED PROJECT ON SERVICE BLUEPRINTING

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Theresa Billiot, Cameron University

Client-sponsored projects (CSPs) can be an important pedagogical tool for marketing professors at institutions of higher education. While they appear to be commonly used in marketing capstone courses, client-sponsored projects can certainly be integrated throughout the marketing curriculum as they offer several benefits. This article describes the use of a client-sponsored project in a Customer Service and Relationship Management undergraduate marketing course. Specifically, the project involved students participating in a return and repair process for power tools, developing service blueprints of the return and repair process, and making customer service recommendations for a specific power tool manufacturer, the American Tool Company (a pseudonym used to protect the identity of the company). The use of client-sponsored projects as marketing pedagogy is discussed first. Then, a brief overview of the power tool industry is provided, as well as a brief review of the literature on service quality and service blueprinting. Finally, based on the authors' experiences, the project results are summarized and recommendations on how professors can successfully integrate client-sponsored projects into the marketing curriculum are made.

Client-Sponsored Projects as a Pedagogical Tool in Marketing Courses

Marketing is both a science and an art, is a widely diverse field, and exists in a dynamic environment given significant and rapid advances in technology. As such, marketing professors are challenged to constantly innovate and seek means by which to improve their teaching of marketing. "Experiential learning can be a powerful pedagogy for teaching marketing's broad body of concepts, principles, and analytics by internalizing theory through guided practice" (Young, 2002, p. 43). Young (2002) describes the "hands-on" (experience/experimentation activities) and "minds-on" (deliberate reflection and conceptualization) components of experiential learning and advocates that both need to be included in the marketing classroom. In describing the use of experiential learning in the consumer behavior course, Morgan and McCabe (2012, p. 142) wrote, "the best way to learn about consumer behavior is to put it into action." This philosophy could certainly apply to any marketing course, including customer service (or "services marketing," as it is oftentimes called).

A form of experiential learning, Strauss (2011, p. 315) defines client-sponsored projects as “a type of live cases that involve students working with local businesses or nonprofits to solve a current challenge.” As an example, Strauss (2011) describes the use of several CSPs in a marketing capstone course. Using the format of the television show *The Apprentice*, the class incorporates four to five client-sponsored challenges. Student teams compete against each other and are judged by clients as to their ability to solve real marketing problems.

Service Quality and Service Blueprinting

Quality, defined broadly as “superiority or excellence” (Zeithaml, 1988, p. 3) is an important consideration in customer satisfaction (Behara, Fontenot, & Gresham, 1995). More specifically, quality can be either objective or subjective (Zeithaml, 1988), as well as product- or service-specific (Foster, 2010). As a result, the concept of quality has been defined in many different ways (Zeithaml, 1988), and often defining quality entails a list of quality *dimensions* (e.g., Garvin, 1984, 1987; Zeithaml et al., 1990). Regardless of how quality is defined, company leaders need to identify how the company’s customers define quality (Parasuraman et al., 1988).

One of the ways to improve customers’ perception of quality is to improve the process of delivery of the service (Zeithaml et al., 1990). This is important because “each encounter between the customer and the firm provides an opportunity to judge quality and increase loyalty” (Behara et al., 2002, p. 607). Further, Bitner (1990, p. 69) stated that, “in many cases those discrete encounters *are* the service from the customer’s point of view.” For service-based organizations, perceptions of service quality and satisfaction are key performance metrics (Morrison Coulthard, 2004). “Most companies agree that customer service quality provided to their target customers affects global business performance to some degree and becomes one of the crucial strategies in a company” (Hung, Huang, & Chen, 2003, pp. 79-80).

Many mechanisms exist for company leaders to use to improve the internal or back office processes relevant to the service experience of customers. Mattson (1994) suggested that the first step towards the improvement of service quality was the modeling of the service process, and the modeling process might involve the use of *service blueprints*. Service blueprints are “pictures or maps of services processes that permit the people involved in designing, providing, managing, and using the service to better understand and deal with them objectively” (Kumar, Strandlund, & Thomas, 2008, p. 978). More specifically, a service blueprint shows each step in a service process in the sequence in which they appear (Zeithaml et al., 1990). *Above-the-line*

service processes, which are visible to the customer, and their recommended timeframes for completion are depicted, along with fail-points, “processes in the service system where deficiencies are most likely to occur” (Zeithaml et al., 1990, p. 159).

The Class Project

Over two years, two Customer Service and Relationship Management classes (with approximately 45 marketing majors) participated in the power tool return and repair project (the class is offered in the spring only). In one class, students returned 40 tools, representing five different power tool manufacturers, including circular saws, reciprocating saws, and drills that are used by building contractors (representing the business-to-business market in the industry). The following spring semester, students again participated in the tool return/repair process, documenting their service experience with an American Tool Company authorized service center. Instead of using five different power tool manufacturers and the authorized service centers, the project used only the authorized service centers of the American Tool Company. The tools were supplied by the American Tool Company. One of the authors taught the class and supervised the participation in the class project.

The return merchandise process over a period of approximately 2 months was documented. Each student was provided 1-2 power tools that needed to be repaired. The students returned the tool to an authorized service center and documented in detail the process that occurs until the tool is received back in proper working order. The instructor supervised the project and provided data collection materials, but once the students began the tool return/repair process, the students participated in and documented the processes on their own. The students’ service experiences were translated into a service blueprint for the American Tool Company.

Discussion and Recommendations

The power tool return/repair project allows the students to go through real-world experiences of business-to-business customer service. Returning a tool for repair gives them an opportunity to examine the process as well as how the process affects or impacts the customer. One advantage is that it gives the student an opportunity to understand both the process and the emotional aspects of customer service.

The project was designed according to the learning objectives for the course. One of the objectives of the course is to understand customer turnoffs and how to move customers from being indifferent to being satisfied. Part of the project includes filling out an experience ranking,

which presents the students with an opportunity to document their experience using several key indicators for service excellence. The spreadsheet contains ratings of areas such as attitude, ease of doing business, and ability to provide a solution. The student is also able to make extensive comments about their experience and how it made them feel. Students are able to see and experience where fail-points might occur in the process and have a basis for improving the process to improve customer satisfaction.

One of the most relevant aspects of the project is the service blueprint that is created to describe the process of return/repair. This blueprint is based on the original work of Shostack (1986) where the *backstage* and *on stage* activities of the service provider are identified and mapped into a diagram that allows the company to view what some refer to as *points of pain* (also known as *fail-points*) so that the process can be improved for future customers. According to Gremler, et al. (2000), constructing service blueprints is very challenging and shows the critical nature of the relationship between human resources, marketing, and operations in delivering superior customer service.

While the project has been successful at meeting learning objectives for the course and giving students a real-world experience, project enhancements could improve student learning. It would be beneficial for both the client and the students for the students to revise and submit an additional service blueprint as another deliverable for the project, one that is more sophisticated in describing the service experience and incorporates their recommendations on how to improve the service process. In addition, it would be beneficial for students to incorporate more of the “minds-on” phases of deliberate reflection and conceptualization that Young (2002) describes as important to the experiential learning experience. Finally, another recommendation is to discover ways to incorporate additional client-sponsored projects into the marketing curriculum.

References available upon request

PARADOX OF NEW TEXTBOOK ADOPTION: WHEN DO 'NEWEST' EDITIONS MATTER TO STUDENTS?

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Abstract

Textbooks are an integral part of the higher education process. It is estimated that textbooks provide between 75 and 90 percent of instructional learning (Clow et al., 2006; Stein et al., 2001). Previous research has examined various aspects of the textbook adoption process (e.g., Clow et al., 2006, 2007; Smith and DeRidder, 1997). However, one side of the textbook adoption equation that has received less consideration is student perceptions.

Costs of college textbooks have been rising rapidly over the last decade. Students spend between \$700-1000 per year on textbooks (Allen, 2008), and the average cost of textbooks per semester a few years ago was close to \$900 (Marklein, 2005). Also, textbooks are typically not covered by financial aid (Peek, 2012). The lack of textbook affordability has drawn increased attention nationwide, and many groups – ranging from students, to parents, to teachers and school administrators – have expressed concerns and frustration (Nicholls 2010; Robinson, 2011; Silver et al., 2012).

Research shows that students turn to various alternatives to combat rising costs of textbooks. According to the National Association of College Stores, only 43 percent of students buy the required books for their courses (Carlson, 2005), whereas many students borrow or share textbooks (Clow et al., 2006). However, a study by Robinson found that price may be not the only criterion whether students buy a book. According to this study, one-third of 28 students would buy the required textbook regardless of price, but half would refuse when the book reached a price of \$225 (Robinson, 2011). While the study's results are not representative, the question arises how students make purchase decisions of textbooks, and if there are other options besides costs that influence their decision-making process.

As publishers have increased the frequency with which they revise textbooks, critics have argued that changes in the new revisions are often insignificant. In this workshop the panelists discuss findings of a recent study investigating when 'newest' editions matter most to students.

For example, do students judge the importance of new editions in marketing research courses differently from online marketing, consumer behavior, or marketing management? The panel discussion then focuses on implications for faculty textbook adoption and the potential for creative development of a used (or rental) textbook market for the university bookstore.

References available upon request.

SCHOLARS VS. PRACTITIONERS: THE GREAT DIVIDE AN EXPLORATION OF MARKETING SCHOLARS AND PRACTITIONERS: THE IMPACT AND PERCEIVED VALUE OF SCHOLARLY RESEARCH ON MARKETING PRACTICE AND PRACTITIONERS

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Abstract

This session will discuss views of theory versus practice, types of practitioners, competencies and their influence on academia and marketing practice. The impact and perceived value of scholarly research on marketing practice and practitioners will also explore and discuss The seven reasons Peter November (2004) believes marketing practitioners should continue to ignore marketing academic research, as well as marketing managers' media preferences for receiving academic research information, will also be discussed (Gray, 2005).

Theory versus Practice

Although rating the relative importance of theory versus practice seems to be a contentious discussion across many (if not all) disciplines, it seems as though this is much more of a concern in the world of academia than the business/professional world. The perception of most people (other than professors) is that the primary role of professors is to educate and/or teach college students, preparing them for their chosen profession. However, those whom are more intimately familiar with college environments realize there can be a great deal of pressure for professors to be published, which often becomes a higher priority than educating students. An inherent requirement of being published in the world of academia is that writings are based on research, both secondary and primary. In addition (and maybe even as a result of), a large percentage of professors/scholars seem to have a purely academic background, often with little (if any) business/professional experience. Careers of professors can be directly dependent on their ability to do research and get published.

Conversely, students continually express the desire and need to be taught by people with 'actual' experience in their chosen field of study. Many business professionals choose to teach at the college level after extensive experience as practitioners, often with the primary motivation of 'teaching' students, not necessarily even aware of this 'publish or perish' conundrum. Additionally, while practicing, many professionals/practitioners are actually published in a multitude of mediums. However, although considered extremely credible in the professional/

business world, these articles, books, etc. may not necessarily be based on ‘formal’ research nor do they need to be – many are opinion and/or experience-based.

These can be some of the factors which are contributing to this debate of theory versus practice in the academic world, which is essentially non-existent in the professional/business world; often resulting in tension between pure academics/scholars and professionals/practitioners, as both meet (and sometimes collide) in the academic world.

According to Kuchinke, there is a perception that research is dated, not solution driven and lacks best practices information. Practitioners are not rewarded for using theory, and researchers are not rewarded for directly addressing practitioners; researchers are rewarded for research itself. Organizations do not always value research – a bottom-line performance-driven culture looks for short-term, immediate solutions.

Although little research within marketing exists, according to Gray, Ottesen & Matear (Gray, 2005) some attribute this to a range of factors including language, barriers and poor communication between the academic and practitioner communities.

According to Bassi, the quick fix solution pattern of practice serves to further distance practitioners from the research. Practitioners often do not have the time or the resources to investigate research findings. Thus research is perceived as valuable only if it supports the organization’s bottom line (Keefer, 2009). Although business professionals/ practitioners tend to disagree with these statements, which appeared in academic literature, it is illustrative of the perceptions of academics and the divide alluded to.

Practitioner Types

According to Ruona and Gilley (Ruona, 2009), both theory and practice are part of a vital cycle that allow ideas to be progressively refined. Consequently, Ruona and Gilley constructed a model to depict that theory and practice are in relationship to one another. They delineated four types of practitioners based on how they engage around theory and practice which include: atheoretical practitioners, practitioners, reflective practitioners, and scholar practitioners.

Perspectives

A panel of scholars and practitioners will share their experiences and perspectives on the scholar practitioner divide, as well as the impact and perceived value of scholarly research on marketing practice. Panel participants will include:

- 1) Scholar
- 2) Scholar- Practitioner
- 3) Practitioner-Scholar
- 4) Practitioner

Summary

Hubbard and Norman (2007) compared the relative impacts in the academy of work published by practitioners, practitioner-academic alliances, and academics. Hubbard and Norman concluded that visible attempts to bridge the gap between practitioners and academics can be made by encouraging collaborative research between the two groups. This should be the most symbiotic of relationships, and the evidence offered here attest to this claim. They support cooperative research among practitioners and academics to direct attention toward the solution of managerially-relevant problems.

References available upon request

DEVELOPMENT OF THE SHORT VERSION OF THE PERSONAL SELLING ETHICS SCALE

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Abstract

The Personal Selling Ethics Scale was originally designed to specifically address ethical issues in sales (Dabholkar and Kellaris 1992). Donoho and Heinze (2011) updated the scale (PSE-2) to more directly represent ethical situations related to the personal selling process. The scale presents a comprehensive set of sales process scenarios that provide pedagogical utility for both students and laymen.

Though the PSE-2 provides a degree of pedagogical utility, it is cumbersome. Evaluating the 20 sales scenarios can take a quarter of an hour. Evaluating the 20 sales scenario paragraphs can take 15 to 20 minutes to complete. Survey efficiency is further exacerbated when attempting to assess multi-construct relationships. For example, in a study examining gender differences, sales ethics evaluations, and moral ideology (Donoho, Heinze and Kondo 2012), respondents were required to evaluate the 20 sales ethics scenarios of the PSE-2 and the 20 moral ideology statements of Forsyth's (1980) Ethical Positioning Questionnaire (EPQ).

The purpose of the current study is to develop a shorter, more efficient version of the PSE-2 to better facilitate the salesperson survey process. Study 1 (n=759) reviews how the construct's domain of sales ethics dilemmas was developed in prior studies, how the sample of ethics scenarios were developed and updated, and how the original data was collected. Additionally, the exploratory factory analysis of the 20-item PSE-2 is described. This analysis was used to develop a shorter, 7-item PSE-2 scale (PSE-2S).

Study 2 describes completion of the measure development, including the second data collection (n=703). Findings indicate that the shorter scale appears to provide adequate unidimensionality, internal consistency, and construct validity.

DEVELOPING THE SKILLS OF FUTURE MARKETERS IN CLIENT-BASED MARKETING PROJECTS

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Introduction

Marketing education has a responsibility to prepare students with relevant knowledge and skills for future career success (Dacko 2006). However, there are concerns about whether marketing education produces students with the kinds of knowledge and skills that employers want (Middleton & Long 1990, Aistrich et al. 2006, Gray et al. 2007). It is often claimed that teaching at universities is too theoretical (Davis et al. 2002) and that there is a need to teach the important "how to" skills that are essential for life-long success (Cunningham 1999).

This paper proposes a holistic teaching concept to enhance skills development in client-based marketing development projects. I first introduce briefly the research on marketing skills required from future marketers. I then identify problem solving, creativity and innovativeness, teamwork and communication, and self-reflection as the core skills that need to be developed, and discuss the use of experiential pedagogies in the development of these skills in client-based projects. I present a client-based case course that has been developed to enhance skills development in the context of a master's-level course in marketing at a university. I then propose a teaching concept that sheds light on the challenges, constraints and boundaries in different phases of client-based marketing development projects. I conclude by emphasizing the teacher's role in balancing between several aspects when running the projects.

Essential Capabilities of Future Marketers

Marketing is a complex field requiring practitioners with a broad range of skills and professional knowledge (Finch et al. 2012). The growing complexity and intellectual demands of business as well as the growing importance of technology and globalization require marketing educators to balance between knowledge and skills (Davis et al. 2002). Research on the marketing skills that marketing graduates are expected to have has received much attention in recent years (e.g. Schlee and Harich 2010) and researchers agree on the need to develop skills in practical problem solving (e.g. Floyd & Gordon 1998, Dacko 2006, Finch 2010, Wellman 2010), teamwork (e.g. Cunningham 1999), creativity (e.g. Cunningham 1999, Titus 2000, 2007, Dacko 2006), and communication (e.g. Lundström & White 1997, Floyd & Gordon 1998, Cunningham 1999, Duke 2002, Taylor 2003, Wellman 2010).

The Use of Experiential Pedagogy in Skills Development

Ardley and Taylor (2010) argue for the use of experiential-based learning methods for marketing education. They suggest that marketing curriculums should make greater use of these methods in order to transmit not only marketing knowledge, but also skills that help the students to become marketing practitioners. However, marketing educators need to engage students not only in hands-on experiences and doing, but also in minds-on reflective observation and abstract conceptualization, leading to critical reflection (Young 2002).

Client-based projects form a natural real-life context for marketing students, bringing realism to the classroom and enhancing active, experiential learning (Gremier et al. 2000, Razzouk et al. 2003). This makes the course concepts come to life, enhancing students' ownership of the learning process (Lopez & Lee 2005). Client-based projects foster problem solving, critical thinking, communication and teamwork skills (Barr & McNeilly 2002, Kennedy et al. 2001).

Enabling Skills Development in Client-based Projects

The context of this study is a master's level course in marketing at a business university. The students attending the course are in their fourth year. The learning focuses on creative problem solving in client-based marketing projects. The teaching in this course is based on experiential learning (Kolb, 1984). The skills development is based on three principles following constructive alignment, awareness of the skills to be developed (learning objectives), skill development in a learner-centered process (teaching and learning activities) and self-reflection on skills development (assessment and learning diaries) (Bedrow & Evers, 2011, Biggs 1996).

We have run the course seven times, three times with marketing students and four times with cross-functional teams, first with designers and then with communication and language students. Twice, it has involved international collaboration.

Students are divided into *teams* to work on client-based *problem-solving* challenges, such as brand building, product development, or service innovation. They work intensively for four months on problem solving. All the teams meet once a week to discuss the projects. During the meetings, the instructors organize workshops on different topics, such as innovative ways to gather customer information or how to analyze qualitative customer data. The student groups present their progress and the challenges facing their process, and then discuss these issues with the class.

The course emphasizes *creativity and innovativeness*. In earlier courses, creativity merely involved implicit expectations, whereas later courses have emphasized creativity by teaching creative methods or bringing in designers to challenge the marketing students' thinking.

Communication skills are enhanced by a workshop and by encouraging each individual to develop their own personal style and build up their confidence by giving weekly presentations.

At the end of each course we have a "final show" resembling the TV reality show "Dancing with the Stars", where judges grade the presentations in a constructive manner. Communication skills also include giving and getting feedback.

Critical reflection and metacognition are enhanced by asking the students to write a learning diary throughout the course. Their diary entries include free, descriptive writing about what has been done, analytical thinking about why they have done those things as well as critical reflection about what and how they have learnt during the course.

A Teaching Concept for Organizing Client-based Skills Development

I propose a teaching method that incorporates the aims, methods and outcomes together with challenges in developing the chosen skills in client-based development projects. The concept is action research-based. This means that the outcome is iterated and grounded in 51 student assignments, individual learning diaries, formal (both anonymous and signed) feedback, informal discussions with students, fellow teachers and clients as well as the teacher/researcher's reflection.

The proposed concept represents the challenges faced in different phases of teaching. It emphasizes choosing and balancing between different aspects as well as the trade-offs that have to be made between different options depending on what the teacher wants to emphasize. Thus, I try to highlight the challenges that teachers face when planning and running these kinds of courses. I wish to highlight the dynamic, not stable, nature of this concept.

The phases in the concept are called *Ready!* – preparation, *Steady!* – setting up the challenge, *Go!* – supporting the learning process and *Finish!* – assessing learning outcomes. The intended levels of knowledge and skills are put into effect in different phases, setting the focus and boundaries for the development projects.

Ready! – In the preparation phase the teacher needs to consider what kinds of teams should be used and what kind of context would produce the intended outcome.

Steady! – When building up the challenge, the teacher needs to balance between the client, the problem area and the chosen team. These have an impact on the level of the challenge given to the student teams and on how complexity, fuzziness, relativity and context dependency should be included in the assignment. The teacher needs to balance between clear, concise, closed assignments versus complex, fuzzy, open challenges.

Go! – Supporting the learning process. Most students need and prefer to have guidance throughout the project from teachers, peer members and client. The teacher must balance two competing guiding processes. The first is a *creative process* that needs to be facilitated. Facilitating means that the teacher enhances the creative environment and cognitive flexibility and provides support to the students when they are working in an area of uncertainty. The process helps the students to think out of the box, to let go, to bear the uncertainty (Titus 2007).

The second process is a *decision-making process* involving business-oriented critical thinking that needs to be coached. This coaching is a problem-solving process that helps the students to reach their goal. This process emphasizes goal orientation, effectiveness, useful solutions, keeping to timetables, and documenting.

Also, the learning environment as a whole should support the learning. To that end, the teacher should establish an environment where the students feel safe and motivated to engage in trial and error – processes that are needed in creative problem solving. In order to foster creativity and break the formal ways of thinking and acting, the teacher may use different learning environments to stimulate new ways of learning.

Finish! – The ultimate outcome of the process is learning outcomes for the individual student. At the master's level, the aim is to build critical thinking and achieve a deeper understanding of the complexity, relativity and context-dependency of knowledge and skills. Also, the students require the knowledge of how to put the skills into context (Gary et al. 2007). Thus, the *conceptual thinking* of the students becomes deeper during the project because they need to apply it. They gain procedural understanding of how to apply the knowledge in the given situation and this leads them to a deeper understanding of the challenges, boundaries and constraints of that knowledge and thus to a better understanding of different forms of marketing knowledge.

The experiential pedagogy also means that the learning outcomes are not limited to knowledge and skills – there is also an emotional outcome, *feelings*. In the best cases, the students have

gratifying feelings of success and accomplishment that improve their self-esteem. In the worst cases, the students experience feelings of frustration and even anger.

Conclusions

Client-based projects are challenging for both teachers and students. Many teachers have faced difficulties in running these projects. I hope to shed light on these challenges and encourage teachers to find their own way of balancing between different aspects of client-based marketing projects. So far, the feedback from the students has been promising. Their inspiration and engagement in projects are exactly what we are looking for in marketing education.

References available upon request

ESTABLISHING KNOWLEDGE OF CAREERS IN MARKETING AT THE LOWER DIVISION: INFLUENCING MOTIVATIONS FOR CHOOSING MARKETING AS A MAJORⁱ

Jakki Mohr and Emily Plant, University of Montana
Ruth Pogacar, University of Cincinnati

Empirical evidence demonstrates that marketing majors are among the lowest performing students relative to their academic peers on a number of different dimensions including incoming quantitative and verbal/reading scores on college entrance exams, GMAT scores, and salary levels post-graduation (Aggarwal, Vaidyanathan, & Rochford, 2007). Possible explanations for the observed performance gap between marketing and other business majors include marketing attracting a pool of students who perceive themselves as more “creative” than quantitative, and a perception that marketing is perhaps an “easier” major compared to more rigorous options such as finance and accounting (Lamont & Friedman, 1997). Declaring marketing as a major becomes a “fallback” strategy because other options seem too difficult (Hugstad, 1997; LaBarbera & Simonoff, 1999).

Another explanation is that marketing majors don't fully understand the requisite skills and capabilities that marketing entails. Unlike accounting and information systems (where most business schools offer courses at the sophomore level), most marketing majors do not take their introductory marketing courses until junior year. Hence, students who declare marketing as their major may not really understand what marketing entails. In addition, students who self-identify as more quantitative may have already declared a major such as accounting or finance before taking their first marketing course. The net effect of these myriad factors may be that marketing does not attract the same quality of majors as other disciplines.

This study explores a strategy for setting expectations about, and influencing, student motivations for choosing marketing as a major: offering a lower-division marketing course to provide a comprehensive overview of possible career paths and their requisite skill sets for success. To assess the value of such a strategy, a mid-sized public university in the Northern Rocky Mountain region offered a course called “Careers in Marketing” at the lower-division (200) level. In this particular case, the professor volunteered to teach this course on an experimental basis with no compensation for a three-year time period. Moreover, this institution allows experimental courses to be offered for three years without undergoing a formal approval process. Students filled out a pre- and post-course assessment of marketing career knowledge, interest in pursuing marketing as a major, and motivation for doing so. Perceptions of a group of

students enrolled in the standard, junior-level introductory marketing course required of all business majors were also taken (pre- and post-course assessments) in order to provide a control sample.

We find that, despite having similar levels of knowledge of careers in marketing at the start of the class, students in the experimental Careers in Marketing course reported a significantly higher level of relevant marketing knowledge at the end of the semester compared to the control sample of students. Furthermore, after taking the experimental course students reported lower rates of undesirable motivations for majoring in marketing (not being quantitative, marketing being an easy major) whereas students reported higher rates of these reasons for majoring in marketing after taking only the required, junior-year course. Our results indicate that many, but not all, of the previously mentioned explanations for discrepancies in quality of marketing majors relative to other business majors are valid. Over time, the cumulative effect of adding a lower division marketing careers course could result in higher caliber students.

Hypotheses

We assessed whether or not the course led to more realistic expectations about marketing;² the rationale for the hypothesis follows.

H1a: Student knowledge of marketing in both the experimental class and control class will be comparable at the pre-course assessment;

H1b: Student knowledge of marketing will be higher in the post-course assessment compared to the pre-course assessment in both the control and the experimental class;

H1c: Student knowledge of marketing in the experimental class will be higher in the post-course assessment than in the control class post-course assessment.

Given that the experimental course is designed specifically to address what marketing entails, if the course actually delivers that information, the increase in student knowledge should be greater than in the standard marketing course.

H2a: Student knowledge of the degree to which quantitative skills are required for success in marketing will be comparable at the pre-course assessment for both the experimental and the control class;

We thank a reviewer for the helpful suggestion to break our 2*2 hypotheses into more easily framed simple paired comparisons.

H2b: Student knowledge of the degree to which quantitative skills are required for success in marketing will be higher at the post-course assessment compared to the pre-course assessment in both the control and the experimental class;

H2c: Student knowledge of the degree to which quantitative skills are required for success in marketing in the experimental class will be higher in the post-course assessment than in the control class post-course assessment.

Prior research indicates students choose marketing because they believe it is based on more “creative” work than quantitative work (Lamont & Friedman, 1997) and that such students tend to be lower-performing students than other majors (Aggarwal, Vaidyanathan & Rochford, 2007). H2 is designed to explicitly test the degree to which the experimental course helped set student expectations about the need for marketers to have quantitative skills.

H3a: Student interest in marketing as a major will be higher in the experimental course than in the required (control) marketing course at the pre-course assessment.

H3b: Student interest in marketing as a major will be significantly different in the experimental course than the required course at the post-course assessment.

First, because students self-select into the experimental course, whereas all students must take the junior level marketing course, we expect student interest in marketing will be higher in the experimental course than in the required course. However, beyond that expectation, it is difficult, *a priori*, to determine whether student interest in marketing over the course of the semester will increase or decrease, and hence, a non-directional hypothesis is offered in H3b.

H4a: The reasons students give for their interest in marketing as a major will differ between the experimental course and the required marketing course.

H4b: The reasons students have for their interest in marketing as a major will change over the duration of the semester in both the experimental course and in the required course.

As noted in the prior literature (Lamont & Friedman, 1997), student reasons for majoring in marketing include: a desire to avoid a quantitative discipline, for students who might believe that they are more creative than quantitative; a belief that marketing is an easier major compared to other majors; a fallback strategy if no other majors sounded interesting.

In addition to these reasons, certainly some students pursue a major in marketing, not because they are avoiding something else, but because of a genuine desire to work in the marketing field. Hence, all of these possible reasons were included in the test for this hypothesis.

Presumably, students enrolled in the experimental course would exhibit a higher genuine desire to work in the marketing field than the range of students in the required marketing course. In addition, if the experimental course effectively communicates the types of skills necessary for success in marketing careers, students may find that the reason for the interest in marketing as a major may change over time to reflect the information and knowledge received.

Covariates. Student interest in marketing due to prior exposure from family or work experience, GPA, and course instructor were included as covariates.

Method

A one-credit lower-division course developed to provide information about the range of careers in marketing as well as the requisite skills and capabilities for these various careers was offered for the first time in the Spring 2012 at a four-year, medium-sized (15,000 students) public university in the Northern Rocky Mountain Region. The 15-week course met one hour per week and was structured to bring in ten marketing professionals from a variety of relevant careers. Speaker titles/positions are available upon request. Student coursework included conducting research on speakers both before (job title/ position, industry, customers, competitors, trends), and after (insights, reflection, etc.) the speakers' presentations. Students also completed career assignments in which they conducted research on their own skills and interests, marketing positions, and marketing-related trade associations and resources to gain personal insights about whether marketing was a potentially good career fit for them. The final exam asked students to identify three themes that were consistent across all speakers' presentations of marketing careers, and to discuss what those themes meant in terms of success factors for marketing professionals. Hence, the course was focused on conveying an accurate understanding of what a career in marketing entailed and the degree to which the necessary skills and opportunities were congruent with the student's own interests and aptitudes. *The syllabus is available from the first author upon request.*

Measures and Scale Validation

Surveys were administered on the first and last days of class to students in the experimental and required marketing classes. Although only one section of the required marketing course was sampled at the outset of the semester, multiple sections were assessed at the end of the semester to ensure that differences were not unique to a specific professor. Descriptive statistics are displayed in Table 1.

Table 1: Profile of Respondents

	Experimental Course		Control Sample	
	Pre n=24	Post 21	Pre 36	Post 57*
<u>Class Standing</u>				
Freshman	1	1	0	0
Sophomore	10	11	0	0
Junior	7	5	28	40
Senior	5	3	7	14
Other (MBA)	1	1	2	3
<u>Gender</u>				
Male	9	10	25	37
Female	15	11	12	20
<u>GPA</u> (mean/std. dev.)	3.18 (.50)	3.18 (.48)	3.28 (.57)	3.26 (.44)

* A section taught by another professor was added to the post-360 survey data collection.

Appendix 1 shows items used for each of the constructs in this study. Unless otherwise noted, all items were 5-point Likert scales anchored “Strongly disagree” / “Strongly Agree.” Table 2 provides descriptive statistics and correlations.

The focal constructs assessed were: knowledge of marketing; quantitative skills required for marketing; and interest in being a marketing major.

Analysis

The design was a 2 (pre/post) * 2 (experimental course/required marketing course). Multivariate analysis of variance with covariates (MANCOVA) was used to assess whether or not significant differences existed between the pre-and-post course scores on the constructs of interest, as well as whether there were significant differences between the experimental course students and the required marketing course students (control sample).

Results/Findings

Omnibus tests were significant for both the course (Hotelling's $F = 16.75$, $p < .001$) and time (Hotelling's $F = 26.55$, $p < .001$) as well as the course by time interaction (Hotelling's $F = 3.922$,

Table 2**Correlation Matrix and Descriptive Statistics (n=134)**

	Knowledge of Marketing	Quantitative Skills Required	Overall Interest in Marketing	Really Want to Work in Marketing	Marketing Easiest Option	I'm Not Quantitative	I'm More Creative than Quantitative	No Other Majors Sounded Interesting	GPA
Knowledge of Marketing									
Quantitative Skills Required	.837**								
Overall Interest in Marketing	.453**	.498**							
Really Want to Work in the Marketing Field	.377**	.390**	.738**						
Marketing Easiest Option	-.103	-.147	-.036	.019					
Not Quantitative	-.046	-.011	.087	.147	.022				
More Creative than Quantitative	.195	.132	.213*	.312**	-.101	.412**			
No Other Majors Sounded Interesting	.066	.006	.139	.199*	.398**	.172	.104		
GPA	-.060	-.025	-.055	-.016	-.186	-.089	-.142	.011	
Mean***	3.42	3.43	3.02	3.63	2.15	2.57	3.26	1.91	3.20
Standard Deviation	.90	.86	1.38	.98	.84	.99	1.05	1.02	.39

** Correlation significant at the 0.01 level (2-tailed)

* Correlation significant at the 0.05 level (2-tailed)

*** All means on a 5-point scale, except GPA (4.0)

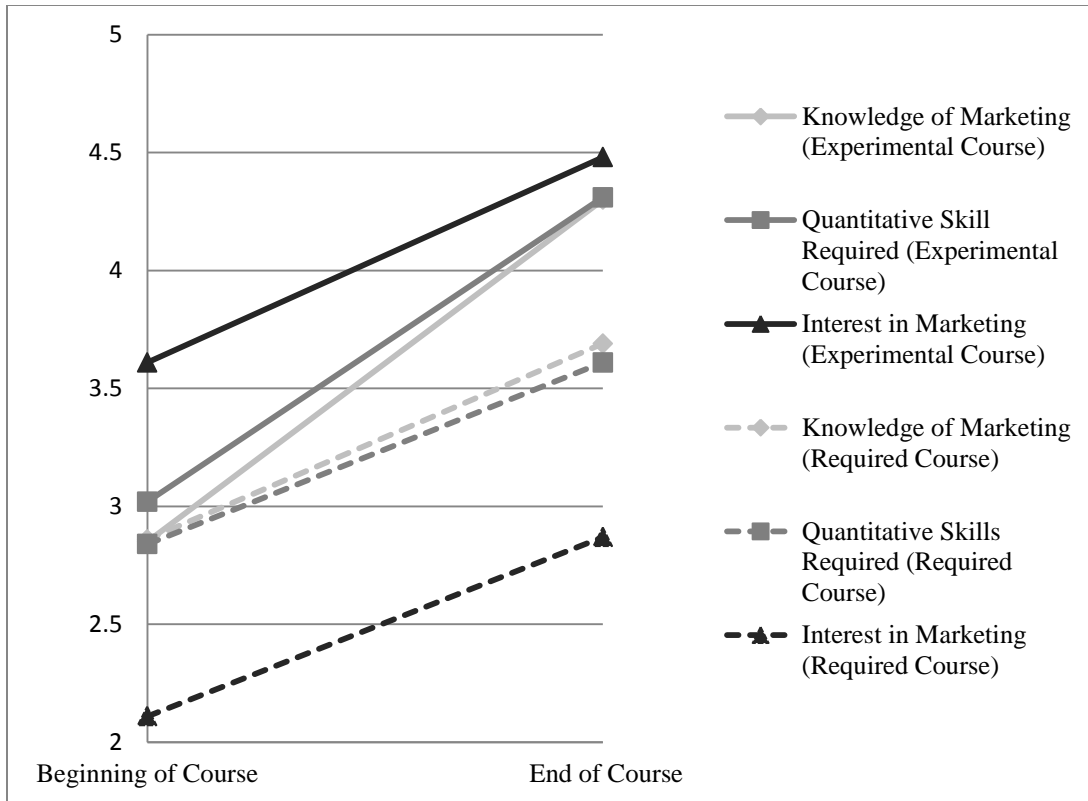


Figure 1: Results for H1, H2, and H3

$p < .01$). The effect of time (pre/post course assessment) was significant for all three dependent variables (knowledge of marketing, appreciation of quantitative skills required for marketing, and interest in being a marketing major); the effect of course (experimental/required) was significant for two of the variables: interest in marketing and beliefs that marketers needed quantitative skills; and the interaction between course * time was significant for two of the variables: knowledge of marketing and beliefs that marketers needed quantitative skills. Explained variance (adjusted R^2) in these dependent measures was .38 for Knowledge of Marketing, .35 for belief that marketers required Quantitative Skills, and .31 for Interest in Marketing, all significant at the $p < .01$ level.

Further analyses (paired comparisons of means) were conducted to examine H1, H2, and H3, and these are visually displayed in Figure 1. H1 examined the effects of course and time on students' knowledge of what a career in marketing entails. Although knowledge of marketing

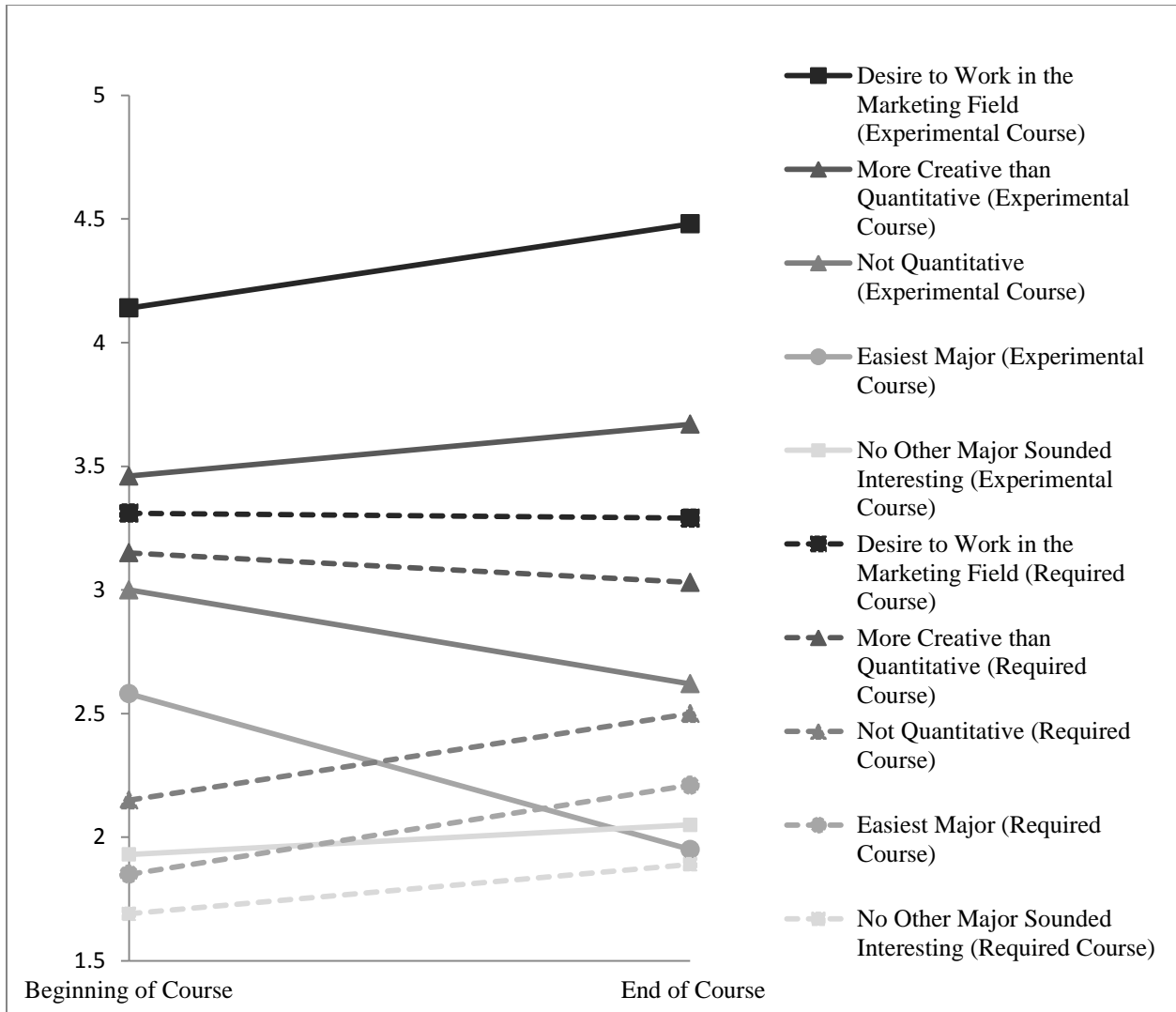


Figure 2: Results for H4

increased significantly over the semester for both the experimental course and the required marketing course, the scores in the experimental course were significantly higher than in the required course students ($x = 4.30$, $s.d. = .43$ and $x = 3.69$, $s.d. = .76$, respectively $p < .01$). Hence, H1 is supported.

H2 examined students' beliefs that a career in marketing requires quantitative skills. Students reported significantly greater understanding that quantitative skills are necessary in marketing in after taking the experimental course than after taking the required course ($x = 4.31$, $s.d. = .43$, $x = 3.61$, $s.d. = .86$, respectively, $p < .01$) supporting H2.

H3 examined the effects of course and time on student interest in marketing as a major. Student interest in marketing as a major increased significantly over time in both courses (to 4.48 and 2.87 respectively, both $p < .01$), supporting H3.

H4 examined the effects of course and time on the reasons for student interest in marketing. The omnibus tests were significant for the effect of course on reasons for interest in marketing as a major (Hotelling's $F = 4.69$, $p < .001$) and for the interaction between course and time (Hotelling's $F = 2.97$, $p < .02$), but not for time. These results are presented in Figure 2. The variance explained in the dependent variables (adjusted R^2) ranged from a high of .35 for genuine desire to work in the marketing field, to .18 for Easiest (both significant at $p < .01$). Explained variance in "I'm not quantitative," "I'm more creative" and "No others interesting" were not significant. Two covariates were significant in explaining students' reasons for interest in marketing: gender and prior work experience. The remaining covariates (GPA, professor, family member in marketing, and prior marketing coursework) were not significant.

Students' genuine desire to work in the marketing field was higher in the experimental course than in the required marketing course ($x = 4.34$, $s.d. = .68$ and $x = 3.29$, $s.d. = .83$ respectively, $p < .00$). This finding makes sense in that students self-selected into the experimental course because of their interest in marketing as a career. Simple paired comparisons show that although genuine desire to work in the marketing field did increase over time in both courses, the time difference was significant only in the experimental course.

Students' interest in marketing as a major because they said "I'm not quantitative" exhibited a significant difference between the two courses ($p < .02$) at the pre-test. Students in the experimental course stated a stronger interest in marketing because they did not believe they were quantitative compared to the students in the required course (3.00 versus 2.15, $p < .02$). Interestingly, the direction of the change over the course of the semester was the opposite for the two courses—although not strong enough for a significant interaction effect. As Figure 2 shows, scores on this reason for interest in marketing as a major ("I'm not quantitative") went *down* for students in the experimental course over the semester, while the scores *increased* for students in the required course (time 2 experimental course $x = 2.62$ compared to required course $x = 2.51$, $p > .10$). Finally, as shown in Figure 2, univariate tests indicated that the significant interaction effect between course * time was centered on one dependent variable: "marketing is the easiest way to get through college." Paired comparisons showed that student perceptions of Easiest exhibited a significant decrease over time in the experimental course

(pre-course $x=2.58$, $s.d. = .67$ to post-course $x=1.95$, $s.d.=.81$, $p<.03$) while the perceptions in the required marketing course went up slightly but not significantly (pre-course $x=1.85$, $s.d.=.80$ to post-course $x=2.21$, $s.d.=.94$, $p>.10$ NS). Additional tests indicate that the difference between the two groups at the pre-test level was significant, while the difference between the two groups at the post-test level was not significant. This is an important finding in that students in the experimental course changed their perceptions about marketing being the easiest way to get through college: not only did they express a higher genuine desire to work in the marketing field by the end of the experimental course, their motivation because marketing was perceived as easiest also decreased.

Discussion and Implications

This pattern of findings shows that students in the experimental course came to realize that marketing is not as easy as thought, that their reason to pursue marketing was less driven by a motivation that they were not quantitative, and that their desire to work in the marketing field increased; these findings reflect a major goal of adding the course. The findings for the effects of course and time on interest in marketing are important: despite their stronger interest in marketing as a major prior to the course, the experimental course does not have a stronger effect over the semester than the required course. Given that many schools are “turf-oriented,” this finding can mitigate concerns among faculty in other departments that offering a sophomore-level marketing class might somehow detract from or possibly cannibalize the numbers of students signing up for their majors. Further research is necessary to clarify how students’ increased understanding that marketers require quantitative skills fails to decrease their interest in marketing as a major “because they are not quantitative.” Effective methods for preventing or correcting this discrepancy could improve congruence between students’ aptitudes and skill sets requisite for success in marketing. Longitudinal research could ascertain whether this course helps attract a higher caliber of student.

References available upon request

Appendix 1: Questionnaire

Motivation for taking course: I’m a declared marketing major and would like to learn more about what my career options will be.

- I’m a nondeclared major thinking about declaring marketing.
- I’m thinking about changing my major from _____ to marketing.

- I wanted to learn more about marketing before my junior year.
- Course sounded interesting.
- Recommended by advisor,
- I wanted to take a course from this professor.

Knowledge of Marketing. 5-point Likert scales (Strongly disagree/strongly agree)

1. I have a solid understanding of what “marketing” means.
2. I know what a career in marketing entails.
3. I know what skills are required for me to be successful in a marketing position.
4. I have a solid understanding of what my options are for jobs in marketing.
5. I understand what other courses and majors will help me gain useful skills to use in a marketing career.

Quantitative Skills for Marketing. 5-point Likert scales (Strongly disagree/strongly agree)

1. Relative to other jobs in business, it is important for marketers to have good quantitative skills.
2. Marketers must have good analytical skills.

Interest in Marketing. What is your interest level in being a marketing major? (Not at all (1) /Somewhat (3) /Extremely (5))

If you circled 3-5 above, please answer why you expressed interest in being a marketing major: (5-point Likert scales Strongly disagree/strongly agree)

Reasons for interest in marketing. 5-point Likert scales (Strongly disagree/strongly agree)

- Marketing sounds interesting.
- I really want to work in the marketing field.
- Getting a degree in marketing seems like the easiest possible way to get through with college.
- I’m not very quantitative.
- I’m more creative than quantitative.
- No other majors sounded interesting.
- Other reason (please specify): _____

Class standing

Declared major

Gender

Current GPA

I have a family member who works in marketing.

I have previous work experience in marketing.

I have previously taken other marketing courses (number of courses).

I'm currently enrolled in other marketing courses (number of courses).

For students who were either concurrently enrolled in the introductory junior-level marketing course or had previously taken the introductory marketing course, who was your professor?

(Experimental Course/Post-Course Survey Only)

To what extent did this class (Not at all/Great extent):

- meet your objectives in taking the course;
- address your questions about pursuing a career in marketing

How likely would you be to recommend this course to another student (Very Unlikely/Very Likely)

INSTRUCTIONAL INNOVATION/ALTERNATE TEACHING APPROACHES

Olga Di Franco and Katrin R. Harich, California State University, Fullerton

Kristen Walker and Deborah Cours, California State University, Northridge

Abstract

Current teaching models include traditional, on-line, hybrid classes, blended learning, distance learning, and more. Student pedagogical results vary by teaching approach. The authors of this special session present innovative instructional alternatives to the already existing teaching methods. These innovative initiatives include the development of a new Multicultural Marketing class, the use of interactive televised instruction for two Professional Selling Marketing sections located in two different geographical locations for the same College, the use of social media and information platforms in courses and academic settings, a term coined “scholarly networking,” (Walker et al., 2013) and increased motivation and classroom fun students may experience through the application of gaming theory.

Students benefit from a diversity of teaching approaches and will graduate with an enhanced educational experience and greater knowledge. Promoting dynamic solutions in the teaching arena and sharing these with the MEA audience will enhance our educational mission. Additionally, in using new technology and innovative courses, we keep abreast of the trends in marketing education.

Kristen Walker will speak on the use of social media and information platforms in courses and academic settings, a term she’s coined “scholarly networking.” Kristen recently led the design of a new interactive marketing minor, and was responsible for the curriculum developing including three new courses. She has presented and published on pedagogical and scholarly research in the areas of consumer privacy and use of interactive media. Kristen will present results from her research as well as lived practice and experimentation in the classroom with interactive media and information platforms.

Marketing educators have long recognized the increased motivation and classroom fun students can experience through simulations and games (MarkStrat, The Marketing Game, etc.). Increasingly, research from the developing field of gaming suggests a better understanding of the effects on motivation and achievement when learning is framed in a game context. Not only

a game as an assignment, but the entire course can be restructured as a game: instead of “Grades” students achieve “levels.” Deborah Cours will review literature, show case examples, facilitate discussion and review a small pilot using gaming design.

Katrin R. Harich will discuss the creation of a new course entitled Multicultural Marketing. Not only is this class a first for her, it is also innovative as very few Marketing Departments in the U.S. offer a course on this topic. The format of the course is innovative as well as it provides a professional, conference-type environment where students learn in collaboration with their faculty member, professionals who are experts in their respective fields, and faculty members from other Colleges at the University. As such, this format adds interdisciplinary and networking components to a collaborative teaching and learning setting.

Olga Di Franco will discuss the use of both instructor visits and interactive televised instruction on alternate days in order to accommodate two sections of a Professional Selling Marketing class are located in two different geographical locations for the same College. This alternative teaching method solves the problem of keeping both classes open; however this solution also creates other dynamic situations. Televised instruction is an alternative medium that is physically very limited in classrooms where the instructor is present only in one location but needs to communicate through a microphone and camera in the other. The students are limited in a physical sense as well, because they can only see and hear and communicate through a headset, microphone and monitor. The technology involved also is a factor since malfunctions are essentially a given, and even with the help of an on-hand technician some issues cannot be solved immediately. The professor must design this course to actively engage the students in a learning-conducive environment that will lead to a new level of participation and comfort with the media being used. Students will be challenged to learn in this new environment and their learning and success will depend on the good functioning of the technology offered and the organization of the class to properly convey the outcome expected.

References Available upon Request

DETERMINING THE RIGHT MIX: A DISCUSSION OF THEORY, RESEARCH AND EXPERIENCE IN DESIGNING BLENDED COURSES

Pookie Sautter and Sarah Fischbach, New Mexico State University
Suzanne Conner, American University in Dubai

Abstract

Blended learning formats, often referred to as hybrid courses, are appearing more in marketing programs, both in traditional higher education institutions as well as in professional training environments. The goal of the special session is to provide participants with a better understanding of best practices in designing blended courses so that they can 1) determine if blended learning formats fit their needs relative to the courses and students they teach and 2) walk away with practical tips and tools in implementing and improving courses which use blended learning formats.

The session begins with a very brief overview of theory and research on best practices in blended learning, with particular emphasis on the Community of Inquiry Model as a filter in effective course design. The model focuses on how teaching presence, social presence, and cognitive presence affect the design of effective learning environments and what factors should be considered in achieving these forms of presence in courses. Panelists provide access to overview specific resources which can assist instructors in deciding how to blend learning activities across face-to-face and online and/or out of class learning environments.

The remainder of the session focuses on panelist feedback on particularly effective and/or ineffective tools and learning activities personally used in blended learning. The goal is to illustrate how particular activities align with/undermine theoretical guidelines for best practices, and inspire broader discussion of particular technology tools and learning exercises that should be used in the implementation of blended learning formats. Specifically, each panelist addresses each of the following questions:

- Provide one example each of the best/worst learning exercise you used in a blended learning course. What was critical to making it (not) work?
- What single technology tool (a particular tool as opposed to a Learning Management System) was most important in contributing to the success of your blended learning course?
- In your opinion, what are the 1-2 learner/course/instructor traits that most influence the success of blended learning courses?

The session invites audience involvement to facilitate sharing of practical learning tools to be used in blended course formats.

BLOGGING AS A TEACHING METHODOLOGY

Kristen Schiele, Woodbury University

Abstract

This paper presents blogging as an innovative teaching methodology for building and improving necessary marketing skills. This approach requires the students to create and maintain a blog as part of a Fashion Marketing course. Findings show how blogging enables students to further understand the course material, while enhancing their technology and presentation skills. The assignment also promoted four essential elements of learning: critical thinking, communication, collaboration, and creativity.

Introduction

Today's technological innovations and social media enable students in higher education to have more choice and autonomy in their learning. Although traditional course curriculum focuses primarily on lectures, textbook readings, and exams for teaching and assessment, studies have shown that students have become more technologically evolved and wish to use these skills in their education (Buzzard, Crittenden, Crittenden, McCarty 2011). The student's desire to be challenged in the classroom, combined with the evolving demands from employers in the industry, intensify pressures on marketing educators to modify their teaching techniques (Way 2012). Due to the widespread use of social media, especially in the field of marketing, this teaching methodology study explores how a technology, such as blogging, can create effective student engagement and learning.

The pedagogical approach that seems to be most effective in higher education integrates both formal and informal learning using social media and traditional methods (Dabbagh & Kitsantas 2012). Prior research has promoted the integration of social networking media in the marketing curriculum (Cronin 2011; Granitz & Koernig 2010). Some of these social media methods include using Twitter (Lowe & Laffey 2011), website platforms (Hollenbeck, Mason, & Song 2011), and blogging (Demirbag, Kaplan, Piskin, & Bol 2010). Blogging and other forms of social media communication, allow marketing educators a strategic tool to create an innovative learning environment in the classroom. Other tools that have proven effective are e-portfolios, which, like blogs, provide multi-dimensional evidence of students' abilities and concept understanding (Rhodes 2011).

This study presents blogging as an advanced teaching approach for building and improving essential marketing and communication skills. The assignment required students to maintain blogs, which they updated weekly with posts on applying textbook concepts to current and historical events in society. This article empirically evaluates the students' experience using a blog, and demonstrates how innovative technologies can add value to the contemporary marketing curriculum.

Overview of Assignment

The blogging assignment was for the class "Fashion, Culture, and Society", a core course in the Fashion Marketing department. The course discusses the impact of fashion on human behavior, incorporating theories of marketing, psychology, social psychology, sociology and anthropology. This particular course section had 16 students, primarily juniors and seniors, which were divided into 4 groups with 4 students in each group.

Every week the class was assigned to read a chapter from the textbook, and then each group was assigned an article that related to the chapter for that week. Groups then wrote a blog post discussing their particular article and how it related to theories discussed in the textbook. They were then to give examples of how these topics relate to current events in the media. These group blogs would serve as visible demonstrations that textbook concepts were both understood and applicable to real-world paradigms. Once a week each group would present their blog in class and lead a round-table discussion on their topic.

Assignment Objectives

The objectives and desired outcomes of this assignment were to:

Objective 1: Promote active learning with the use of blogging platforms

Objective 2: Allow students to communicate their understanding of textbook concepts learned in class, and be able to apply these to real world scenarios.

Objective 3: Improve social media skills

Below are links to the student's group blogs they created:

<http://wemarkedit.blogspot.com>

<http://3girlsoneguy.blogspot.com>

<http://expression-through-fashion.blogspot.com>

<http://fashionpmu.blogspot.com>

Findings

At the end of the semester I administered an assessment survey to the students in order to further understand their experience using a blog as part of their coursework. The survey asked questions to determine what they learned, what they liked and did not like about the assignment, and what improvements they would like to see in this assignment in the future. Below I have included direct quotes from the surveys to further emphasize the importance of this study.

The first important result was that for 100% of the students this was the first blog assignment they had ever had in a course. Since this was the first time students had experienced this type of project, I had expected that there would be mixed feelings on its usefulness and overall level of acceptance. From the survey and in class discussions, the students replied that they were enthusiastic about the project and felt that it was much more beneficial than traditional assignments, such as essays. The students found the process interesting, and since they enjoyed the assignment it made “doing homework more exciting”.

The students remarked that as “marketing students, it makes more sense to start writing blogs during classes”, and that this assignment “related to the way the industry is going now.” Students also enjoyed that this assignment allowed them to express themselves artistically, and that they “retained more information because (their) creativity was able to be free.” This project encouraged students to think critically and “really take the chance to go in-depth on (their) opinions when creating blog posts.”

Students also commented that the blog allowed them to apply textbook concepts to real life scenarios and helped them to better summarize their ideas in a concise way. The surveys also revealed that this project improved the student’s communication-styles, and gave them “the opportunity to voice (their) opinions in a simple and clear manner.” This particular class had a few international students, and since English is not their first language they felt uneasy speaking up in class. From their surveys they alleged that the blog gave them an avenue to communicate their ideas that they would normally be too shy to share in class.

Another benefit of this project was that it allowed students to collaborate with each other. Students mentioned that “working in groups helped when writing because we could see other opinions.” Students liked working in a group and seeing what insights other group members had on the same articles. The students also enjoyed the process of putting their ideas together,

since often they took away different elements depending on their background. Overall, the activity helped them learn how to communicate properly within a team, and deal with group dynamics.

The students did have some difficulties with this assignment that are important to mention. These difficulties included design issues, technical issues, and writing issues. Design issues occurred with students who had no prior experience with blogs and did not know how to get started or update designs. Also a few students had technical issues while using the blogger website and had to contact the site technical support to remedy the problems. Some students also mentioned that they had some writing issues at first as they learned how to create the proper length of a blog post.

This assignment allowed students to acquire several skills including technology skills, blog writing skills, and presentation skills. The students commented that it improved their overall technology skills, particularly on creating and maintaining a blog, and design features such as banners. Students also felt that it increased their overall knowledge of social media.

Improved presentation skills were an unexpected bonus to this project, especially since this part of the assignment was implemented later on. After reading the teams' posts the first few weeks, I realized that the students had interesting ideas and perspectives, and that others in the class would benefit from these blogs being shared in class. Once a week the groups would show their blog post in class and lead class discussions on their topic. This created an open environment that was welcome to new ideas, and helped students feel more comfortable presenting in front of their peers since they had to do so frequently. These presentations also greatly benefited my international students who believed that this activity helped them with their language skills and confidence.

Although the students enjoyed this assignment, they did give some a few suggestions to help improve the assignment and I plan to utilize these in the future. Most of the students believed that they could have greatly benefited from blog writing and design workshops. In the future I plan to invite professional bloggers to guest lecture in the course, to create blogging workshops during the first few weeks of the semester. These workshops would educate students on how to create better formats, enhance visual designs, and also learn how to monetize blogs.

Students also suggested that the assignment become more interactive, so that groups are required to read and comment directly on the other groups' blogs. The students were also

interested in having their blogs somehow connected to the university's blog, Facebook, or homepage so their ideas could be shared with other students on campus. I plan to look into incorporating both of these interactive opportunities in future courses.

Conclusion

This study demonstrates the possibilities associated with utilizing blogs to enhance learning in marketing courses. Overall, the students and I believe that this was a very successful assignment to promote subject learning and technology skills. And as expressed by one of the students, this was “a creative way of expressing what you've learned, sharing your thoughts, working in a team, and getting feedback from peers.” This blogging assignment promoted four essential elements of learning: critical thinking, communication, collaboration, and creativity. Furthermore, after both professor and student evaluation, the objectives for this project were all met:

Objective 1: Promote active learning with the use of blogging platforms

Objective 2: Allow students to communicate their understanding of textbook concepts learned in class, and be able to apply these to real world scenarios.

Objective 3: Improve social media skills

This project was assigned in a fashion marketing course, but I believe that it would be just as successful in any other marketing or business course. A possible adaptation would be to administer the project as an individual assignment, but this would then eliminate students enhancing their collaboration and group communication skills. While the presentation element worked particularly well in my course, I did have a small class of 16 students and perhaps this piece could be eliminated in larger courses depending on time constraints.

Although there was a learning curve for maintaining a blog, I have identified strategies to increase students understanding and skill level such as inviting bloggers and social media experts to teach workshops in class, and linking blogs to the university website. I plan to implement this assignment again in my next course using the recommendations of students, and will conduct a follow-up study to further improve this teaching methodology.

References available upon request

AN EXPLORATORY STUDY OF ONLINE VERSUS TRADITIONAL EDUCATIONAL DELIVERY METHODS USING SOCIAL CONTRACT THEORY

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Vilte Auruskeviciene ISM University of Management and Economics, Lithuania

Abstract

Research regarding online courses shows significant benefits to the institution, professors, and students. Yet many professors, students and the general public question the value of this delivery method. While the potential for both professors and students to not do their job well exists in both in-class and online settings, there are several theoretical/conceptual reasons to suggest that this potential is amplified in the online setting. Primarily, the lack of a Hawthorne effect removes much of the social impetus to excel at teaching and learning. In class settings require that the professor be present before a group of students when teaching – thus there exists a social contract due to this interaction. When the instructor is ill-prepared or performs poorly, (s)he suffers embarrassment, which tends to be communicated quickly through informal channels to other students and the professor's peers. Likewise, the social contract in a face-to-face setting encourages students to be at least minimally prepared and behave in a socially acceptable manner. The same may or may not be true in an online setting. Using Social Contract Theory, along with the psychological theories of Egoism and Altruism, this paper examines the fundamental differences between in-class and internet delivery methods. Overall, the exploratory results were varied showing that a combination of all three theories is necessary to explain some of the differences that occur between formats. In general, the results supported that the lack of direct interaction and communication between professors and students as well as between students amongst themselves, has both positive and negative effects in internet education delivery. There appears to be less pressure to be prepared for class or to assist other students in the classroom; however, there also appears to be more willingness to contribute and take risks that might be socially unacceptable in the classroom setting. Also, students seem to rate professors as less prepared and less accessible. Online classes tend to be rated as less challenging with lower levels of learning by students. It is acknowledged that this may due to other factors than the professors, such as student self-selection.

FROM FACE-TO-FACE CLASS TO AN ONLINE CLASS: CAN SUCCESS TRANSLATE ACROSS CROSS DELIVERY PLATFORMS?

John P. Eaton and Sean Hobson, Arizona State University
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Abstract

Constructing an online course that addresses the learning styles of today's millennial student is an aspirational goal that can be difficult to achieve. In this paper, we explore one university's process for designing and delivering a successful face-to-face (F2F) Marketing Principles course in an online environment. Evaluations by 3,600 students in F2F and online lecture-based sections show that students rate both the F2F and online sections as equally effective ways to experience the course.

STUDENTS' PERSONALITY AND THE EVALUATION OF TEACHING

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Abstract

It is known that the students' perception of an instructor's personality affects the evaluation of teaching, but it is generally thought that the students' own personality is unrelated to the measure. This study found that the student evaluation of teaching (SET) was associated with both the students' perception of their instructor's personality and their own personality. Implications are discussed.

CREATING PROCESSES FOR CLIENT-BASED PROJECTS IN MARKETING EDUCATION

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Abstract

Although the benefits of client-based projects in marketing classrooms are well established for students, clients, the University, and the instructor, the key challenge relates to the time and energy required of the instructor. This paper provides guidance and tools for instructors who want to apply client-based projects as a form of experiential learning in the classroom. We provide the instructor with five strategies to aid in the implementation of successful client projects. The instructor should select appropriate clients for the classroom, manage these clients' expectations, use templates for all deliverables, establish processes for communication, and be prepared to be flexible. Following these guidelines will enable a long-term, supportable use of client projects in the classroom.

Introduction

The benefits of client-based projects in marketing are well established, as are the challenges. The extant literature includes many benefits to students, clients, the University, and the instructor. One key challenge is the time and energy required of the instructor (Bove & Davies, 2009; Cooke & Williams, 2004; Goodell & Kraft, 1991). This time-challenge creates a risk that client-projects are under-utilized, as instructors tire of the efforts and may become unwilling to offer these beneficial experiences to students. The purpose of this paper is to provide guidance and tools for instructors who would not only like to try this form of experiential learning, but would like to systematically incorporate client-based projects with several clients in one class, and/or work with clients every semester. Previous research includes some best practices for client projects, but emphasize that projects can be incorporated in most marketing courses "from time to time" (Goodell & Kraft, 1991). The focus here is on implementing processes that enable a long-term, supportable use of client projects in the classroom.

The authors have successfully managed past work on well over 100 client-based projects at a mid-western urban, commuter university. The authors represent a range of client-based marketing coursework. One of the authors teaches one to two sections of Marketing Research, with 6 - 7 client projects per class. Another author teaches two sections of a Seminar in Marketing class, with a client project serving as the capstone experience for Marketing Minors.

This course consistently incorporates 7-8 clients per class. In addition, the authors have incorporated client projects in other courses including Advertising Management, Social Marketing, and Brand Management.

Benefits of Client-based Projects

The beauty of client-based projects is that, if executed well, all parties benefit. Here are some highlights: Students gain “real world” practical experience that can augment their portfolios and give them wonderful talking points in job interviews. Clients may access fresh no- or low-cost insights that may have been out of reach otherwise. The University builds its reputation organically through the efforts of its students and faculty. And, finally, instructors are reinvigorated through the constantly renewing resource of new projects and fresh insights.

Students

Student learning is the primary goal of client-based projects, and should be the key outcome. Previous research shows that students experience an increased motivation to learn the course material; students also state that they remember the course concepts better as a result of the applied learning (Goodell & Kraft, 1991) and they tend to attend class regularly (Bove & Davies, 2009). Students learn in a number of areas outside of the application of marketing analysis and decision-making. They gain experience with project management and collaboration (Cooke & Williams, 2004) as well as gain practical experience with report preparation and communication with a client (Goodell & Kraft, 1991). Students can also positively benefit by networking with their client. Exceptional students may earn a positive letter of recommendation from a client, or even a personal reference for a job opening.

Client

Student-led projects can provide small businesses and non-profits with much needed help which they otherwise could not afford. For other businesses, the project could be an opportunity to address a project that would otherwise be forgotten (Cooke & Williams, 2004). Either way, clients gain valuable insights regarding their marketing problem. In addition, clients can enjoy the interaction with students (Bove & Davies, 2009) and perhaps find potential candidates for open positions they may have. Clients also have the opportunity to build a long-term relationship with a University, which can be helpful to them in terms of gaining insight into new marketing problems, recruiting potential employees, and enhancing their sense of social responsibility.

University

Engaging the business community in class projects is beneficial to the University. These sorts of experiences can "build a bridge between academe and the business community" (Goodell & Kraft, 1991, p. 32) that could lead to the businesses recruiting employees on campus or participating in other campus activities. Student projects can also create valuable publicity; this highlights work the University is doing to support economic development (Goodell & Kraft, 1991) and helps build the reputation of all of the stakeholders involved (Strauss, 2011).

Instructor

As an instructor of a course in which you implement client-based projects, you can benefit from interacting with practitioners in your field of study, gaining access to research participants or collaborators, and perhaps most importantly, reinvigorating excitement about teaching. Watching the students apply their skills to a real-world situation can be incredibly rewarding. The key challenge for the instructor, and the one addressed by this paper, is that successful client projects require "much preparation and thought" (Cooke & Williams, 2004, p. 143) and a "great deal of extra work" (Goodell & Kraft, 1991, p. 38).

Five Ways to Streamline Client-based Projects

Client-based projects may reduce the time instructors' spend preparing for lectures, but managing client projects can be time-consuming and challenging. This is especially true when client projects are being implemented for the first time, with no processes in place (Goodell & Kraft, 1991). The challenge becomes exponential if a course includes several smaller teams all working for different clients. Instructors can meet the challenge of client projects by implementing repeatable processes and creating templates for every aspect of the project. The time invested in preparation will save significant time and stress when working with multiple teams and multiple clients over many semesters. Following are five areas that can contribute to a well-planned and repeatable client project experience, leading to better student outcomes and less stress for the instructor.

1. Select the Right Clients

Finding and engaging the right type of client is critical to the student experience. The process of finding clients can be time consuming; in order to reduce the stress of finding the right clients, start looking for clients early and often. Potential clients can come from a variety of sources;

creating a large pool of potential clients will improve your chances of finding the right fit for your class. Keep your eyes and ears open for client opportunities all year long. Accept business cards and other contacts and file them away for future reference. If you are having trouble locating your own pool of potential clients, reach out for assistance. Your university's internship (or similar) program may be a resource. Think broadly; unfilled internships may be potential candidates for class projects. A local Small Business Development office may serve as a valuable resource as a feeder for clients. Use leads from students in the class to recruit new clients. Also, encourage word of mouth from current clients to recruit future clients. Interest can be created using existing external publications such as an alumni newsletter (Bove & Davies, 2009). Also consider working with on-campus clients; many support organizations throughout the University can benefit from a student-created marketing plan. Know what you are looking for in a client and be prepared to evaluate potential clients to meet your course objectives.

Potential clients can be screened using a template application. This template can be posted on your school's website, capturing information about companies seeking some form of business assistance. The template can also be used to gather information from the contacts you have met throughout the year. This simple tool is an easy way to streamline your client selection process and ensure your goals for the class are aligned with those of the clients'. A sample template is in Appendix 1. In terms of timing, the authors' experience is that applications should be reviewed two to three months before the term begins. This is in line with previous research which indicates that meetings with potential clients should occur a month or two before the class begins (Bove & Davies, 2009).

Two key criteria to consider during the client selection process include the scope of the problem (will the project fit within one term?) and timeline (can the problem wait to be addressed until the end of the project?). The class should ideally be able to complete the project in 8 to 10 weeks (assuming a 15-week semester), in order to provide time for introductory materials (Cooke & Williams, 2004), planning, and contingencies. In addition, the project should be actionable (will the clients actually use the work?). This creates urgency for the students and captures their attention (Goodell & Kraft, 1991). When students feel that their ideas could be put to use, they are more likely to be highly engaged in the project.

2. Manage Client Expectations

After screening potential clients, the next step is to meet with them to discuss the projects and expectations. Do not be afraid to ask your client to fulfill certain conditions such as presenting

Table 1: Example Contents of a Mid-Project Checkpoint

- | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Project overview and accomplishments to date• Best practices analyzed for project• Key ideas• How we plan to complete the project on-time with a high-quality plan• Questions for client and instructor |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

their business situation to the students early in the semester and returning to hear the students present their results. The first presentation is critical to starting the project, as it reinforces to the students that the work they will do is important and will be used (Cooke and Williams, 2004). Client participation throughout the semester will vary depending on the topic and the project. For example, for a marketing research class, the client should be expected to review surveys, provide incentives for survey participants, and provide a database of potential respondents. For any class a mid-project client check-point can ensure that the students are meeting the client's expectation and have the information they need to proceed (see template, Table 1). Regardless of your expectation of the level of client involvement, the details should be discussed and put in writing at the outset to avoid misunderstandings.

In addition to ensuring the client knows what you expect of them, they need to be prepared for what to expect from the students. The quality of student work can be widely varied; clients need to understand that "students are learners, not consultants" (Strauss, 2011, p. 318). Clients should be encouraged to provide honest feedback to the students throughout the project, as a critical part of the learning process. While some authors recommend charging a small fee to add credibility to the project and value in the eyes of the client (Goodell & Kraft, 1991), the authors of this paper recommend not charging for the project lest you overpromise and under-deliver, which is probable. If the clients are highly satisfied, they may choose to make a donation to the University or the Marketing Department at the end of the project.

If you develop a solid relationship with a client, consider repeating a project with him/her in the future—either a similar project for the same course in the subsequent term or a different type of project in another class. You might be able to assist a client with multiple needs or multiple business units. Working with the same client again will save time in the preliminary stages of the project and help build strong communication throughout the semester. This long-term relationship building can also provide stronger potential for research collaboration. In addition,

Table 2: Key Deliverables for a Marketing Plan Project

Deliverable	Key Components
Proposal	Two-page letter details the deliverables and timeline for the project.
Check-point	Early project update outlines progress and articulates questions for client and instructor.
Mid-project self and peer evaluation	Opportunity to assess group dynamics and ensure open communication among the team.
Draft of written plan	Provides opportunity for instructor feedback.
Final written plan	Full plan to be delivered to client.
Dry run of presentation	Provides opportunity for peer and instructor feedback.
Final presentation	Full plan presented to client.
Final self and peer evaluation	Gives students opportunity to fully analyze each team member's contribution; results should be grade impacting.

this highly-engaged client can grow to be a strong advocate for your program and become involved in your department or school in a variety of ways.

3. Use Templates for all Deliverables

As with any class project, students perform better when they know what to expect. In order to enable students to focus on the core of the project, instructors should reduce their uncertainty around the deliverables. Provide templates for all deliverables and create clear rubrics for how they will be assessed. This will not only save the students time, it will save you time in the feedback and assessment process. The project should be broken into smaller pieces, so that students can receive feedback on their progress throughout the semester. For example, students can use a template for an early check-point with the client and instructor, as previously discussed. A list of potential deliverables for a marketing plan project is listed in Table 2. Spend several classes early in the project reviewing the templates and expectations with the students.

4. Establish Processes for Communication

As in the workplace, student projects can get off-track as the result of communication problems. Ensure that students have the infrastructure required to facilitate communication. For example, Blackboard discussion groups can be the central source for a team to share ideas and swap drafts of documents. Using this tool also gives the instructor visibility into group progress and communication dynamics. Students may also decide to create their own forms of communication, such as using wiki pages or Google docs. Creating several interim deliverables, as discussed in the last section, also creates incentives for students to communicate with each other early in the process. Have the group appoint a leader who serves as the project manager. Make sure everyone has the chance to evaluate everyone else, perhaps by using a peer evaluation form in the middle and at the end of the project or semester. The instructor should also have contingency plans in place for groups that do experience significant communication breakdowns. Policies for firing team members should be clearly documented.

Lack of communication or miscommunication with clients can also create negative feelings on both sides. The instructor's role is to protect these client relationships. Take time to coach the students on how and when to best interact with the clients. Ask them to designate a point person on each team to interact with the client, and require that they copy you on any client communication. If the entire class is working with one client, set up a clearinghouse where key pieces of information can be disseminated to the entire class efficiently. Let the students know that they are ambassadors for your University and as such they should work to make good impressions with their clients. The students should strike a balance between being overly intrusive and disinterested.

5. Be Prepared to Be Flexible

While it would be nice to think that everything will occur as planned, given a rigorous planning process, some hiccups are still likely to occur. Clients have schedule changes, students get sick, or the University is closed due to weather. As you plan for the term, be sure to build in a buffer week (or two) to enable you to move things around. Be sure to also manage students' expectations so that they are ready to deal with challenges as they happen. Unlike typical simulated class projects, the instructor cannot control all aspects of the experience, including the client's behavior (Bove & Davies, 2009). Instructors must find ways to translate these unexpected situations into teachable moments (Strauss, 2011). Because each project is

different, each provides a different opportunity for both students and instructors to learn (Cooke & Williams, 2004).

Conclusion

While the benefits of client projects in the classroom are clear, the question is why this approach to learning is not used more commonly (Bove & Davies, 2009). The time commitment and effort required of instructors is likely a major reason. Strauss (2001) notes that managing client projects gets easier over time. This paper discussed five important areas to consider in implementing successful client-based projects. We must first select appropriate clients given the class material, manage client expectations, use templates for all deliverables, establish processes for deliverables, and be prepared to be flexible. By addressing these strategies, this paper guides instructors on how to gain efficiency quickly, with an emphasis on implementing repeatable processes and templates to achieve great learning experiences for students and benefits to clients without over-taxing the instructor.

Future Research

The focus of the extant literature in the area of client-based projects in Marketing is mainly prescriptive, with some measurement of student outcomes. To further progress the recommendations in this paper, future research could empirically compare the time involvement for a project that leverages the recommended processes and templates to a typical client-based project, while also considering the outcomes and experiences of stakeholders. Researchers could also use qualitative methods, such as focus groups and in-depth interviews, to evaluate the experience of students, clients, and instructors who complete client-based project classes using tools to streamline the process.

References available upon request

Appendix 1: Client Screening Template

Business:_____ Contact:_____

Phone Number:_____ Email:_____

Website:_____

Project Description

Current situation/Problem to be solved:

Desired outcome:

Timeline:

What research have you already conducted about this business situation/problem?

What internal resources are available to students that relate to this problem (i.e., budget, customer contact lists)?

How much time are you willing to commit to a student project? Typical projects require meeting with students at the beginning and end of the term, as well as answering student questions within 24 hours and reviewing preliminary work.

INSTRUCTOR FEEDBACK AND THE ONLINE STUDENT: MEASURING SATISFACTION

Robert Trumpy and Laura Portolese Dias, Central Washington University

Abstract

Much attention has been given to the topic of assessment and feedback in online classrooms. Feedback can lessen the feelings of isolation students experience in the online learning environment. According to Kasprzak (2005), personal and individual comments can provide students with reassurance and confidence in their work. While few would argue the value of feedback, instructor time constraints are the challenge. On average, face-to-face instructors expend up to 14.77 minutes per week, per student, evaluating course work. In comparison, online instructors spend a median of 48.72 minutes per student, per week (Van de Vord & Pogue, 2012). In another study, audio-visual feedback was found useful, but this type of feedback took twice as long for the instructor to complete. As a result, this study determines levels of student satisfaction for two types of feedback; individualized feedback only, and individualized feedback as well as general group feedback, as evidenced by student evaluation of instructors on four inter-related questions. However, the results of our study show only one significant difference in satisfaction levels in the online classroom, when students were provided with group feedback as well as individual feedback.

Introduction

The purpose of this study is to determine the variance of satisfaction levels with two different types of online student feedback. The first type of feedback will be individual feedback only; the second will consist of both individualized feedback and group feedback. It is the expectation of the authors that individualized and group feedback will achieve greater online class satisfaction.

Literature Review

Moore's Transactional distance theory (1972) maintains the development of the distance transaction is influenced by three factors: the dialogue developed between the teacher and learner, the structure that refers to the degree of structural flexibility of the program, and the autonomy that alludes to the extent of learners control over learning procedures. The focus of this research will be on the first influencer: the dialogue between teacher and learner.

This dialogue can occur either through email exchanges and discussion boards in online classes, although the focal point for this discussion will be the dialogue between teacher and

learner through assignment completion, as evidenced by feedback provided to the learner. Moore (1972) perceives dialogue as an element connected with the quality of the communication, rather than the frequency of the communication, surmising high quality feedback can equate to quality communication, both of which are necessary to facilitate a productive online learning environment.

Feedback to students is critical to the success of online students. Feedback can lessen feelings of isolation and enhance the faculty relationship. In Smith's Model for Effective Distance Learning (1991), student involvement is the foundation for all distance teaching activities. Involvement can be attained by providing specific feedback, individualized for each student. Because many online students feel isolated, personal and individual comments can do much to give online students reassurance and confidence (Kasprzak, 2005). Feedback can also enhance the faculty relationship, which we believe can improve the success of the student. In a study conducted at Anadolu University, 75 percent of students felt they feel more connected to their faculty, and feel more comfortable with the class content if they are provided feedback (Hismanoglu, 2009).

The most effective type of feedback for improving learning is specific to the individual student (McCracken, Cho, Sharif, Wilson, & Miller, 2012), but no doubt is labor intensive. On average, face-to-face instructors expend up to 14.77 minutes per week, per student, evaluating course work. In comparison, online instructors spend a median of 48.72 minutes per student, per week (Van de Vord & Pogue, 2012). One possible suggestion for online course feedback was providing audio-visual feedback to each individual student. While students found it useful, this type of feedback took twice as long as text-only feedback (Mathieson, 2012). Possible modalities, besides audio-video, include comments on discussion boards; comments on tests, quizzes, assignments, and papers; and administration of live feedback sessions, using various collaboration tools and general feedback emails to students. Within each of these modalities, the extent to which feedback is provided is of interest to the online instructor. Within these options, we believe a few stand-out in terms of balancing the benefits of individualized feedback and time constraints.

Research Questions and Hypothesis

This study will aim to answer the following research question:

Do students attain a higher level of course satisfaction when provided with both individual feedback and general class-wide feedback on assignments (in the form of an email announcement to the entire class)?

It is our expectation and hypothesis the students will attain a higher level of satisfaction with both individual and group feedback.

Study Design

In two ADMG385 courses (Business Communication: section A02 and A04), Fall quarter, 2012, at Central Washington University, students will receive assignment feedback in one of two methods: The control group will receive specific, individual feedback only. The treatment group will receive specific, individual feedback, and general group feedback via an online announcement and email. Individual feedback will include at least two specific strengths and weaknesses, on each of their assignments. General feedback will include at least four strengths and weaknesses the instructor saw generally throughout the class.

The University requests students participate in the Student Evaluation of Instruction (SEOI's) at the end of every quarter, specific to each instructor and section taught. Four specific questions will be used from the SEOI to measure areas of possible satisfaction:

#2: Instructor seemed genuinely concerned with whether students learned.

#5: Instructor was actively engaged in class.

#10: Instructor provided useful feedback on student work.

#11: Instructor provided timely feedback on student progress.

The investigators will analyze the control group and treatment group responses using a one tailed T-test.

Results

The table in appendix A lists sample feedback given to individual students in both the A04 section and A02 section, as well as the feedback given via an announcement and email to students in the A02 (treatment) section. Also included in the appendix are the dates of feedback given to students. All feedback was provided within 24 hours of the assignment due date.

An independent sample t-Test (one-tailed) was conducted to determine the difference of

Table 1: t-Test for Question Two Responses (Instructor seemed genuinely concerned with whether students learned)

t-Test: Two-Sample Assuming Unequal Variances		
QUESTION Two		
	<i>A02</i>	<i>A04</i>
Mean	4.857142857	4.6
Variance	0.131868132	0.884211
Observations	14	20
Hypothesized Mean Difference	0	
df	26	
t Stat	1.110380607	
P(T<=t) one-tail	0.13849953	
t Critical one-tail	1.705617901	
P(T<=t) two-tail	0.276999059	
t Critical two-tail	2.055529418	

Table 2: t-Test for Question Five Responses (Instructor was actively engaged in class)

t-Test: Two-Sample Assuming Unequal Variances		
Question Five		
	<i>A02</i>	<i>A04</i>
Mean	4.933333333	4.55
Variance	0.066666667	0.892105
Observations	15	20
Hypothesized Mean Difference	0	
df	23	
t Stat	1.730845783	
P(T<=t) one-tail	0.048437711	
t Critical one-tail	1.713871517	
P(T<=t) two-tail	0.096875422	
t Critical two-tail	2.068657599	

Table 3: t-Test results for Question Ten Responses (Instructor provided useful feedback on student work)

t-Test: Two-Sample Assuming Unequal Variances		
QUESTION Ten		
	A02	A04
Mean	4.857142857	4.65
Variance	0.285714286	0.871053
Observations	14	20
Hypothesized Mean Difference	0	
df	31	
t Stat	0.819054944	
P(T<=t) one-tail	0.209503736	
t Critical one-tail	1.695518742	
P(T<=t) two-tail	0.419007471	
t Critical two-tail	2.039513438	

Table 4: t-Test Results for Question Eleven Responses (Instructor provided timely feedback on student progress)

t-Test: Two-Sample Assuming Unequal Variances		
QUESTION Eleven		
	A02	A04
Mean	4.857142857	4.7
Variance	0.285714286	0.852632
Observations	14	20
Hypothesized Mean Difference	0	
df	31	
t Stat	0.62587475	
P(T<=t) one-tail	0.267989183	
t Critical one-tail	1.695518742	
P(T<=t) two-tail	0.535978366	
t Critical two-tail	2.039513438	

satisfaction levels between students who received individual feedback only, and individual as well as group feedback.

When comparing the results from question two, there was no significant difference between A02 and A04, $t(26)=1.11$, $p=.13$. Similarly, the results from question ten showed no significant difference between the two feedback groups, $t(31)=.819$, $p=.21$. Question eleven also showed no significant difference between feedback levels, $t(31)=.626$, $p=.27$.

For question five, there was a significant difference between A02 and A04, $t(23)=1.73$, $p=.048$. As a result of the t-Tests, the author's do not fully accept the null hypothesis; group feedback and individual feedback, versus individual feedback only, makes a significant difference in the levels of student satisfaction related to perceived instructor engagement. Therefore, the authors reject the hypothesis that students attain a higher level of satisfaction, with both individual and group feedback, when only academic achievement/assignment outcome is the focus. When positive perception of an engaged, or active, instructor is the focus, the results support the utility of commenting on assignments both individually, and as a class.

Possible Study Errors and Limitations

Internal validity issues may stem from the four questions chosen, and whether or not they actually reflect student satisfaction with feedback. Lack of variation in responses could have caused errors, since many of the responses on a 1-5 scale were a 5, with minor variation from the high score. In addition, possible bias when answering the questions because of social desirability, feelings toward the instructor, or expected final grade could have affected the study. In addition, the response rate for A02 was 61percent, and the response rate for A04 was 83percent, which could have skewed the results.

External validity limitations include the generalizability of the study. The two populations studied may not be adequately generalized among the population of students.

Discussion and Conclusions

Although the results show there was only one significant difference between satisfaction, and the two types of feedback given (Instructor was actively engaged in class), the authors believe this does not imply individual and group feedback should not be provided. Any type of feedback provided is of utmost importance, especially in the online classroom. As the authors chose to

investigate, the types of feedback and time limitations must be in balance to achieve the greatest student satisfaction.

Therefore, if the instructor's main concern is for comprehension and student learning, then the impact of the group/class-wide feedback is limited, and non-significant. Conversely, if a concern for a class of students' perception of an instructor's level of engagement is in question, or a priority, then including class-wide feedback is indicated. As applied to two possible instructor scenarios; the newly hired tenure-track or adjunct, or the instructor struggling with poor student evaluations in the area of engagement, both situations would support the veracity of using both individual and class-wide assignment specific feedback, in an attempt to improve levels of student satisfaction.

Recommendations for Further Research

Since feedback is the cornerstone of connectedness between the instructor and the student (Hismanoglu, 2009), perhaps individual feedback (as opposed to group feedback) is otherwise viewed by the student as the most significant point of connectedness—and group feedback is less important to the student when studying levels of satisfaction with the learning of the material. In addition, the quality of feedback provided on individual assignments may be more important than the frequency of feedback, as suggested by Moore, (1972). The authors note, one area of possible design study would be to provide only group feedback to one group (as opposed to individual and group feedback), but this course of action could undermine the educational process, and be viewed as unethical. However, with careful design, this could be an area of further research.

The study may show that in order to achieve higher satisfaction, the instructor must significantly improve the modality of the feedback via means such as video or audio, as suggested by Mathieson (2012), rather than using group feedback as a method of improving student satisfaction with online courses.

Future studies might include use the testing of audio, video or other types of feedback to achieve higher satisfaction levels. As noted, (Mathieson, 2012), audio/video takes twice as long as text-only feedback, so this method may not be viable from a time perspective nor result in significantly higher satisfaction levels to justify the additional time on the part of the instructor. This is another area for further research.

A more time-efficient method, which merits further investigation, might include use of the discussion board and/or live collaboration sessions as an alternative to video feedback. The value may result in higher satisfaction levels, but also most efficient use of time (compared to individual video feedback) on the part of the online instructor.

Future areas of study might also include a larger sample, including several courses and different instructors to look at the value of individual and group feedback.

The importance of student satisfaction in online classrooms is of utmost importance to all online instructors. Understanding how we can better serve students, and increase satisfaction levels through feedback, is an important topic for further discussion and research.

References available upon request

Appendix available upon request

A WORKSHOP ON MANAGING CULTURAL DIVERSITY IN GROUP WORK

Lynne Freeman, University of Technology Sydney, Australia
Luke Greenacre, University of Southampton, United Kingdom

Abstract

This workshop stems from research that we have been doing into the expectations students have when engaging (or not) in group work. In focusing on student perceptions of a “fair” workload we noticed that there appeared to be some underlying factors, gender, past experiences and cultural diversity that impacted upon the nature of student engagement and the subsequent level of satisfaction. Of particular interest was the role that cultural diversity played in the functioning of the groups.

Using data from both teacher and student sources we found that cultural diversity has an impact on how tasks are shared within groups. Students from collectivist cultures shared tasks in a more selfless manner, with the view that fellow group members would reward their commitment to the collective by taking on work at later stages in the project. In contrast, students from individualist cultures focus on minimizing individual load while working to maximize the collective outcome. If all group members are using the same task sharing strategies they produce comparable outcomes but within a diverse group unfair task allocation quickly arises, producing conflict and poor learning experiences. How to ensure that task allocation gives all participants the opportunity to optimize their outcomes in diverse student groups is the focus of the proposed workshop.

In this workshop we propose to engage participants in a series of activities designed to: (1) highlight the nature of task allocation problems in diverse student groups; and (2) demonstrate teaching strategies that can be used to help students overcome task allocation problems and take advantage of the opportunities presented by group work.

Rationale

Employers now expect graduates to be effective team players in multidisciplinary, racially, culturally and gender diverse groups. Group and team based projects are thus now accepted as an essential component of higher education.

The projected benefits of project based group work for both students and academics are well known. For academics there are benefits in terms of delivery and assessments, for students

group work offers the opportunity to develop their social and academic skills. Ideally all students should benefit in terms of both learning and employability however this is frequently not the case. Students frequently report dissatisfaction with the process and in some cases disillusionment. They enter into groups with high expectations that are not fulfilled.

This workshop aims to help educators realize the potential offered by group work by overcoming one of the major challenges presented by it, which is, helping students to effectively working in a *diverse* team.

Format

The format of the proposed workshop is series of exercises and discussions. Drawing on multiple sources, including video-taped student discussions and illustrative examples, the topics covered will include:

- How students tend to define a 'fair' workload
- The different approaches used to achieve a 'fair' workload
- How expectations of themselves and of fellow group members can vary wildly. How to prevent unfair workloads arising
- When and how to intervene if unfair workloads arise
- How to assess group work and understand if learning goals are achieved

It is intended to build lively and informative interaction allowing workshop participants to share their unique experiences and understand how the content of this workshop can be applied in their practice.

Workshop Contributors

Lynne Freeman, University of Technology, Sydney, Australia.

Luke Greenacre, University of Southampton, United Kingdom.

Students, past and present, of the Marketing Disciplinary Group, University of Technology, Sydney and of the School of Management, University of Southampton

Lynne and Luke are recipients of Carrick citations, a national teaching award that recognizes excellence and innovation in university teaching.

OREGON'S WINE INDUSTRY & EXPERIENTIAL LEARNING: CULTIVATING RELATIONSHIPS PRODUCES A THREE-WAY HARVEST

Tyler Laird-Magee, Kristi Mackay, T.J. Fronius, and Eddie Fennimore, Linfield College

Justine Haigh and Deb Sepich, George Fox University

Martha Andrews Karson, Vista Hills Vineyard & Winery

Abstract

Yamhill County is the epicenter of Oregon's wine industry. Linfield College and George Fox University share not only this geographical location with over 100 wineries, but also mutual relationships with industry members that provide students with various experiential learning opportunities. One of these unique relationships is with Vista Hills Vineyard & Winery. Using Kolb's experiential learning model as a conceptual umbrella, panelists from Vista Hills Vineyard & Winery, George Fox University and Linfield College will share how they collectively connect students through the four stages of experiential learning. Panelists will make recommendations for ways to create and engage with student experiential learning activities. Two undergraduate students will share their insights on how active experimentation better enabled their learning through an internship and a real-client engagement.

Concrete Experience: Creating Connections

In or outside the classroom, students need organizations to create experiential learning opportunities. Two panelists will discuss the role each organization plays—business and college—to establish an experiential learning platform for marketing students and will offer several keys to creating and growing a successful partnership.

Vista Hills Vineyard & Winery

Giving undergraduate students ways to learn about the wine industry before determining if it "is for them" is one way industry, college/university, and students can work together. Students and educational settings gain direct industry experience and the industry gains the opportunity to understand and plan for future employment and staffing opportunities with those familiarized with the given industry. There are four keys to making this relationship work.

Martha Andrews Karson, Vista Hills Vineyard & Winery

Linfield College

Developing internships with local industry businesses lays the foundation not for students to

only reflect and apply their experiences directly in course work and projects, but students also gain important contacts to enhance networking and gain knowledge to supplement career decision-making. Three ways to build relationships with local businesses are offered.

Kristi Mackay, Career Services, Linfield College

Reflective Observation: *Course & Internship Design*

Ensuring students can observe and reflect on their concrete experiences to enable reflective observation occurs requires course design that scaffolds these learning opportunities.

Classroom Projects: Graduate & Undergraduate

Graduate Marketing Communications & Strategy: Focused on developing a brand promise and leveraging social media, graduate student groups completed audits of local wineries. Audits included: reviewing materials in light of the target market, analyzing the effectiveness of current marketing plans from social media to advertising, and providing feedback along with a plan for improving and measuring the results of current and future marketing efforts. Three keys to this graduate-level approach of reflective observation are offered.

Justine Haigh, George Fox University

Undergraduate Promotions Management: Undergraduate student groups at Linfield College formed account teams and worked with real clients—two from the winery industry including Vista Hills Vineyard—to conduct an integrated brand audit and make recommendations to their client. Three keys to this undergraduate reflective observation approach are offered.

Tyler Laird-Magee, Linfield College

Internships

How do businesses like wineries move from grape growing and cultivation to sales and social engagement? Internships created to help students learn the complete process of product management through sales channel development is one way. Experience at local wineries help students bring theory, application and analysis of other business elements together. One example given is the management and monitoring of pricing strategies, analyzing how lean manufacturing impacts marketing, and the development of contingency plans. Three ideas to this approach are offered.

Deb Sepich, George Fox University

Abstract Conceptualization: Connecting Concepts & the Real World

How did T.J.'s winery internship help him 'connect the dots' between his classroom instruction and his real-world experience? He will share three "ah-has" he gained as a result.

T.J. Fronius, Senior, George Fox University

Active Experimentation: *Delivering Value to a Real Client*

A Promotions Management class (described above) undergraduate student and member of the Vista Hills class 'agency' team, Eddie will share his three "ah-has" he gained through this semester-long client engagement project.

Eddie Fennimore, Senior, Linfield College

Panel Discussion & Audience Engagement

HOW MUCH STATISTICS DO MARKETING RESEARCH STUDENTS REALLY REMEMBER?

David Ackerman California State University, Northridge

Christina Chung, Ramapo College of NJ

Abstract

Marketing research courses have an important and somewhat unique role in the marketing curriculum. Success in marketing research for students depends on reasoning skills and the ability to apply basic statistics and math skills to client-oriented projects. Marketing students are having a problem, but math has not been found to be nearly as highly correlated with a student's performance in basic statistics as overall GPA or specific skills in science (Johnson and Kuennen 2005). Given that math is related to statistics, it is likely that this relationship would hold for math as well.

This research examines the question of whether students remember the statistics they learned in their business statistics coursework that is necessary for marketing research. In addition to personal factors, the experience of students in their course of study could also be a factor in determining the degree to which they retain statistics knowledge necessary for marketing research. Regardless of innate ability or motivation, students will forget course material over time. Also, student forgetting of statistics knowledge over time depends on the nature of the business statistics course they took. Business statistics courses that are too content-oriented, not allowing students to apply the knowledge they learned, think about how statistics really works or even just have fun with statistics are more easily forgotten (DiCarlo 2009). Students who have taken courses that teach to deeper knowledge will retain more of the knowledge they learned and be able to use it in their marketing research course. Thus, the following hypotheses are suggested.

Hypothesis 1: Those whose overall grade in business statistics is higher will retain more business statistics knowledge than those whose overall grade is lower.

Hypothesis 2: Those whose math skills are higher will retain more business statistics knowledge than those whose math skills scores are lower.

Hypothesis 3: The more time has passed after taking business statistics, the more knowledge students will have forgotten.

Hypothesis 4: The more students perceive they have applied the knowledge they learned in a business statistics course the more knowledge they will retain over time.

Method

This study used an in-class statistics quiz and a survey to measure the factors that impact on student retention of statistics knowledge necessary for marketing research. Data were collected in three sections of an upper division business capstone strategy courses in a Southwestern metropolitan area of the United States. There were no significant differences between from the three sections on any of the variables measured so they were combined. Altogether 68 students participated.

In the first part of the survey students were asked several questions about their statistics and research courses at the university. In the second part of the survey students were asked questions about their ability and interest in statistics. All items were measured with seven-point Likert-type scales anchored by “Strongly Agree” (7) and “Strongly Disagree” (1). Following this, students were given a scale of items measuring attitude toward mathematics. Lastly, students were given an inventory of items assessing student learning style.

Measurement

Perception ability and attitude toward statistics were measured by brief scale items, which were kept simple (Viciania et al. 2007). The measure for the perception of ability in statistics contained the items “I am really good at statistics,” “Statistics is my strength,” and “I do well at statistics” ($M = 2.89$, $\alpha = .91$). Attitude toward statistics was measured by “I love statistics,” “I really enjoy studying statistics,” and “Statistics is one of my favorite subjects” ($M = 2.38$, $\alpha = .94$). Attitude toward math was comprised of a modified number of items from Alken’s (1974) scale. Lastly, 15 items were measured using Fleming (2012) for learning style.

Results

First, the average score for students on the statistics quiz was very low, 18.6%. Marketing majors were in the lower half, but they were not the lowest. Some questions were tougher than others, but even the question which was tied for the highest score, “What is standard deviation?” was still answered correctly by only 34 percent of respondents. Then, a median split was done on the perceived ability ($M = 3.00$) and attitude toward statistics ($M = 2.00$) scales and subjects were grouped into high and low groups. Those who perceived themselves as higher in ability in statistics did better on the quiz than those who perceived themselves as low in ability ($X_{hi\ ability} = 23.8$, $X_{lo\ ability} = 14.5$, $F = 8.12$, $p < .01$). Similarly, those who liked statistics more

performed better on the quiz than those that did not ($X_{\text{like}} = 22.7$, $X_{\text{dislike}} = 15.0$, $F = 5.72$, $p = .02$) though the differences were not quite as large.

In order to determine which of the factors of a student's learning style and attitude toward math impacted the most on a score a backward elimination step-wise regression was run with all of the variables in the model, removing variables to maximize the R-square. The final result was significant (Std. $F=4.07$; $p = .00$, $R^2 = 0.47$). The most significant factors were the learning style items of being good with sign language (Std. $\beta=0.42$; $t = 3.63$, $p < 0.01$) and being nervous during lectures (Std. $\beta=0.38$; $t = 3.52$, $p < 0.01$) as well as the attitude of toward math scale item of enjoyment of studying mathematics (Std. $\beta=-0.53$; $t = -3.00$, $p < 0.01$). In addition, the learning style items of needing to study with loud music on (Std. $\beta=-0.32$; $t = -2.34$, $p < 0.05$) and needing quiet study time (Std. $\beta=-0.39$; $t = -2.85$, $p < 0.05$) as well as the math scale item of willingness to acquire further knowledge of mathematics (Std. $\beta=0.37$; $t = 2.17$, $p < 0.05$) were significant as well. Thus Hypothesis 2 is supported.

The GPA in the course, the years since business statistics was taken and the number of research courses taken contributes each toward the total variance explained, but they are not significant coefficients in the equation given the power. Thus, hypotheses 1, 3, and 4 were not supported.

Discussion

This exploratory study about student knowledge of business statistics raises more questions than it answers. Clearly, students are not retaining even the basics of statistics knowledge from their business statistics courses. The short-term implication is that instructors of marketing research courses will have to spend valuable time in the course re-teaching the basics of statistics so that students may proceed with research projects and understand how analyze their data.

These results also suggest that active interest in math can contribute to increased retention of statistics. Those who enjoyed math and actively pursued knowledge of it, were more likely to retain knowledge of statistics. Interestingly, perceived ability in math did not have this same effect. Perhaps statistics, as an application of math, was strengthened more by a student's interest and enjoyment of the subject than by their inherent skill in it. The basics of statistics may also be understood easily enough that raw math ability is not a factor.

The learning style measures seem to suggest that independent learners with even a bit of creativity retain more of the statistics that they learn. Perhaps these self-motivated students are better equipped to understand how statistics is applied in contexts outside of that to which they were exposed in statistics class. This finding also suggests that business statistics instructors who want students to retain what they learn need to teach it preferably with active learning projects or help students to somehow apply it to current events. Active learning projects helps not only to apply statistics knowledge in other contexts, aiding in knowledge retention, but also motivates students as well.

Lastly, it is also interesting what did not have a direct impact on scores. A better grade in the class, few years since the business statistics class had been taken and taking a research course did not directly help students to retain their statistics knowledge. Most students seem to forget most of the statistics knowledge they learn soon after the end of the class. This suggests that the answer to the problem of student retention of statistics lies not in imposing external requirements, but in how the class is taught.

References available upon request

EXPLORING THE USE OF BLOGS IN THE MARKETING AND BUSINESS CLASSROOM

Denny E. McCorkle, Yuhua Li McCorkle, and Janice Payan, University of Northern Colorado

Abstract

The use of blogs in business and higher education is increasing, yet little is written about using blogs in marketing or business education. The authors review the literature about using blogs in higher education and explain why they are important for marketing and business education. From the experience of the authors, blogs are beneficial for several reasons, including: (1) as individual assignments blogs provide the students a break from the overload of team projects/assignments, (2) it can require students to reflect and write about what they are learning in a course, (3) communication skills are improved as students are writing for the professor, other students in class, and any others from the world wide web, and (4) students develop personal branding and social media marketing skills that are potentially transferrable to a future job or career.

An author's pedagogical experiences in using blogs in an e-Marketing course and with a study abroad program are described and the qualitative feedback from the student participants was gathered. The feedback results indicate that the blog assignments were fun and highly recommended for continue use in future semesters and study abroad programs. A majority of the e-marketing students indicated they would have liked to see the blog project expanded and worth additional points.

Along with a detailed pedagogical explanation for implementing a blog assignment in a marketing course or study abroad program, the authors provide additional suggestions for improvement. These suggestions include: (1) provide more guidance for set-up to reduce potential technical problems, and (2) expand the assignment to require monetization with use of Google AdSense and measurement with use of Google Analytics. The authors also offer suggestions as to other marketing courses where a blog assignment/project would be beneficial and recommendations for future research.

References available upon request

SECOND GUESSING SECONDARY DATA: GETTING STUDENTS TO REFLECT ON WHAT THE INTERNET REALLY HAS TO OFFER

Beverlee B. Anderson, Glen H. Brodowsky, and Ann Fiegen, California State University, San Marcos

Generation Y students have grown up in a world awash in data. If they want to know anything, they simply turn to Google or Wikipedia and, voila, an answer pops up. And without question, they are often quick to accept answers at face value. Getting them to realize how little they know, and how difficult it is to actually ask the right questions in the right way is difficult in our computer driven and smart-phone equipped world.

As educators, we often assign research tasks to our students and are usually frustrated by their inability to use reason and analytical skills to properly formulate questions and logically answer them. How many times have we scratched our heads and wonder how they came up with this or that answer? How often have we complained to our colleagues about how little students seem exhibit any signs of thinking? As instructors, we are often privy to a stack of papers with a wide range of answers (both in terms of content and quality) to simple questions. It is based on such a bird's eye view that we can assess whether our students are actually learning. Unfortunately, we are usually disappointed.

Meanwhile, student evaluations of they own educational experiences ask them about how much they have individually learned. They do not have any basis for comparing their own levels of academic mastery to those of their classmates beyond final grades. They are asked about what they have learned and how well the instructor knows and presents their materials. They are seldom asked to reflect upon what they do not know and what they need to do to address those lacunae in their knowledge and their experience.

Perhaps asking students what they didn't know or didn't expect would actually make them reflect on what they need to know if they are to become truly learned and wise in the Socratic sense. This study outlines a simple marketing research assignment given to a group of college seniors and a subsequent reflective assessment of that assignment. Through their reflections on what they learned they didn't know, by comparing their individual findings with their colleagues, the students reveal what they truly learned about secondary data research.

ENCOURAGING MULTICULTURALISM IN A MARKETING EDUCATION CONTEXT

Shannon B. Rinaldo, William F. Humphrey, Jr., Debra A. Laverie, and Donna F. Davis, Texas
Tech University

Abstract

In Marketing courses, students are taught cultural complexity of consumer segments, regional differences with regard to culture and subculture, and methods for avoiding problems that arise from cultural differences. There are various methods for teaching cultural differences including the use of cases, simulations, and experiential learning activities. Here an experiential learning assignment is tested over two semesters as extra credit in an upper level Consumer Behavior course. Students were asked to seek out a multicultural experience that takes them outside of their own culture and write a short paper about the experience. Which activities students considered outside of their culture, how far outside of their own culture they were willing to go to seek the experience, which emotions students expressed about these experiences, and which types of experiences resulted in the most learning are assessment targets. Sixty-two (N = 62) students completed the assignment over two semesters.

Introduction

Marketing students are taught diversity of consumer segments, regional differences with regard to culture and subculture, and methods for avoiding problems that arise from cultural differences. These topics are offered in multicultural marketing courses or as an integrated curriculum in existing courses (Burton, 2005) in reaction to a growing need for cultural literacy among graduates (Jones, 2003). This shift toward teaching multicultural marketing is due to a relatively recent increase in diversity for the United States (Raval and Subramanian, 2004), an increase in international travel that enhances exposure to people from other cultures (Rivera, 2010), and increasing globalization of corporate employers (Burton, 2005).

Strategies for teaching multiculturalism include the use of cases and study abroad programs (Clarke et al., 2009), where the goal is to increase multicultural experiences for students. The purpose here is to introduce an experiential learning assignment where students design and reflect upon their own multicultural experience. We present results of a qualitative analysis of written student reflection papers. This analysis offers insight with regard to how students define multiculturalism, how they recognize differences between their own and other cultures, and how they define their own learning outcomes from the experience.

Literature Review

The *Multicultural Marketplace* is a marketplace of consumers who together make up a diverse consumer group. Discussions of multicultural marketing have emphasized differences in ethnicity, sexual orientation, age, disability, lifestyle preference, socioeconomic status, and cultural values (Burton, 2005; Raval and Subramanian, 2004). Multicultural individuals either claim multiple cultures in their own background or identify with a larger group of people that is made up of individuals with culturally diverse backgrounds (Korzenny, 2008).

Teaching multiculturalism has become more crucial at U.S. universities for three primary reasons. First, students seek employment from U.S. corporations managing global brands, regional offices, and import/export portfolios. These companies seek a diverse workforce to manage multinational alliances, advertising, and partnerships (Clarke et al., 2009). An increasing number of domestic brands are expanding to become international brands as companies recognize potential profits in developing countries (Kuvykaite and Mascinskiene, 2010). Business school graduates will be managing these brands and creating new brands to fulfill the needs of countries with expanding spending power. According to the International Trade Administration (2011), U.S. exports of goods and services increased in the first quarter of 2011, with the major growth belonging to energy and chemical export. However, China's desire for imported luxury consumer goods is on the rise, driven by Chinese yuppies with expensive tastes (Degen, 2009). Given this rapid increase in globalization, successful business leaders will be increasingly challenged to understand and communicate with not only a diverse consumer base but also international partners and employees as well (Clarke et al., 2009).

Secondly, increased diversity within the U.S. population makes it more likely that students will become involved with people different from themselves on a daily basis. The U.S. Census data show Hispanic population increased 43% in the decade leading up to 2010, with over half of that population residing in only three states (Census, 2010). Although the Hispanic/Latino population is the most rapidly increasing, all other minority group growth outpaced that of whites in the same decade. The U.S. government predicts that over 50% of the population will identify with an ethnic minority group by 2050 (Burton, 2005; Jones, 2003). This changing face of the U.S. population will lead to increased diversity in university classrooms and corporate boardrooms (Misra and McMahon, 2006).

Third, students are likely to experience initial culture shock and difficulty with cross-cultural communication simply due to increased global travel (Rivera 2010). The International Trade

Administration (2011) reports a steady increase in international visitors to the United States over the last decade. Approximately 60 million people visited the U.S. from other countries in 2010, and the government forecasts a steady increase to 89 million visitors in 2016 (International Trade Administration, 2011). In the event that students are hired for regional companies with no affiliation outside the U.S., conditions are strong for providing goods and services to a multicultural consumer base regardless of location.

Universities have attempted to expose students to multicultural experiences using a variety of pedagogical strategies. The multicultural curriculum usually involves a text or other reading that presents differences in cultural values, potential conflicts, and solutions (Burton, 2005; Jones, 2003). Many courses tackling this topic rely on experiential learning to increase student involvement in handling cultural differences.

Experiential Learning

Kolb's (Kolb, 1984) model of experiential learning cycle contains four elements: 1) concrete experience, 2) observation, 3) forming abstract concepts, 4) experimentation in new situations. Experiential learning in the context of multicultural competence requires students to experience cultural diversity directly rather than reading and thinking about what they might do in such a situation. Jones (2003) requires that groups of students work through written scenarios that illustrate different cultural conflicts and resolutions. While this might resemble case-based teaching, this professor increases relevancy for students by forming groups with $\frac{1}{2}$ American students and $\frac{1}{2}$ international students who have been in the U.S. for a short period of time.

Study abroad programs are frequently cited as a method for providing students with the opportunity to become immersed in culture, language, and business practices (Clarke et al., 2009). The Association to Advance Collegiate Schools of Business (AACSB) has recognized that employers are now requiring employees to interact in a global environment and have urged universities to emphasize student exposure to multicultural environments (McKenzie, Lopez, and Bowes, 2010). As a result, business schools have increased the number of international business and study abroad programs offered (Wardrope et al., 2009), and student involvement in these programs increased 150% between 1999-2009 (Clarke et al., 2009). Students report that studying abroad has made them more accepting of other cultures, understand global business practices, and gain insight into their own cultures (Peppas, 2005).

Unfortunately, even though study abroad may be the ultimate experiential learning opportunity, not all students are able to participate in these experiences. Non-traditional students may have

financial or family obligations (Peppas, 2005). Some students may not be able to pay for the extra tuition involved for these programs. Still others avoid these programs due to a fear of new situations perceived as risky (Relyea, Cocchiara, and Studdard, 2008). For these students, some universities have established short term study abroad programs (McKenzie et al., 2010). Others design projects using internet-based communication tools that allow U.S.-based students to communicate with “live reporters” in foreign countries about global business issues (Ha-Brookshire and Stoll, 2009).

The changing demographics of the U.S. and cultural variation that arises as a result of these changes offers students and faculty an opportunity to explore multiculturalism within their own communities. Although subcultures within the U.S. may share many similarities with our students, many subcultures contrast sharply with student beliefs with regard to religion, language, gender roles, racial issues, etc. These subcultures are made up of longstanding isolated groups as well as recent immigrants. Although exposure to these subcultures for limited periods of time may not offer the same experience as immersive study abroad programs, they do offer students common ground and typically common language with which to communicate. This is particularly important for students who avoid experiences that take them too far outside their comfort zone (Relyea et al., 2008).

The assignment in which students engaged for the current paper is not meant to substitute for any of the valuable experiential learning opportunities that are currently being used in multicultural curriculum. This activity is supplemental to other pedagogy within either a multicultural course or within a broader course that encompasses the topic of multiculturalism. The current project demonstrates how such an assignment offers insight about what students consider when asked to design an experience for themselves outside of their culture, how they reflect on such an experience, and what they perceive themselves as learning from the experience.

Method

Assignment Instructions and Procedure

Students at a large, public, research university in the Southwest United States were given the opportunity to earn extra credit by completing an assignment where they participated in an activity that pulled them out of their own culture. Extra credit points amounted to 1/10 of a letter grade, offering a moderate incentive. The instructions for the assignment were:

“This opportunity for extra credit involves learning about something or someone outside of your own culture. You may feel that you have had many multi-cultural experiences, some of them fairly recently. Your past experiences cannot be used for this extra credit assignment. You must seek out a multicultural experience in the next several weeks in order to get credit for this activity. Each of you may come from very different backgrounds, so you will be graded on a paper that you write describing what was learned from the experience. The further you go into another culture, the more points you will get, so your job is to choose something convincing and then try to get the most out of it that you can. At any point in the semester between now and the last day of class you should turn in a short description of your experience (no more than one page). The description should include the following: the cultural activity that you chose; why you chose that activity; how the culture is different from your own culture; what you learned from the experience; and what, if anything that you learned can be related to class concepts. Each of these topics can easily be summed up within a few sentences each, but you should feel free to elaborate up to one page. The goal of this exercise is for you to become familiar with other cultures, as marketers often must dive into cross cultural issues regularly when entering new markets.”

Student Demographics

Student demographics at this university are fairly homogenous. 24% of students enrolled grew up within 100 miles of the university, 47% moved from a metropolitan area within the same state as the university, and the majority of the remainder came from rural communities. The student body is 68% White/Caucasian, 15% Hispanic, 5% African American, with the remaining 22% being Native American, Asian, resident-alien, or unknown.

Coding Method

NVIVO software is currently in use to code sixty-two (N = 62) reflective papers written by students over the course of two semesters. In accordance with Grounded Theory methodology, sixty-two student reflections should result in saturation of topics. Coding categories include: types of activities (how students defined multicultural); emotions expressed; learning outcomes; and internal/external motivators for activity choice. Although qualitative analysis is incomplete, preliminary results are discussed in the next section.

Discussion

Multicultural activities were chosen by the students opting to participate in the exercise. These activities were diverse, and the interpretation of what qualified as multicultural exposure varied greatly. The observations included personal interviews with foreign students and residents, regional independent film screenings with filmmaker panel discussion, symphony concerts, theatre or plays, religious ceremonies/services, volunteer opportunities, and other activities. Because of the university's proximity to Mexican-American cultural opportunities, approximately a quarter of the students participated in activities related to exposure to this culture. Students, regardless of which type of cultural opportunity they chose, typically expressed initial hesitancy around the experience in their narratives, but many indicated both surprise and satisfaction with the experience in their reflection. Narratives related to performing arts tended to be shorter in length than personal interviews, volunteer activities, and religious ceremony participation, which may indicate lower student involvement or cognitive activation in these activities.

As with the diversity of activities chosen by the students for this activity, the reactions and cultural understanding achieved varied significantly between participants. Initial hesitancy expressed by students in narratives was typically followed with openness and a stated desire to extend the learning opportunity related to their chosen cultural activity. Several students attending a panel about Mexican-American veterans expressed surprise about the experience of the "Veteranos" in the Vietnam War, and several elaborated on the comparison with returning veterans of current conflicts. Students visiting religious ceremonies expressed surprise at the welcoming attitude of the congregants. While most confirmed that one visit did not change their stated religious beliefs, several indicated a greater appreciation for the alternative religious practice. Students participating in volunteer activities expressed a need to expand their attitudes toward the American marketplace, as they have a deeper understanding that not all people are like them. A student participating in an Alcoholics Anonymous meeting indicated extreme discomfort at the personal testimonies of participants. However, the student left the experience feeling empathy and understanding, emotions he believed he would have not otherwise felt without this immersive experience. Not all students identified a benefit from the experience or a desire to have future multicultural experiences of the type they chose. One student in particular recounted a visit to a gay bar as his multicultural experience, which he indicated reinforced his (self-declared) homophobia. While this is one outlier in what most students deemed a positive experience, it is important to note that not all participants desire exposure to experiences out of their comfort zone.

Limitations and Future Research

Although preliminary results are discussed above, results are not yet complete. Continued coding will result in frequencies of mentions within each category, patterns of topics of the narratives, and more detailed analysis of the quality of activities chosen. Further, independent coders are currently rating activities on the degree of difference between the students' own culture and the activity chosen (i.e., to determine how distant the activity is from their own culture). This will allow for an analysis of emotions and learning outcomes by the distance between the chosen activity and the student's own culture.

This study is not without limitations. First, the study is both temporally and regionally limited; it captures the experiences of college aged students in the Southwest United States at a particular point in time. Regional and university differences may not be represented within this sample. Future research will compare and contrast these students' experiences with those of students from other regions of the U.S. Further, these multicultural experiences were single instances of exposure; marketing education may benefit from multiple exposures or similar reflection activities from extended cultural exposure, such as study abroad or hosting exchange students. Additional research is needed to examine how a single, limited occurrence compares with or subsidizes traditional types of multicultural pedagogy.

This research contributes to the marketing education literature by exploring how the integration of multicultural experiences into marketing education opens students' minds to the inherent diversity around them and in the marketplace. As the demographic and cultural makeup of the market changes, students will need to be prepared to work in multicultural and diverse teams, market to different cultures, and appreciate different perspectives. By integrating these opportunities for multicultural experiences into a marketing course, we believe we have enriched students' learning inside and outside of the classroom while preparing future marketing practitioners for the type of empathy and cultural acceptance they will need to embrace in order to succeed in a world where heterogeneity will be the rule, not the exception.

References available upon request

INNOVATIVE EDUCATIONAL TECHNOLOGIES AS A FACTOR OF STUDENT MOTIVATION: EXPERIENCE IN RUSSIAN UNIVERSITIES

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Abstract

One of the current challenges in marketing education is to increase student engagement in the classroom. The changing environment in higher education necessitates the investigation of student motivation in learning. In recent years, it has been shown that Russian university students' interest in the classroom is declining. This study examines the major factors of students' motives for studying marketing subjects in a Russian university. The results show that the major motivations for students to engage and learn in the marketing classroom are: professional knowledge and personality of the professor; educational technologies in the classroom, such as a website platform course, chat rooms, and online tests; a positive atmosphere in the classroom; the opportunity for students to engage in a faculty research project.

Literature Review

The Russian literature suggests that student performance and interest depends on student motivations (Bakshaeva and Verbutckiy, 2006; Vishtak, 2005; Grebenyk and Grebenyk, 2003; Rean et al., 2006; Yarylina, 2007). The previous studies have analyzed the influence of the educators and teaching materials on student motivation in public high school and have not emphasized higher education. American literature indicates that increasing inclusion of flexibility in marketing education in terms of student motivation (Gill and Lashine, 2003; Debusse and Lawley, 2011), including the lack of student engagement (Taylor et al., 2011) and student preparation in classroom (Ho and Polonsky, 2009), leads to the limiting of student reflection on content. One of the definitions of motivation found in Russian literature was put forth by Platonova, who identified it as the combination of the motives/reasons for specific activities (Bakshaeva and Verbutckiy, 2006). Motivation is generally defined as an internal state that stimulates a person to engage in a particular behavior (Spector, 2000). Other studies created the methodology to diagnose learning student motivations, in which authors divided all student academic motivations into two groups: intrinsic and extrinsic (Rean et al., 2006). For example, if student motive is to develop professional skills and be equipped with advanced knowledge to make effective decisions in a business environment, these are intrinsically motivated behaviors. At the same time, if the student has the motivations to receive marketing diploma as soon as

possible, join a university to avoid the army, find a good friends at the university, and have fun, these are the examples of extrinsic academic motivations.

According to Wetsch (2009), for evaluation methods to be a correct representation of knowledge and capability (of students), some mechanism is needed to maximize the probability that the submitted work is a reasonable representation of the capabilities of the student. According to Wetsch, this is made possible by increasing the students' motivation. Lancellotti and Thomas (2009) studied the effects of motivation, self-efficacy, and class-related factors on course attitudes of marketing students. Accordingly, when students are highly motivated towards courses or have highly perceived self-efficacy regarding their application of the course knowledge, they will put more effort into processing information they encounter from those courses.

A large body of educational research examines educational technology as a motivation for student learning (Hollenbeck et al., 2011; McCabe & Meuter, 2011), how to integrate innovative tools into the curriculum to increase student learning (Kaplan et al., 2010), and how students adopt an online course environment into their self-learning strategies (Dowell and Small, 2004). The adoption of educational technology can create many issues for educators and students. These issues include managing the technological teaching methods, students' abilities (Palmer and Holt, 2009), technology use, and students' learning outcomes (Buzzard et al., 2011). Students who may not know how to engage in the educational technology may fail to perform (Dowell and Small, 2011) or may lose the motivation to perform.

Research Model and Findings

The literature review identified a variety of motives that have an effect on student performance. The primary objectives of this preliminary study were (a) to identify the student's major motives to study marketing subjects and (b) to explore whether educational technology is one of the student learning motivation factors.

In order to test the research model, a questionnaire was created and student responses from the Moscow International Academy of Business and Management were collected during the spring of 2011. The data were collected from a convenience sample of 45 junior students taking undergraduate marketing courses, between the ages of 19 and 21. The students took the survey voluntarily.

The results of this study indicate that the major student learning motives are the following:

- ✓ Professional knowledge and personality of the professor, such as diligence and good speaking skills, as well as quick wits, to understand student situations
- ✓ Active learning methods in the classroom, such as experiential learning and simulation games
- ✓ Educational technologies in classroom, such as website platform courses, chat rooms, and online test
- ✓ A positive atmosphere in the classroom
- ✓ An opportunity for students to engage in faculty research projects.

The students also mentioned that general satisfaction of the learning process generates greater motivation and increases their interest in the marketing subjects.

All students identified the importance of educational technology, and it was one of their motives for engaging in the classroom. About 80% of respondents prefer to use e-books and other multimedia sources in the learning process. This study shows that students “like to learn by doing” and “learn by using” the experiential learning methods, such as business situational games, case-studies, role playing simulations, and situational exercises which are, in many cases, included in educational technologies. Much of the research supported the notion that innovative educational technologies have great potential to increase student engagement, collaboration, flexibility, and learning (Kaplan et al., 2010; Hollenbeck et al., 2011; McCabe and Meuter, 2011). We found that students like to be active participants in a classroom where educational technologies involved. Our preliminary research supports findings from other studies that students’ engagement with educational technologies has a significant effect on students’ academic outcomes (Dowell and Small, 2011). In addition, this study found that the student engagement in other university activities, such as student research, student organizations, and campus events, motivates students to learn marketing subjects.

Furthermore, we hope this research helps to change the way marketing educators view the factors of student motivation and innovative educational technologies in Russian universities. Adaptation of the recommendations of our research is likely to improve teaching marketing methods in American and Russian universities. This is a preliminary study, and further research should help to create a broader picture of educational technology as a factor for student motivation in Russian universities.

References available upon request

PEDAGOGICAL LESSONS OF TEACHING AND IMPLEMENTING SOCIAL MEDIA IN MARKETING EDUCATION

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Abstract

The topic of this presentation is to explore lessons learned in using Social Media to teach a marketing class based on marketing through social media. The course description is: a broadly based study to use social media technology to enhance marketing for businesses. This course will focus on how social media is integrated within marketing strategy to implement tactics for business communication, sales, branding, global web presence, advertising and promotion. Evaluation and measurement of social media strategies for business development and ROI are key learning objectives.

The objectives for the class is as follows to support the updated Bloom's Taxonomy (Anderson & Krathwohl, 2000): identify different methods of social media and how to integrate them into a marketing plan for a business and service, analyze current social media tactics to see how they align with a business' marketing strategy, criticize elements of social media marketing to implement them within a plan and evaluate the effectiveness, justify how to measure social media within the marketing control/evaluation portion of the marketing strategy element.

Throughout teaching this course, there was little to support using social media in the classroom in the literature, so many of the planned projects and course projects used were implemented with no prior documentation to support its usefulness to the course. This presentation focuses on the positives and negatives that occurred from experience with the coursework, the textbook, the students and measuring the learning outcomes.

Rationale

The rationale for using social media in the classroom has been growing. "Students are able to develop communication, collaboration, and peer-learning skills. Even when students repeat or re-phrase what another student may post; they are learning, gaining a deeper understanding, and connecting to the curriculum" (Haley, 2012, p. 109). Online coursework has helped pave the way for using social media tools for collaborative learning. This class focused on a format of using the social media tools for business

perceptions for marketing purposes. “Social Media is fast becoming a central component to any comprehensive business strategy. It is therefore essential that young people looking to enter the business world do so with not only an understanding for how these platforms function, but how they can be applied to the promotion of a particular cause, be that charitable, personal or commercial” (SMEMarketing.com, 2012). This class involved listening in the social media space and gaining customer perceptions, and then how one could formulate strategies centered on this information. The course also had a large emphasis on the social media tools out there need to be content and target market driven, rather than using every tool available. This created critical thinking and strategic business decision making.

The students are engaged in the space of social media all of the time, but they did not know how to leverage the tools for best business practices. This already complicated issues because students felt like they knew the material better than the professor and prepared this to be a class that would be an easy “A”. This presentation will also focus on overcoming those challenges and increasing attention to the coursework throughout the semester using Twitter, Blogs, Facebook, and other online collaboration tools to maintain the attention and focus of the students on the learning objectives. In a study by Gordon and Bogen (2009) the authors focus on bringing attention and participation in the material through several engagement techniques. This included using the social media “backchannel” to actively engage in the material. This was introduced about a quarter of the way through the semester and changed the attention level and participation within the class tremendously.

AVOID BEING A TWIGGARD...TWITTER FOR DUMMIES: A MARKETING EDUCATORS' PRACTICUM

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Abstract

Are you concerned you might become a Twitter laggard, i.e. "Twiggard"? In this session we provide an introduction to Twitter for scholarly networking. Scholarly networking refers to the use of media to enhance scholarly output (Walker, Curren, Kiesler & Goldenson, 2011). A 2011 issue of *Journal of Marketing Education* examined the use of technology in the marketing classroom. In the guest editors' introduction to the issue, Granitz and Pitt state that the use of technology in the classroom often increases the effectiveness and efficiency of instructors (Granitz and Pitt 2011). But in order to effectively use technology to increase academic experience and outcomes, both students and faculty must learn how to use it.

Although Twitter can be considered a social media technology, the fact that it is an information platform means it provides pedagogical promise. As of February 2012, Twitter was used by 15% of online adults. Of those who use Twitter, the frequency of use in a typical day doubled in less than a year. It has increased significantly since late 2010 when only 2% of online adults used Twitter. The use of Twitter is greatest among young adults (Smith & Brenner 2010), the typical age of our undergraduate student population. Clearly Twitter is a social media tool on the rise, yet it sometimes gets confused with social networking sites such as Facebook. In truth, Twitter as an information platform provides more scholarly networking than does a social networking site (Walker et al. 2013). Our goal in this workshop is to demonstrate how to *set up* a Twitter account(s), how to *use* Twitter as an information tool, and how to *create* lists to curate content for courses and research.

Recent studies on the use of Twitter by faculty members indicate that Twitter is a useful pedagogical tool. Junco, Heiberger, and Loken (2011) provide experimental evidence that suggests Twitter use can enhance student and faculty engagement and may also enhance student grade-point averages. Rinaldo, Tapp and Leverle (2011) required Twitter use in an upper-division marketing course. Survey results indicate that Twitter can increase involvement with the course material, increase overall satisfaction with the course, and enhance interactions

between students and faculty. Greater benefits were reported by those students who used Twitter the most.

Sample (2010) provides a pedagogical framework for Twitter use in the classroom. He addresses six dimensions of Twitter integration into the classroom: Organization of messages in Twitter, access to your class's Twitter list (page), frequency of instructors' use, the substance of the messages, archiving of Twitter messages, and whether and how to assess what students do on Twitter. Consistent with his framework, we address a) how to set up a Twitter account for academic use, b) how to organize messages with the use of hashtags, c) instructions to give students so they can access the class's Twitter activity, and d) how to archive messages. We also address the substance of messages. Students are often hesitant to use social media to interact with faculty (Lowe & Laffey 2011) so it is important to distinguish between the use of Twitter for personal use and for academic use.

The idea for this session was born after last year's MEA conference in which several participants in a new technology session voiced interest in a "how to" session in which they could learn the nuts and bolts of social media use in the classroom. We developed this session with those needs in mind and to engage faculty in the use of social media for scholarly networking.

References Available upon Request

USING MARKETING CONCEPTS FOR EXPERIENTIAL SERVICE LEARNING: HELPING THE HOMELESS

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Abstract

This paper describes a project that has been conducted for several years in two different classes and by two different marketing professors. The project can be classified as service learning and it has helped the homeless people in Denver, Colorado, for nine years. The design of the project is also intended to give students a strong experiential learning opportunity as it requires them to use marketing principles to successfully conduct the project. It also gives the students an opportunity to have a strong and positive team experience as it brings students with diverse backgrounds together to provide a valuable service to a population that needs attention and service from public endeavors such as this. Though the class may fit best in a Social Marketing or even a Consumer Behavior class, its design that features many marketing principles allows it to be conducted in a wide variety of marketing classes.

Introduction

Service learning is broadly supported among institutions of higher education in the United States. Many colleges and universities have initiatives that encourage the inclusion of service learning in the classroom. Also, nearly two decades ago, the Education Commission of the United States started Campus Compact in an effort to create service opportunities for students and address the perceived moral decline of college students (Morton and Troppe 1996). Additionally, researchers support the inclusion of service learning into higher education as a way to improve the relevance of education and to address the needs of communities, particularly ones served by specific colleges and universities (Andrews 2007).

In addition to the recent push toward service learning, the importance of real-world (experiential) education in the business school classroom to complement traditional lecture experiences is being acknowledged (Govekar and Rishi 2007). Large corporations themselves recognize the need for more effective methods of training and education and have begun to adopt newer, active learning designs (e.g., Fritz, Kaestner, and Bergmann 2010). Some industries even recognize that hands-on, or experiential, education inspires students to become innovators (Almgren 2010). It is essential, then, that business schools in general, and marketing programs

specifically, heed these concerns and continue to utilize the most effective educational methods possible to provide students with necessary knowledge and skills.

Finally, many marketing educators regard teamwork in the classroom as a valuable learning opportunity. Benefits of utilizing a team approach in the marketing classroom are well documented (e.g., Crittenden, Crittenden, and Hawes 1999; Hutto, Black, and Frontczak 2011; Parsons and Lepkowska-White 2009).

This paper reports a project that combines these three important elements – service learning, experiential learning, and teamwork – in one project. The project – collecting coats to be donated to an organization servicing homeless people in Denver, Colorado – is designed to use important marketing concepts to accomplish its goals. Also, the design is flexible enough have the potential to provide a valuable experience in a variety of marketing classes.

Literature Review

Though service learning is defined slightly differently by many scholars, the definition that seems to capture the important elements is contained in the following statement by Bringle and Hatcher (1996).

We view service learning as a credit-bearing educational experience in which students participate in an organized service activity that meets identified community needs and reflect on the service activity in such a way as to gain further understanding of the course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. Unlike extracurricular voluntary service, service learning is a course-based service experience that produces the best outcomes when meaningful service activities are related to course material through reflection activities such as directed writings, small group discussions, and class presentations (p. 222).

This definition distinguishes between service learning and volunteerism and the traditional internship. Service learning is significant because it demonstrates reciprocity between the campus and the community, it represents an opportunity to provide students with specific academic learning experiences, and provides students with an opportunity to obtain and/or hone specific real-world skills (Holtzman, Stewart, and Barr 2008).

Significant benefits may be found in any type of learning experience; however, some benefits associated with service learning are unique. To achieve the desired learning outcomes, three essential elements should be included in the design of any service-learning assignment. These three elements are reality, reflection, and reciprocity (Godfrey, Illes, and Berry 2005). Reality enhances academic content in a real-world setting. It also refers to providing students with a deeper understanding of the social issues that exist within organizations and in the business environment, such as diversity, poverty, homelessness, and hunger. Reflection focuses on helping students understand how they are different after the service learning experience and forces students to think deeply and write cogently about how the service experience has affected them. Reciprocity addresses deficiencies in traditional transactional-based business education by encouraging students to engage in an open and mutually beneficial exchange between themselves and community partners. It provides the students with an opportunity to deepen the service experience as they become equal and trusted partners; they become able to see the origins and consequences of social issues more clearly (Yorio and Ye 2012).

Considering these three elements of service learning and if the assignment is properly designed, marketing professors should be able to expect three types of learning outcomes: personal insight, understanding social issues, and cognitive development (Kolenko et al. 1996). The learning outcome of personal insight helps a student get a more accurate perception of self. The outcome of understanding social issues provides an important frame of reference for a student that will guide decision making in terms of complex social issues. Finally, the learning outcome of cognitive development provides task and skill development for students and allows them to have a very real and positive academic achievement (Yorio and Ye 2012). An example of how service learning has been integrated in marketing classes is having students in an introductory marketing course develop marketing plans for nonprofit organizations (Klink and Athaide 2004).

Almost by definition, service learning assignments are experiential in nature (Holtzman, Stewart, and Barr 2008). Previous research has suggested that experiential learning provides more intense and more permanent learning (Wingfield and Black 2005). Experiential learning can be defined as “the process whereby knowledge is created through the transformation of experience” (Kolb 1983, p. 38). Kolb indicates the crucial first step is to provide the experience from which the learning comes. Experiential educators are generally aware that experiences alone are not inherently effective for learning. The experiences have to be relevant to the learning goals and then the learners must have time and opportunity to reflect on the

experience, which corresponds with the elements of service learning. Kolb's definition is based on six assumptions: "Learning (a) is a process, not an outcome; (b) derives from experience; (c) requires an individual to resolve dialectically opposed demands; (d) is holistic and integrative; (e) requires interplay between a person and the environment; and (f) results in knowledge creation"(from Kayes 2002, pp. 139-140). These assumptions intimate that learners will be required to respond "to diverse personal and environmental demands that arise from the interaction between experience, concept, reflection, and action in a cyclical ... fashion" (Kayes 2002, p.140).

Similar to service learning, general experiential methods rely heavily on discussion and practice, emphasizing personal application of material and encouraging students to develop belief systems, understand how they feel about an area of study, and take appropriate actions given a specific environment (Jones and Jones 1998). In addition, it is imperative that an experiential design be appropriate for the class and the concepts being taught (Frontczak 1998). Further, to provide a truly experiential opportunity, an assignment or entire class needs to have the necessary characteristics to make it experiential (Black and Wingfield 2008).

In addition to the learning concepts and outcomes described above for service learning and experiential learning, developing the skills of working efficiently and effectively with others of diverse backgrounds in groups is becoming mandatory for our marketing students (Chapman et al. 2010; Halfhill and Nielson 2007; Vance 2007; Widmier, Loe, and Selden 2007). Once graduating and working in the "real world," students will find that teams in today's business environment consistently outperform individuals acting alone in the completion of complex tasks requiring multiple skills and experiences levels (Chapman et al. 2010; Katzenbach and Smith 2003; Kozlowski and Ilgen 2006). To further emphasize the importance of these abilities, recent research indicates recruiters have begun to actively seek students who can demonstrate their ability to work well in a group (Alsop 2006; Fisher 2007; Vance 2007). In fact, many employers rank teamwork skills as one of the most important attributes of potential employees (Alsop 2004; Vance 2007).

From this literature review, the value of providing students with experiential service learning experiences in a teamwork format seems increasingly more important. It is also clear from the literature review that care should be taken when designing these experiential service learning assignments for students so they are relevant to the class and the concepts being taught, that they are benefitting the community and the college or university, that they are developing

important teamwork skills, and they are developing students' personal sense of self and codes of ethics.

The Project

The impetus of the project described in this paper started in a Promotional Strategy class where teams act as an advertising agency creating a campaign for an actual client (competing for an account). For this class, it is designed as a large semester-long and very involved project. At the beginning of the semester, the professor wanted to design a team-building exercise to create enthusiasm for the course and to get student teams working together on a stimulating, experiential learning exercise. Rather than doing a more standard, in-class exercise, getting the student teams involved in the community seemed a much more effective design. An organization that has been helping the homeless people of Denver, Colorado, for the past 120 years is known as the Denver Rescue Mission. Students can be very focused on themselves, resulting in self-absorption. This project was designed as a way to meet the course objectives and turn the students' focus outward by truly helping people.

Since this is a spring semester course, starting in January, in a cold weather climate, a coat drive used for a brief team-building project at the beginning of the semester, while the coats could still be used, seemed important. The duration of this project in this class is approximately three weeks. Specific goals for the project in this class were to 1) build team cohesiveness; 2) develop promotional skills and execute ideas (develop strategy, set goals, and execute the strategy), including branding strategies; 3) stimulate competitiveness, which is critical in agency work; 4) stress the importance of community involvement; 5) create cooperation within teams and in the class; 6) engender the spirit of competition as teams competed with one another for largest number of coats collected, and in later years, each class would compete with previous classes; and 7) stimulate student engagement, participation and enthusiasm.

Another class in which this project has been implemented is Social Marketing. Unlike the Promotion Strategy class where it originated, the project for this class was designed to last for about six weeks. In addition, the project for this class was a major assignment for the class and constituted the entire work students would accomplish while working in these teams. The goals for the assignment were nearly the same, but with more of an emphasis on becoming involved with the community and helping people in an altruistic fashion. Also, rather than just applying promotional concepts, the project in the Social Marketing class involved using skills related to a more complete set of marketing concepts, though promotion continued to be a key component.

Table 1. History of the Project

#	Year	# Collected
1	2004	250
2	2005	75
3	2006	352
4	2007	186
5	2008	528
6	2009	647
7	2010	581
8	2011	436
9	2012	562
Total		3617

In both classes, students learned to involve family and friends in the effort. Students utilized social media extensively by contacting people by email, through Facebook and LinkedIn, posting YouTube videos, etc. In the beginning, expectations were modest. For example, in the Social Marketing class, each one of the three 10-person teams was challenged to collect at least 50 coats to be eligible for the full points for that part of the project. That directive would result in a total of 150 coats that could be donated to the homeless. In every case, student enthusiasm and engagement completely surprised the professors overseeing these projects and the results were many more coats being collected and donated than either assigned or expected.

This originating professor of this project established a brand identity during the first year. The “Share the Warmth” Coat Drive has been a topic of conversation campus-wide since its inception and is an element attracting students to enroll in these marketing electives. Whether these classes consistently attract motivated students because of the coat drive or not, student achievement has far exceeded expectations. The “Share the Warmth” Coat Drive has now been conducted for nine years and has resulted in collecting and donating a total of 3,617 coats to the homeless of Denver (see Table 1). The students were very excited during the day when the coats were officially counted by the professors. Great enthusiasm was shown after the totals had been calculated and the winning teams identified. When the sense of competition was over, a tremendous spirit of cooperation was shown as the students teamed up as an entire class to get the coats transported to the Denver Rescue Mission. To end the project, in both classes and after the coats had been donated, students were asked to have small-group discussions in class to process the experience. They were then asked to individually produce a

written assignment describing their personal experiences and feelings, as both individuals and in relationship to their team experiences, and reflecting on the marketing skills they put to use to successfully complete the assignment.

It is clear that this assignment regularly accomplishes the specific goals of each class. However, it is also clear that it satisfies both the elements and learning outcomes of service learning. The three elements of service learning are apparent in this project. Reality is achieved by actually providing a service and product that can benefit real people in need. Reflection is provided for by the small-group discussions and written assignments at the end of the project. Reciprocity is achieved by the university being able to engage with an important organization in the community to help the organization's client population, and by establishing the brand name, the organization, as well as the university, become more well known for this type of work.

The three learning outcomes for service learning are also achieved in this project. Students learn to better appreciate the needs of the population being served. This appreciation is aided by the season during which the project is conducted, the winter, when the coats are most needed. Thus, the outcome of understanding this specific social issue is achieved. Students also commonly remark in their reflection papers that this was the most important project in which they have ever been involved. The occasional student will be involved for whom this project has little impact, but overall, students are impacted positively by their sense of being able to help those in need. This fact indicates that students are gaining valuable personal insight. Students also learn to plan a project, promote it by soliciting donations, and aim for specific achievement goals, depending on the course with which the project is associated. The application of these marketing skills suggests the cognitive development of students.

Discussion and Implications

The project described in this paper has been successfully integrated into two marketing courses – Promotional Management and Social Marketing. The results for the students, the professors, the university, the nonprofit organization, and its clients have been significantly positive and have surpassed the expectations of all. For both classes, careful project design assured these results and provided a valuable and long-term learning experience for students. Students were able to apply marketing concepts in a real-world situation and to see the project completely through from the planning stage to the successful completion of the project. The three learning

outcomes associated with service learning were achieved. Perhaps most importantly, most students had a brief taste of the feeling that altruistic actions are known to produce.

This project, with slight modifications, could easily be applied to a variety of marketing courses. It would not be recommended for the introductory marketing course because students need to at least understand some basic marketing concepts in order to be able to properly apply those concepts. However, in addition to the two classes in which it was applied, it could also be a useful project for an advertising class, a sales class, a consumer behavior class, an electronic marketing class, a social media marketing class, etc.

Plans to continue the annual “Share the Warmth” Coat Drive are in place. The current plans for the Spring 2013 Semester is to use this project as a primary team assignment for a services marketing class that will be offered in a two-week session at the beginning of January (called Winterim). By the time the MEA Conference occurs in April, the project in this class will be completed and discussion about it can also be included in the presentation and discussion.

References available upon request

LEARNING FROM THE PAST: FILLING THE HISTORICAL LITERACY VOID IN MARKETING CURRICULA

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Abstract

Why is historical literacy missing in the marketing curriculum? Ignoring academic wisdom from ancient times allows the history void to undermine student performance and pedagogical success. This exploratory study surveys the marketing course offerings at California State University (CSU) system campuses to confirm prior anecdotal evidence regarding the absence of marketing history courses. Building on a rich literature review, the role of historical literacy in learning is established from the original liberal arts through modern academic literacy standards. Antecedent marketing history and marketing education history research is extended to show that relevant, necessary, and sufficient knowledge exist to support historical literacy in the marketing curriculum. Following an analysis of CSU survey results, guidelines are presented to incorporate marketing history courses and competencies in undergraduate marketing curricula.

The History Void in Marketing Curricula

This paper examines the prevalence of a marketing history void in undergraduate marketing curricula at the campuses of the California State University (CSU) system. A search was conducted of the 2013 academic catalogues for each of the 22 separate CSU campuses (excluding the California Maritime Academy) to identify the types of undergraduate marketing course offerings. Using course offering descriptions as an indicator of content/discipline literacy, marketing curricula courses are classified according to the schools of marketing thought – including history. An analysis of the course classification patterns confirms the absence of marketing history in the entire CSU system, in contrast to every other school of marketing thought. Moreover, within courses, marketing history competency and skills are the least emphasized of all the schools of marketing thought.

The paper proceeds by first reviewing the literature on academic literacy with respect to history as well as the content/discipline literacy literature pertaining to marketing education. This literature review establishes a context for the significance of marketing history within the undergraduate marketing curricula. Next, the secondary data search of marketing course offerings at CSU campuses is described along with a discussion of course classification patterns. Lastly, the marketing history literature is synthesized into a “historiographic paradigm”

(Jones 1991) for gleaning best practices and to propose course designs that instill historical literacy as well as marketing history competency based skills.

Amazingly, the prolific marketing education history research does not appear to include a widespread empirical study. While the anecdotal evidence underlying most studies of marketing education history is likely to be consistent with empirical results, primary data on marketing curricular provides a pragmatic incentive for filling the marketing history void. Consequently, this study complements marketing education history literature, with a representative course inventory to confirm the history void in undergraduate marketing curricula.

Three hypotheses guide this study with operationalized statements for analysis:

1. Does a historical literacy void exist in undergraduate marketing curricula?
 - How many CSU campuses offer marketing history courses, or explicit historical content?
2. How well do the marketing course offerings address discipline/content-specific literacies, including historical literacy?
 - What is the frequency pattern of CSU marketing courses with relevant content for each school of marketing thought?
3. What is the dominant logic that characterizes the marketing curriculum?
 - Does the array of CSU marketing courses have a core academic purpose?

Analyzing CSU Marketing Course Patterns

Owing to the comprehensive quality of this data set, a wide variety of marketing curricula patterns exist for analysis. In that regard, the course inventory can facilitate ongoing and wide ranging marketing education discussion – some unrelated to marketing history literacy. However, the focus of this study is to confirm the empirical existence of a marketing history void.

Historical Literacy Void

Returning to the research hypotheses guiding this study, the CSU marketing course sample conclusively confirms the existence of a historical literacy void in undergraduate marketing curricula. None of the CSU marketing curriculum offerings included a marketing history course and no courses offered included a description that mentions marketing history or historical perspective content/methods. Although the CSU course offerings reveal a dearth in other marketing competencies such as decision making/analytics, as well as macro/societal and multicultural marketing, marketing history is the only competency that is entirely omitted.

History's Discipline-Specific Value

When the CSU course offerings are mapped onto a typology of marketing schools of thought (Shaw & Jones 2005), the history void becomes more apparent. A table of survey responses illustrates these tendencies and shows the courses with the greatest potential for mitigating the absence of history (historical school), in addition to the representation of other schools of thoughts in the undergraduate marketing curriculum. The shaded courses do not presently address the respective school of thought. The pervasive pattern shows that all of the schools of thought are fully addressed by marketing curriculum courses, except history (one course) – followed by the macromarketing and systems/analytics schools of thought.

History's Academic Learning Validity

Besides omitting historical literacy and the rich academic resources generated by the historical school of thought, the marketing course offerings are skewed towards discipline-specific course content – often with a completely topical focus. The role of history, theory and academic/liberal arts literacies which are most fundamental for academic learning appears to be diminished in favor of course content reflecting contemporary marketplace trends. Consequently, embedding historical literacy in the marketing curriculum would provide the theoretical and academic mooring to improve the coherence and continuity of course offerings.

Recommendations for Filling the Marketing History Void

Rather than offer entirely new proposals, the guidelines recommended here synthesize earlier directives for increasing the marketing history presence in undergraduate marketing curricula.

“The general purpose of this article is to provide a justification for the establishment of a historical orientation across the undergraduate marketing curriculum and recommendations for implementation to provide pedagogical structure and ‘ingredients’ for marketing educators.” (Petkus 2010, p. 64)

In particular, this study recommends three initiatives to fill the marketing history void:

1. *Pursue a twofold pedagogical structure.*

Historical literacy can be imparted as a topical ingredient within existing marketing course offerings, as well as through a general historical perspective that specifies contextual matter, meanings, methods, and measures.

2. *Build instructor awareness and consensus.*

Marketing educators are the most informative and influential agents for addressing the historical literacy void. Academic associations like the Conference on Historical Analysis and Research in Marketing (CHARM) are a great resource for instructors to learn and further historical literacy in the marketing curriculum.

3. *Innovate marketing history course design and delivery (“old wine in new bottles”).*

Modern educational trends can benefit the breadth of historical topics (“stories”) and deepen historical perspectives (“skills”). Historical literacy can be linked to curricular assessment standards for critical thinking, verbal skills, and information competency. Historical aptitude can be immersed in interactive digital applications.

Conclusion: The Time for Action Has Come

The validity of historical literacy cannot be denied. The ancient Greek and Renaissance liberal arts tradition extolls the integral role of history in academic learning. Historians have demonstrated the merit of historical study as well as historiography methods in the academic curriculum – including business and marketing programs. Historical knowledge can cohere and catalyze learning of across the academic literacies that comprise current university curricula. Marketing history scholars have compiled an extensive scholarly, strategic, and scholastic literature to support historical literacy within the marketing curriculum. Moreover, marketing education scholars have made the case for designing courses and content which contain an historical perspective. The time for advocacy has passed. The time for action has come.

References available upon request

DO PROFESSORS HAVE CUSTOMER-BASED BRAND EQUITY?

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Abstract

Beyond the success in product branding, marketers can now successfully brand services, people, places, organizations, or ideas (Kotler & Keller, 2006). In recent years, branding of people has not only gained scientific interest but also legitimacy. Human brands refer “to any well-known persona who is the subject of marketing communications efforts” (Thomson, 2006). However, human brands research has been limited to the context of celebrities such as sports, music and film personalities and politicians. But human branding need not be limited just to celebrities. Just as celebrities can be branded so too can certain professionals such as professors (Jillapalli & Wilcox, 2010), physicians, realtors, journalists, engineers, and scientists be branded and managed as brands. *Customer-based brand equity* is defined as the differential effect of brand knowledge on consumer response to the marketing of the brand (Keller, 1993). *Customer-based brand equity* occurs when the consumer is familiar with the brand and holds some favorable, strong, and unique brand associations in memory (Keller, 1993; Keller, 2001). Thus, brand equity lies in the mind of consumers and is the essence of what consumers have learned, felt, seen and heard about the brand over time (Keller, 2001). To date there have been no studies on how the transference of branding process and customer-based brand equity strategies can be applied to the branding of certain professors.

Professor branding is grounded in the Keller’s brand resonance model (Keller, 1993; Keller, 2001) to explicate the transference of the branding process to certain professor brands. According to Keller (2001), the CBBE model consists of four steps, where each of the steps in the “branding ladder” is contingent on the achievement of the previous step. The four steps are (1) brand identity, (2) brand meaning, (3) brand responses, and (4) brand relationships. Accordingly, to create strong brands, Keller (2001) operationalizes a set of six “brand building blocks” that make up the brand pyramid and are in sync with brand identity, brand meaning, brand responses, and brand relationships. The six “brand-building blocks” are salience, performance, imaging, judgments, feelings, and resonance. In the context of strong professor brands, salience relates to the professor brand awareness and how easily students can recall and recognize the professor. Performance refers to the way the professor brand meets the functional needs of the students and satisfies the utilitarian, aesthetic, and economic needs of the students. Brand imagery deals with the extrinsic properties of the professor brand while

brand judgments are the personal opinions of the students and are based on the professor brand performance and imagery associations. Student feelings are the emotional reactions of the students engendered by the marketing or the promotions of professor brand. Finally, brand resonance focuses on the nature and depth of the professional relationships students have with the professor brand. To this end, we intend to empirically test students' feelings and attachments evoked by the professor brands and the relationships (brand resonance) between students and certain professor brands. According to the *Customer-based brand equity* model, if certain professors are to be considered as strong human brands, those professors must demonstrate customer-based brand equity in the minds of consumers (students). That is, students' judgments and feelings of the brand must evoke positive reactions and the nature of the relationship between the students and the professor brand must be intense, active and loyal.

The focus of this study is the professor brand equity in the minds of students. The model conceptualizes and hypothesizes that certain professor's reputation, competence, and service quality facilitates a student's attachment to the professor brand. Also, the model hypothesizes that a student's attachments to the professor influences the quality of the relationship as observed in the trust, commitment, and satisfaction within the relationship. Furthermore, the model hypothesizes that the depth of the relationship quality factors determines the student-based brand equity.

To the extent that the research propositions presented in this paper are empirically supported, the implications to both academia, and brand practitioners are meaningful. This research contributes to the body of brand literature by providing a theoretical framework for professor brand equity. The current brand literature has focused primarily on celebrity brand equity and no research to date has provided an understanding of student-based professor brand equity. Furthermore, this study provides an understanding how the transference of the branding strategies can be applied to certain professor brands. This research indicates that students advocate strong professor brands because of the strong positive associations these students have to certain professor brands.

This research has implications to professors by providing an understanding that professors can become strong brands if they cultivate and harness their reputation, competence and service quality. Additionally, a professor who is steward of their reputation, competence and service quality engenders positive attachments which directly influence the trusting, committed, and

satisfying relationships between the student and the professor brand. The sum of these deeper relationships between students and professors enhance student-based professor brand equity.

Most professors endeavor to create positive and favorable associations in the minds of their students. These actions will likely result in a student's belief that the professor brand is relevant to their student experience.

References available upon request

AN INTERDISCIPLINARY APPROACH TO BUILDING CREATIVITY SKILLS AMONG MBA STUDENTS

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Abstract

A key input to creativity is an ability to bring multiple perspectives to bear on a problem. When tasked with developing a curriculum to develop creativity skills in a new MBA program, we took this characteristic literally. In order to provide multiple perspectives to the students, three faculty members, from a mix of Arts & Sciences and Business disciplines, came together to teach creativity and innovation. Every aspect of the class was planned and executed together, from exercises to assignments to feedback. The faculty members involved were not shy about challenging each other, and the atmosphere of reasonable disagreement led to students who were more willing to challenge each other, and the faculty. This enriched the experience for all involved and resulted in a class wherein the students were able to discover true innovation.

Introduction and Context

In the summer of 2010 our institution began a quest to create an entirely new cohort based MBA program to supplement its part-time MBA. Faculty members involved in designing the program were told to start with a clean slate, and build a curriculum from the ground up. One of the more innovative aspects of the curriculum design process was that faculty from traditionally Arts & Sciences disciplines (e.g., English & Media Studies, Global Studies, Philosophy, History, Sociology) were included throughout the process of designing the new program. From the outset, we recognized the value of differing perspectives for the entire program.

This process resulted in a program structure consisting of four themes: leadership, value, environments and innovation.

In the value theme, students reflect on what value means and how that meaning can vary, understand how organizations derive value, and can align processes and resources to help build it. They learn about the various ways to generate value, for example, through new product development or merger and acquisition. The Leadership theme explores the nature of leadership, the extent to which it can be taught, the role of emotional intelligence in leadership success, and the range of challenges one faces in a leadership role. The Environments theme encourages students to consider the wider setting of the firm, community, country and world

when making decisions (information taken from the Institution's website; URL deleted to preserve anonymity, and available on request).

Finally, the Innovation theme is described as follows:

“Leaders know the value of innovation and creativity in devising new models for the role of business in society. Innovation supports the other three themes of the [Institution] MBA. That is, to be innovative, leaders must understand the environments in which they operate, the ways that innovation may or may not lead to value, and the role of their decisions in building an organization where creativity can thrive.” (URL deleted and available on request)

The Innovation Theme

Innovation is recognized as a key determinant of success in the business world, and business education programs are increasingly recognizing that creativity is a skill that can be taught to emerging business leaders. Kelley and Kelley (2012) cite a “recent IBM survey of chief executives around the world” that finds that creativity is the “most sought-after trait in leaders today.” Petocz, Reid and Taylor (2009) provide a partial list of higher education institutions and employers that explicitly mention creativity and/or innovation skills as important to their missions.

In 1994, Ramocki called on the marketing discipline to take the lead in developing creativity skills in business students. While this makes perfect sense if we are limited to the business disciplines, we found ourselves in the unique position of *not* being so limited for this MBA. Indeed, we were *encouraged* to bring multiple perspectives to bear.

Originally, the Innovation Theme consisted of four distinct classes:

1. The Psychology of Innovation, which looks at decision-making from various disciplinary perspectives to understand how humans process information and generate creative ideas.
2. Enhancing Creativity, which examines theories of creativity for individuals and groups and allows students to practice creativity techniques.
3. Design for Business, which reviews the lifecycle of design, including how to define design goals, generate ideas, and assess those alternatives.
4. Exploring, Executing, Exploiting and Renewing Innovation, which integrates knowledge from the preceding three modules into the broader context of industry, organization and

competition.

Most relevant here are the first two classes: The Psychology of Innovation and Enhancing Creativity. Enhancing Creativity was based on a class that had been successfully taught at the graduate level a number of times by a member of the marketing faculty. Psychology of Innovation was based on a course that had been successfully taught at the graduate level by a faculty member from a discipline that spans Arts & Sciences and Business: Human Factors in Information Design.

The Teaching Team

These two faculty members quickly recognized the synergies that could be brought into play by combining these courses. Theories, practice, exercises and assignments in each course could build upon one another and lead to a more deep and rich experience for the students. We also recognized that if two perspectives were good, a third, and a purely Arts & Sciences one, would be even better. Thus, our third co-teacher, from the English and Media studies department, joined in the effort.

Each faculty member brought a unique perspective on creativity to the class, formed at least partially by their discipline. A brief summary of each can be found in Table 1. Another way to characterize our different perspectives is the way we think about the obstacles to creativity. In their Harvard Business Review article, Kelley and Kelley (2012) suggest that four fears hold people back from creativity: “fear of the messy unknown, fear of being judged, fear of the first step, and fear of losing control.” In some ways, our diverse disciplinary backgrounds mapped the way the three of us blended in the class: The faculty member from Human Factors in Information Design tackled the first item, “fear of the messy unknown” through a reiterative design-thinking approach; the faculty member from Marketing tackled the second fear, “fear of being judged” by showcasing the benefits of playful improvisation and brain-storming activities, and the faculty member from English and Media Studies focused on the “fear of the first step” by introducing a variety of observational, reflective, and free-writing activities. All three of us attempted to address the fourth factor, the “fear of losing control,” with various in-class exercises, and more importantly, with our own willingness to lose control of certain aspects of the class, something we discuss in greater detail below.

Our diverse disciplinary perspectives were also reflected in the three main books we showcased as examples from the dozens if not hundreds of books published on creativity. Students were asked to read excerpts from three different books: *Creativity: Flow and Psychology of*

Table 1: Perspectives on Creativity

Discipline	Perspective
English and Media Studies	Creativity is part and parcel of our human existence: whether found in fiction, film, performing arts, poetry, music, or visual arts, creativity is what defines us as human beings. It is especially important to foster creativity in the context of a business university where many students are focused on highly analytical skills. Cultivating creativity in business students enriches their abilities to observe, listen, empathize and reflect. As they become keen observers of the world around them, students learn to step back, understand multiple perspectives, and make better informed decisions—all skills necessary and important for successful business leaders.
Human Factors in Information Design	The human factors discipline considers human behaviors that underlie the creative process and the innovation that follows. In particular, making students self-aware of behaviors that naturally support creativity and, perhaps most importantly, those behaviors that offer obstacles or insurmountable barriers. These behaviors are considered at the level of the individual, group, organization and the larger cultural milieu.
Marketing	Creativity is a skill that can be taught and must be practiced, and today's educational system tends to bias against creativity. To be judged as creative, something must be new and useful. Creativity adds value to everyone's lives, but of particular interest is the value it adds to the creator's and the consumers' lives.

Discovery and Invention (by Mihaly Csikszentmihalyi) addresses the psychology of creativity and aligns closely with the psychology background of the faculty member who teaches in Human Factors and Information Design; the *Creativity in Business* (by Michael Ray and Rochelle Myers) captures the reflective, contemplative, and introspective approach that resonates most closely with the English and Media Studies faculty member, and the *Where Good Ideas Come From: The Natural History of Innovation* (by Steven Johnson) looks at creativity and innovation from an historical and business perspective, one that resonates closely with the improvisational, creative approach brought to bear by the faculty member in Marketing.

The Classroom Experience

What truly made the class unique and, we believe, contributed to the learning of the students, was the interdisciplinary team teaching. The main objective of structuring the course as we did was to show the students the value and richness that can result when multiple disciplines,

backgrounds and viewpoints come into play. Specifically, we wanted to enrich course materials and complicate discussions by bringing these different perspectives to bear on each other. That is, we realized that our varied perspectives would challenge students to push their boundaries more deeply than they would with only one faculty member and one disciplinary perspective represented. Another objective was to show students that in an atmosphere of trust and support, conflicting perspectives can lead to better, more creative outcomes. According to David Kelley, founder of the Hasso Plattner Institute of Design at Stanford—most often referred to simply as the d.school—“people learn best by collaborating with others who have radically different points of view, so classes should be made up of students and teachers from a variety of disciplines—the more the better.” (Geer 2011)

In order to achieve the full integration of our multi-disciplinary perspectives, we decided to team teach each and every day, each and every hour this course met. Rather than alternating faculty members for designated time slots, or providing impromptu guest lectures (two common approaches to team teaching), the three of us spent four weeks, six hours per day, teaching this course together. The faculty members co-designed all the main assignments for the course. All three faculty members actively participated in the in-class activities, discussions and exercises. All three faculty members were responsible for providing feedback on each assignment (though one faculty member often took the lead for individual components). As a result, students had to consider business and art & sciences perspectives as they set out to complete each assignment, which may have slowed down their teamwork, but enriched the solutions they developed. Most importantly, we all consciously decided that disagreements between us were not to be feared, but rather embraced and used. We did not know where this approach would lead when we started; we think it led to a unique and rich learning environment for the students and for the faculty.

It is interesting to note that in our approach to teaching we needed to embrace the same fears, unknowns, and messiness that we asked students to embrace. All three of us were willing to encounter the “fear of losing control” (Kelley and Kelley 2012). The faculty member from Marketing illustrated his willingness to lose control with a variety of brief, interactive, in-class creativity exercises that called for volunteers to improvise, act, or perform in unexpected ways. He often volunteered to be the first participant in a given exercise, thus allowing laughter, learning, and insight to arise at precisely the moment he gave up all control.

The faculty member from English and Media Studies asked students to give up control during brief, timed, in-class writing exercises that asked participants to let go of the inner critic or censor by not allowing any editing, correcting, rereading, or crossing out of words during the timed exercise. She participated in this exercise along with students and her colleagues, and as an added safety valve, she reassured students that this spontaneous piece of writing would not be collected, graded, or shared, unless volunteers were willing to do so. Hence, students were willing to experience some loss of control and gain insights into how the process of letting go can foster creativity, leading to unexpected insights, surprising images, and new perspectives.

The faculty member in Human Factors stressed letting go of control when he assigned a “design sprint” early on in the course that forced students to engage with the many stages of problem solving and innovation in a very limited amount of time. During a two-hour studio slot, he asked students to conduct observations and interviews in the real world to identify problem spaces. The next day, students were asked to go through the reiterative process of reframing the problem; visualizing and sketching potential solutions; and moving toward prototyping. The speed and agility required in this first exercise asked students to let go of control and embrace the possibility of failure, a process that is also emphasized in the d.school philosophy. According to David Kelley, “Speed and quantity are encouraged in the hope that students will fail early and often” (Geer 2012).

As faculty members team-teaching for the first time in a new MBA program, we too, were challenged to let go of control—giving up our habitual ways of teaching, sharing classroom space and time, coordinating assignments, and using different pedagogical approaches in front of colleagues and students we were only then getting to know.

The classroom setting—a studio—and the intensity of the teaching schedule further enhanced the learning environment. The class met in a studio setting, with white boards all around the room, smart boards that could be dedicated to a lecture or separated out for smaller groups and discussions, large computer monitors scattered throughout the room for group work, room for informal group meetings, and a dedicated kitchen with booth seating. These diverse spaces allowed for spontaneous conversations in small or large groups, for dedicated team work, for illustrating, sketching, and prototyping, the iterative process emphasized by the d.school at Stanford and other schools who use design-thinking in their curriculum design.

This was an “Intensive” class that ran from 9:30-1:00 four days a week, for four weeks. In addition, after-class “studio-time,” from 4:00-6:00, allowed students and faculty to collaborate in

more depth on student projects and tackle questions that arose but were left unanswered during class time.

We also used this time to explore activities that would have been difficult or impossible in a traditional classroom setting, but that we felt would contribute to student learning. For example, we conducted field trips to IDEO, a leading design firm; to Walden Pond, a place of history, nature, and transcendental writers; and to an Improv Comedy Show, a showcase for creativity on the fly. We also invited several guest speakers, including an artist who taught the students the basics of sketching and the owner of another design firm. We hosted a panel of four speakers that included an entrepreneur, a photographer, an actress and a musician; the selection of speakers illustrated the range creative activities that can be found across the spectrum of the creative arts and business. These activities further enriched the course and illustrated the value of the deeply integrated, multi-disciplinary perspective.

Results

There are two final projects for the class, one individual and one group. For the individual project, students are given almost perfect freedom to create something, as long as it met the class's definition of "creative" (in this case: new and purposeful). MBA students often produce the types of projects you might expect: business-based ideas that have the potential to make money (e.g., new apps, business plans and products). Students creating these ideas are justifiably proud of what they do. But we know we have succeeded only when students step out of their comfort zone and do something truly different. For example, in this class students introduced a stand-up comedy routine, a new culinary dish and fishing lures made out of discarded household items.

The group project was a "Design Challenge" in which groups were asked to address a significant social issue facing the world and tasked with exploring the creative solution space and building a case for one possible solution. Problems were picked to be "messy," that is, they had many different facets, including a global dimension, complex social and cultural issues, ethical and human rights concerns, and environmental considerations in addition to the business challenges posed by the problem. Students were given the choice of one of many potential problems. Groups picked four to focus on: Day Laborer Equity, Potable Water Shortages, Illegal Bird Trade and Infant Mortality.

As might be expected, groups immediately started brainstorming solutions. However, having three faculty members pushing them to step back and examine each problem from different perspectives forced them away from the easy, obvious and often shallow solutions they started with. For instance, while one of us pushed students to consider the nature of human behavior, both rational and the unexpected behaviors, another would raise questions about social justice, fairness and gender equity. In response, students gathered more information, from multiple sources, and developed new solutions and examined them from the perspectives of very different stakeholders before settling in on and developing one solution in depth. Students were encouraged not only to examine the positive implications of their proposed solutions but also negative unintended consequences. During weekly team de-briefings, students picked up on the cross-disciplinary perspectives the three of us brought to class. They would challenge each other to consider environmental, ethical, psychological, and market-driven perspectives as they honed in and refined their problem spaces.

This resulted in, for example, an SMS/text based social media platform that matched day laborers with potential employers, and allowed each party to rate the performance of the other, which diminishes the potential for exploitation. The students' solutions were not perfect, which would be an unreasonable expectation in a four-week class. But they were well thought out, well developed, and, most importantly, creative. Further, their solutions to the problems from this class formed the basis for their projects in the next class in the program, Design for Business, in which they further developed their ideas into viable business plans.

The class was not, of course, perfect. The students were over-worked, as each faculty member struggled to fit his or her favorite readings and assignments into the class. At times the students felt pulled in multiple directions, as they struggled to know what all three of us wanted. As one student explained in his reflections on the course:

- I enjoyed that the method provided multiple perspectives simultaneously; this was very enriching and valuable. However with this comes a risk of information becoming de-integrated and lacking a natural flow (this did not happen too often with you three). For the most part, I think the more that the teachers speak beforehand and align, the better this will go. Obviously, practice makes perfect in this scenario.

- I would also suggest that "cross talk" (when 2+ teachers attempt to teach at the same time, i.e. alternating sentences/minutes) be kept to a minimum. Ideally, it would be great if one teacher did not interrupt another teacher's flow because this makes it difficult for

the students to follow (and I'm sure it's not easy for the teachers either). Perhaps one teacher speaks for 30 minutes (without interruption) and then hands it off to another teacher.

However, overall the class was a success, from the student and the faculty perspective. Perhaps the thoughts of one of the students puts it best:

In short, I am being taught and made more aware of how to rapidly switch my perspective and flex my brain to look at problems in different ways. It's a little like being presented a Rubik's Cube. I could learn how to do it the usual way, but that's nothing new. I could switch the stickers, but that won't add to my learning. Or I could find a way to re-purpose it as the interface for a new kind of combination lock. That's the value in participating in a team-taught course: both students and professors are constantly being asked to open and reconfigure their knowledge in new ways. Such forums allow content experts not only provide top-notch learning, but also to acknowledge the limits of their fields and to elicit differing opinions from their faculty peers or from students based on their industry and life experience.

As a result, the rules in the classroom shift frequently for both professor and also students. Learning and teaching styles constantly evolve to fit the needs of the moment. And while these moments are often fun and even funny, it's not always comfortable and it's certainly not easy. But good learning rarely is.

References available upon request

DO MARKETING CLASSES FOSTER STUDENT CREATIVITY?

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Abstract

As calls for developing the ability of business students to think creatively and develop innovative goods and services have become universal, researchers in the area of creativity have expressed concerns that the U.S. educational system may not foster creative thinking at the K-12 and post-secondary education levels. Our research examines whether students enrolled in marketing courses taught by three different professors at two universities believe that they were encouraged to think creatively in their marketing courses. The results of our study are compared to those of Driver (2001) who developed a scale to measure the extent to which students believe that creativity is encouraged and rewarded in their classes. The students in our sample rated the classroom environment in their marketing courses as being less conducive to creativity than the students in Driver's study. Our study includes recommendations for enhancing the classroom environment so as to foster the students' creative thinking process.

References available upon request

CO-CREATING LIBRARY SERVICES VALUE FOR BUSINESS AND MARKETING STUDENTS

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Background

Within the last decade academic libraries have embraced the need to assess and evaluate library services, especially as they relate to instruction, usability, and quality of service (Shi and Levy, 2005). In typical academic libraries, user needs are ultimately tied to success in course work that ultimately leads to graduation. While useful research has been completed that demonstrates academic library impact upon student persistence (Emmons and Wilkinson, 2011), no work has been done to understand student corresponding needs related to their development as library users and researchers. Specifically, no effort has been made to connect specific library resources and services with business student needs along with the role that fulfilling those needs play in attaining educational success. Research shows a need to devise a process for communicating with students in narratives based upon needs and value perceptions as they move from inexperienced library users to familiar ones that eventually gain expertise in terms of utilization of the library and its services (Germano, 2010).

There has been movement via AACSB (Association of Advance Collegiate Schools of Business) to include research as an important part of business education. Hawes (1994) found AACSB embracing bibliographic instruction to improve academic quality. From there it moved to incorporate the idea of information literacy via the use of information technologies and systems and finally to commissioning a 2008 *Impact of Research* report reprinted in 2012. (AACSB, 2012) This recent study explored why scholarly inquiry matters; however, there has not been explicit focus on “library research skills” and its relationship to the value to schools, faculty, and student’ success.

Over the years, several authors (Littlejohn and Benson-Talley, 1990; Culley et al., 1977; Zabel, 2004) found students fell into a poor-unsatisfactory range when asked to identify appropriate sources to answer specific business questions. Reasons noted center around students demonstrating weak abilities to successfully understand and use secondary information. Other issues noted were lack of planning for searches, not setting aside sufficient time, inability at recognizing relevant information sources, inability to perform/conduct major research projects, and academic faculty assuming students have high levels of information search capabilities

(Rutledge and Maehler, 2003; Grimes and Charters, 2000; Kimball, 1999). Related to this, it was found that 75% of undergraduate students suffered from library anxiety (Onwuegbuzie and Jiao, 1998). Integrating library instruction session has been shown to reduce library anxiety, increases students' ability to use library resources and strengthens the relationship between library staff and students resulting are positive outcomes with effect library pedagogy (Korobili and Tilikidou, 2005; Prince and Helms, 1993; Rutledge and Maehler, 2003).

Senior, Wu, Martin, and Mellinger (2009) investigated marketing class students' attitudes toward and knowledge of library services and collections. They found that students were more likely to believe in the importance of library research, to have had library instruction and to use websites and internet search engines to begin their research. However they are less likely to consult business periodicals as they were not always effective in utilizing secondary research efficiently. Cooney (2005) asserted that business information literacy instruction, while widespread and prevalent, is still developing and that collaboration between librarians and business faculty is overwhelmingly described as moderate. Even though Prince and Helms (1993) found library instruction did indeed lead to improved project performance, increased faculty and student satisfaction, and reduced student fear of using library resources, there has not been an investigation to assess how the library can add value to the business education process. The studies focus was to explore the value library research skills add to business and marketing student success while applying market research methodology and tactics to better understand the role the library plays in meeting business and marketing student degree attainment needs.

Methodology

During spring quarter 2012, at a west coast four year-University, five intercepts and eight focus groups were conducted on various library value adding topics to gain insight into what business students' value relative to the university library. The five intercepts with approximately 120 business students respondents to each intercept were conducted weekly consisted of five to six questions on the following topics: 1) Student Success and the Library, 2) Library Services, 3) Research Skills, 4) Library Utilization, and 5) Campus Data Base Usage. From the intercepts, students were selected to participate in eight focus groups grouped into the following three categories: 1) research process and tools available especially comparing Google and library databases 2) library usage and value and 3) student priorities, critical needs and obstacles to success. The main goal of the focus groups was to determine how students conduct research and the value of different research options available to them, how they utilized the library, and

how students approached research to deal with the academic and life demands. Sixteen to nineteen students participated in each focus group receiving a \$10 or \$20 Starbucks gift card for their time and participation.

Results

Overall intercept results indicated students strongly agreed that they needed research skills to achieve success as a student and professional. In all cases, marketing students more strongly agreed with the statements compared to business students. Marketing students more strongly agreed than non-marketing students the use of library resources and usage of non-library resources impacted their grade. Conversely, marketing student tended to regard the opportunity to develop research and business analytical skills via library resource utilization and application of business and marketing database resources compared to other results via convention search engine activities as less important compared to other business students.

Business students mildly agreed with the need to utilize the library. The marketing students tended to believe the library was not inviting and were less likely to seek out and utilize library database resources due to their complexity versus the ease of Google based searches than other business students. Further marketing students were less likely to believe library database utilization would impact their course grades, their success as a student and thus in their chosen career and thus profession.

The focus groups indicated students agreeing that online search engines were helpful to clarify topics and begin the research process. Many felt that the content they found did not always appear to be reliable or credible but still utilized Google out of habit. Students tended to see the library as a place to congregate or relax versus resources; but due to operational issues such as hours of operation, lack of comfortable seating, lack of computer availability, and noise level issues they choose not to utilize the library. Other personal issues related to school, future careers, and personal lives further negatively impacted the student's library usage rate.

Conclusions and Recommendations

The majority of the results support that marketing students are not that different from other business students in the value they see the library providing. A significant variable, "getting help with research is important to my success as a student" was the highest agreed upon statement for marketing students. It supports the fact that marketing students have gotten the message that secondary sources are necessary to complete many marketing assignments/projects.

Given all business students saw the need for research information to influence their success as a student and in their career; it was a concern that marketing students responses tended to be the same or lower on the majority of those questions. This brings to light the inconsistency among marketing students regarding the need for research skills regarding library held information sources and thus the value of the library. Further investigation into why the inconsistency exists needs to be identified as the authors felt there would have been consistency between getting library research help and its impact on their student and career success. Action plans need to be developed to clearly establish the relationship between library's research value and student academic and professional career success in the minds of marketing students.

Creating the library's value proposition in the minds of the student is a double edge sword. Even though students understand and acknowledge the need for research and that the library might be one of the places to secure that information, most students responded neutrally to the physical library facilities and library services. These insights emphasizes the need for collaboration between library and business college faculties and administrators to meet the student needs and wants. A simple example is that most business classes required group projects, yet there is little attention given to how to facilitate that process to meet student needs both within the library and the courses. Students do not distinguish between library services, academic requirement and thus academic services. Future actions need to be focused on how to address these service gaps if the library's value in the academic process is to be fully understood and addressed.

Per Germano and Stretch-Stephenson (2012), libraries need to define their value proposition and sell it to their users. The results of the study indicate students acknowledge the need for research and library skills; however, do not associate library services with the facilitation and development of those research skills (i.e. library training sessions, libguides, technology usage, databases, etc.). As Cooney (2005) indicated collaboration between librarians and business faculty is overwhelmingly moderate. The author's agree that students seem to have mixed expectation regarding the need to learn research library skills, how they should be learned, and who is responsible to imparting these skills; thus highlighting the need to understand the existing collaboration efforts between business and library faculty and administration. Students acknowledge research, library skill needs; however, it is clear there is not a value proposition for creating and delivering those skills that is shared by the faculty and administration.

If there is to be true integration of the library's value added proposition into student success, there must be collaboration between business and library faculties and administration. Today's "new economy" students expect cross-functional integration to exist seamlessly between academic requirements and the availability of library support or value. Future research is needed to focus on the gaps in providing collaborative service efforts between marketing and library faculties and students and how the library fits into a collaborative academic effort to truly understand the library's value proposition relative to marketing student academic success.

References available upon request

MARKETING BRIEFS: CONNECTING MARKETING CONCEPTS WITH REAL LIFE

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Abstract

In this paper we describe an assignment that requires students to identify and reflect on real-world applications of marketing concepts studied in an introductory marketing course. The goals of the assignment are: 1) To add entertainment value by allowing students to choose their own examples based on their knowledge and preferences; 2) To improve student learning of fundamental marketing concepts by engaging them in discussions about their briefs as well as the briefs presented by their peers, and encouraging them to explore the implications of highlighted issues for marketing practice from both consumer and marketer perspectives; 3) To improve the efficiency of student learning by combining two different methods of researching and reporting: verbal and visual; and 4) To engage students in collaborative teaching and learning, where students are both contributing to the course content as well as benefiting from the contributions of their peers. The results of the assessment suggest that the students enjoyed the assignment and broadened their understanding of marketing mix and the effects of environmental factors.

GEN-Y STUDENT DISPOSITION TOWARD SALES AS A CAREER: TWO STUDIES

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Abstract

Gen-Y college students continue to have a negative disposition toward sales as a career, in addition to a negative attitude toward sales people. This trend has continued for almost 50 years and has been observed in countries outside of the United States. Sales career preferences were generally negative in studies that encompassed students from the United States, New Zealand, Philippines, and Poland. Yet, sales jobs go unfilled as companies have difficulty in filling open positions in a down economy. While less than 50% of college graduates will have a job offer when graduating, 90% of graduates from collegiate sales programs will have at least one offer. Furthermore, it is estimated that 60% of business school graduates and 80% of marketing graduates will start their career in sales. The first study was conducted to examine the disposition of business students enrolled in a Principles of Marketing course. The course is required for all business majors and minors in addition to several non-business minors. All students completed the same survey, but approximately one-third were given additional information about sales careers prior to completing the survey. The second study examined the attitudes of students currently enrolled in a sales course.

Studies have tested for differences in various student populations (such as gender, geography, ethnicity, education), but the overall perception that sales is not a desirable career still exists. The disposition of students toward a sales career has been studied using many attributes. Several researchers determined students' interest in a sales career was influenced by their perception that sales had low social prestige. Mason (1965) observed that students did not consider a sales career because sales suffered from low occupational prestige. Other studies revealed similar attitudes among students. According to Hayes (1969, 1973) personality needs affect occupational choice and perceptions of occupations can change after students have begun their career. Compared to other white collar occupations, sales lacked both formalized curriculum and educational requirements.

Occupational prestige was linked to specific job titles and to the presence (or absence) of specific behavioral characteristics such as truthfulness, competence, and altruism (Adkins & Swan, 1981-82; Swan & Adkins, 1980-81). Research by Swenson, Swinyard, Langrehr and

Smith (1993) showed that preference for a sales career is a different behavioral response than perceptions of selling as a career. They noted a decline in students' preferences for a sales career occurred from 1980 to 1990. They also found that financial benefits and decision-making power influenced preference for a sales career. Differences in attitude between African-American and Caucasian students also showed that African American students consider sales to be a low prestige career (DeVecchio & Honeycutt, 2000; DeVecchio & Honeycutt, 2002; Kavas, 2003).

Collegiate sales programs have been cited as a means of improving the image of the sale's professional (Castleberry, 1990). In addition to academic certification programs (Sales Education Foundation, 2011; University Sales Center Alliance), professional certification programs have been offered as a means of encouraging professionalism and continuing education (Honeycutt, Attia, & D'Auria, 1996). Other research has shown that the perception of sales as a profession may be dependent upon six criteria. These include a base body of knowledge as provided by university sales programs, autonomy and public confidence evidenced by certification programs, service to society, organizational culture, an ethical code, and the exclusivity of sales skills (Hawes, Rich, & Widmier, 2004).

Dubinsky (1981) suggests that students' negative perceptions might be based on several factors including: stereotypes of sales people in the mass media; negative experiences with salespeople; low prestige and status; and inadequate communication of sales job characteristics by recruiters. In an earlier study he found that a majority of students in introductory and advanced marketing classes had a favorable image of a sales job (Dubinsky, 1980).

The ability of the corporate recruiter to influence student perceptions was the subject of several studies (Weilbacker & Merritt, 1992; Wiles & Spiro, 2004; Wotruba, Simpson, & Reed-Draznik, 1989). However, depending on the recruiter to create a positive spin on a sales job will only occur if the student is willing to interview for a sales position.

How both traditional and new media portray the sales job appears to impact perceptions of students (Waldeck, Pullins, & Houlette, 2010). Their study opens a vast new arena of research for the emergence and credibility of new media sources.

Other studies have examined gender differences in perceptions of personal selling. Muehling and Weeks (1988) found mixed results for male and female attitudes toward sales, but overall,

women viewed personal selling more favorably. However, Cook and Hartman (1986) found female students were less likely to pursue sales than male students.

Based on the Marketing Lens Model developed by Bristow (1998), students who have completed a sales course were more likely to have a favorable view of a sales career (Bristow, Amyx, & Slack, 2006; Bristow, Gulati, Amyx, and Slack, 2006; Kimball, 1993). The course materials and teaching methods used in sales courses also affected students' perception (Deeter-Schmelz & Kennedy, 2011; Stevenson & Paksoy, 1983). Participative learning style classes seemed to improve students' attitudes when compared to lecture based classes (Lagace & Longfellow, 1989). Students who majored in marketing were more likely to have a positive perception of sales jobs in another study (Sojka, Gupta, & Hartman, 2000).

Overall, the research literature consistently shows that, with a few exceptions, students have a predominately negative attitude towards professional selling as a career. In a world of stagnant job growth, sales positions go unfilled. Yet, for over 50 years, students' perceptions remain predominately unchanged unless they have taken a sales course.

While the first study was inconclusive across many of the variables, it is likely that the limited sample size left many of the hypotheses with an inadequate data base even though the overall size met the minimum standards. The increased size of the second study gave statistical significance to many of the hypotheses. The second study demographic results were different from many earlier studies cited regarding age, gender and race. Further research from additional universities covering other regions in the United States and internationally are needed.

The most significant result appears to be that students in sales courses have a more positive disposition toward sales as a career. It may seem intuitive that students taking a sales class would be more inclined to look at a career in sales. However, sales courses at the university where the study took place are currently marketing electives and do not require a special application for admission. Therefore, the sales course contains a mix of students who are actively looking at sales positions after graduation, students who received encouragement from academic advisors to register for the sales course, and students who chose the course because it fit in their schedule and counts as a marketing elective. Gen-Y students appear to have a more positive attitude toward registering for a sales course. Enrollment in the personal selling course has doubled in the last year. Clearly further research is needed to determine pre and post course attitudes of the sales students. If completion of the sales course is the critical factor

in creating a more positive attitude toward a sales career, and if a substantial number of graduates take sales positions upon graduation, then changing the sales course from an elective to a required core course should be considered.

References available upon request

THE SELF- AND PEER ASSESSMENT ASSIGNMENT: DOES IT INCREASE STUDENT ENGAGEMENT IN ONLINE CLASSES? AN EXPLORATORY STUDY

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Abstract

The authors explored the effectiveness of self- and peer assessments (SPA) of assignments within an online classroom environment. The authors found self- and peer assessment tools can be used to increase student engagement in online courses. First, students must be very familiar with using the course management system. The Blackboard SPA tools are somewhat cryptic to use so an “introductory assignment” is mandatory to familiarize students with the interface. Second, students must be motivated to spend extra time creating and submitting assignments as well as reading, evaluating and commenting on fellow students’ assignments. Most students do not want to assess and assign points to other students’ submissions. Third, the instructor must assist students when technology issues arise. If online technology help is not available in the evening and on weekends, the teacher must be available after hours, as many online students complete assignments in the evenings and on weekends. After this exploratory study was concluded, the researchers decided to eliminate the use of SPA assignments in online classes.

Introduction

Budget cuts and an increasingly competitive environment have made online classes a fact of life for students and faculty at public universities. When faced with the prospect of offering traditional face-to-face (F2F) classes using an online-only medium, many teachers try to use online course management tools to replicate the classroom environment as much as possible. As most experienced online teachers know, this is a recipe for ineffective delivery of information and disinterested students. The researchers contend that it is difficult to effectively duplicate synchronous classroom-delivered content in an asynchronous online environment. Additionally, the use of synchronous tools in an online class to replicate the synchronous classroom environment defeats the purpose of online course delivery – to reach out to place-bound students and professionals to whom flexibility of schedule and ease of access to curriculum is paramount.

This exploratory study discusses the issues that arose when using an online tool in Blackboard Course Management software known as self- and peer assessment (SPA), from both a student

and teacher perspective. We will discuss the results of student surveys as well as anecdotal evidence from the teacher's perspective. Additionally, we will discuss the use of self- and peer assessment assignments online to increase student engagement and boost critical thinking; the technology issues associated with such usage, and the perceived effect on student engagement and learning in an asynchronous online class environment.

The ultimate purpose of this paper is to:

- help teachers understand the advantages and pitfalls of using “cutting edge” technologies in an online environment, and
- alert and inform instructors about the advantages, pitfalls and perceived effectiveness of using self- and peer assessment assignments to improve student engagement and critical thinking in online classes.

Literature Review

There have been a large number of studies regarding the effectiveness of self- and peer assessment methodologies (Pope, 2005, citing Falchikov, 1986, 1988; Boud, 1991, 1995; Hounsell et al., 1996; Dochy et al., 1999; Lapham & Webster, 1999; Roach, 1999). The literature on self- and peer assessment reveals, when assignments are adequately defined, appropriately monitored, and evaluative criteria is understandable and applicable, that students show realistic views of their own work, and can apply consistent evaluation of their peers' academic performance (Stefani, 1994; Dochy, Sergers, & Sluijsmans, 1999). Furthermore, Pope (2005) has explored how increased levels of student stress, while being involved in self- and peer assessment, factor into increased performance.

Pope (2005) found that while females reported higher levels of stress, than men, when anticipating and engaging in self- and peer assessment, both groups responded with higher levels of performance. Therefore, it seems reasonable to conclude that self- and peer assessment, when appropriately applied, increases performance, in spite of increased levels of student stress surrounding the process. Other student focused advantages of self- and peer assessment include giving a sense of ownership to the evaluative process; application of transferrable skills in the areas of evaluation; giving feedback, and promoting consistency and fairness, and learning to treat the assessment and evaluative process as a part of life-long learning (Zariski, 1996; Race, 1998; and Brown, 1996).

Lastly, concerns exist for student assessment bias in the form of over or under-marking. Boud and Holmes (1995), found a slight bias to over-mark, while Haaga (1993) found that when students engage in double-blind reviews, their outcomes were as reliable, or more reliable, than professional peer reviews. Ultimately, any assessment scheme, whether it be peer or instructor generated, can suffer from, or enjoy the same advantages or disadvantages inherent in the grading process.

Studies indicate that self-assessment helps students set goals and learn for themselves as well as allowing them to contribute constructively in collaborative efforts (Hanrahan & Isaacs, 2001). Some studies indicate that self-assessment tends to be more critical than peer assessment (Rudy, D. W., et al.; 2001). Also, self- and peer assessment methods increase efficiency for administrators by minimizing the cost of staff time, as well as increase the effectiveness of students' learning (Pope, 2005, citing Hanrahan & Isaacs, 2001).

Given the bias reduction value to double blind evaluations, the on-line classroom delivery environment should serve as a platform conducive to utilization of self- and peer assessment. Therefore, this paper will explore the veracity and impact of self- and peer assessments employed in on-line classes, delivered through a mid-sized public, masters granting institution, using the Blackboard© course management system.

Discussion

The reduction nationally in state-funded support for institutions of higher education, along with the desire to minimize staffing costs, has driven the adoption of online course delivery at state universities. Faculties are required to teach larger class-sizes to effect lower cost content delivery. Traditional class sizes are confined due to physical classroom restrictions, an inherent limitation of synchronous face-to-face content delivery. Teachers are required to do more with the same or fewer resources. The use of online methodologies to deliver course content can help address these issues. However, students are required to meet the same learner outcomes without a physical presence, which makes for some interesting challenges for both teacher and pupil.

The Information Technology and Administrative Management Department at Central Washington University, decided to embrace the use of online curriculum in order to offer classes to professional and place-bound students. The course management software used was Blackboard, which offers multiple tools that can be used by faculty to help provide a rich and

engaging environment for the learner. Numerous faculty members, that use a course management tool avail, themselves of the Discussion Board tool. Discussion Board is an entrenched mechanism, used by faculty to facilitate student participation in online classes at Central Washington University. Blackboard's Discussion Board tool is an interface that provides a forum where students post assignments as well as comment on fellow students' postings. The postings and comments are then assessed by the teacher, often using a rubric called "2 + 2," i.e., submit two original postings regarding a topic assigned by the teacher (the first "2"), and then reply to at least two other students' original postings (the second "2). The idea is to replicate students' classroom discussions concerning the course content.

However, there are multiple issues with using discussion boards in an online class. Too many times, students post replies such as "...great comment," or "...I really agree with you on this," and "...great job!" Teachers must screen for this type of posting. The most significant issue is the use of "copy & paste" postings. This occurs when a student copies another student's reply and uses it as their own, with enough changes to avoid detection. Discussion boards are rife with this type of activity, which defeats the purpose of a discussion board and its attempt to facilitate course discussions online.

Why Self- and Peer Assessment?

The researchers' original intent in implementing SPA mechanisms was to increase the level of participation in online classes. By not using discussion boards, the teacher can prevent students from using "copy & paste" postings within discussion boards, take advantage of an excellent assessment methodology and engage students in critical thinking processes.

Students in this study may have been reluctant to perform self- and peer assessments due to issues such as "distrust of faculty intentions, fear of harming each other's grades, or disrupting collegiality" (Rudy, D.W., et al., 2001). Student comments indicate that many view the peer assessment part of the class as the faculty's attempt to "get the student to do the teacher's work." At a recent seminar, a colleague accused the researcher of using the SPA mechanism in Blackboard to "avoid work." Nothing could be further from the truth.

Technology Issues: What Else is New?

The use of online curriculum is mission-critical to a state-funded university. Blackboard is the Learning Management System used at Central Washington University. The current level of the Blackboard server is 9.1, service pack 10. However, there is a lack of Level 3 technical support

for self- and peer assessment (SPA) issues at Central Washington University. The instructor is the resident expert on the use of Blackboard SPA, but has no direct access to Blackboard's company-provided support team. Additionally, during the summer of 2008, a version of Blackboard was rolled out to students and faculty that had numerous technical issues, including issues with the SPA mechanisms. This caused a university-wide uproar from faculty as the rollout occurred over a summer term, when 99 percent of classes were taught online.

Issues still remain with the SPA mechanism in Blackboard. For example, when a student posts an assignment in the SPA interface, the student must not press the "Enter" key on the keyboard, otherwise Blackboard truncates the remainder of the student's entry. Blackboard does not warn the student about the truncation and allows the student to continue to type input, even though anything typed after the first press of the "Enter" key will disappear and not be readable during the peer assessment portion of the assignment! The researchers asked Blackboard support to address this issue for three years, but nothing has been done, probably because very few teachers are using the SPA mechanism.

SPA mechanisms are foreign to most students at Central Washington University (CWU). A teacher cannot apply SPA methods to groups within Blackboard and there is faculty resistance generally to online classes.

Teaching students how to use the SPA tools in Blackboard is problematic, as the embedded help tools for Blackboard were cryptic and difficult to understand. Additionally, late course enrollments were another issue and had to be addressed within the SPA context. In other words, once the submission window closed, a student did not have anything for the other student to critique. While the late-enrolled student could attempt to participate in the assessment portion of the assignment, an informed and valuable assessment was inherently precluded due to the student's failure to post his/her own submission.

One issue the instructor faced was how much to weigh the SPA assignments. Initially, the assignments were worth 50 percent of the students' final grade. Also, if the student did not complete the entire assignment (both initial posting and assessment postings), the student did not receive credit for the assignment. Many students did not like this requirement, as they were used to getting "partial credit" in other classes. Therefore, the syllabus always stated in bold caps, "LATE ASSIGNMENTS ARE NOT ACCEPTED, REGARDLESS OF REASON." This statement did not preclude many students from asking for extra time to submit assignments.

Being the only professors at the university to use self- and peer assessment, the Blackboard tools component was quite a challenge, in that there was no one with which to discuss these types of issues locally. It was not until the researchers attended an education conference in the summer of 2011 that they were able to share this information with other faculty experienced with these types of issues.

Other Online Issues: Here We Go Again?

Discussion boards are an entrenched mechanism for providing and/or improving student participation in online courses at Central Washington University. However, the discussion board tools in Blackboard made it difficult for the instructor to grade and assess student assignments, as there was no built-in rubric/assessment tool at that time. Blackboard has since implemented such a feature.

Study Design

Assignment Weights

IT 301 Information Technology: Security, Privacy and Ethics is a class offered at Central Washington University, with a single prerequisite: junior status. Within this class, quizzes and other assignments are worth 20 percent of a student's final grade. A 1000-work minimum opinion paper (APA format) is worth 30 percent of a student's final grade, and SPA assignments are worth 50 percent of a student's final grade.

The SPA questions require students to answer a question within a set time-window. Once the answer time-window closes, the student must return to the same question and evaluate one or more students' answers. The evaluation process is randomized by the Blackboard system and all students' work, both original submissions and evaluations, remain anonymous to all students. The professor has complete access to student names, submissions and evaluations. Screen capture examples are shown below.

Survey Questions and Responses

There were sixty-three survey respondents (N=63), seventeen survey questions (excluding demographic questions), and demographics indicated by 61 respondents. GPA was between 3.0 and 3.4 was 45.9 percent (28/61). 39.3 percent were juniors (24/61). 54.1 percent were seniors (33/61). 54.1 percent were male (33/61). 45.9 percent were female (28/61). Age 18-21

Table 1: Questionnaire

Survey Question	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
“It was easy to understand how to complete Self and Peer Assessment assignments.”	11.1	11.1	15.9	57.1	4.8
“The Self and Peer Assessment assignments were difficult to understand.”	11.5	41	27.9	14.8	4.9
“Self and Peer Assessment questions require me to think critically.”	11.1	12.7	7.9	54	14.3
“I did not get much out of the Self and Peer Assessment assignments.”	4.9	24.6	21.3	23	26.2
“When given a choice, I prefer the instructor to use discussion boards for assignments, rather than Self and Peer Assessments.”	4.8	12.9	27.4	22.6	32.3
“Self and Peer Assessment assignments helped promote discussion in my online class.”	27.9	23	21.3	23	4.9
“Evaluating others’ assignments has helped me become more engaged in my online class.”	18	19.7	27.9	27.9	6.6
“Most of the comments I received from evaluators	24.6	19.7	32.8	23	0

Survey Question	Strongly Disagree	Disagree	Neither Agree nor Disagree	Agree	Strongly Agree
were meaningful.”					
“As an evaluator, I was able to provide meaningful comments most of the time.”	4.9	4.9	31.1	49.2	9.8
“Most of the time, evaluators were fair in awarding points for my assignments.”	14.8	21.3	16.4	41	6.6
“Student evaluation comments almost always justified the points I was awarded for my submissions.”	24.6	26.2	29.5	18	1.6
“Evaluating other students’ work increases my understanding of the course materials.”	14.8	23	23	31.1	8.2
“Other students’ comments helped me with completing future assignments.”	32.8	27.9	18	19.7	1.6
“The professor should exercise more control over the evaluation portion of the assignments.”	3.3	9.8	21.3	36.1	29.5
“Allowing other students in the class to evaluate my answers was not fair.”	3.3	19.7	24.6	23	29.5
“I was uncomfortable evaluating other students’ work.”	6.6	32.8	23	29.5	8.2
“Students should not have to evaluate other students; that’s the instructor’s job.”	4.9	18	21.3	21.3	34.4

was 23 percent (14/61). Age 22-29 was 57.4 percent (35/61). Age 29-39 was 13.1 percent (8/61).

The survey included the following questions and percentage results (N=63). The questions were reordered in the table for purposes of comparison, and to give the reader a sense of the contradictions among answers with questions that ask for the same information but in a different format.

Survey Question Results

We will discuss the results for some of the questions asked in the survey, with focus on those questions that asked similar questions in different ways. For example, the question, “It was easy to understand how to complete Self and Peer Assessment assignments,” elicited agreement or strong agreement from a majority of students. When the question was rephrased to “The Self and Peer Assessment assignments were difficult to understand,” over 52 percent of student respondents disagreed or strongly disagreed with the statement, appearing to validate the data for these two questions since the results do not appear to conflict based upon the question format or wording.

When respondents were asked to give an opinion of the statement, “Self and Peer Assessment questions require me to think critically,” 68.3 percent either agreed or strongly agreed. Compare this with the results of the statement: “I did not get much out of the Self and Peer Assessment assignments,” where 49.2 percent either agreed or strongly agreed. There appears to be a contradiction between these results. Perhaps this is due to a difference between the values students place on “critical thinking” versus the impact “critical thinking” has on their opinion of the value of the class. Anecdotally, student feedback from higher-achieving students indicates “critical thinking” is important to them, but more study in this area would be beneficial.

The statement, “Most of the comments I received from evaluators were meaningful” tended to skew to the negative side, with 44.3 percent either disagreeing or strongly disagreeing. 32.8 percent of respondents neither agreed nor disagreed. Only 23 percent agreed with this statement and no respondents strongly agreed. Compare this with the results for this statement: “As an evaluator, I was able to provide meaningful comments most of the time,” where 59 percent either agreed or strongly agreed. Obviously the respondents viewed their own contributions as more “meaningful” than those of others. This may be rooted more in human nature and psychology than anything of a quantifiable nature, and contrasts with the literature

context, which indicates students tend to be more critical of their own work than the work of others. In this case, it appears that students think they *provided* meaningful feedback to others, but did not *receive* meaningful feedback.

The question, “Self and Peer Assessment assignments helped promote discussion in my online class,” resulted in a more negative set of responses, with 21.3 percent neither agreeing nor disagreeing, while 50.9 percent either disagreed or strongly disagreed. Compare this with the responses for the question, “Evaluating others’ assignments has helped me become more engaged in my online class,” in which 27.9 percent neither agreed nor disagreed, 34.5 percent agreed or strongly agreed, and 37.7 percent disagreed or strongly disagreed. From this comparison, it appears that, for whatever reason(s), students are firmly wedded to the use of discussion boards in online classes.

There were a few additional questions in the survey in which results were similar. The question, “Most of the time, evaluators were fair in awarding points for my assignments” elicited agreement or strong agreement from 47.6 percent of respondents, while the question, “Student evaluation comments almost always justified the points I was awarded for my submissions” gained primarily neutral to negative results (29.5 percent neither agreed nor disagreed, 50.8 percent either disagreed or strongly disagreed). The difference may be due to the ability of students to distinguish between the concepts of “points awarded” and “comments justifying points awarded,” or it may be an anomaly caused by the question wording and/or format.

The following illustrates what the SPA tool format looks like from the student and faculty perspectives.

Conclusions

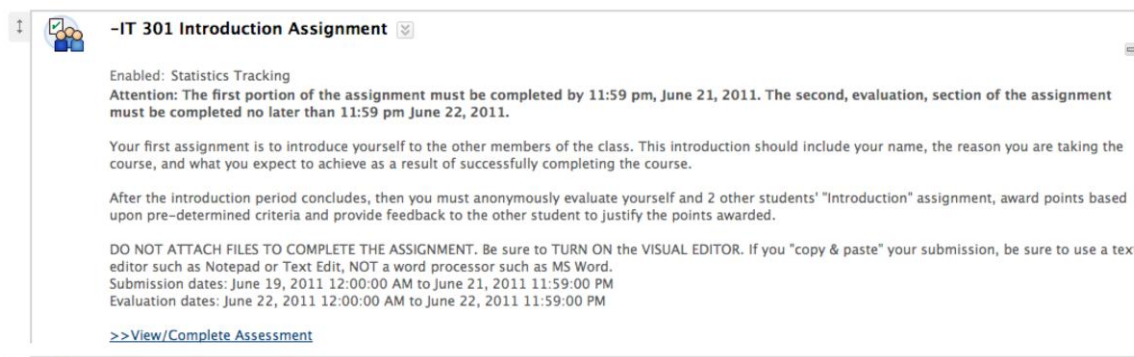
The use of self- and peer assessment tools can be used to increase student engagement in online courses. However, there are several issues that must be considered before attempting to use these tools. First, students must be very familiar with using the course management system. The Blackboard SPA tools are somewhat cryptic to use so an “introductory assignment” is mandatory to familiarize students with the interface. Second, students must be motivated to spend extra time creating and submitting assignments as well as reading, evaluating and commenting on fellow students’ assignments. Most students do not want to assess and assign points to other students’ submissions. Third, the professor must assist students when technology issues arise. If online technology help is not available in the evening and on

weekends, the teacher must be available after hours, as many online students complete assignments in the evenings and on weekends.

Classroom Application


After this exploratory study was concluded, the researchers decided to eliminate the use of SPA assignments in online classes. Instead, discussion boards were substituted as a mechanism for increasing student engagement in online courses. There were just too many negative issues associated with SPA to justify its use in online courses.

References available upon request



The screenshot shows a Blackboard assignment interface. At the top, there is a title bar with a small icon of three people and the text '-IT 301 Introduction Assignment'. Below the title bar, the text reads: 'Enabled: Statistics Tracking'. A bolded attention message states: 'Attention: The first portion of the assignment must be completed by 11:59 pm, June 21, 2011. The second, evaluation, section of the assignment must be completed no later than 11:59 pm June 22, 2011.' The main body of the assignment contains two paragraphs of instructions. The first paragraph explains that the first assignment is to introduce oneself to the class members, including name, reason for taking the course, and expected achievements. The second paragraph states that after the introduction period, students must anonymously evaluate themselves and two other students' 'Introduction' assignments, with points awarded based on pre-determined criteria. Below the paragraphs, there are submission and evaluation dates: 'Submission dates: June 19, 2011 12:00:00 AM to June 21, 2011 11:59:00 PM' and 'Evaluation dates: June 22, 2011 12:00:00 AM to June 22, 2011 11:59:00 PM'. At the bottom, there is a blue link that says '>>View/Complete Assessment'.

Figure 1: How the SPA Assignment Appears to the Student on Blackboard

 **Submission Preview**

Assessment Name	-IT 301 Introduction Assignment
Instructions	<p>Attention: The first portion of the assignment must be completed by 11:59 pm, June 21, 2011. The second, evaluation assignment must be completed no later than 11:59 pm June 22, 2011.</p> <p>Your first assignment is to introduce yourself to the other members of the class. This introduction should include your name you are taking the course, and what you expect to achieve as a result of successfully completing the course.</p> <p>After the introduction period concludes, then you must anonymously evaluate yourself and 2 other students' "Introduction" award points based upon pre-determined criteria and provide feedback to the other student to justify the points awarded.</p> <p>DO NOT ATTACH FILES TO COMPLETE THE ASSIGNMENT. Be sure to TURN ON the VISUAL EDITOR. If you "copy & paste" your s sure to use a text editor such as Notepad or Text Edit, NOT a word processor such as MS Word.</p>
Evaluations to Complete	Peer evaluations: 2 Self evaluate your own assessment submission
Submission	June 19, 2011 12:00:00 AM until June 21, 2011 11:59:00 PM
Evaluation	June 22, 2011 12:00:00 AM until June 22, 2011 11:59:00 PM

Question 1

What is your name?
Status: Not Completed

Question 2

Why are you taking this course?
Status: Not Completed

Question 3

What do you expect to achieve as a result of successfully completing the course?
Status: Not Completed

Figure 2: The Assignment Submission View from a Student's Perspective

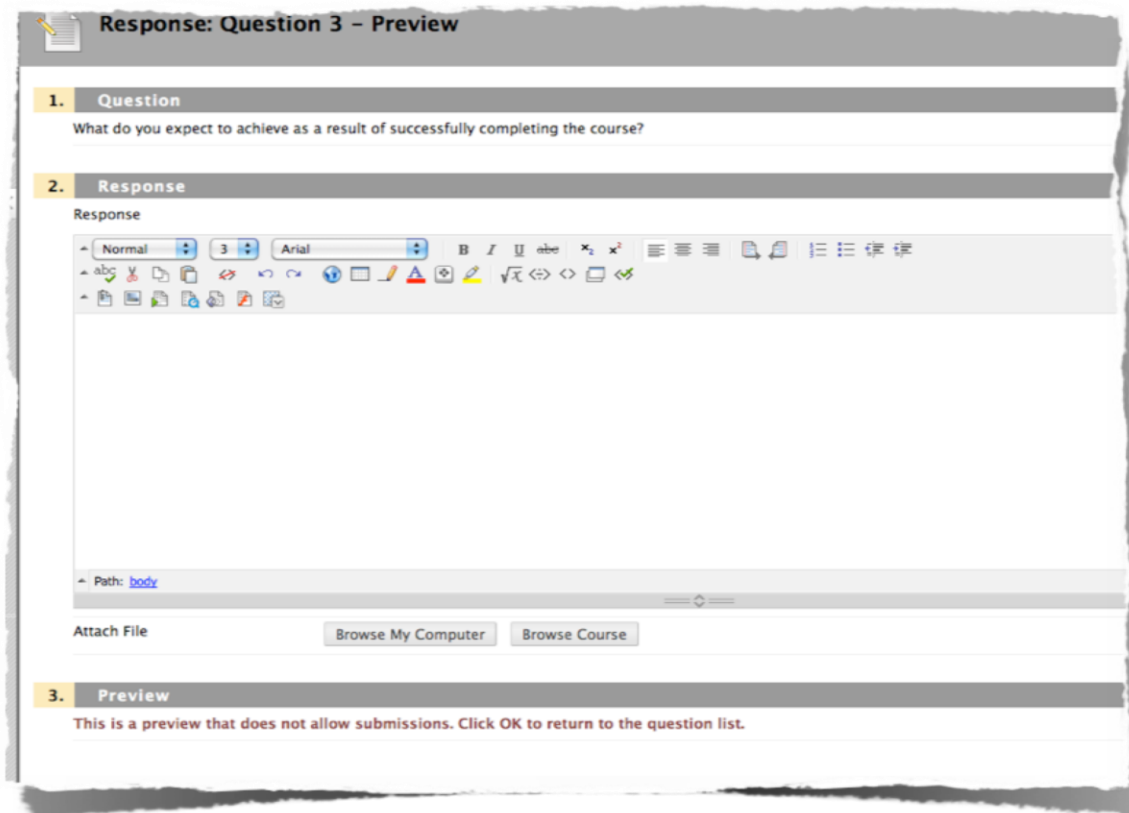



Figure 3: The Student Types the Answer to the Question in the Response Field Shown

 **Evaluation Overview: -IT 301 Introduction Assignment**

Assessment Name	-IT 301 Introduction Assignment
Questions	3
Instructions	<p>Attention: The first portion of the assignment must be completed by 11:59 pm, June 21, 2011. The second, evaluation assignment must be completed no later than 11:59 pm June 22, 2011.</p> <p>Your first assignment is to introduce yourself to the other members of the class. This introduction should include your name, the course you are taking, and what you expect to achieve as a result of successfully completing the course.</p> <p>After the introduction period concludes, then you must anonymously evaluate yourself and 2 other students' "Introduction" assignments. Award points based upon pre-determined criteria and provide feedback to the other student to justify the points awarded.</p> <p>DO NOT ATTACH FILES TO COMPLETE THE ASSIGNMENT. Be sure to TURN ON the VISUAL EDITOR. If you "copy & paste" your text, be sure to use a text editor such as Notepad or Text Edit, NOT a word processor such as MS Word.</p>
Evaluations to Complete	Peer evaluations: 2 Self evaluate your own assessment submission
Evaluation End Date	June 22, 2011 11:59:00 PM

Evaluations

Click on a name below to begin an evaluation. The names may be anonymous. Evaluations can be modified or reviewed until the end date for evaluation.

Name	Status	Points Allocated
User 0 This is only an example.	Not Started	0/70
User 1 This is only an example.	Not Started	0/70
User 2 This is only an example.	Not Started	0/70

Figure 4: This is what the Student Sees when Starting the Peer Evaluation Process

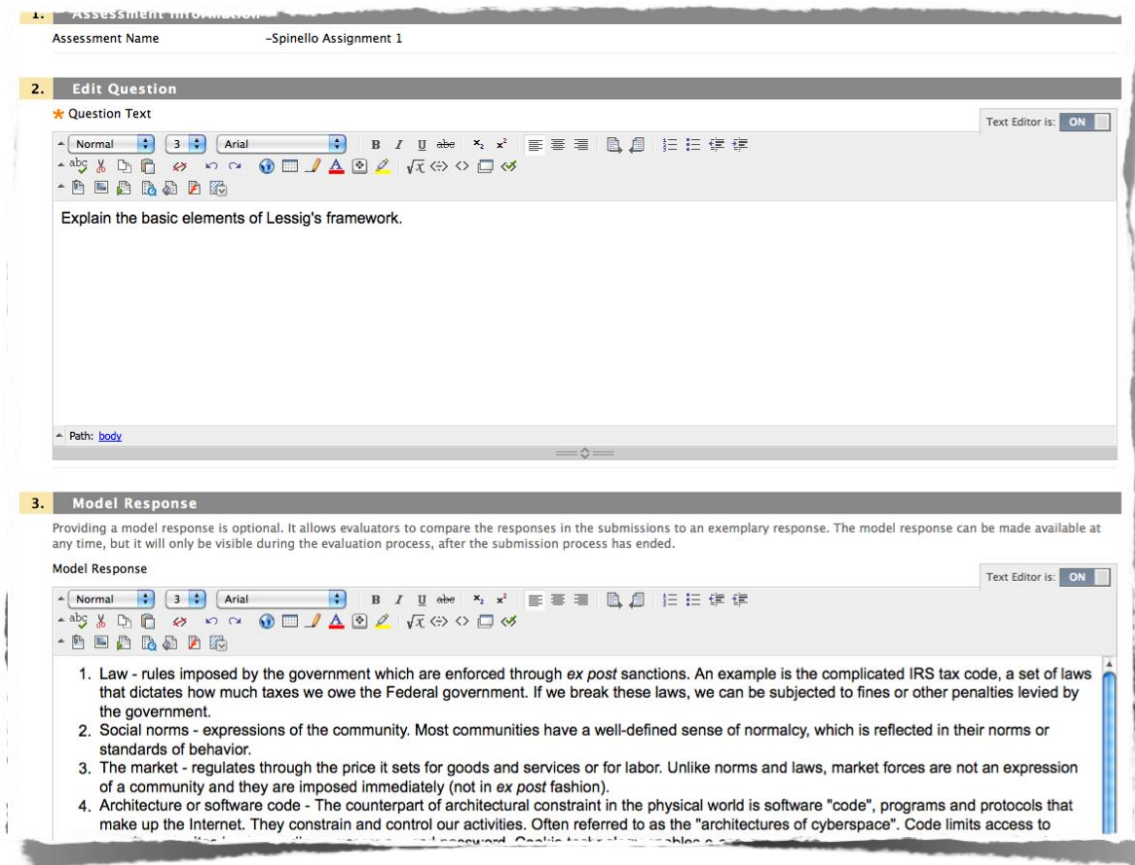


Figure 5: The Teacher Adds or Edits Questions in the Upper Window, and Provides a Model Response for the Peer Evaluators Below

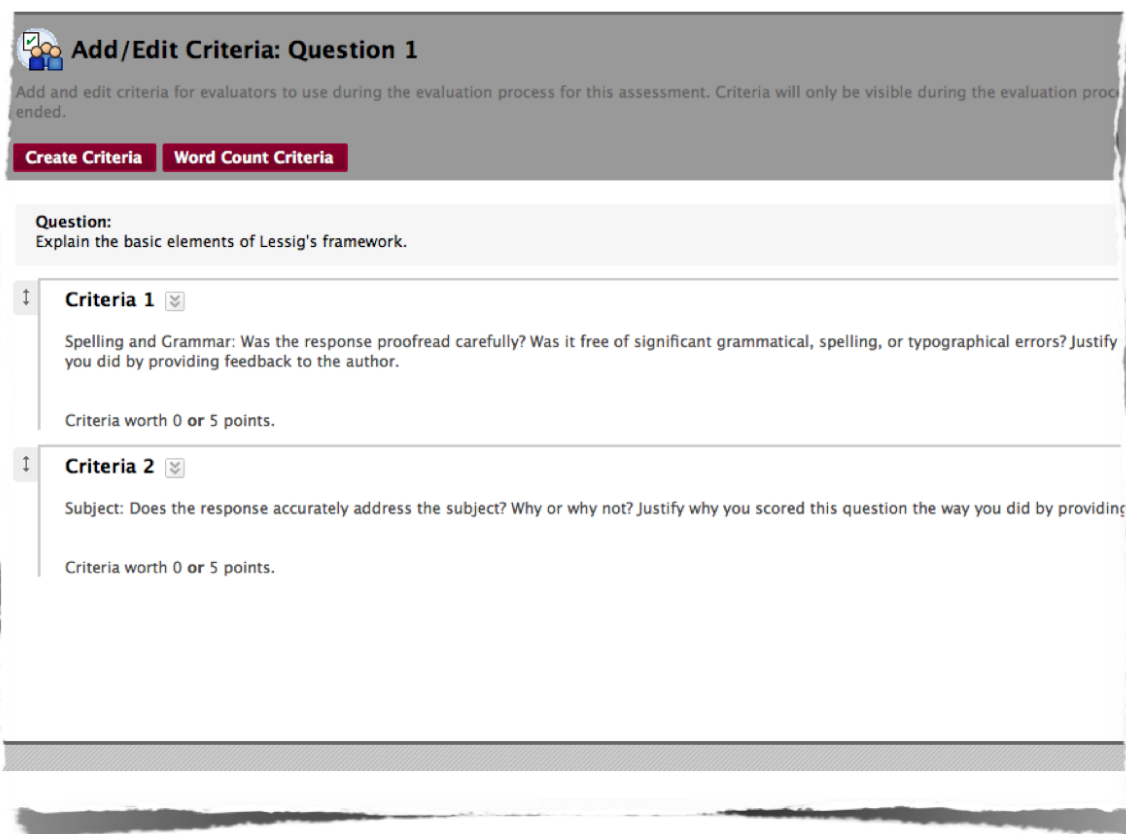


Figure 6: The Teacher Adds or Edits Evaluation Criteria in the Window

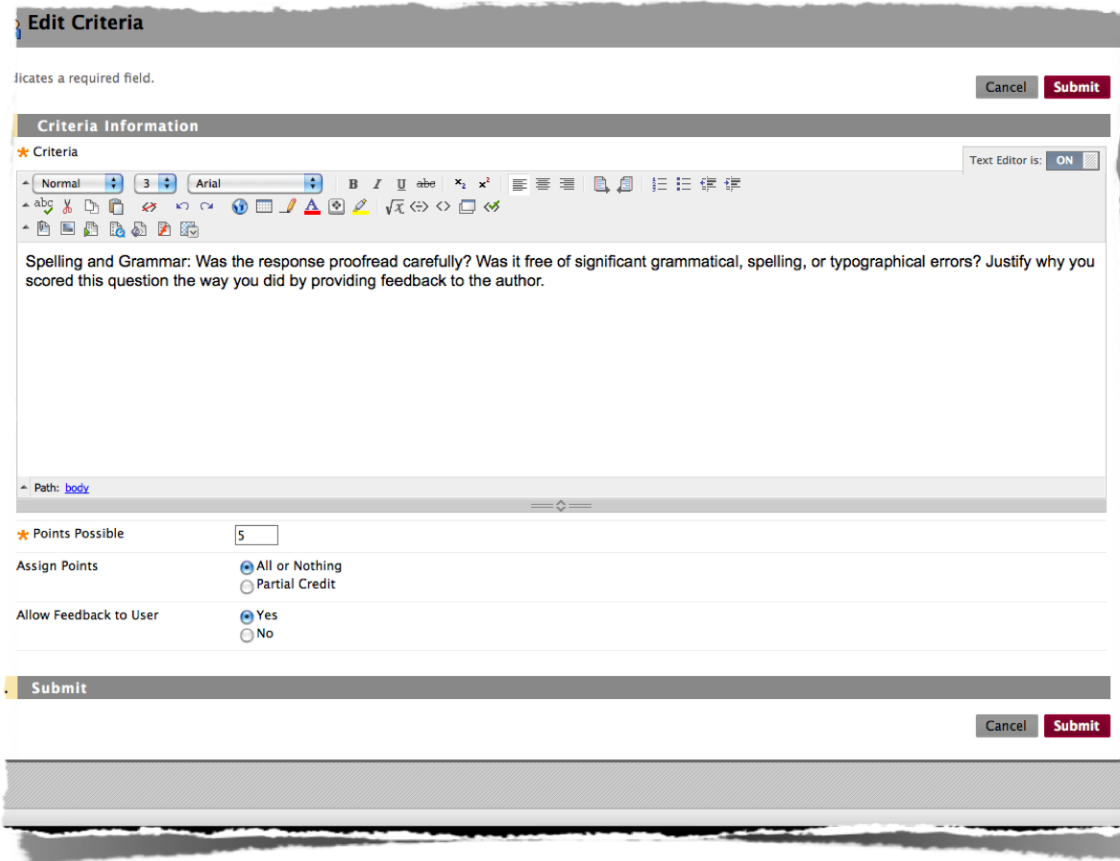


Figure 7: The Edit Windows Used by the Teacher to Edit Evaluation Criteria. Notice that Points can be Changed, Partial Credit can be Allowed and Feedback to the User can be Provided.

<input type="checkbox"/>	<p>Style and Format: Do the style, layout, and formatting of the response follow the defined structure? View Details</p>	Sample Criteria
<input type="checkbox"/>	<p>Diction: Does the response demonstrate correct, fresh, and precise use of words? View Details</p>	Sample Criteria
<input type="checkbox"/>	<p>Conclusion: Did the response include a justified conclusion? View Details</p>	Sample Criteria
<input type="checkbox"/>	<p>Did the author provide his/her name? View Details</p>	What is your name?
<input type="checkbox"/>	<p>Hide Details</p> <p>Depth of Response: Does the response provide an in-depth evaluation of the problem? Criteria worth 0 or 5 points.</p>	Assume that you are a lawyer working pro bono on the appeal for Bidder's Edge. What arguments would (Used multiple times)
<input type="checkbox"/>	<p>Depth of Response: Does the response provide an in-depth evaluation of the problem? View Details</p>	Sample Criteria
<input type="checkbox"/>	<p>Rationale and Conclusion: Did the response include a justified rationale and conclusion? View Details</p>	Does Hamidi's speech deserve First Amendment protection? Should he be allowed to send these messages
<input type="checkbox"/>	<p>Spelling and Grammar: Was the response proofread carefully? Was it free of significant grammatical, View Details</p>	Explain the basic elements of Lessig's framework.
<input type="checkbox"/>	<p>Composition: Does the composition of the response contain a central idea, detailed elaboration, and View Details</p>	Sample Criteria
<input type="checkbox"/>	<p>Spelling and Grammar: Was the response proofread carefully? Was it free of significant grammatical, View Details</p>	Assume that you are a lawyer working pro bono on the appeal for Bidder's Edge. What arguments would (Used multiple times)
<input type="checkbox"/>	<p>Spelling and Grammar: Was the response proofread carefully? Was it free of significant grammatical, View Details</p>	Sample Criteria
<input type="checkbox"/>	<p>Hide Details</p> <ul style="list-style-type: none"> • 0 to 10 = Weak answer • 11 to 20 = Adequate answer • 21 to 30 = Strong answer <p>Be sure to provide constructive feedback on why you awarded full or less-than-full points.</p>	In your estimation, which of the moral frameworks (not Lessig's frameworks) presented in chapter 1 o

Figure 8: The Teacher can Select Saved Evaluation Criteria from this Interface

* Indicates a required field.

Cancel Submit

1. Assessment Information

Provide a name, instructions for the assessment, and dates for the submission process. Submission dates must be before evaluation dates. Points possible is the total number of points for all criteria in the assessment.

Name Update Grade Center Column Name

Instructions

Text Editor is: ON

Normal 3 Arial B I U abc x₂ x²

Attention: The first portion of the assignment must be completed by 11:59 pm, June 21, 2011. The second, evaluation, section of the assignment must be completed no later than 11:59 pm June 22, 2011.

Your first assignment is to introduce yourself to the other members of the class. This introduction should include your name, the reason you are taking the course, and what you expect to achieve as a result of successfully completing the course.

After the introduction period concludes, then you must anonymously evaluate yourself and 2 other students' "Introduction" assignment, award points based upon pre-determined criteria and provide feedback to the other student to justify the points awarded.

DO NOT ATTACH FILES TO COMPLETE THE ASSIGNMENT. Be sure to TURN ON the VISUAL EDITOR. If you "copy & paste" your submission, be sure to use a text editor such as Notepad or Text Edit, NOT a word processor such as MS Word.

Path: body

Points Possible 70

Submission Dates

Start Date	<input type="text" value="06/19/2011"/>	<input type="text" value="12:00 AM"/>
<small>Enter dates as mm/dd/yyyy. Time may be entered in any increment.</small>		
End Date	<input type="text" value="06/21/2011"/>	<input type="text" value="11:59 PM"/>
<small>Enter dates as mm/dd/yyyy. Time may be entered in any increment.</small>		

2. Self and Peer Evaluation Options

Evaluation dates must be after submission dates. Anonymous evaluation hides the names of the submitters and the evaluators. Evaluation results can optionally be shown to the user who submitted the assessment, but if the evaluation is anonymous, submitters will not see evaluators' names. Specify the number of submissions each evaluator should evaluate. Submissions will be distributed among evaluators based on this number. Specify 0 submissions to evaluate if this assessment is only for self evaluation.

Evaluation Dates

Start Date	<input type="text" value="06/22/2011"/>	<input type="text" value="12:00 AM"/>
<small>Enter dates as mm/dd/yyyy. Time may be entered in any increment.</small>		

Figure 9: The Teacher can Input the Assignment Content and Configure Assessment Information (Next Half of Interface Shown in Next Graphic)

Enter dates as mm/dd/yyyy. Time may be entered in any increment.

End Date
Enter dates as mm/dd/yyyy. Time may be entered in any increment.

2. Self and Peer Evaluation Options

Evaluation dates must be after submission dates. Anonymous evaluation hides the names of the submitters and the evaluators. Evaluation results can optionally be shown to the user who submitted the assessment, but if the evaluation is anonymous, submitters will not see evaluators' names. Specify the number of submissions each evaluator should evaluate. Submissions will be distributed among evaluators based on this number. Specify 0 submissions to evaluate if this assessment is only for self evaluation.

Evaluation Dates

Start Date
Enter dates as mm/dd/yyyy. Time may be entered in any increment.

End Date
Enter dates as mm/dd/yyyy. Time may be entered in any increment.

Allow Anonymous Evaluation Yes No

Allow Self Evaluation Yes No

Show Evaluation Results to Submitter Yes No

* Number of Submissions to Evaluate (Excluding Self Evaluation)

3. Options

Date restrictions and availability apply to the content item. They are not tied to the dates for the submission and evaluation processes.

Make the assessment available Yes No

Track number of views Yes No

Choose date restrictions

Display After
Enter dates as mm/dd/yyyy

Display Until
Enter dates as mm/dd/yyyy

4. Due Date

Submissions are accepted after this date, but are marked Late.

Due Date
Enter dates as mm/dd/yyyy. Time may be entered in any increment.

Figure 10: Second Portion of Assessment Input and Configuration. Notice the Evaluation Options.

ENGAGING BUSINESS STUDENTS TO DEVELOP A PERSONAL PROFESSIONAL UNIVERSITY BRAND

Justine Haigh and Ryan Halley, George Fox University

Abstract

According to Nair (2011), higher education is ripe for strategic transformation and this transformation is affecting all levels of institutions, from the well-known Ivy schools to small Christian, independent liberal arts colleges. As segments compete for distinctiveness, Nair points out it is only those institutions that take the time to consider their brand value as seen from the student and stakeholder perspective that will gain a competitive advantage in the long run. In response to these challenges, the workshop highlights the method by which the business school at George Fox University in Newberg, Oregon has sought to interpret the undergraduate experience for a more effective positioning strategy and promotional campaign.

Going beyond quantitative measures, an in-depth, narrative approach is appropriated which aims to uncover what Kolter (2010) describes as students 'high order' values. Moreover, rather than taking the narratives in isolation from the surrounding social environment that informs the stories, the study takes a constructionist, narrative position that sees participants stories as culturally informed (Denzin & Lincoln 2011). Hence, the project goes further and aims to contextualize the narratives, paying close attention to the actions and texts that students and stakeholders commonly subscribe.

Undergraduate and MBA students at George Fox University carried out the study as part of a major market research project. In addition, the professor who supervised the research, enlisted the assistance of an award winning local design firm in Portland, Oregon, who takes a similar approach to interpreting consumers' needs, wants, and aspirations. The course professor, in association with the firm's market research director, designed the research instruments and interview schedules. In order to show multi-perspective detail, the MBA students gathered ethnographic and textual data as well as conducted and filmed narrative interviews. As a final stage, findings were provided to the undergraduate department chair and to the marketing communications department at George Fox University for further analysis and for the use in upcoming promotional materials.

The primary distinctive of this project was the overt use of students to inform and execute the process that led to the promotional campaign. Both an MBA-level marketing research course

and an undergraduate marketing communications course were an integral part of the design, research, and data assimilation and presentation steps. As part of their course study, the MBA students helped construct the survey instrument, executed the narrative interviews and coded the data. Their work was then handed off to an undergraduate marketing communications course, where the students took the themed responses and worked to develop a promotional brochure that best portrayed the “story” that was contained in the narratives. Not only were students able to work on a real-time project that permitted experience with the course content, but the students' perspective and “voice” were an integral asset throughout the project.

Workshop Presentation

The purpose of the workshop will be to exemplify the procedures taken and to make suggestions and recommendations for other universities seeking to adopt a similar approach. Headed up by two Professors from the George Fox University Business School, the workshop will cover the following:

Justine Haigh, Associate Professor of Marketing, will focus on the research methodology. Important elements of the research will be covered including the narrative qualitative approach taken, the creation of interview schedules and fieldwork guidelines, timelines, and other key support documentation created in cooperation with the local Portland design firm.

Ryan Halley, Undergraduate Department Chair, will explain the mechanics of managing the project, including how to facilitate the interactions and discussions between students, external agencies, and internal departments (Media Studies and Marketing Communications). An important focus for detailing this procedure is to ensure the delivery of a message consistent with the purpose, vision, and mission of the university business school.

Overall, the workshop will provide a comprehensive outline for implementation at the attendee's home institution. In response to the transforming nature of higher education, the importance of this approach cannot be over-stressed. This in-depth, qualitative study provides a more intimate portrayal of the student and stakeholder experience. Designed in collaboration with industry experts, the resultant outcome of the research is the creation of promotional messages that speak to deep human needs often not emphasized by other higher education marketing campaigns.

References available upon request

STUDENT PROJECTS WITHIN THEIR OWN COMPANIES

Brian Jorgensen and Nancy Panos Schmitt, Westminster College

Abstract

The value of experiential learning is much heralded in many, if not all corners of academia. Because business is an applied discipline, the development of class assignments and projects that mirror what students will be doing in their post collegiate careers is, perhaps, even more compelling than in more theoretical academic domains. Additionally, many students today are working as they go to school. In fact, in some graduate business programs, nearly all of the students are working full time. The experiences that these students are having in their jobs and careers are a naturally occurring form of experiential learning. Business faculty often find that these on-the-job experiences, when shared within the classroom, can provide a rich dimension to the learning of all students.

The focus of this session is on situations where, rather than bringing work-related experiences into the classroom, students take schooling based learning and assignments for application into their workplaces. How does this work? How does an educator best structure it? What are its advantages versus projects for organizations with which the student has no connection? What are some of the kinds of assignments that lend themselves to being successfully applied by a student at work? What kinds of assignments may not work as well? What dangers or pitfalls should be considered that could derail the success of assignments carried out within the student's workplace?

We will first address projects within the context of a student internship program. The presenters' college has an internship/practicum program, participation in which is required of every undergraduate student. If the student chooses the internship alternative, which most students do, the student finds a company or organization that is willing to bring the student on for a semester as either a paid or unpaid intern. Some students who are working a part- or full-time job are able to arrange to do an internship at their own place of employment. However, the internship coordinators are very cautious with this election. It is important to the program that the student is not simply doing what he or she would have been doing anyway and getting credit for it. Rather the student is required to develop, with the aid of supervisors at work and our institution's internship coordinators, a special project within the workplace that goes beyond the regular scope of the student's duties. We will discuss the incidence of students doing

internships at their own workplace and internship coordinators determine whether a proposed on-the-job internship is appropriate and sufficient to meet the objectives of the internship requirement. We will also discuss the particular advantages and disadvantages of doing an internship at the students' own place of employment and the overall success of internships at one's own job to internships for other organizations.

We will then address MBA class student projects that may be carried out on behalf the student's employer or within the context of the student's employment. At our college, the MBA program is an evening program, and nearly all of the students are working full time. As a business school, we have considered the strategic choice of developing more of a project-based learning approach. One suggestion for structuring this is to have them carry out projects from their own workplaces. While this is still in the development stages, one of the presenters will address a class assignment where students are required to do qualitative research on customers, effectively "spending a day in the life of the customer." The focus of the research is on observing and interviewing customers to discover gaps in expectations versus delivery. Data will be presented that addresses, over several semesters, how many of the students chose to research customers of their own organizations versus choosing to research customers of another, generally retail, organization. We will also present findings from MBA students with regard to how they chose the customers they would research, whether customers of their own organizations or not. In general, the MBA students do not choose to study their own customers, although one might think that the knowledge that could be gained from study of one's own customers might have benefits to them in their careers. Periodically, however, students do research their own companies' customers and many of them are excited by the prospect of being able to share their findings with superiors within the organization.

The session will conclude by considering how to "sell" students on the value of taking their learning into their current workplaces during the course of their actual studies, rather than waiting to graduate before applying what they are learning. We will focus on what kinds of assurances will be helpful to assuage student fears with regard to doing school projects at their own places of employment. Also, those kinds of marketing-related projects that lend themselves best to application in the workplace will be addressed, as well as what steps to take to make the results of these projects more beneficial for both employer and student/employee.

PUBLISHING IN MARKETING EDUCATION JOURNALS

Donald Bacon, Editor, *Journal of Marketing Education*, University of Denver
Pamela Kennett-Hensel, Case Section Editor, *Marketing Education Review*,
University of New Orleans

Abstract

The purpose of this session is three-fold:

- (1) To provide an overview of two marketing education journals: *Journal of Marketing Education* and *Marketing Education Review*;
- (2) To offer insights and “keys to success” for publishing research papers in marketing education journals;
- (3) To offer insights and “keys to success” for publishing cases in marketing education journals.

In addition, time will be allowed for participants to ask questions of the editors and share their own insights into publishing in these and other similar journals.

SALES RESEARCH AND CURRICULUM ISSUES: ANNOUNCING *JOURNAL OF MARKETING EDUCATION* SPECIAL ISSUE ON SALES EDUCATION AND TRAINING

Donald Bacon, University of Denver

Andrea Dixon, Baylor University

Robert Erffmeyer, University of Wisconsin-Eau Claire

Terry Loe, Kennesaw State University

James Peltier, University of Wisconsin-Whitewater

Joel Whalen, DePaul University

Rationale

Few marketing academics would be surprised to learn that “sales” is the most common career entry point for marketing graduates. In fact, the seminal 2011 study by Georgetown University (2010) entitled “What’s it Worth: The Economic Value of College Majors,” showed that the greatest portion of marketing majors pursue a sales career after graduation. What might be more surprising is that sales as a first career was ranked second for business students majoring in general business, economics, international business, and management; and ranked third for students majoring in finance, operations management, human resources and management information systems. Across campus, sales as a first career was ranked second or third for students majoring the social sciences, natural sciences, physical sciences, liberal arts, communication and journalism.

While sales as a career choice has broad reach across campus, the fact remains that there is an ongoing and widespread talent shortage of sales people in the U.S. and around the world (ManpowerGroup, 2012). As evidence, the ManpowerGroup’s Annual Survey for 2006-2012 shows that sales has been a top five shortage area each of the past seven years. Moreover, the U.S. Bureau of Labor Statistics projects considerable yearly job growth for sales positions through 2020 in such diverse areas as insurance, business to business, and technical sales (U.S. Bureau of Labor Statistics, 2012).

Universities across the U.S. have been quick to respond to the demand-supply gap for well-trained sales professionals. According to DePaul’s bi-yearly Universities and Colleges Sales Education Landscape Survey, sales education curriculum growth grew from 44 U.S. universities and colleges in 2007, to 67 in 2009, to 101 in 2011. For 2011, 32 of these institutions offered a major, minor, or degree concentration; the remaining 69 offered sales courses without a specific transcript designation (DePaul University Center for Sales Leadership, 2011-2012). Coinciding

with this growth in sales curricula is the increase in the number of universities establishing sales centers and institutes. Launched in 2002, the University Sales Center Alliance (USCA) was formed to “increase the professionalism of the sales field, improve the status of sales as an academic discipline, and assist other universities in this mission,” (USCA, 2012). Since 2002, the USAC has grown from nine to 33 universities across the U.S.

Despite the fact that college graduates have long entered into sales careers and the number of universities offering sales curricula, sales programs, and sales centers has grown dramatically, the marketing education literature has been relatively slow in responding to the needs of students and employers (Deeter-Schmelz & Kennedy, 2011). Specific to the *Journal of Marketing Education*, of the over 800 articles published since its inception (Gray et al., 2012), only 27 have focused on sales education, a dearth that has been noted across the marketing education literature (Anderson et al., 2005; McIntyre & Tanner, 2004). In response, the *Journal of Marketing Education* will be publishing a Special Issue on Sales Education and Training in spring, 2014. This special issue is in partnership with the University Sales Center Alliance, which is offering a \$1,000 Best Paper Award. The purpose of this SPECIAL SESSION is three-fold:

- Outline the needs of the sales curriculum.
- Offer insights into the importance of Sales Centers and Institutes.
- To present a quick review of the sales education literature and to offer insights for the Special JME Issue on Sales Education and Training.

Given the importance of effective sales training for those entering the workforce (Lassk et al., 2012), we will encourage MEA attendees to consider submitting a manuscript for the 2014 Special Issue on Sales Education and Training.

Format

- Introduce the panel and outline his perspectives of the importance of sales education;
- Discussion of trends in terms of Sales Centers and Institutes and providing information; regarding the University Sales Centers Alliance;
- Linking sales education to the sales profession needs;
- Review of sales education literature;
- Importance of topics for Special JME Issue on Sales Education and Training.

References available upon request

THE PROPOSED NEW AACSB ACCREDITATION STANDARDS: IMPLICATIONS FOR MARKETING DEPARTMENTS AND FACULTY

Gary L. Karns, Seattle Pacific University

Gregory Black and Clay Daughtrey, Metropolitan State University of Denver

Abstract

The session explores the implications of the AACSB Blue Ribbon Committee's proposed new accreditation standards for marketing departments and for marketing faculty. New expectations for mission alignment, for assurance of learning practices, for faculty qualification categories, for intellectual contributions, and for non-credit executive education in the proposed standards will require reshaping the policies and practices of marketing departments and faculty. The effects on faculty work life are discussed in hopes of aiding MEA members prepare for the anticipated transition to the new accreditation standards.

Strategic Management Standards

Marketing departments will need to revisit mission, diversity, and accountability issues. The mission should be clear and distinctive and should permeate the school's and department's culture. The department should have a record of achievement and continuous improvement in mission accomplishment. Intellectual contributions on the whole should align with the mission. Financial resources should align with and adequately provide for mission accomplishment. Overall, the new paradigm reflected in the new AACSB standards emphasizes constructive alignment of all the department's activities with the school's mission.

Student Progress Standards

Departments will need to show that students are making progress towards their degrees (graduation rates and time to completion) and towards career (career development activities and placement rates).

Faculty Sufficiency Standards

As previously, departments will need to show that the faculty complement is sufficient overall and with regard to academic and professional qualifications and with participative-supportive engagement. Departments will be expected to integrate professional staff into the analysis and explain the contributions made by professional staff roles. A new faculty qualification framework with four categories of faculty rather than two (AQ or PQ) will be used to reflect increased

emphasis on the intersections of theory and practice and on academic and professional faculty engagements.

Intellectual Contributions Standards

Alignment with and contribution to mission will be more heavily emphasized. A new reporting schedule will be required that provides for a wider array of types of intellectual contributions. Additionally, new emphasis will be placed on assessing the impact of intellectual contributions and the contributions of professional staff will be included.

Learning and Teaching Standards

Curriculum management and assurance of learning standards will be grouped together and AoL will be seen as integral with curriculum management. Marketing departments will need to show how their curriculum responds to the needs of 21st century business – knowledge and skills, to the changing landscape of technology and learning delivery systems, to the economic pressures on business schools, and how it is being innovative in delivery. Student-student and student-faculty interactions and engagement must be facilitated, especially for online programs. Programs leading to the same degree must be equivalent. Processes for enhancing teaching effectiveness across delivery approaches must be present. Staff participation in student learning will be included in reviews. Non-degree executive education programs will be given more attention in reviews.

Interconnectedness of Standards

The interconnections among the standards are being explicitly recognized. Marketing departments will need to explain how, on the whole, they are contributing to the quality of the school and advancing the school's mission.

AFTER THE STORM: HOW TO GET PAST THE EFFECTS OF A BAD ADMINISTRATOR

James Cross, John A. Schibrowsky, and Alexander Nill, University of Nevada, Las Vegas.

Stuart Van Auken and Ludmilla Wells, Florida Gulf Coast University

Micol Maughan, Fort Hays State University

Gail Ball, Rio Grande University

Abstract

According to the 2007 ACE *American College President Study*, the average University President tenure is 8.5 years, Provost tenure is 4.7 years, Business School Dean 3.2 years and Marketing Department Chair is estimated to be less than 3 years. In a typical 20 year career of a faculty member, that translates into 21 different administrators. During that time, virtually every marketing educator is going to be exposed to at least one extremely bad or damaging administrator. We're not talking about the administrator that is disorganized or complacent or even incompetent. We're talking about a damaging, hurtful administrator that does seemingly irreparable harm to the department or college. Once the administrator has been relieved of his or her job responsibilities (the storm passes), what can be done to put the pieces back together to get the department of marketing or college of business back on track (clean up the situation and get back to normal)? This session offered a systematic way to deal with the situation.

Often the damage goes way past simply lowering morale or infighting among colleagues. Much of the damage is in the form of structural and infrastructure issues. In many cases, the consequences will felt for decades. First, Jack Schibrowsky and Alexander Nill discussed the specifics of performing a situation analysis similar to the process used in states like New Jersey and Louisiana. They demonstrated the need to identify short term and long term strategies to minimize the damage in the long run. They talked about the problems associated with dealing with structural damage that cannot be fixed by simply ignoring it. They used the after effects of Sandy Katrina as a case study. Next, Gail Ball discussed the recruitment process used to hire a replacement. She presented the potential problems and pitfalls associated with recruiting a replacement. Third, Ludmilla Wells and Stuart Van Auken presented some of their research on rebuilding camaraderie among employees and generating momentum to "fix" community problems rather than simply focusing on self interest. Micol Maughan presented his work on leadership skills needed to lead the academic unit out of the current situation. Jack Schibrowsky and Jim Cross then presented some of their research on community rebuilding after the disaster relief goes away. Jim Cross presented the findings from the sociology and counseling literature

that has applications to this type of “dysfunctional family.” Finally, Jack Schibrowsky provided a review of recent business books that should be on the reading list for faculty members dealing with the effects of a really bad administrator, such as:

- "Grateful Leadership, Using the Power of Acknowledgment to Engage All Your People and Achieve Superior Results," Judith W. Umlas.
- "Mean Girls at Work: How to Stay Professional When Things Get Personal." Katherine Crowley and Kathi Elster.
- "Taking People With You: The Only Way to Make Big Things Happen." David Novak

Finally, this literature was summarized and a framework for developing a plan to fix the structural damage, rebuild camaraderie and trust among faculty members, and to move the organization towards a cohesive team was presented. Attendees left with a specific set of recommendations for putting the pieces back together. This special session was designed to be of interest to all marketing educators, whether or not they have had a bad experience with an administrator. It is a must for any faculty member contemplating a move into administration, since they often follow a storm in the role of administrator.

MARKETING COMMUNICATIONS ETHICS: A CASE STUDY USING THE VIGNETTE TECHNIQUE

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Overview

The teaching of ethics has had a long and controversial history in higher education. Over the years, ethics has taken on increasing importance in university curricula. In advertising and marketing communication courses, ethics—and closely related topics—have long been an integral part of textbooks and course content. Every recognized advertising, advertising management, and marketing communications text has significant coverage of the topic (Belch and Belch 2007; Duncan 2002, 2005; Fill 2005; Percy and Elliott 2002; Semenik 2002; Shimp 2007; Wells et al. 2008).

Above all business practices, advertising is often singled out for unethical practice, ranging from misleading the consumer, offensive message appeals to increasing materialism through promotion of unnecessary products/services (Burnett et al. 2003). Few, would challenge the relevance of ethics in a business school curriculum (indeed AACSB accreditation standards specifically identify ethics as a core component of business degrees); however, three controversial issues have emerged. One is the ongoing question of whether or not ethics can be taught at all; a second is the structure of ethics courses (stand alone courses versus integration of the topic throughout the curriculum; and a third is how best to measure the effectiveness of ethics courses.

All three of these issues are significant and have been widely discussed and debated in the learning and teaching literature and in the ethics education literature. This paper focuses on one of these issues—*the measurement of learning in ethics courses*. Ethics education, undertaken as a dedicated subject (marketing communications regulation and ethics) at an Asia-Pacific university, is illustrated here as a case study, using the vignette technique to measure the effectiveness of teaching and learning ethics. The case described in this paper includes a study of learning outcomes from undergraduate students in a large, public university within one Asia-Pacific country as well as the views of key academic professionals in four other Asia-Pacific countries. The overall purpose of this case study is to help improve the learning outcomes of ethics courses—in the Asia-Pacific region and in other countries that share a similar social-cultural perspective on ethics.

References available upon request

ATTITUDES TOWARDS BUSINESS ETHICS: A CROSS-CULTURAL COMPARISON OF STUDENTS FROM OMAN AND INDIA

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Abstract

Although cross-cultural business ethics studies are considerable, few have involved Middle-eastern and Asian subcontinent countries. Among such countries, Oman has been heavily dependent on expatriate workers to supplant its citizen workforce since the discovery, commercial development and export of oil in the 1960s, and in which Indian expatriates are predominant. Recognizing the eventual decline of oil resources, the Omani government initiated a long-term economic privatization and diversification plan in 1996 that will continue to depend on expatriates in the workforce, including an increased presence of female managers.

Extant literature suggests business students to be future business executives and managers, e.g. Peterson, Rhoads and Vaught (2001), Stevenson and Bodkin (1998), Preble and Reichel (1988), among them those who will be of the marketing profession. Given this belief and Oman's dependence on Indian expatriates, this non-probability gender-based cross-cultural study is the first to investigate ethical decision-making attitudes of business students from Oman and India. While gender-based studies dominate business ethics research, often characterized by conflicting findings, most are based on ethical issue scenarios and behaviors, which respondents agree or disagree to be ethical. This study employs the Attitudes Toward Business Ethics Questionnaire (ATBEQ) involving 378 students of which 173 from India and 205 from Oman, and 153 female and 225 male. Although the study found significant differences in attitudes of students from India and Oman toward business ethics, they were not found based on gender.

Introduction

The subject of business ethics, and marketing ethics, has gained increasing importance as managers and employees have faced numerous ethical dilemmas in their jobs in an increasingly complex and globalized business world, wherein cultural values, economic background and ethnicity can vary significantly across national boundaries (Roxas and Stoneback, 2004).

Hofstede (2001) defines culture as "The collective programming of the mind that distinguishes

the members of one group or category of people from another....a system of collectively held values.,” and which Christie, Kwan, Stoerberl, and Baumhart (2003) found a strong influence on individuals’ ethical attitudes. Singhapakdi, Vitell, and Leelakulhanit (1994) and Singhapakdi and Vitell (1999) consider culture “one of the most important factors affecting ethical decision-making.” Mosley, Peitri and Megginson (1996) define ethics as “standards used to judge the rightness or wrongness of a person’s relations to others in terms of truth and justice.” In a business context, ethics deal with values that shape decisions, including issues of social responsibility.

Management attitudes about ethics, including marketing, and resultant behaviors can have critical consequences for both companies and society as a whole (Amine, Chakor, and Alaoui, 2012; Boddy, 2012; Lin, 1999). Studies have shown business executives rank lowest among professional groups in their attitudes about ethical behavior (Stevens, Harris, and Williamson, 1994), illustrated by recurrent scandals involving Enron, Xerox and WorldCom, and among global finance industry firms that have impacted the ongoing global recession.

Notwithstanding such highly publicized business ethical lapses and scandals, many of which were marketing focused, research has indicated that practicing managers consider ethics related behaviors important to their jobs (Herndon, 1996). Considerable attention has been focused on managerial and employee ethical beliefs and behavior, including gender-based ethical attitudes studies, e.g., Ford and Richardson (1994), Ruegger and King (1992), and Serwinek (1992). Some have theorized that “men and women make moral judgments in distinct ways,” e.g. Conroy and Emerson (2004) supporting anecdotal reports that “whistle blowers” at Enron and WorldCom were women; others have similarly hypothesized female managers to be less likely to engage in unethical business practices than men (Kidwell, Stevens, and Bethke, 1987; Ekin and Tezölmez, 1999). Such research has extended to business students of both genders, based on the belief that they may serve as a precursor to future ethical business decision-making (Christie et al, 2003). However conflicting results of studies of students have also perpetuated the debate about future decision-making impact of women occupying senior or managerial positions.

The inexorable growth of globalization and presence of foreign worker/managers resulting from cross-border business activities (Phau and Kae, 2007) render essential an understanding of acceptable ethical business practices generally and as practiced across national/cultural boundaries (Ahmed, Chung, and Eichenseher, 2003). The challenge to understanding ethical

Table 1: Indian Expatriate Employment in Oman

Age Group	Male	Female	Total
0-14	19,782	18,403	38,185
15 to 19	2,936	2,390	5,326
20 to 29	124,056	14,115	138,171
30 to 39	129,861	27,199	157,060
40 to 49	71,545	14,476	86,021
50 to 59	29,755	4,962	34,717
60 to 69	3,722	1,271	4,993
70 to 79	468	398	866
80 to 89	149	116	265
90+	41	15	56
Total	382,315	83,345	465,660

Source: Oman Ministry of Economy, 2010 census

business behavior in an international context is the presence of varying cultural influences of such expatriate executives and managers, with potentially differing attitudes about ethics and what constitutes ethical behavior. The dramatic late-20th century emergence of female business executives and managers globally in both developed and developing countries has also significantly altered the business norm of senior executive and managerial positions being the domain of men. These issues provide further impetus for international gender-based ethical attitudes studies.

The relationship between India and Oman represents a meaningful case study due to the presence of more than 400,000 Indian expatriates in Oman (Table I), that provides the foundation for this cross-cultural gender-focused Attitudes Toward Business Ethics Questionnaire (ATBEQ) study to examine business-ethics decision-making attitudes among student groups. The study further contributes to the business ethics body of literature, as student perceptions of ethical standards and behavior in the Middle East and Indian subcontinent have heretofore received scant attention in extant literature. The central research question to be addressed: Do cultural differences in Oman and India suggest future ethical decision-making challenges to Omani businesses?

Relevant Business Ethics Literature

Gender and Ethical Attitudes: Do Differences Exist?

There are conflicting viewpoints about ethical decision-making differences between men and women. Amongst fourteen studies, Ford and Richardson (1994) found seven professing no

differences (Hegarty and Sims, 1979; Browning and Zabriskie, 1983; Callan, 1992; Dubinsky and Levy, 1985; McNichols and Zimmerer, 1985; Serwinek, 1992). However an equal number (Beltramini, Peterson, Kozmetsky, 1984; Chonko and Hunt, 1985; Kidwell et al, 1987; Ferrell and Skinner, 1988; Jones and Gauschi, 1988; Ruegeer and King, 1992; Whipple and Swords, 1992) concluded otherwise, indicating female respondents as likely to act more ethically than male respondents.

Other studies of students and business practitioners also concluded women less likely to make unethical decisions than men (Roxas and Stoneback, 2004; Beu, Buckley, and Harvey, 2003; Deshpande, Joseph and Maximov, 2000; Luthar, DiBattista and Gauschi, 1997; Lane, 1995; Betz, O'Connell, and Shepard, (1989); Glover, Bumpus, Sharp and Munchus, (2002)) concluded women to make more ethical decisions. By contrast, Lund (2007) found few, if any, empirical studies concluding that men evidenced higher standards of ethical behavior than women, although Robertson, McNeill, Green and Roberts (2012) found that most student respondents in a study of illegal music downloading were women (74.5%).

A meta-analysis of 66 research studies involving more than 20,000 respondents indicated women to be more likely than men to perceive business practices as unethical (Franke, Crown and Spake, 1997), although cautioning against concluding women more ethical than men. Beu et al (2003), Mason and Mudrack (1996) and Smith and Oakley (1997) found women significantly more likely than men to view certain acts as unethical, while McDaniel, Schoeps and Lincourt (2001), Arlow (1991), Peterson, Albaum, Merunka, Munuera and Smith (2001), and Poorsoltan Amin and Tootoonchi (1991) also asserted that women have higher expectations about ethics than men.

Culture and Business Ethics

Aside the debate about potential for gender-based differences, business ethical decision-making is inherently complex, and cross-cultural studies exceptionally challenging, as attitudes toward business ethics can vary greatly within one culture (Sims and Gegez, 2004), and are found to vary widely between cultures and countries (Doerr and Sheaffer, 2012). Many differences in moral practices from culture to culture are believed to result from differing circumstances, not differing moral principles (Preble and Reichel, 1988). Ethical standards may be situational in terms of the ethical dilemma, alternative ethical actions. Kahn's research (1990) offered support for this viewpoint, observing that the dynamics of ethical dilemmas should also be considered in the context of social systems in which they arise. Lin (1999) also

suggested the importance of taking cultural factors into account when selecting study methodologies.

Cross-Cultural Studies of Ethical Attitudes

Lin (1999) identified few extant cross-cultural studies of business ethics attitudes and Ahmed et al (2003) also considered integrated comparative studies lacking to explore how respondents of different cultures compare in their ethical perceptions and reactions to rules and expectations. However, the authors of this study discovered 29 studies cross-cultural studies employing scenario and ATBEQ methodologies since 1988, e.g. United States and Israel (Preble and Reichel, 1988), United States, Israel, Australia and South Africa (Sims and Gegez, 2004), China and Canada (Dunn and Shome, 2009), Australia, U. S., Israel, Taiwan (Lin, 1999), United States, Denmark, New Zealand (Lysonski and Gaidis, 1991), China and United States (Tata 2005), United States and United Kingdom (Whipple and Swords, 1992), India and the United States (Kracher, Chatterjee, Lundquist 2002), Australia, Singapore and Hong Kong (Phau and Kea, 2007). Nonetheless only twelve of the inclusive studies addressed possible gender differences in perceptions of business ethical decision-making, and only eight employed the ATBEQ methodology upon which this study is based: Preble and Reichel (1988), Small (1992), Moore and Radloff (1996), Phau and Kea (2007), Sims and Gegez (2004), Sims (2006), Phau and Kea (2007), and Bageac, Furrer, and Reynaud (2011).

Studies of Student and Business Practitioner Ethical Perceptions/Attitudes

University business students have been portrayed as “prospective managers” (Preble and Reichel, 1988), “tomorrow’s business professionals” (Stevenson and Bodkin, 1998), or “future business executives” (Peterson et al 2010), on which basis many student-based studies have been developed. Christie et al (2003), Abdolmohammadi, Gabhart and Francis (1997) and Beltramini et al (1984) criticized a lack of research focused on ethical perceptions and attitudes of business students, however the authors discovered more than 53 of 87 single country or cross-cultural (international) gender-difference related empirical studies (1989-2011) to have involved business students. Among such studies, Sierles, Nelson, and Gibbon (1980) concluded college cheating to be a predictor of unethical behavior in subsequent professional settings, deducing that a majority of students are prepared to act unethically to gain competitive or personal advantage (Ameen, Guffey, and McMillan, 1996). Grimes (2004) also found cheating commonplace in the United States as well as transitional economies, which students predominantly viewed as socially acceptable and not unethical (Callahon, 2004), while Kohut

and Corriher (1994), Jones and Gautschi (1988) found female MBA students less tolerant of questionable business practices than male students. Although those students viewed business dishonesty more severely than academic dishonesty, Wood et al (1998) also found students to be significantly more willing to act dishonestly in eight of seventeen scenarios than professional counterparts. Lysonski and Gaidis (1991) had concluded students to be more ethically sensitive than managers, while McCabe, Dukerich and Dutton (1993) found that MBA students in the United States and Asia made large numbers of unethical decisions, and Hollon and Ulrich (1979) perceived students to have lower personal ethics than executives.

Methodology/Research Design

This cross-cultural study is the first to employ the Attitudes Toward Business Ethics Questionnaire (ATBEQ) (appendix 1) to investigate ethical decision-making attitudes of business students, based on extant research suggesting business students to be precursors of future executive/manager ethical attitudes and behaviors (Peterson et al, 2010; Stevenson and Bodkin, 1998; Preble and Reichel, 1988) and the significance of Indian expatriates to the Omani business sector.

The study addressed attitude differences between (1) students from Oman and India, (2) male and female students from the two countries, and (3) gender (male/male, female/female). Students were asked to respond to each of the thirty ATBEQ statements, one indicating “strongly agree,” two “agree,” three “neutral,” four “disagree,” and five “strongly disagree.”

Based on the foregoing, the following hypotheses were proposed and tested:

Hypothesis 1: there are significant differences in ethical decision-making attitudes of business students from India and Oman.

Hypothesis 2a: there are significant differences in ethical decision-making attitudes between male and female business students from India.

Hypothesis 2b: there are significant differences in ethical decision-making attitudes between male and female business students from Oman.

Hypothesis 3a: there are significant differences in ethical decision-making attitudes between male business students from India and Oman.

Hypothesis 3b: there are significant differences in ethical decision-making attitudes between female business students from India and Oman

A convenience sample was generated by the questionnaire distributed during Spring 2010 to students in the final year of the undergraduate business curriculum at Sultan Qaboos University, who were assured of anonymity and without providing monetary or non-monetary incentives. Completed surveys were collected from 378 student respondents, 231 male and 147 female. One hundred seventy-three respondents were from India (132 male and 41 female), while 205 were from Oman (106 female and 99 male).

Analysis and Findings

The basis for failing to reject included hypotheses was the presence of fifteen or more statistically significant differences among the thirty ATBEQ statements, consistent with Sims (2006).

Hypothesis 1: there are significant differences in ethical decision-making attitudes of business students from India and Oman.

Significant differences ($p < .001$) were found in responses of Indian and Omani students for sixteen ATBEQ statements, meaning that the hypothesis could not be rejected. The response means were higher for Indian respondents than Omani except in the case of statement 15, suggesting this group of Indian students to have had somewhat higher attitudes toward business ethics than their Omani counterparts. However the results cannot be extended to the entire population of (soon-to-be) business graduates, as the data collection was not probability based.

Cultural practice in Arabic countries such as Oman has generally excluded women from the workplace, however this practice is giving-way to growing inclusion in the workplace, due in part to government policy, cultural change and demographic factors. Thereby subsequent hypotheses addressed whether gender-based differences exist within the respective respondent cohorts, and within the two countries.

Hypothesis 2a: there are significant differences in ethical decision-making attitudes between male and female business students from India.

While there were nominal response differences between Indian male and female Indian students in the thirty ATBEQ statements, none of those gender-based differences were significant ($p < .001$), based on which the hypothesis was rejected.

Hypothesis 2b: there are significant differences in ethical decision-making attitudes between male and female business students from Oman.

Among Omani student respondents, significant gender-based differences were identified for fifteen of thirty ATBEQ survey statements ($p < .001$), on which basis the hypothesis could not be rejected (Sims, 2006). Omani female respondents collectively exhibited higher mean values for all except one statement (26) suggesting support for those who have earlier suggested women to have higher ethical standards, expectations or attitudes about business ethics (Franke et al 1997; McDaniel et al, 2001, Arlow, 1991; Peterson et al, 2001; Poorsoltan et al 1991, Eagly, 1987). As the findings of this study could not be extended to the population, the results for this hypothesis (H2b) suggest the need for probability-based Omani-Indian student research to explore the degree to which such gender-based differences may impact future business practice in Oman.

Hypothesis 3a: there are significant differences in ethical decision-making attitudes between male business students from India and Oman.

Half of the 2010 work-age population in Oman (15-69 as defined by the Oman Ministry of Economy) was 1.2 million, of which Omani men were estimated at 614,870; male expatriates from other countries totaled 571,025, notably 361,875 (63.4%) from India, providing the focus for this hypothesis. Significant differences were identified in only eight of thirty ATBEQ statements ($p < .001$), in which the mean values for Indian respondents were higher than their Omani counterparts. However, there being insufficient significant differences (less than 15 of the 30 ATBEQ statements) between male respondents from the two countries, the hypothesis was rejected.

Hypothesis 3b: there are significant differences in ethical decision-making attitudes between female business students from India and Oman.

Female expatriates in the same work age groups, as defined by the Oman Ministry of Economy, totaled 732,425, of which 62,023 were from India. Only six of thirty statements in the ATBEQ survey evidenced significant differences between Indian and Omani female students, on which basis the hypothesis was rejected. However, Omani female students collectively had higher means than Indian students in those few cases wherein differences were found, also suggesting the need for future probability-based research.

Conclusions, Limitations and Future Research

Every culture transmits a set of traditional values, rules, and standards that define acceptable behavior between generations, and by which individuals channel their conduct in socially approved directions. Eventually these become personal standards of ethics, which can influence future corporate ethical standards and behaviors. It is especially important that companies set clear ethical standards for employees, whereby ambiguities can be limited or eliminated, enabling executives and employees to confidently follow clear and uniform ethical standards. The study also highlights the need for employers with diverse cultural workforces to continuously promote and enforce ethical attitudes and perceptions that influence consistent business behaviors in a globalized business environment. Significant challenges are also posed to prepare business students entering an increasingly multi-cultural workplace, wherein different ethical attitudes and standards can be anticipated. Such challenges suggest the need for creativity and attention to marketing ethics pedagogy, as well as business ethics in general.

Considerable literature supports the relationship between culture and business ethical attitudes and behavior, university business students as managerial and executive precursors, as well as the impact of cultural differences on ethical decision-making in a globalized business environment. This empirical non-probability study focused firstly on whether significant differences between business students from India and Oman might foretell ethical business decision-making challenges based on the existing presence of Indian expatriate managers and executives in the Omani business sector, as well as expected increases in the number of expatriate women joining the Omani business sector.

The overall pattern of responses in this study indicated Indian student attitudes toward business ethics to be higher than for Omani business students; as analysis identified significant differences in sixteen of thirty ATBEQ statements, hypothesis (H1) could not be rejected (Sims, 2006). The study thereafter addressed whether the presence of such differences would be explained by gender, however none of the results for those hypotheses (H2a-H3b) evidenced sufficient statistical differences (15 or more differences among the 30 ATBEQ statements) to preclude rejection (Table II).

To the extent that business students' attitudes may be a predictors of later business decision making when confronted with ethical dilemmas, the study suggests that future business managers and executives from India would be relatively consistent with those of Omani men

Table 2: ATBEQ Study Findings Summary: India and Oman

Hypothesis	Rejected	Fail to be Rejected
1. There are significant differences in ethical decision-making attitudes of business students from India and Oman.		X
2a. There are significant differences in ethical decision-making attitudes between male and female business students from India	X	
2b. There are significant differences in ethical decision-making attitudes between male and female business students from Oman.	X	
3a. There are significant differences in ethical decision-making attitudes between male business students from India and Oman.	X	
3b. There are significant differences in ethical decision-making attitudes between female business students from India and Oman.	X	

and women; however that finding depends on a more broadly developed probability-based study.

This study focused primarily on potential gender-based differences in respondents from Oman and India, based on earlier studies involving other countries and regions of the world, and in part on Whipple and Swords (1992) assertion of gender being more important than cross-cultural differences to explain dissimilarities in student ethical judgments. The primary limitation is its restriction to those surveyed, i.e. business students of India and Oman; as a non-probability sample, the results cannot be generalized to the population. The study also does not address other proposed antecedents of ethical decision-making: ethnicity, age, etc. While respondents from Oman share a unified culture, those from India come from potentially different cultural/ethnicity foundations; therefore future research studies should also address intra-cultural differences as well as cross-cultural differences situations to contribute to the literature.

Future research should be focused on gender differences of the country or ethnic groups within the countries, to provide more accurate picture of gender and cultural perceptions involving business ethical decision-making, and marketing specifically. Future research should also be focused on gender differences at the country or ethnic groups within the countries, to provide more accurate picture of gender and cultural perceptions involving business ethical decision-making. The study should also serve to encourage academic efforts to engage robust studies

of respective countries, and to design and implement business ethics courses to improve students' attitudes and perceptions that contributes to ethical behavior later within the organization and personal business success.

References available upon request

Appendix 1: Attitudes Toward Business Ethics Questionnaire (ATBEQ)

Your gender	Male	Female
Your age (as of April 23, 2010)	Years	Months

Items using a 5-point Likert scale with 1=Strongly Disagree and 5=Strong Agree

1. The only moral of business is making money
2. A person who is doing well in business does not have to worry about moral problems
3. Every business person acts according to moral principles, whether he/she is aware of it or not
4. Act according to the law, and you can't go wrong morally
5. Ethics in business is basically an adjustment between expectations and the way people behave
6. Business decisions involve a realistic economic attitude and not a moral philosophy
7. Moral values are irrelevant to the business world
8. The lack of public confidence in the ethics of business people is not justified
9. "Business Ethics" is a concept for public relations only
10. The business world today is not different from what It used to be in the past. There is nothing new under the sun
11. Competitiveness and profitability are independent values (existing on their own)
12. Conditions of free economy will serve best the needs of society. Limiting competition can only hurt society and actually violates basic natural laws
13. As a consumer, when making a car insurance claim, I try to get as much as possible regardless of the damage
14. While shopping at the supermarket, it is appropriate to switch price tags or packages
15. As an employee, I take office supplies home; it doesn't hurt anyone.
16. I view sick days as vacation days that I deserve
17. Employee wages should be determined according to the laws of supply and demand
18. The main interest of shareholders is maximum return on their investment
19. George X says of himself. "I work long, hard hours and do a good job, but it seems to me that other people are progressing faster. But I know my efforts will pay off in the end" Yes, George, works hard, but he's not realistic
20. For every decision in business the only question I ask is, "Will it be profitable?" If yes-I will act accordingly; if not it is irrelevant and a waste of time
21. In my grocery store every week I raise the price of a certain product and mark it "on sale". There is nothing wrong with doing this
22. A business person can't afford to get hung up on details
23. If you want a specific goal, you have got to take the necessary means to achieve it

24. The business world has its own rules
25. A good business person is a successful business person
26. I would rather have truth and personal responsibility than unconditional love and belongingness
27. True morality is first and foremost self-interested
28. Self-sacrifice is immoral
29. You can judge a person according to his/her work and decisions
30. You should not consume more than you produce

RETAIL RESCUE! INTRODUCING REALITY TELEVISION TO SERVICE-ORIENTED COURSE CURRICULA

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Abstract

Marketing educators, especially those teaching service and retailing courses, confront two challenges when teaching undergraduate students. First, unless students participate in service-oriented internships, they typically lack managerial work experience in service industries. Consequently, their ability to apply newly learned service concepts to personal experiences is nearly impossible.

A second challenge confronting service educators is that millennial learning preferences are considerably different than past generation ones (Banet-Weiser & Portwood-Stacer, 2006, Silverstone, 2007). Millennial students have come of age in an era of YouTube videos and reality television (Holmes & Jermyn, 2004; Pew Research Center, 2010), but to our knowledge, no services or retailing texts have addressed this issue by substantially incorporating these media into their everyday course content. Yet educational research reveals that to enhance millennial leaning outcomes, instructors need to move from delivering lecture-based knowledge to encouraging students to build personal experiences, and from placing value on textbooks to valuing technology (Silverstone, 2007).

Indeed, in an attempt to understand why consumers relish reality television, Rose and Wood (2005) conclude that reality television viewers routinely disaggregate these shows and continuously situate their speculative personal selves into emerging situations and dilemmas. This leads us to argue that educators should begin exploring how they can transfer learning to millennial students through reality television (Burr & King, 2011; see also Center for Children and Technology, 2004, for extensive review).

The goal of this article is to show that instructors of service-oriented courses can help overcome the challenges inherent in their students' lack of real-world work experience and take advantage of their interest in video technology, as well as satisfy their need to immerse personal experiences in their education experience, by integrating reality television shows into their undergraduate day-to-day course curricula. More specifically, many courses may offer students end-of-chapter exercises that require them to watch specific YouTube videos or to analyze a firm's Internet site. Although these video-infused chapter exercises are valid, we propose the immersion of reality television shows as a means to augment reading and lecture material, to

enhance student comprehension and discussion around germane service concepts, and to increase student motivation and enthusiasm for concepts for which they lack personal experience (Center for Children and Technology, 2004). Thus, in this article, we empirically demonstrate that reality television shows, especially those based on distressed service and retail businesses provide students with a means to apply services and retailing concepts to real-life situations and to acquire some experience by constantly self-reflecting how they would confront and solve dilemmas posed in reality episodes.

Methodology and Findings

We obtained data through online, self-administered questionnaires given to students enrolled in one of the author's retailing courses in the United States and two services marketing courses, which were held in the U.S. and Romania. The retailing course consisted of 31 undergraduate students; of these, 68% were business majors, 26% were textiles and apparel merchandise majors, and the rest were other liberal arts majors. The services marketing course in the United States consisted of 32 undergraduate students; of these, 50% were hospitality majors, 44% were business majors, and the remaining were liberal arts majors. The services course in Romania consisted of 29 undergraduate hospitality students. Student response data came from eight reality programming assignments (i.e., three in retailing, four in U.S. services marketing course, and one in the Romania services marketing course).

In terms of students' interests in the reality programming, the data reveal that the overwhelming majority of students, in many instances well over 90%, reported being "extremely" or "very much" interested in each of the eight reality television shows (see Table 3). The impact of this finding on students' learning is profound; too often instructors use approaches that interest them rather than the students. In these situations, opportunities to use interest-linked motivation in mastering course content is sacrificed (Tomlinson et al., 2003).

An analysis of the findings regarding the perceived usefulness of a reality program in helping the students understand service-related issues reveals that the majority, and in two cases 100%, of the respondents reported the usefulness as "extremely" or "very much." Thus, students view reality television programming learning activities as meaningful and worthwhile; learning occurs because they find reality content interesting and the assignment activity enjoyable, in the sense that they clearly perceive its relevancy (Brophy, 2010).

Last, the results reveal that the overwhelming majority of students perceive reality television programming as being “extremely” or “very much so” appropriate for learning about business concepts through reality television shows. This finding indicates that students perceive reality television viewing as an appropriate instructional approach and a method that can enhance their personal development especially in customer-centered occupations.

References Available upon Request
