



**The 40th Annual
Marketing Educators' Association
Conference
2016 Annual Conference Proceedings**

**Advancing the Practice and Scholarship
of Marketing Education to New Heights**



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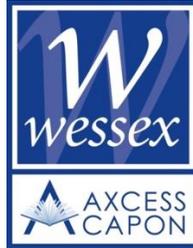


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About the Marketing Educators' Association (MEA)

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).

In subsequent years, many international marketing educators from universities and colleges in other countries have joined MEA and are active participants, making MEA a truly international organization.

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PREFACE

This volume contains the proceedings of the 40th Annual Conference of the Marketing Educators' Association (MEA) held at The Curtis Hotel, Denver, Colorado April 14-16, 2016.

The conference theme, ***Advancing the Practice and Scholarship of Marketing Education to New Heights***, 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. It also suggests career opportunities for marketing educators. 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, position papers, and special session proposals. Each competitive paper was double-blind reviewed and authors provided a full paper or an abstract for publication. An editorial committee evaluated position papers and special session proposals and authors provided an abstract for publication. Authors, session chairs, and reviewers represent a geographically diverse group from half the U.S. states and several other nations, including Australia, Canada, Costa Rica, England, Finland, Malaysia, Saudi Arabia, South Africa, and Switzerland. We also have several participants representing industry.

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

- 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
- Using Blogs for Marketing Education
- Self and Peer Assessment in Marketing Classes
- Educator Performance and Career Opportunities
- 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

Anyone with a passion for teaching marketing and who is working their way through a marketing educators' career 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 2016 conference.

Special acknowledgment goes to our President, Dr. Clay Daughtrey, who has been a conduit for the papers that the great marketing educators of MEA have submitted to this conference. Thank you again for stepping up to lead MEA this year! We are all looking forward to Dr. Michelle Nelson's selection of the next person to be in the officer's track and the location of the 2017 MEA Conference.

Dr. Robert Trumpy is serving as our indispensable "CFO and Operations Manager." His careful and intelligent work keeps the organization financially and operationally robust.

Our Immediate Past President, Dr. Greg Black, was there for us throughout the year as an advisor and mentor. He provided additional guidance with the unfortunate vacancy MEA faced in 2015-2016.

Thank you to Deb McCabe for continuing to build relationships with our sponsors.

Dr. David Ackerman has continued to help keep MEA strong through his marketing communications and promotions efforts.

Dr. Chrisann Merriman has taken on the role of social media maven for MEA. A special thank you for all her efforts on this. Her initiative and engagement have been much appreciated.

Webmaster Dr. Lars Perner continues to maintain and enhance our professional online presence.

We would like to thank the following members of the **MEA Board of Directors** for their service and support:

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COMPETITIVE PAPERS

ARE ONLINE REVIEWS OF MARKETING CLASSES UNBIASED? A LOOK AT THE IMPACT OF SOCIAL MODELING AND REACTANCE ON STUDENT ONLINE REVIEWS

David Ackerman, California State University, Northridge
Christina Chung, Ramapo College of New Jersey

Abstract

Online reviews and review sites have an important impact on consumers and businesses. Yelp alone had 77.3 million cumulative reviews by April 2015 (Yelp, 4/15/15). Consumers increasingly rely on e-WOM for their purchasing decisions, so ratings can have a major impact on sales (Chevalier and Mayzlin 2006; Clemons, Gao and Hitt 2006; Liu 2006). Similarly, in marketing education, online reviews can influence student choice of classes and instructors. This study seeks to shed light on the degree to which online student reviews can be influenced by other existing reviews.

Valenced reviews serve an informational purpose. Repeated good reviews will be viewed as a source of positive information about the product or service, suggesting it as a good means to fulfill various types of needs, just as numerous negative reviews serve as a warning to consumers about it. Negative information can lead to greater credibility of the review when the reviewer's identity is known (Kusumasondjaja, Shanka and Marchegiani 2012).

Given the impact of online reviews / e-WOM, an important question is the issue of veracity. How accurate are these reviews? Are they subject to influences other than just the reviewer's experience with the product or service? Sridhar and Srinivasan (2012) found that prior online ratings did have a moderating effect on the positive and negative aspects of a product or service experience, impacting on the reviewer's rating. This suggests that reviews can be influenced by previous reviews in ways that in turn influence overall perceptions. The question is how this process works.

This paper suggests two potential processes by which prior online reviews can impact on a reviewer's rating, modelling behavior and psychological reactance. On the one hand, there should be a general tendency for the valence of prior ratings to influence a reviewer's rating in the same direction. Social modelling suggests that reviewers will use existing ratings as a cue for how they rate the product. Research has found that families, peers and other reference groups can have an influence on purchase decisions (Childers and Rao 1992; Bearden and Etzel 1981). In an actual experiment, Bevelander, Anschutz, and Engels (2010) found social modeling impacted food purchases at a supermarket. What peers purchased in the store influenced the types of products purchased by subjects. Similarly, social modelling suggests that the valence of ratings others have given to a product or service online give online should influence new ratings.

Results of this study suggest that prior online ratings do impact on subsequent online ratings and bias them. Prior positive ratings had the most impact on student evaluations of the class, but prior negative ratings also influenced them. This suggests another area in which online ratings can be biased and inaccurate. Marketing courses with good prior ratings may be boosted by those ratings for quite a while regardless of how the course is taught in the present. Conversely, courses that have improved may not see that reflected for a while. Also, it suggests that fraudulent ratings, whether positive or negative, may have an oversized impact on the overall ratings of a course. Online ratings sites may want to do more to ensure that only those who took a course can rate it.

Another finding of this study is that the question of whether valenced prior online ratings, positive or negative, lead to either social modelling or reactance in subsequent ratings may depend on the level of involvement in the object being rated. Students who had a high level of involvement in academic studies were influenced by, modeled, prior negative online ratings in their ratings of the class. Positive prior ratings had no impact on these students, perhaps because positive

information was not perceived as informative as negative information by those who were highly involved in academics. By contrast, students who had a low level of involvement in academic studies seemed to experience a reactance effect when exposed to negative prior ratings and social modeling for positive prior ratings. Perhaps these students did not really care about an objective evaluation and just wanted to be helpful, feeling that the negative prior ratings were unfair but letting themselves be influenced by the positive ratings.

References Available upon Request

MARKETING STUDENTS' REACTIONS TO CRITICAL FEEDBACK ON AN ASSIGNMENT: THE EFFECTS OF AMOUNT OF FEEDBACK, SOURCE OF FEEDBACK AND REVISION POSSIBILITY

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Abstract

Instructor-provided feedback provides a means by which students may assess their own performance and make improvements in their future work. Much of the feedback that instructors provide is critical feedback. For the purposes of this paper, we define critical feedback as constructive information students receive from instructors about their performance on assignments and exams. In marketing courses, feedback frequently is given in the form of qualitative written comments, suggestions, and corrections. Students expect this feedback and many say that they value it.

However, many marketing educators question the efficacy of their efforts to provide students with feedback, complaining that students are really only interested in the final grade. Although students express a desire for feedback, many do not appear to use the feedback they receive. This becomes especially frustrating when faculty members are subject to high student-faculty ratios, are responsible for large classes, or teach courses requiring a high level of written and oral presentation as is typical of marketing curricula.

This research extends the work of Ackerman and Gross (2010) on student reactions to high and low levels of feedback on student work by asking what would happen if high and low levels of feedback were offered under different yet realistic circumstances. First, we ask what would happen if an instructor provided the feedback as part of an iterative or formative process that allows students to consider the feedback as they continue working on or revising their work on an assignment. Would students under this condition value feedback more? Would they view it as more worthwhile because they could put the feedback to immediate and practical use?

Second, we ask what would happen if the same feedback was provided by students' peers rather than by instructors. Peer evaluation and peer grading are means that some instructors have used to alleviate part of their workload while still providing students with ample feedback. Further, requiring peer feedback can serve the purpose of helping to validate the professor's assessments and critiques on subjective work (Gopinath, 1999).

Results of this study suggest that receiving critical feedback, especially from instructors, generally elicits a negative response. A high level of instructor-provided feedback was perceived more negatively by the student subjects than was a low level of instructor-provided feedback. However, even a low level of feedback elicited a somewhat negative reaction. Students overall felt angrier and less happy when they received a larger number of feedback comments than when they received a low number of comments or no feedback. Regret was the only negative emotion that was higher for lower levels of feedback.

These negative feelings extended into how much students liked the instructor. Students liked the instructor best when they received no feedback, less when they received a low level of feedback, and quite a lot less when they received a high level of feedback. Likewise, students were more likely to feel that the instructor had a negative impression of them as students when they received a high level of feedback comments versus a low level or no feedback.

By contrast, high levels of critical feedback were more acceptable when the feedback came from other students. Students reacted less negatively to a high level of peer-provided feedback than to a high level of feedback provided by the instructor. Responses to peer-provided feedback were for the most part similar between the low and high feedback conditions and also were similar to

the low instructor-provided feedback condition. Students actually perceived high levels of feedback from peers to be more helpful than low levels. Student subjects also perceived high levels of feedback from peers to be more helpful than the same high level of feedback from the instructor.

Finally, allowing students the opportunity to revise their work had two interesting effects on student reactions to critical feedback. The revision opportunity made students more receptive to the critical feedback but it also made them feel more dissatisfied with their current grade. This suggests that students utilize the feedback more when they know they can put it to immediate use.

These findings have interesting implications for instructors as they consider providing feedback to students. The findings suggest much promise in asking students to provide feedback to one another. Not only does the use of peer feedback potentially reduce the burden on the professor, but our study suggests that students find a high level of feedback provided by peers to be more helpful and it is received less negatively than the same high level of feedback provided by instructors. From a student's perspective, receiving critical feedback from peers may feel less threatening and truly more helpful and constructive. Predictably, students also have a less negative reaction to critical feedback when the feedback is given along with an opportunity to revise their work.

References Available upon Request

MARKETING STUDENTS WITH ONLINE LEARNING EXPERIENCE: MEASURING THE PARADOXICAL TECHNOLOGICAL BEHAVIOR

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Abstract

This study is the beginning of our understanding and ability to measure the paradoxical technological behavior of students in online marketing courses. The study is based on consumer paradoxes of technology theory. Our findings indicate that four out of seven elements of technological paradoxical behavior were more significant for marketing students than for other majors. These significant elements include control/chaos, new/obsolete, competence/incompetence, fulfill/create needs. Our study shows that marketing students are more competent and satisfied when they use a lower, rather than a higher, technological version of a product than students from all other majors. At the same time, marketing students feel more satisfaction with technological products than students with non-business majors.

Many business education literature supports online learning methods (Buzzard et al., 2011; Clark III et al., 2001; Hunt et al. 2004; Dowell and Small, 2011; Vrasidas and McIsaac, 1999). However, it has been reported that students study less because of technology (Oliver, 1996); educators fail to create an environment for teaching and learning (Ives and Jarvenpaa, 1996); and students prefer more traditional instructional technology for effective engagement (Buzzard et al., 2011). We support the statement that to provide better quality of online learning, marketing educators need to achieve the full potential by adopting the new online technology. The current research is the first examination of the influence of the paradoxical technological behavior on student experience with online learning technology in marketing courses.

Paradoxical Technological Behavior in Online Learning

Our study is based on the consumer paradoxes of technology theory. Currently, much research on consumer paradoxes of technology is considered to be largely limited to mixed emotions or ambivalent behaviour.

The dictionary has defined paradox as a statement or proposition that seems self-contradictory or absurd, but in reality it expresses a possible truth and/or an existence of simultaneous opposite assumptions or statements, something liked or disliked at the same time (Webster's Dictionary, 1998). Recent research on consumer paradox of technology has indicated that individuals simultaneously experience conflicting positive and negative feelings regarding different components of an object or person, including technology (Johnson, 2008). Mick and Fournier (1998) vividly described the consumer "technology paradox." They found that consumers may adopt technological products not only to obtain useful benefits, but also to enjoy the experience of using them and at other times, consumers reject innovations despite their potential usefulness because of a fear of being overwhelmed by the technology. Kulviwat (2007) identified this behavior as conflicting emotional reactions on consumers' experience when they respond to innovative technology. Our study shows that consumer experience of conflicting emotional reactions during technological adoption has a direct connection to the online learning process. According to Bransford, Brown, and Cocking (2000), four factors significantly impact the learning process: attention, motivation, emotions, and experience of the learner. Our study focuses on one of the factors – emotions. Interestingly, Paulsen (2005) identified emotions as an unconscious arousal system that alerts us to potential danger and opportunities at the same time. The improvement of the learning process can be realized through emotions by different learning content: storytelling, provocations, emotional figures, and animations (Modritscher, 2006).

Table 1. Summary of the literature, the technological paradoxes

Mick and Johnson (1998)	Jarvenpaa and Lang (2005)	Kulviwat and other (2007)
Control/Chaos Technology can facilitate regulation or order; and technology can lead to upheaval or disorder	Independence/Dependence Context feedback (reinforcement or change)	Cognition Relative Advantage
Freedom/Enslavement Technology can facilitate independence or fewer restrictions; and technology can lead to dependence or more restrictions	Empowerment/Enslavement Influence of context on users' motivation, goals, and usage patterns	Cognition-Perceived Usefulness
New/Obsolete New technology provides the user with the most recently developed benefits of scientific knowledge; and new technology is already or soon to be outmoded as they reach the marketplace	Planning/Improvisation Context feedback (reinforcement or change) as users experience conflict.	Cognition-Ease of use
Competence/Incompetence Technology can facilitate feelings of intelligence or efficacy; and technology can lead to feelings of ignorance or ineptitude	Competence/Incompetence Influence of context as users are confronted with conflict situations.	Affect-Pleasure
Efficiency/Inefficiency Technology can facilitate less effort or time spent in certain activities; and technology can lead to more effort or time in certain activities	Illusion/Disillusion Context feedback (reinforcement or change) as users adopt particular coping strategies.	Affect-Arousal
Fulfill needs/Create needs Technology can facilitate the fulfillment of needs or desires; and technology can lead to the development or awareness of needs or desires previously unrealized	Fulfill needs/Create needs Usage process for problem solving, task performance, information acquisition, media consumption and entertainment, and social interaction	Affect-Dominance
Assimilation/Isolation Technology can facilitate human togetherness; and technology can lead to human separation	Public/Private Influence of context on reactions of users and ability to manage conflict and to cope with the technology challenge	Attitude and Intention
Engaging/Disengaging Technology can facilitate involvement, flow, and activity; and technology can lead to disconnection, disruption, and passivity	Engaging/Disengaging Adaptation process, behavioral changes, and learning curve.	

Proposed Theoretical Model and Measurement of Student Paradoxical Experience in Online Learning

In this paper, we question whether the current conceptualizations of consumer paradoxes of technology based on predominantly quantitative modeling approaches, can be advanced by studying the student online learning experience. This study is the first exploration of how paradoxical technological behavior affects marketing students' experience with online learning technology. The theoretical model was developed based on previous paradoxes of technology studies. To measure student technological experience, we use the methodologies and measurements developed by several studies, such as Mick and Fournier (1998), Johnson and others (2008), Kulviwat and others (2007), Jarvenpaa and Lang (2005). Table 1 summarize several paradoxes that have been operationalized in current literature. In our research, we propose the research model of seven technological paradoxes operating within the online marketing course context: control/chaos, dependence/independence, competence/incompetence, efficiency/inefficiency, fulfills/creates needs, assimilation/isolation, engaging/disengaging.

To develop the measurement of the technological paradoxes, we create the questions. The questions were developed based on author experience and previous research of the paradoxes of technology (Mick and Fournier, 1998; Johnson et al. 2008; Kulviwat et al., 2007; Jarvenpaa and Lang, 2005).

Seven paradoxes of technology and questions for measurement:

1. Control/Chaos
 - Technological products create provoking chaos in my learning experience;
 - I little betrayed by the technology because it changes so fast.
2. Dependence/Independence
 - I feel that I limit my freedom by using the online courses;
 - I often dependent on online courses because they made my learning easy.
3. New/Obsolete
 - By the time a product hit the general market, it is long outdated in term of technology;
 - Technological products get me to commit and invest to it and then it suddenly changes.
4. Competence/Incompetence
 - Technological products challenge my technical abilities when I try to manage, operate, and maintain the them;
 - Technological products have some technical features which make me feel dumb;
 - I am more competent and satisfy when I use a lower, rather than a higher, technological version of a product;
 - I often experience inability and resignation to use a product;
 - If I am competent to use technological products, I will trust a product.
5. Efficiency/Inefficiency
 - Technological products save my time to perform the tasks;
 - Technological products are required more time commitment to maintain them;
 - I will buy more technological products if they are more easy to use.
6. Fulfill needs/Create needs
 - Technological products take a simplicity out of my life;
 - Technological products provide a solution to my needs/problems;
 - Technological products cause a whole range of new problems that I have not had before;
 - As soon as I bought a new technological product and my needs are taken care of, I move on to find another technological product to fulfill more needs.
7. Engaging/Disengaging
 - When I use technological products, I feel enjoyment and self-reinforcement;
 - I feel that technological products make me more passive and less active;

- I often rely on technological products to do everything rather than to do it myself;
- Technological products help me to be involved and stay active.

Table 2. Results of t-value analysis of the students paradoxical technological behavior and students majors

Majors/Paradoxes	Control/Chaos	Dependence/Independent	New/Obsolete	Competence/Incompetence	Efficient/Inefficient	Fulfill/Create needs	Engaging/Disengaging
Marketing Vs. All majors	-.394	-.560	.594	1.448 *	.797	2.164 *	.703
Marketing Vs. Management	1.178	-1.016	1.511 *	1.333 *	.989	2.246 *	.931
Marketing Vs. Finance	-1.780 *	.352	.041	.461	-1.024	-1.026	.445
Marketing Vs. Accounting	.434	-.672	-.044	-.119	.026	.407	.498
Marketing Vs. Non business majors	-.539	-.069	.233	1.188	.671	2.370 *	-.128

Notes: * p < .05 (two-tailed); ** p < .01 (two-tailed)

Methodology and Results

The primary objectives of this study are to identify the paradoxical technological behavior of marketing students and compare them to that of students with other business and non-business majors. To collect student feedback regarding their technological paradoxical behavior, we developed the survey which includes all items above, for a total of 23 items. Students rated items on 5-point Likert-type scales, from 1= strongly disagree to 5 = strongly agree. To examine students' behavior, we examined a number of marketing courses, such as Principle of Marketing, International Marketing, Services Marketing, etc. The marketing courses were selected from online and face-to-face formats. We used self-report measures to assess demographic characteristics of the participants. We collected a convenience sample of 138. The sample is 60.9% male and 39.1% female; is 75.4% Caucasian, 8.7% Hispanic, 5.8% African-American, and 10.3% other. In term of student majors, the sample is 41.4% marketing, 12.3% management, 2.9% finance, 10.1% accounting, and 33.3% non-business. An average age of the participants is 27.6.

The research model proposed above was tested by using t-test (t-value) statistical analysis. T-test analysis determines if two distributions differ significantly from each other and test measures the probability associated with the differences between the groups. A two-tailed test was used (George and Mallery, 2005).

The results of our findings are presented in Table 2. Our findings indicate that four out of seven technological paradoxical behavior elements of students were significant or close to significant: control/chaos, new/obsolete, competence/incompetence, and fulfill/create needs.

We use a comparative analysis to correspond marketing students to other majors, including business and non-business majors, as well as students who have never attended a college. Regarding the control vs chaos technological paradox, our research found that marketing students, compared with finance students, feel that technology, in most cases, controls their

behavior. They feel betrayed by technology because it changes so fast. For marketing students, they feel that technological products create chaos in their behavior (t-value = -1.780, sig. = .081).

Another interesting fact is that marketing students more than management major students feel that technology gets them to commit to and invest in the technology products and then a product suddenly changes (t-value = 1.511; sig. = .136). It indicates that marketing students are less ready for technological changes than management students. When they experience quick changes in technology or operations, students face a difficulty in using new updates.

Related to the competence vs incompetence paradox, our findings show that marketing students are more competent and satisfied when they use a lower, rather than a higher, technological version of a product than students from all other majors (t-value = 1.448; sig. = .150). Students with a marketing major face more challenges by using technology than students with other majors and it leads to less effective use of it. The study found that those facts are more obvious in students' behavior who have marketing major compared with management major (t-value = 1.333; sig. = .187).

We also found that marketing students feel more fulfilled with technology use compared to other business and non-business majors. For example, marketing students feel more satisfaction with technology than students from all other majors (t-value = 2.164, sig. = .032). The same result has occurred between marketing and management students (t-value = 2.246, sig. = .028). Marketing students also feel more satisfaction with technological products than students with non-business majors (t-value = 2.370, sig. = .020).

The analysis suggests that marketing students, more than students with any other majors, such as management and non-business majors, consider that technology leads to the development or awareness of desires which previously did not exist. Finally, we found that marketing students feel that technological products limit their freedom more than students with other majors.

Conclusions and Recommendations for Educators

This research is the first understanding and measurement of the paradoxical technological student behavior in online marketing courses. Based on our findings, we present our marketing student technological profile related to online learning behavior. When marketing students use technological products, compared to students who are majors other than marketing, they are more likely to feel:

- competence and satisfaction when using a lower, rather than a higher, technological version of a product;
- challenges by using technology;
- control by technology in many cases;
- that technology leads to the development or awareness of needs or desires;
- that technology can provide a solution to many problems and at the same time, cause new problems;
- that technology does not create new needs; and
- that technology may limit their freedom.

To increase effectiveness of student online learning, educators should consider the following:

- influence on online learners, especially in developing creative skills online; marketing students are less dependent on technology than other students. This technological behavior creates a positive influence;
- marketing students face more challenges by using technology and develop more confusion through the online learning process. Compared to students with accounting or finance majors, marketing students have less technological experience. One of the

reasons for this finding is that they are less familiar with online business technology, for example statistical business software;

- marketing students are satisfied with existing technology and do not see that technology creates new needs. They prefer to use existing technological products over new ones. So, educators should carefully evaluate the consequences when considering developing new online technological teaching techniques.

This study has a few limitations. The first limitation of this study is that the present research adopts the consumer behavior theory – the paradoxes of technology. The second limitation of the study is that more research are needed to answer the question – what technological paradoxes affect marketing students' experience in online classes. The methodology to measure the paradoxes of technology used in this research has never been applied to educational technology.

References Available upon Request

A CONCEPTUAL MODEL OF TRANSFORMATIVE LEARNING IN MARKETING EDUCATION

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Abstract

In the spirit of transformative marketing, we provide a foundation for marketing educators to teach with a goal of transforming students so that students can do better in business and society. We contribute a conceptual model of transformative learning in marketing education that delineates the transformative learning process. The basis of this process-oriented model hinges on the view that teaching to transform is an approach to teaching that addresses the challenges of the socio-cultural status quo in business education. Teaching to transform enlightens, awakens, inspires, and empowers students with the explicit purpose of promoting reflexivity, agency, critical thinking, and awareness in ways that create positive social change. Teaching to transform can be applied within business schools narrowly or broadly, horizontally or vertically--allowing pedagogical ideals to be advanced and for educators to nurture positive agents of social change. In this conceptual paper, we provide a pathway for marketing educators to stimulate this transformation among students. First, we critique the current landscape of pedagogy that has given rise to a narrow application of practice-based learning. Second, we propose an alternative way forward, explaining the concepts of teaching to transform, and what we hope to impart on students. We lay out the importance of why we have a duty to our society to create this transformation in our students. Third, we explore advantages of the transformation process. The ensuing discussion entails what it looks like when we see this transformation, along with a litmus test for whether or not the transformation has taken place and barriers to the process. The intended contribution is a thoughtful conceptual model for scholars to build on and educators to implement for transformative learning in marketing education.

WHAT AND HOW DO STUDENTS LEARN THROUGH MARKETING SIMULATION GAMES?

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There is an ongoing interest in marketing education to strengthen students' knowledge and skills relevant for employability and work life (Dacko, 2006; Goldsmith, 2004). Marketing educators agree that they should prepare the students to succeed in their careers. This requires not only the development of marketing related knowledge, but also the development of work-related skills such as decision making, handling complex problems and ability to work in teams. (Finch, & O'Reilly, 2013). Experiential learning methods and active learning have been suggested to help in solving some of these curriculum challenges (Li, Greenberg, & Nicholls, 2007). Simulation games as experiential learning tools are used in marketing education to engage students into learning that mimics real-life and by doing so, enhance deep learning (Anderson, & Lawton, 2009; Faria, 2001; Gray, Peltier, & Schibrowsky, 2012; Vos & Brennan, 2010).

For the marketing educators it is vital to understand how students perceive educational games as a learning method and how they relate their perceptions to marketing knowledge. Thus, we aim to study the students' reflections on their learning through a marketing simulation game. We are interested in what knowledge and skills are learnt, how the learning occurs and what emotions the learning experience evokes.

The context of this study is an undergraduate marketing program in a Finnish business university. The students played a marketing simulation game called SimBrand as a part of their marketing strategy course. In this virtual business world, the students formed teams that competed against each other in a dynamic smartphone industry. The data is collected in 2015 and it consists of 36 student reflection papers written after each round and at the end of the simulation. Further, we use anonymous student feedback that is collected after the course. The analysis of the data has been guided by research questions (Tuomi & Sarajärvi, 2002: 94) using qualitative content analysis (Miles & Huberman, 1994). The emphasis was on understanding, what the students mentioned they had learnt, how they had learnt it and what kinds of emotions they reflected upon. Each of these categories were analyzed separately by reduction and categorization. Thus, the data analysis process was abductive in nature, keeping eyes open to both theoretical understanding and the richness, originality and distinctiveness of the reflection paper data (Tuomi & Sarajärvi, 2002: 98-99).

We analyzed the learning of marketing knowledge based on Rossiter's (2001, 2002) five forms of marketing knowledge. The students reflected upon marketing concepts, structural frameworks and strategic principles. On top of these, the students reflected on general, holistic understanding of business and its complexity as a whole. Also, the application of marketing knowledge into practice, analytical skills and team-working skills were developed.

The learning occurred in multiple ways. The students discussed especially learning through playing, learning in and from the group, learning from other teams, learning through feedback, and learning from reading and applying external resources. Based on students' self-reported reflection, the simulation game evoked a variety of different emotions, both positive and negative. Also, the emotions fluctuated between different phases of the simulation period.

The research provides several ideas for educators using simulation games. The aspect of gaming itself makes the learning experience interesting and motivating for most of the students as suggested in earlier studies. The students get inspired by the game and the competition between the teams. If their team is losing, they are ready to work harder in order to succeed. However, for some students, the competition seems to be de-motivational, especially if they are not doing that well, they lose motivation and almost quit the task. However, simulation games enable the "trial and error" type of learning in a safe environment, which may enhance deep learning. As for the

practical implications for marketing educators, we suggest that it is important to support the creation of group dynamics and engagement of the students to the game, since these affect learning and motivation. The educator has an important role in supporting students and their learning during the simulation. Finally, it is necessary to validate why the simulation game is chosen as a learning method, since this might have an important effect on the motivation and students' understanding of the learning goals achieved by the game.

References Available upon Request

ENHANCING A MARKETING RESEARCH COURSE: APPLICATION OF MARKETING BEYOND THE TYPICAL BUSINESS LEARNING OUTCOMES

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Abstract

We believe that universities must serve some useful purpose in addressing the major issues of the day in addition to teaching skills and knowledge related to students' area of study. As a result, we created an assignment that could promote political engagement among students who are studying disciplines that are not inherently civically engaged such as marketing and in the process create general enthusiasm and engagement with the discipline and the material of the course. We wanted our students not only to learn the concepts of the class and develop a set of skills necessary for conducting a marketing research project, but also increase their civic engagement and awareness. Our preliminary results from the anonymous student reflections are evidence that the project seems to achieve the outcomes we initially intended.

RIPPED-FROM-THE-HEADLINES: DESIGN, IMPLEMENTATION, AND LEARNING FROM A BUSINESS ETHICS ROLE PLAY IN UNDERGRADUATE MARKETING CLASSES

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This paper shares an innovative pedagogical approach for integrating ethics education into marketing courses and the business curriculum. Using a full-length investigative journalism feature from *Fortune* magazine, we designed and implemented a class role play in which participants took on the mantle of one of the stakeholders in a medical device marketing case in order to develop their understanding of the challenges of making managerial marketing decisions in the world of business.

Ethics in Marketing Education

The global corporate world is replete with examples of unethical and illegal managerial decisions and behavior which has focused attention on the importance of business schools to graduate “ethically responsible” citizens “who realize that they have responsibilities not only to themselves and their companies but to other important societal stakeholders” (Hunt and Laverie, 2004, p. 1). Inclusion of ethics education in the undergraduate business curriculum has also been a key component of the Association to Advance Collegiate Schools of Business (AACSB) guidelines for over a decade.

The scholarly business and marketing education literature suggests that context and how instructional activities are structured--whether they are framed as *ethical decisions* or as *managerial decisions*--are critical for building our understanding of educating business decision makers on ethics (Awasthi, 2008; Beggs, 2011; Weber and Wasieleski, 2001). *Ethical* frames are important for developing knowledge of the ethics theory and professional codes of ethics (Beggs 2011). However, these frames are unlikely in the world of business where people engage in everyday activities that are supportive of the managerial objectives of making profit. For ethics education in marketing to be meaningful, it is important that the classroom activities are designed to include the *managerial* frame in which ethical decisions are embedded. Specifically, students should be encouraged to consider multiple stakeholders and that ethical decisions be assessed and evaluated using different lenses and enlarged perspectives (AACSB, 2004, p. 12).

Study Design and Implementation

The approach we used in this ethics case follows a long tradition of “torn from the headlines” social problem movies that were first made in the early 20th century by studios, such as Warner Brothers (Neve, 2005), and built upon in TV dramas, such as *Scandal*, *Homeland* and *Law and Order*, in which real-world examples are used as the foundation for episodes (Bakare, 2015). Student participants read a “ripped from the headlines” *Fortune* magazine report titled “*Bad to the bone: A medical horror story*” (Kimes, 2012) and then completed a three-part activity: (a) an individual ethical violations assignment, (b) a team role play and (c) a post-role play individual business ethics assessment. The goal of the three-part activity was to provide students with a real-world situation that requires them to consider both an ethical frame and a managerial-consumer behavior frame and create an environment in which participants experience the realities of decision making in a real-world context.

Participants

A total of 58 students who were enrolled in upper-division Marketing Strategy courses at two California public universities completed three case activities in the fall semester 2015. The instructors taught classes of different lengths and were able to adapt the activities to their time frame. Where one instructor was able to complete a single activity in one class period, the other faculty member spread the activity over two periods.

Activity 1: Ethical Violations Assignment

The design of Activity 1 grounded participants' thinking in the ethical decision frame. Students read the American Marketing Association's Statement of Ethics (AMA, 2015) and briefly summarized the report using a timeline of events and persons involved. They were then asked the following: (a) *list* the legal and ethical questions that come to mind as they read *Bad to the bone*; (b) *explain* which of the AMA's ethical norms and values are violated, and how; (c) *identify* all who are to blame for the deaths of the surgical patients and what they think should have been done within the company to stop marketing the product; and (d) *state* what they think could be done to avoid future injuries and deaths.

Activity 2: Stakeholder Role Play

Next, students participated in a team role play in which each team assumed the role of one of the ten stakeholder groups in the *Bad to the Bone* case. [Depending on class size and number of 4-5 member teams, an instructor could select a sub-set of these stakeholder groups.] Teams explicitly evaluated stakeholders' behavior against the standard of a professional ethics code, thereby focusing on the rightness or wrongness of the behaviors and decisions they identified. Participants also were expected to defend themselves, their actions, and their decisions in their role, speaking in first person, active voice. The deliverables for each role-team were a typed "Statement to the Press," a "Top Five Talking Points" poster handwritten in class, and an oral presentation. Press releases were completed as homework in both classes. The experiential nature of the role play encouraged students to juxtapose two realities and to experience, struggle with, and reflect on both.

Activity 3: Debrief and Ethics Assessment

Faculty used themes that emerged from the role plays to debrief the classes about ethical values and theories and administered to individual students a post-exercise ethics quiz and learning assessment. The 30 question business ethics quiz was a composite of a 22 question quiz used by a business law professor to assess student ethics learning across sections of business law and for AACSB accreditation assessment purposes, and 8 questions we added related to the AMA statement of ethics and marketing ethics scenarios. All items had either true/false or multiple choice responses with four or five responses. The post-activity quiz included an open-ended item that asked participants to state three things they had learned from participating in the *Bad to the bone* experiential role play.

Findings

Most students related immediately to the core elements of the *Bad to the Bone* report—large companies selling their products aggressively, deceptive communications, and limited information search in business (surgeons) and consumer purchase decision making. The seemingly egregious violations of law and ethics piqued interest especially when compounded with students' own experiences and those of others in their families. Thus, the *Bad to the Bone* case meets one of the criteria identified by Sims as important for effective learning about ethics—it is relevant to students in a non-trivial way and underscores the problems associated with consumers, and all buyers generally trusting the marketing system blindly (Akerlof and Shiller, 2015; Sims 2002). The relevance of this case to students' lives as consumers and patients (that is, consumers of medicine), coupled with the three-part activity makes for a dynamic, emotional, and interactive classroom environment. Usually quiet students became active and animated participants, adding to an inclusive classroom climate.

The three-part activity implicitly took students through the series of ethics learning loops described by Hunt and Laverie (2004). In Activity 1, listing the ethical and legal questions that arose in their minds as they read the report evoked their own personal moral codes which assisted them in interpreting the report. As they explained which of the AMA's ethical norms and values were

violated in the case, students moved through a second learning loop where they questioned the decisions made, identified the various stakeholders in the case, suggested actions that should have been taken to stop the ethical misconduct, as well as prevent future harm. In doing so, they revised their own personal moral codes using specific virtue-based components of the professional code of ethics, such as do no harm, respect and fairness.

Activity 2 added a third learning loop in which students experienced first-hand through their role playing the challenges of managerial decision making. The process of reflection on their own roles and the perspectives of other stakeholders and resulted in further refinement of their personal moral codes and understanding of the complexities of ethical behavior in a complex business environment. When combined with dialogue and participation of multiple, diverse actors, the action, experience, and reflection strengthen learning (Hunt and Laverie, 2004).

As faculty moderators and observers, we were moved to see the range and depth of emotions evoked in participants. They were so immersed in their roles that many teams created mini-skits and dramatized their perspectives with creative props. Immersion in the in-class role play revealed significant animation: breakdowns as participants grieve the loss of their loved ones, point fingers at the “murderers,” express remorse at their own naiveté in embracing a surgical “solution” to their back problems, vent their anger loudly at the CEO, managers and the cement company for concealing relevant information, and visible shaking in the face of the sharp criticism. No role-team went without focused questions from other roles that challenged their points of view. These views were consistent with the dominant views that had just been expressed by all students in Activity 1—that all corporate stakeholders had acted illegally, unethically and with blatant disregard for human life.

Thus, the frame shifting from ethical to managerial decision making resulted in an alternate understanding of the ethical dilemmas for various stakeholders faced with short, mid-range and long term goals. Similar to the arguments made by LeClair et al (1999) in favor of behavioral simulations to teach ethics, active role playing made participants in different roles aware that they were accountable for performing their primary functions and that the ethical dilemmas that arose were possible roadblocks to their personal and corporate success.

Activity 3, the examination of before-after measures of participants’ performance on a business ethics quiz, revealed that in both classes at both universities there was an improvement in performance on the ethics assessment after participation in the *Bad to the bone* experiential exercise. Behaviors that the students prima facie deemed unethical in the context of the marketing professional ethical code now seemed explicable in the context of multiple stakeholders, individual, department, and organizational goals, ethical values, leadership style, managerial processes, and reward structure.

References Available upon Request

A CASE FOR INFOGRAPHICS: ENCOURAGING STUDENTS TO SELF-LEARN DIGITAL MARKETING SKILLS

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Extended Abstract

Thanks to Web 2.0, 'The Internet of Things' and the world's relentless march towards digitization, communicating is no longer a one way street in Marketing. Today, with information search playing the most important role in consumer decision making (Lecinski 2014), businesses offer marketing content in websites, blogs, YouTube channels, Twitter handles, Facebook pages to name a few. One of the popular trends in digital marketing efforts is data visualization, a method of using pictures and text to effectively "communicate information" (Simon 2014). In recent times, with the advent of vast amounts of business data, marketers are telling brand stories and making information easy to understand in pictorial formats (Krum 2015; Sviokla 2009) to consumers who themselves communicate more with pictures than words today (Miners 2014).

It is therefore important for educators to introduce students to current digital marketing trends and set them on the path of being lifelong learners with a keen eye on technology related developments. The innovative exercise showcased in this study adopts an active learning approach in line with pedagogy recommendations of Bloom's Taxonomy of higher order learning to allow students to engage in a practical activity which not only applies the course content but also learn a technical skill that adds value to their professional resume.

The Innovation Exercise

The primary goal of the exercise is to create and present an analysis of a brand's marketing communications activities with a data visualization technique called infographics. As defined by Oxford Dictionary, an infographic is "a visual image such as chart or diagram used to represent information or data." To introduce students to the new idea, first, prevalent data visualization trends are shown. Second, existing infographics on several topics relevant to student interests such as comics, movies, electronic devices, cars, and social media analytics are demonstrated to inform them of data visualization applications in marketing practice. Third, academic and media industry reports articulating a need for employable workforce who are proactive in acquiring digital technology skills are highlighted. Lastly, an existing gap in the job market indicating a need for such employees are also shown.

To ensure that students are primarily engaged in learning the new skill of curating and visualizing information, the template is designed as a blueprint with suggestions to integrate course concepts and organize secondary data information. Since curating and synthesizing information are crucial in today's content oriented world (State of Inbound Report 2014-2015), this exercise also helps in developing online research abilities, a higher order learning skill propagated by Bloom's Taxonomy of *synthesis* (ability to strategize, construct or 'do' subject matter) and *evaluation* (capability to assess the creation in context of subject matter).

After completion of the exercise, forty-five students submitted 1 page reflection essay of their experiences of learning digital marketing skill largely on their own. An overwhelming 97% favored continuation of the exercise in subsequent semesters. Many noted their new found confidence in learning a digital skill on their own and appreciated the open-ended nature of the assignment. 95% learned two or more infographic software in the course of the semester with Piktochart and Easel.ly the most used by students. The course class climate surveys were also *favorable and several qualitative comments specifically mention the exercise:*

"Working on infographics was a great introduction to the topic which some of us will likely use in

our careers.” (Comment from Class Climate Survey 2014). “I want to be specialized in marketing especially in social media and SEO marketing so this class gave me a lot. Learned infographics!” (Comment from Class Climate Survey 2014).

A positive outcome of the exercise is realization by students the importance of digital marketing skills in their resume. After this exercise, students develop interest to learn about other digital marketing skills in an organic manner. For instance, when analyzing social media, one team reported Twitter analytics by using a free online tool. Another team researched Facebook data and reported current trends in analytics measures. It should be noted that students include these additional digital marketing knowledge in the exercise without specific instructions to do so. Dedication of class time exclusively to the exercise may affect the amount of course content needed to be covered. From a big picture approach, “less is more” is perhaps a necessary trade-off where students’ self-interest may lead to greater learning outcomes.

As with any novel approach to active learning there are several concerns: (1) Earning trust, encouragement and rewarding efforts are crucial to get students to take risks and try on their own. (2) Most infographic software have freemium pricing models. As students develop confidence, they are naturally inclined to try the more complex settings but face priced options. (3) As majority of marketing students do not take graphic design course, either free online tutorial resources or a workshop to learn the basics may be needed. In future iterations of this exercise, the author intends to incorporate student feedback and further assessment of the exercise outcome in students’ learning and professional skillset.

Data visualization skills can be applied in any field. Much like pictures interspersed amid text, infographics can be used to showcase salient features of any content. More important, through this exercise, students learn important secondary research proficiency in sourcing, curating and presenting information from various subjects which is a higher order learning skill. Infographics allow a sense of individual creativity where the designer chooses to depict and communicate data in an effective manner keeping recipients of the information in mind. Moreover, knowledge of data visualization trends and infographics are relevant digital technology skills for students to include in their professional resume. Samples of their efforts in course and internship projects can be demonstrated to potential employers as part of an electronic job portfolio.

References Available upon Request



2016 HONORABLE MENTION

CREATIVITY AND ACADEMIC PERFORMANCE: ARE THEY RELATED?

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ABSTRACT

Measures of openness to experience and creativity were taken from 549 students in a consumer behavior class. Both were found to be either unrelated, or negatively related, to cumulative GPA. In combination, it was found that openness had no effect on performance while creativity and reported self-liking were generally negatively related to grades. Marketing majors and other majors in a marketing class were found to be significantly lower in openness than established population norms.

EXPLAINING MULTIPLE-CHOICE QUESTION DIFFICULTY USING PUBLISHED CLASSIFICATIONS

John R. Dickinson, University of Windsor

Abstract

The difficulty of a multiple-choice question is its most fundamental property, serving numerous purposes. A commonly available guide to managing item difficulty is in the form of published banks of multiple-choice questions that accompany most introductory texts. The questions are usually classified into three levels of difficulty: Easy, Medium, and Hard. The focus of the present study is the extent to which the published classifications actually account for variation in observed or measured item difficulty.

Introduction and Purpose

The many multiple-choice questions in published banks accompanying introductory-level business textbooks are usually classified on the basis of difficulty—Easy, Medium, Hard—and often on other dimensions such as skill type. The difficulty of a multiple-choice question is an important property which may serve many purposes. Accordingly, examining (!) the published difficulty classifications is of interest. One specific purpose of the present research is to determine the extent to which published classifications can explain observed difficulty, a second purpose being to investigate the nature of the observed~published relationship.

Item Difficulty

The difficulty of a multiple-choice question is perhaps its most fundamental property. “The first characteristic of item responses is item difficulty.” (Haladyna 2004, p. 207) “One of the most important responsibilities of the test planner is to define the level and the distribution of the difficulties of the items that are to compose the final test.” (Tinkelman 1971, p. 62) For the numerous purposes item difficulty serves instructors have a direct interest in whether published classified difficulty is an effective predictor of actual or observed question difficulty.

Data

Multiple-choice question banks accompanying five texts were examined (Table 1).

Examinations

Providing data for the present analyses were undergraduate courses typically taken in the third year of a student’s university program, the courses having as prerequisites two semester-long principles of marketing courses. For each class the first midterm exam covered about the first third of the chapters, the second midterm exam covered about the middle third of the chapters, and the noncumulative final exam covered about the last third of the chapters. Each of the exams counted for 20 percent of the students’ final course grades. Exams were scored as the percent of questions answered correctly; no penalty was deducted for incorrect answers. The basic data for the present research are the numbers of responses to each option of a given question. Table 2 summarizes the overall data. All questions analyzed had five options: the correct answer plus four distractors.

Sampling Method

Multiple-choice questions are arranged in the test question bank according to the order in which the question content appears in the textbook. For each examination, specific multiple-choice questions were selected on a systematic sampling basis.

Analysis

The samples of questions from the respective test banks were analyzed separately using one-way factorial analysis of variance.

TABLE 1
BANK AND SAMPLE QUESTION COUNTS

Text	Total Questions	Sample Questions (percent of total)
Levy and Weitz (2012, LW), <i>Retailing Management</i> , Eighth Edition	1211	624 (51.5)
Solomon, Zaichkowsky, and Polegato (2011, SZP), <i>Consumer Behaviour</i> , Fifth Canadian Edition	1148	671 (58.4)
Levy and Weitz (2009, LW), <i>Retailing Management</i> , Seventh Edition	1332	736 (55.3)
Solomon, Zaichkowsky, and Polegato (2008, SZP), <i>Consumer Behaviour</i> , Fourth Canadian Edition	1019	674 (66.1)
Hawkins, Mothersbaugh, and Best (2007, HMB), <i>Consumer Behavior</i> , Tenth Edition	1624	958 (59.0)

TABLE 2:
QUESTIONS, ANSWERS, CORRECT ANSWERS

	Total Questions	Total Answers	Mean Answers per Question	Percent Correct Answers
LW (2012), 8 th	624	23671	37.93	69.68
SZP (2011), 5 th	671	28137	41.93	57.90
LW (2009), 7 th	736	26590	36.13	66.95
SZP (2008), 4 th	674	26931	39.96	61.03
HMB (2007), 10 th	958	31274	32.65	62.70

TABLE 3

OBSERVED MEAN DIFFICULTIES (PERCENT CORRECT), EPSILONS, AND COMPARISONS ACROSS PUBLISHED DIFFICULTY CATEGORIES

Text	Difficulty Category Mean			Epsilon	Comparison	
	Easy	Medium	Hard		Easy~ Medium	Medium~ Hard
LW (2012), 8 th	74.10	68.28	63.83	0.0211	5.82 ^a	4.45 ^b
SZP (2011), 5 th	72.06	55.92	48.31	0.1400	16.14 ^a	7.61 ^a
LW (2009), 7 th	73.34	66.27	54.85	0.0550	7.07 ^a	11.42 ^a
SZP (2008), 8 th	74.16	59.38	49.95	0.1435	14.78 ^a	9.43 ^a
HMB (2007), 10 th	76.27	62.87	48.32	0.1046	13.40 ^a	14.55 ^a

a one-tail p < .01

b one-tail p > .05

Dependent Variable

“By far, the most frequently used measure of item difficulty is the proportion of examinees in the sample answering a dichotomously scored [i.e., correct or incorrect] item correctly.” (Millman & Greene 1989, p. 358) “The simplest and most commonly used measure of item difficulty is p —the proportion of correct answers on the item.” (Henrysson 1971, p. 139)

Independent Variable

The single independent variable comprised the published difficulty categories of Easy, Medium, and Hard.

Multiple Comparisons

To investigate the nature of any relationship between observed difficulty and published classified difficulty, two comparisons were made: the difference in observed difficulty between questions classified as Easy and those classified as Medium and the difference in observed difficulty between questions classified as Medium and those classified as Hard. These planned multiple comparisons were tested using the Dunn-Bonferroni procedure. (Winer, Brown, & Michel 1991, pp. 158-166)

Results

The overall one-way analysis of variance for each of the five question banks was highly statistically significant, with four of the p-values being less than 0.001 and the remaining p-value (LW 2012) being less than 0.002.

Explanatory Power

Classified difficulty levels might (or should) be expected to be accurate predictors of observed item difficulty. That is, a high proportion of the variation in observed item difficulty should be

explained by the published taxonomies. This is not the case for the samples of questions analyzed here. Epsilon is equivalent to the adjusted- R^2 that would be obtained from a dummy variable multiple regression analysis (Winer, Brown, & Michels 1991, p. 124). Epsilons for the five models are presented in Table 3. For the five samples of questions investigated here, published classified difficulty explains at most 14.35% and as little as 2.11% of the variance in observed question difficulty.

Nature of the Relationship between Observed Difficulty and Published Difficulty

All but one of the 10 multiple comparisons across the five banks of questions are statistically significantly different (one-tail, $p < .01$, Table 3). However, no consistent patterns are evident in the “Comparison” columns of Table 3. In fact material dissimilarities appear across the different banks.

The percents of students correctly answering questions classified as Easy are similar across the five banks (the “Easy” column in Table 3). However, for questions classified as Medium and Hard, respectively, the percent correct varies markedly: from 55.92 to 68.28 for the former and from 48.31 to 63.83 for the latter. Questions classified as Hard in LW (2012) are in fact on average easier than those classified as Medium by three other banks.

Likewise, the *differences* in percent correct across the three classified difficulty levels are marked. The differences in percent correct between Easy and Medium questions range from 5.82 (LW 2012) to 16.14 (SZP (2011)). The differences in percent correct between Medium and Hard questions range from 4.45 (LW 2012) to 14.55 (HMB 2007).

A linear relationship between observed difficulty and published difficulty category would be reflected in similar differences between Easy~Medium questions and Medium~Hard questions. This is the case for LW (2012) and HMB (2007), but is not the case for the other three question banks.

Further, for the LW (2009) bank, questions classified as Hard were 11.42 percentage points more difficult than questions classified as Medium, while questions classified as Medium were only 7.07 percentage point more difficult than questions classified as Easy. This is opposite the findings for the two SZP (2008, 2011) question banks.

References Available upon Request

“I ALREADY KNEW THAT!” A HOOK FOR MARKETING RESEARCH

John R. Dickinson, University of Windsor

Abstract

Marketing research provides information to marketing managers. Much marketing research focuses on consumers. Students in marketing research courses, though, for plausible reasons, may feel that they already (or will, as marketing managers) “know” consumers. This paper presents an in-class exercise that demonstrates—and results show that it *does* demonstrate—to students that they do not necessarily know consumers.

Introduction

A fundamental purpose of marketing research is to provide information to marketing managers. This maxim is presented to students in their first research methods class. What may not be so readily instilled in the students is just why marketing research is necessary to provide the information. Customer orientation being a cornerstone of the marketing concept, it is not surprising that much—though certainly not all—of marketing research focuses on consumers. And, after all, are not students themselves consumers? Add to that their having taken other business and marketing courses and by the time they attain a marketing management position they will have acquired some knowledge of their company and industry and numerous elements of the marketplace. Just why do they need marketing research? Do they not already “know” consumers?

Two Logical Premises

Two premises are put before students. One is that marketing managers are generally removed from the context of their strategy decisions. Students are asked to name what they believe to be quintessential marketing companies. Students are then asked whether, as consumers, they have ever met a marketing manager from any of the companies. Have they ever been in a Proctor & Gamble store? The question is then asked whether those students who seek a marketing management career aspire to be a salesperson in a retail store and, of course, most do not.

The second premise is that students as marketing managers will generally not be typical of their target customers. That is, they cannot simply look to themselves to understand the behaviors of their target customers. Marketing managers are presumably more knowledgeable about their offerings and their industries than are consumers. In numerous other ways, marketing managers are generally not typical of their target markets: holding a university degree or a high school diploma, income, baby boomers, and so on.

The “Removed from Context” and “Not Typical” premises are intended to make marketing research students question whether they can simply project their own selves to their target customers. The “I Already Knew That!” exercise is designed to demonstrate this.

The “I Already Knew That!” Exercise

A selection of published researches is put before the students. The parameters of the research are described and multiple-choice options are presented, the students’ task being to select the actual outcome of the research. In addition, students indicate their confidence in their answer on an eleven-point scale. An example (Wansink 1996) is in the Exhibit.

Administration

Empirical studies are selected from mainstream marketing journals. The instructor may give consideration to a mix of marketing strategy areas, primary and secondary data, communication and observation types of measures, laboratory and field experiments, and so on. The exercise may be administered in a single class meeting, with reporting of the results presented at the following class meeting.

As important as demonstrating that students do not necessarily know the results of the research is that the studies serve as vehicles for introducing philosophies, concepts, and methods that comprise the marketing research course. Presenting details of the respective studies serves as a platform for discussion of basic elements of marketing research and issues raised by the instructor as well as the students.

The reporting of aggregate results for the class may be reassuring in knowing that it is not just *them*. Class results comprise (1) the proportions of students knowing the correct answer to zero, one, two, three, or four of the studies, (2) Pearson correlations between the number correct and the student's mean confidence rating (0.0292 for the aggregate results reported below), and (3) mean confidence rating for students getting zero correct, getting one correct, and so on.

EXHIBIT
EXAMPLE RESEARCH SCENARIO

Package Size Effect on Volume Used

Does the mere fact of packaging a given amount of a product in a larger container somehow induce consumers to use more of the product? Most consumers are familiar with "large economy sizes" of packaged goods. Larger package sizes are associated with lower unit costs.

The theory, then, is that consumers will assume that a larger package implies lower unit cost and, in light of that lower unit cost, will tend to consume more of the product. Suppose that one liter of liquid cleaner is put into a one-liter bottle and also that one liter of liquid cleaner is put into a two-liter bottle. The first bottle is full and the second bottle is half full, though both contain the same amount of cleaner. If the theory is true, then consumers would tend to pour more cleaner from the two-liter bottle than from the one-liter bottle.

- a) The theory was refuted. There was no significant difference in the amount poured.
- b) The half-full-bottle subjects poured about 8% more than the full-bottle subjects.
- c) The half-full-bottle subjects poured about 23% more than the full-bottle subjects.
- d) The half-full-bottle subjects poured about 38% more than the full-bottle-subjects.

Confidence in
your answer
(please circle
one)

Not very
→ confident 0 1 2 3 4 5 6 7 8 9 10 confident
Very

Aggregate Results

Aggregated across several studies and several classes, for 339 students no student has known the correct result for all four studies. 32.74% of students did not know the correct result for any of the four studies, 43.66% knew the correct result for one study, 21.53% for two studies, and 2.1% for three studies. Early administrations of the exercise comprised five studies, reduced to four to lessen class time occupied. Combining the data, zero of 668 students knew the correct result for all four or all five studies.

Selected Concepts

The instructor, of course, may select studies and raise research aspects as he or she deems fit. Here are just a few interesting class discussion points.

- Theory: Many published studies are grounded in theory, which in turn are operationalized into hypotheses. Wansink's essential theory is "unit cost." What additional explanations, i.e., theories, can students suggest? What results might students theorize for Wansink's replication using tap water? Voila. The students themselves *can* produce theories.
- Specification Error: Sethuraman, Srinivasan, & Kim (1999), for a large data set of grocery brands, report the simple correlation between market share and price is positive (~0.35) indicating an upward sloping demand curve. Is the result correct? Statistically, yes. Does it follow that grocery managers should raise prices? Caution. The explanation (provided by the authors) is that higher priced brands also tend to be national brands supported by advertising, sales promotions, and so on. Where in the overall research process did this specification error occur? At the stage of formulating theories and hypotheses, not at the analysis stage.
- Population, Sample, Random Assignment: What is the research population and is the sample representative of that population? Is a sample size of 98 sufficient? What factors should be considered? Does random assignment of the subjects to treatment groups guarantee the subject groups are comparable at the outset?
- Ethics: To some students (and others), marketing equates to selling. Much of marketing research does seek to "figure out" consumers. Is this toward duping customers?
- Management, Strategy Implications: Students are asked how they might translate the research result into an implementable marketing strategy. If the manager cannot come up with a way to implement the possible results of the research, the fundamental purpose of aiding decision making is not served.

Discussion

Is the Exercise Effective?

From one perspective, the empirical results of the exercise are conclusive: students do *not* already know the results of the researches. A different perspective, though, is whether some recognition of the potential benefit of research has ensued. Another one of the studies (Dhar & Hoch 1996) determined that the "benefit" of one in-store price promotion mode over a second

mode was increased brand profits of 108.0% and increased product category profits of 88.9%; a rather dramatic bottom-line benefit.

Students are Not Supposed to Know

No one likes to do poorly on a “test.” But students generally not knowing the results of the researches is exactly the point of the exercise. The students *are not supposed to know* the results of the research. It is marketing research that informs them.

Marketing Research is Not Truth

Any empirical research has limitations and students, correctly, usually note a great many of these. Managers should not subordinate their decision making to marketing research.

References Available upon Request

GLOBAL GENDER DIFFERENCES IN THE PERSONAL SELLING ETHICS SCALE: A PRELIMINARY STUDY OF FIVE COUNTRIES

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Abstract

Sales career opportunities are growing at a 9% rate through 2016 and the number of women in sales and related occupations is nearing the fifty-percent mark (Bureau of Labor Statistics, 2015). Sales is widely considered to be a prime arena for ethical abuse (Luthy, 2007; Ramsey, Marshall, Johnston, and Deeter-Schmelz, 2007). Past research using the Personal Selling Ethics Scale (PSE-2) has highlighted that women in the United States evaluate ethical sales dilemmas as less ethical than males (Donoho, Heinze, and Kondo, 2012).

As an extension of this research, samples were drawn from five universities in five countries (United States, France, Germany, Indonesia, and New Zealand) to see if gender differences were consistent across countries. Gender differences in sales ethics evaluations held for all countries except for Germany. Using an overall PSE-2 mean (7-point scale), the scores for males and females were between “somewhat ethical” and “neither unethical nor ethical:” United States (3.45, 3.30), France (3.91, 3.74), Germany (3.65, 3.52), Indonesia (3.80, 3.60), and New Zealand (3.36, 3.06). These were both gender and country differences.

Students across five countries do not view today’s sales dilemmas, on average, as ethically problematic. The situations within the PSE-2 could be used as a codified framework for discussing these dilemmas or as the basis for research, role-plays, and ethics assessments.

References Available upon Request

THE FORUM COMMUNITY, THE CONNECTIVIST ELEMENT OF A MARKETING XMOOC

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Abstract

The marketing education community is well suited to be a leader in online education and the internet has proven a powerful tool in teaching a variety of marketing courses. Massive Open Online Courses (MOOCs) are one of the fastest growing approaches to teaching and learning in the new digital paradigm. They are categorized either as cMOOCs following a connectivist approach, or as xMOOCs based on behaviorist principles. In xMOOC environments, forums, if they function as a community, may however play a real connectivist role. This paper builds on the criteria of Herring (2004) in order to determine the existence and dynamics of a community in a Marketing MOOC. In a connectivist approach, forum participants request help, answer questions, discuss concepts and techniques and suggest application and additional learning material, thus co-creating knowledge. In today's online teaching methods, users are included in multi-way processes which are not well accounted for in the literature often describing one-way processes. These dynamics may be key in ensuring a strong and well-functioning learning community. This research questions the existence of a clear distinction between cMOOCs and xMOOCs. It also observes that equal gender roles in marketing classes don't seem to be replicated in MOOC environments, i.e. female participants appear to adopt lower profiles in MOOC forums.

Introduction

Massive Open Online Courses (MOOCs) allow huge numbers of students to participate in distance learning whenever, wherever and as intensively as they wish. The first MOOC was launched in Canada, in the province of Manitoba in September 2008 (Mak et al., 2010). It drew more than 2,200 students who participated in the course free of charge (Siemens, 2013). The number of MOOCs has, since then, grown substantially and the recent creation of platforms such as Udacity, Coursera or EDx, where the world's most renowned universities offer courses in areas as diverse as programming languages, business, science or arts, has boosted MOOC participation.

Marketing education institutions have traditionally been at the forefront of using modern technology in teaching (Clarke et al, 2001; Jones et al, 2003; Peltier et al., 2003; Bal et al, 2010; Halvorson & Emad, 2012). This includes online teaching (Evans, 2001). The lack of human to human interaction and the limited quality of resources and material supporting the learning experience are often mentioned among the problems associated with online learning (Clarke, 2013; Warren et al., 2014). The opportunities offered by highly active forums, considered by some researchers as a 'tremendous educational resource to participants' (Warren et al, 2014), might offset these shortcomings. Forums might contribute to the emerging collaborative learning phenomenon that can be defined as 'learning which arises out of the interaction between a number of people and resources, in which the learners organise and determine both the process and to some extent their learning objectives, both of which are unpredictable' (Williams et al, 2011). Learning can sometimes be even more effective without teacher as the absence of a teacher is believed to encourage students to adopt independent learning and to explore more bravely (Mittra & Arora, 2010). Today's challenges 'lie in the real transition to a less tutor-led approach to learning' in which content will not be delivered to learners but co-constructed with them (De Freitas & Conole, 2010). This corresponds to a more inclusive, flexible and adaptable connectivist learning environment (Williams et al, 2011) and could emerge from forums that provide interesting patterns of interaction, as students engage with the course material and with each other (Warren et al, 2014).

Teachers might be reluctant to move to such connectivist approaches where an important part of the course is co-constructed among students (Mitra & Arora, 2010). In a traditional classroom, a teacher can control most of the content and interactions as this approach is based on the transmission of structured information from the professor to the class. The instructor provides shape and direction to the learning experience (Siemens, 2013). In marketing courses, where participant-centered learning techniques, such as case studies, have been, traditionally, widely used, the knowledge was only partially created by students but with instructor intervention and leadership (Emad, 2014). On the contrary, in MOOC forums for example, participants have the possibility not only to ask questions, but also to answer promptly questions asked by fellow participants, to bring some new material or to raise new issues related to the course. In this changing environment, it becomes key for marketing instructors to understand MOOC forums and their dynamics in order to be better able to deal with the loss of control and capitalise on the content generated by participants in order to build a more inclusive, flexible and adaptable learning environment.

This paper analyses the forum related to a specific marketing MOOC course in order to better understand the patterns of interactions among learners and instructors. We also wanted to discover what role this educational resource played in fostering social learning and community participation. We chose to study an introductory marketing course. In particular, we wanted to find out what was the role of the course forum when learning basic marketing in a MOOC environment. We also compare some of our results with the findings of a previous study conducted on a STEM MOOC (Dubosson & Emad, 2015).

Conclusion and Future Work

The results of our research are consistent with O'Reilly et al.'s (2007) 6 categories of posts which can be identified in MOOC forums. Indeed, all the posts in this forum could be classified as relational, transformational, knowledge sharing, administrative, feedback or course content. In addition, the forum related to the studied MOOC fits the definition of a real community as per Herrings' (2004) criteria. The learners seemed to feel this sense of community as well. They brought additional material to the course and further discussed the provided content. Participants acted, by posting, and interacted, by responding to posts, creating some socialization process. Groups and study groups were created and learners teamed up and continued to exchange outside the official MOOC platform. Members provided help and answers were given to questions. This was considered as a norm of appropriate conduct and as a duty to the community, demonstrating a sense of moral responsibility. The list of top posters revealed a hierarchy in which the activity on the forum was the clear rule for advancement within this hierarchy.

This research shows that traditional gender roles found in physical marketing classes in occidental cultures, were not replicated online. On the contrary, women behavior in online marketing classes, seem to reproduce women behavior in online STEM classes. Women's participation was more about asking questions and looking for help from others. They seemed to adopt a lower profile and to be less prone to reply to questions and provide content support to other posters. This result might be influenced by an important non-occidental share of participants in this MOOC. Indeed, female roles in marketing classes might be expected to be quite different, in cultures like India, South and Central America, the Middle East and Africa, than what they are in North America or Europe.

This course, taking place on one of the major MOOC platforms, is commonly considered as an xMOOC, built on the traditional information transmission format (Hill, 2014). Our analysis showed however, that the forums played a very important role in the learning experience. The community of participants learned and produced knowledge collaboratively. A simple count of the number of posts per participant, showed that there was no overwhelming presence of a few top posters owning the conversation. The MOOC forum analyzed in this research, shows a very modest

presence of the few top posters, leaving enough room for all members to feel welcome to participate in the conversation. Forums are thus a socializing and cross-learning experience platform. The teaching staff has a very limited role, mostly as facilitators or referent for administrative issues, and members are knowledge co-creators. Students can learn in and from the network. The forum clearly appears to be the connectivist component of a behaviorist MOOC. What was once deemed to be so clearly distinct starts blurring, at least for the members of the forum.

It therefore seems necessary to add a new category of MOOCs, when a connectivist par is added by forums, to the behaviorist transfer of knowledge. We propose naming them 'mMOOC', for 'mixed MOOCs' that are neither xMOOC (information passed from the instructor to learners (Clarke, 2013)) nor cMOOC (exchange of information among participants based on connectivist approaches (Siemens & Downes, 2008)). mMOOCs combine characteristics of both xMOOCs and cMOOCs: they provide top down video lectures given by instructors, as well as information exchange and knowledge co-creation through forums led by the participants. This fits Dubosson et al.'s (2014) definition of mMOOC as 'Massive Open Online Courses, which include a mix of formal lectures, passing information in the classic form, and of connectivist exchanges among course participants, with limited course staff intervention, i.e. when less than 10% of all posts are due to staff.

This raises the question of whether there is only one specific kind of mMOOC participants, or whether there are different types of students who choose to take part in MOOCs in different ways. Some students might choose to focus on participating in forums and to skip videos or watch just some parts of them (connectivist – cMOOC). Others might decide not to participate in the forum, but to learn by merely watching the videos and evaluating their understanding through quizzes (individualistic – xMOOC option). Finally, some other students might prefer a combination of individualistic and connectivist approaches by using all the offered activities (mix of approaches – mMOOC). This new mMOOC category might offer the advantage of meeting the needs of different user profiles. New research may seek to study these issues in greater depth and to confirm the existence of different participant segments, based on different needs and behaviors, by focusing on the connectivist and individualistic approaches of MOOC's participants. It would also be interesting to understand the link between such potential different participant segments and learning outcomes and completion rates, as well as to identify the drivers and indicators of a well-functioning MOOC.

References Available upon Request



2016 HONORABLE MENTION

SENSE OF PRESENCE IN AFFORDABLE 3D VIRTUAL REALITY HEAD MOUNTED DISPLAYS: IMPACTS ON MARKETING AND MARKETING TEACHING

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Abstract

Since the early 90's, three dimensional virtual reality has raised interest as it appeared to allow users to feel immersed in virtual environments. Yet, expensive and cumbersome equipment were required and this technology has never delivered on its promises. In the last two years, affordable head mounted displays, which have very recently, or will very soon be launched on the market, have revived the hope that virtual reality might now really be up for a breakthrough. Although in the early 2000's research in the use of Virtual Reality in teaching or in Marketing, had shown interesting results, no literature could be found on the sense of being there experienced by users of the new head mounted displays. This research aims at looking into the sense of presence perceived by users of these new affordable devices. It observes that all those who participated in this research experienced a high sense of presence for two different types of devices, and that although on average, participants were only moderately inspired in suggesting possible uses of the technology in the future, marketing students were by far, those who were the most creative. These results are encouraging for the use of this technology for both marketing and marketing teaching.

Introduction and Literature Review

Virtual reality (VR) environments exist since the 90's, but were mostly implemented in complex, very high cost solutions such as Cave Automatic Virtual Environments (CAVE) with image projection on the 6 walls of a cubic room, motion capture and stereoscopic Liquid Crystal Display (LCD) shutter glasses. Research performed on these expensive solutions showed that users can have a compelling feeling of presence (Biocca, 1997; Klein, 2003). Presence can be defined as the perceptual illusion of 'being there' in a virtual setting while users are in reality physically in another location (Biocca, 1997). Building on Fontaine (1992) Sheridan (1992), Triesman (1963), Triesman & Riley (1969) McGreevy (1992) Barfield & Weghorst (1993) Held & Durlach (1992), Heeter (1992) and Loomis (1992), Witmer & Singer (1994, 1998) have developed a "presence questionnaire" to measure this experience of being present and the influence of possible immersive factors. It relies exclusively on self-reported information. It is still amongst the most popular tools nowadays, to measure the sense of presence (see for example Kim et al, 2014; Wallis & Tichon, 2013).

Research has also proven that VR was efficient in teaching for example in the medical field (e.g. Westwood et al, 1998; Satava, 1993; Seymour et al, 2002) or in technology (e.g. Burdea & Coiffet, 2003; Takahashi & Ogata, 1992). Youngblut & Ohui (2003) also found significant correlations between sense of presence and performance in virtual emergency response training systems using VR.

More specifically in marketing, previous research showed that consumers tend to understand products better, prefer them to other products and are more inclined to buy them, when they are presented with 3D advertising (Li et al. 2001, 2002, 2003). Suh and Lee (2005) doing research in VR with CAVE-like equipment, found that consumers show significantly higher levels of actual

and perceived product knowledge, product attitude, and purchase intentions with a VR interface. More recently, Mann et al (2015) have research 3D VR in online store environments, Lau and Lee (2016) in fashion advertising, Backhaus et al. (2014) and Lawson et al. (2015) in market research.

A review of the literature since the 1980s has shown that marketing educators strive for excellence in teaching (Smart et al, 2003; Desai et al, 2001; Conant et al, 1988) and that marketing education has been keen on introducing new technologies in classrooms (McCabe & Meuter, 2011; Gray et al, 2012). Teaching marketing in virtual worlds such as Second Life has been researched (Tuten, 2009; Bal et al., 2010; Emad & Wydler, 2010; Emad, 2011; Halvorson et al., 2011; Halvorson & Emad, 2012; Emad et al., 2012) and was found to enhance the feeling of community among participants (Childless & Braswell, 2006) - especially in distance learning contexts where learners experience a sense of isolation - mainly because virtual worlds create a sense of presence and of co-presence (being there with others) (Wood and Solomon, 2008). However, we were not able to find any literature on the use of VR to teach marketing. Yet, as stated by Smart et al (1999), marketing educators are required to “embrace the technological changes that are sure to continue”.

Indeed, since 2014 and the purchase of Oculus Rift by Facebook for USD 2 billion, it has become obvious that it is only a matter of months before consumer can get their hands, on affordable yet high fidelity head-mounted displays (HMD) with stereoscopic 3D perspective, which they will be able to use to explore VR environments: The market launch of the Oculus Rift is announced for early 2016; Oculus has already launched, in partnership with Samsung, a HMD compatible with Samsung mobile phones, and at the low end of the price scale, Google has launched a cardboard version of a VR HMD called Google Cardboard. It becomes thus tempting to explore the use of such devices for marketing purposes or to teach marketing.

This research aims at understanding whether the users of these affordable HMD's perceive a sense of presence as compelling as, what previous research on CAVE and more expensive HMD solutions, had highlighted.

Methodology

A survey has been conducted on 296 participants who tried 2 types of HMD: 162 participants used the Oculus Rift DK2¹, 108 participants used the Samsung Gear VR², 25 participants used both HMD's and for one participant, the information was not recorded. This research being a pilot exploratory study, it was decided that a convenience sample would be appropriate, at this stage, to draw initial conclusions. Thus, the participants were recruited in 3 types of occasions: 47 as part of an experiential marketing class, where the devices were presented as possible ways to involve consumers into an immersive experience, 47 as part of an open day at our university and 202 as part of a public exhibition targeting students about to choose their professional orientation, as well as their parents and teachers. Different virtual environments (VE's) were used: 55 participants experienced a VE aiming at gradually scaring them with spiders and other insects, 29 experienced a Jurassic World setting, 76 experienced a Star Wars setting, 76 experienced a virtual private concert in a musician's music studio, 20 experienced comparable underwater settings, with the two different types of HMD's, 19 participants experienced a combination of ski jump and a visit in Japan, 11 participants experienced a combination of Jurassic Word and Star Wars, each with a different type of HMD and lastly, 9 experienced a combination of Star wars and private concert in a singer's music studio, each with a different type of HMD. For 1 participant, the information was not recorded. This combination of different types of HMD and different VE's was aimed at enabling us to verify the impact of the type of HMD and the type of VE, on the perceived sense of presence. There were 78 female participants, 214 male participants and for 4

¹ Oculus Rift Development Kit 2 <https://www1.oculus.com/order/> and <http://www.roadtovr.com/farewell-oculus-dev-kits-dk2-now-sold/>

² Samsung Gear VR <https://www.oculus.com/en-us/gear-vr/>

participants, the information was not recorded. The average age of the respondents was 18, ranging from 11 to 54. Lastly, regarding gaming habits, 41 were not or very moderate gamers, 100 were medium gamers and 142 were intensive gamers; for 12 participants, the information was not recorded.

The participants were welcomed, received a very brief explanation and were given the HMD to experience the VE for about 5 to 7 minutes, depending on the type of VE setting chosen. After that, they were immediately asked to fill an adapted version of the Witmer & Singer's (1994; 1998) presence questionnaire, where the user self-reports his perception on a scale from 1 to 7 with a semantic anchor at each end as well as in the middle. To simplify the experiment in class and exhibition settings, it was decided to only use VE's that required little to no interaction. Therefore, all the questions related to the use of controls and to the responsiveness of the VE's to the controls, were excluded from the questionnaires, which thus mostly aimed at measuring what Slater & Wilburg (1997) and Slater (2003) call the presence as a human response to sensory immersion

Conclusion and Discussion:

Presence rated high with both the Oculus Rift and the Samsung Gear VR devices, whatever the tested environment, showing that users experienced a high sense of "being there". This is quite promising for the future use of affordable HMD's be it for distance learning, to provide students with the impression of being in a classroom with their instructor, although they might be attending the class remotely, or in a Marketing context, to enable consumers to live an experience regardless of them being in a real physical location or not. It is worth mentioning though, that all the participants to our research were first time VR users and as such, might have had a "WOW" effect. It would be interesting to verify if the sense of presence remains at such a high level after repeated use of the technology by the same individuals.

Comparison with Witmer & Singer's (1994, 1998) results seems to hint that affordable VR HMD's might even provide a higher sense of presence than more expensive anterior versions of VR equipment. This result might maybe be explained if the dimensions excluded from our questionnaire (use of controls and responsiveness of the VR environments to the controls) rated lower than the other dimensions in Witmer and Singer's research and therefore pulled their overall grade down. Having no access to the detailed results of these previous research, we were not able to verify this. Further research on affordable VR HMD's should therefore involve VR environments requiring more interactions and enabling to use the complete presence questionnaire and verify this hypothesis.

Participants were only moderately inspired as to the ways in which VR could potentially be used in the future. However, creativity varied depending on where participants were recruited, how old they were, their gender and their gaming habits. An interesting finding is that Marketing students were the most creative group. This could be either due to the fact that benefits of VR are more obvious to marketers, which is a promising result as to the role this technology will play in the future of the Marketing field. Alternatively, since the HMD was used as part of a course, students might have put an extra effort in trying to find possible applications, despite the fact that the exercise was not graded and responses were anonymous. If this were the case, it suggests that when putting the effort, VR users can become creative regarding the future benefits the technology can bring. Further research should look into verifying these hypotheses.

Lastly, it would be interesting to research how an experience with 3D VR solutions compares to a similar experience in 2D and in real life, to see if the sense of presence perceived by the same individual really differs. This could be done for example with a marketing lecture, or with an experiential marketing activity. In addition, asking participants to fill personality surveys or what Witmer and Singer (1994, 1998) called the Immersive tendencies questionnaire (ITQ) which

measures differences in the tendencies of individuals to experience presence, to see if different user profiles have different senses of presence when using affordable VR HMDs.

References Available upon Request

BUSINESS NEWS AS A SOURCE OF INFORMATION LITERACY IN MARKETING

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Abstract

Among the many proficiencies that marketing students should acquire during their education, information literacy, or the ability to gather and apply pertinent information to aid in decision making, is commonly overlooked. Information literacy is defined as “the ability to competently access, evaluate, integrate, communicate, and apply information to help solve problems and gain new knowledge using a wide variety of information sources, technologies, and data-gathering methods” (Sterngold & Hurlbert, 1998, p. 244). Despite the demand for strong skills in this area and the fact that business news literacy has been shown to improve success, Cooney (2005) found that among AACSB-accredited colleges and universities, fewer than one in three assessed their business students’ information literacy skills. Neilson (2009) reminds us, “For those of us skilled in the use of information resources, it is sometimes easy to forget the importance of teaching information literacy skills, even to students who are fairly advanced in their undergraduate education” (p. 46). We present two activities and corresponding student assessments showing that students perceive the exercises as enhancing their information literacy. Finally, we conclude with ideas for additional classroom exercises that encourage students to stay abreast of current marketing news.

News Blogging

One information literacy activity that can be incorporated into a number of different marketing courses is blogging. Blogs are a form of online journal with the author’s thoughts recorded in reverse chronological order. Here, we suggest that blogging can be a means to connect classroom concepts to current business developments, thereby improving students’ information literacy. With this goal in mind, students in a capstone undergraduate marketing course at a Midwestern public university were asked to find current business news articles illustrating a concept being discussed in class and create a blog post detailing how the concept applied to the situation. Blog posts were required to include: the student’s explanation of the concept being reviewed, a link to the news article, and hashtags with appropriate marketing terminology.

After participating in the classroom blogging activity described above, students completed a survey that asked to what extent the blogging activity: (1) improved their ability to source and apply information to solve a particular problem, (2) furthered their general understanding of marketing related topics, (3) required them to assess the quality and applicability of an information source, and (4) helped them acquire the specialized concepts and jargon needed for a career in marketing. They were also asked how important it is for business students to be aware of current business news. Student perceptions of the activity were positive, with means for instrumental, conceptual, reflective, and symbolic literacy all above the scale midpoint. The survey also asked how important it was for business students to be aware of current business news. Results strongly support the notion that students are aware of the importance of information literacy.

Live Case Studies

Live case studies offer another opportunity to enhance students’ information literacy. Instead of relying on published case studies (which students often view as out-of-date), educators can use current business events as live case studies. In this activity, students enrolled in a graduate level Marketing Management course at a Midwestern public university selected an industry of interest to them and read current business news about that industry. Students were told that this assignment would require them to “understand the marketplace, including potential customers, competitors, and the marketing environment,” consistent with the information needed to set strategy in marketing. Because the students had to find a recent business news article (from

BusinessWeek, Fortune, The Wall Street Journal or other newspapers, or similar news sources online), the industries they selected were experiencing change at the time of the assignment. After selecting the industry and finding the article, students wrote responses to questions about key players in the industry, relevant strategic marketing decisions, potential market, target markets, and competitors.

After participating in the live case exercise, the students completed a survey, in which they were asked to what extent the live case activity improved their information literacy skills and how important it is to be aware of current business news. Student perceptions of the activity were positive, with means significantly above the scale midpoint. Results also indicate that students are aware of the importance of information literacy.

Additional Exercises for Improving Student Information Literacy

For those instructors that want to incorporate information literacy skills into their classes beyond the exercises described above, we offer a few additional ideas. One activity that works across the marketing curriculum, and that many instructors may already utilize, is opening the class period with a “hot topic” from the news. Here instructors can model many of the information literacy skills they hope to encourage in their students by discussing the credibility of the news source, how the article relates to a concept being discussed in class, and how this information may further the students’ general understanding of the field of marketing.

Incorporating current news into test questions is another opportunity for instructors to improve information literacy and can be used in all types of marketing classes. Utilizing examples from the news, instructors encourage information literacy by asking students to apply the concepts discussed in the class to real world examples. It also exposes students to the jargon used in the marketing industry, further enhancing their information literacy.

Finally, news articles that mention marketing research results or illustrating corporate growth strategies could be incorporated into the classroom. Here, students could be asked to determine the likely objective behind the business action discussed in the article and reflect on corporate decision making, thereby enhancing information literacy.

References Available upon Request

VALUES-BASED CURRICULUM DEVELOPMENT IN STUDY ABROAD PROGRAM: INTERNATIONAL MARKETING IN CAMBODIA

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Abstract

Ethics have taken a center stage in business curriculum development over the past 5 years. Sustainable business practices are seen as a hot topic issue when it comes to adequately educating the next generation of marketing professionals. A variety of approaches have been proposed as ideal methodologies. This current paper presents a case study on curriculum development for a study abroad trip in Cambodia for marketing students. The course emphasized ethical decisions in both domestic as well as international business practices. By utilizing a values-based pedagogical framework, students were provided skills in how to analyze ethical situations and form individual practices.

The Great Recession of 2008 and 2009 has reinvigorated the notion of ethics in business education (Edwards & Kirkman, 2014). In the last decade corporate misconduct and scandals have become commonplace. Furthermore, with the increase in international trade transactions with different laws, regulations and social norms, the potential for misconduct or ethically challenging situations has increased. As a result, businesses have had to be more explicit in their ethical standards. In a recent study conducted by the Ethics Research Center showed a decrease in employee's perception of misconduct in large companies with ethics and compliance programs (Ethics Research Center, 2013).

Critics have also argued for the re-assessment of business school curriculum to address the need for more emphasis in ethical behavior (O'Connor, May 15, 2013). In an effort to address many of these growing concerns, many business schools have implemented curriculum assessments and updates to curriculum. A range of programs and pedagogies attempt to address the ethical necessities that business leaders of today need to master. In her recent article on the subject, Mary Gentile (2012) argues that there are two general frames of thought in business ethics education; Awareness and Analysis. Awareness is argued to consist of presenting students with various scenarios and then prescribing desired ethical decisions and behaviors for that situation. Analysis by default requires the student to develop a systematic and rigorous approach to thinking about and reasoning through various ethical dilemmas. Solving ethical issues requires critical thinking skills rather than just learning to match scenario with pre-ordained solution (Gentile, 2012). Rather than ethics being taught from a position of transferring knowledge, a process oriented approach such as values-based education recognizes that decisions we make in practice provide an opportunity for self-reflection and assessment of choices that further individualizes the internalization process of ethics in business education. One such educational platform is referred to as values-based.

Values-based education assumes that practitioners and students must be aware of the roles of values in business decision making. Values-based education sets out to equip students with reasoning skills to enable them to be more aware of situations within their practice, to consider a wide range of possible courses of reaction and to confidently justify the particular action chosen (Godbold & Lees, 2013). At the heart of values-based pedagogy is structured experiences where students are actively engaged in interpreting an ethical situation and applying various responses. Students engage in a joint creative problem-solving exercise where they are provided a values conflict and a protagonist who has concluded what he or she believes is right. Then students develop action plans based on their interpretation of ethical issues. Through structured environments, students are able to practice assessing and applying their own ethical values into various situations.

The Current Study

In spring, 2015, a course was offered for students that compared international marketing and business practices in Cambodia and the United States. The overall objective of the course was to provide students with a specific example of an emerging market and the unique set of circumstances that are necessary for operating an international business in the region. Students would be exposed to the micro- and macro-economic factors that affect the international business environment including, finance, politics, social norms, etc. In addition to the traditional institutions of influence on business operations, the course also emphasized humanitarian programs carried out by numerous non-governmental organizations (NGO's). This was done for two primary reasons; (1) to demonstrate the contribution of NGO's to modern international business/marketing operations and (2) provide opportunities for student's personal development. An underlined theme of 'social entrepreneurship' was a constant hallmark in the course design and implementation.

Nongovernmental organizations (NGO's) has served a viable position for both domestic and international trade and social activism. Socially engaged activism, especially at the international level, is mostly organized by NGO's. Charnovitz (1997, p. 186) described NGO's as, "groups of individuals organized for the myriad of reasons that engage human imagination and aspiration. They can be set up to advocate a particular cause, such as human rights, or to carry out programs on the ground, such as disaster relief. They can have memberships ranging from local to global" (p. 186). Although there is no general regulation governing NGO's, the basis for obtaining "nongovernmental" status includes three criteria: (1) NGOs should not be constituted as political parties, (2) they should not have profit as a motive, and (3) they should not be criminal in operation—in particular, they should be nonviolent (Willets, 2002).

In recent years, there has been increased acknowledgement of NGO's role in facilitating, and driving change in foreign markets (see Marquis & Raynard, 2015). There has been calls to develop future research programs to investigate the role of new actors such as NGO's in the international business environment specifically in emerging markets (Buckley, 2002; Marquis & Raynard, 2015). Previous literature has emphasized NGO's ability to integrate local communities and bring awareness to ethical and social issues. This has presented a platform for bridging connection between multinational corporations and local institutions (Millar et al. 2004). Millar and colleagues posit that globalization has created a convergence of relationship among NGOs, States, and MNCs.

Specifically within Cambodia, NGO's provide significant support in the areas of social programs to the country following the Khmer Rouge period of oppression. Today, over 3,500 registered NGOs operated within the borders and accounting for assistance to nearly 30% of the population and a per capita ratio second only to Rwanda (Domashneva, Dec. 3, 2013; Slocomb, 2010). In a 2011 annual report, the government acknowledged the substantial contribution of NGOs to national and regional development (Khieng & Dahles, 2015). Furthermore, there has been considerable discourse in the past two years about how to effectively manage NGO's towards implementing change in the country (Cheng, 2015; Ear, 2012).

Discussion

The current study provides a case application of course development and execution that emphasized values-based framework. Through a structured initial in-class curriculum as well as a travel abroad component, students were challenged to analyze ethical situations, formulate opinions and support in a multi-cultural context. Cambodia and the United States provide very contrasting examples of economies and business structures. Students enrolled in the course were provided real-world application of value-driven educational experiences. For many, this presented

difficulty in challenging their present understandings of ethical choice. Many students saw how while in the United States, business were trying to present themselves as more ethical, Cambodian enterprises were trying to shift to be more financial viable; answering recent calls to shift towards self-sufficiencies (Weerawardena, McDonald & Mort, 2010). Moreover, the course served to reiterate the true complexity that is ethical choice in business frameworks.

For faculty, specifically junior faculty members, the current study provides an example for values-based course development and execution. One of the difficulties as well as one of the inherent rewards of teaching ethics in an institution of higher education is the multitude of differing perspectives and take-aways. The current case serves as a prime example as both instructor and students saw personal growth through experience. It is the hope of the author that other authors are able to have similar rewarding experiences.

This study had a few limitations. As this was intended for an exploratory research design, data was collected through depth interviews and in-class discussions with students. Student observations are inherently subjective and biased. Furthermore, while the researcher followed a structured interpretation process, this none-the-less does hold biases of the researcher. Future studies may look to follow a mixed-methods research design where interviews and interpretations are coupled with questionnaires.

References Available upon Request

EXPLORING ON-CAMPUS STUDENTS' PERCEPTIONS OF ONLINE TESTING IN PRINCIPLES OF MARKETING

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Abstract

Immediacy of feedback is critical for learning but this is difficult to do with our usual in-class paper-based testing methods. This paper examines students' reactions to taking online examinations in a computer lab in-traditional face-to-face courses. The majority of students prefer online testing which reduces stress and increases concentration during online test taking. Students like the quick turnaround for feedback that they get with online tests.

Introduction

Most of the students in today's higher education institutions can be classified as from Generation Y (Gen Y). Researchers tend to agree that Gen Y are extremely tech savvy (Gibson et al., 2009; Ho & Madden-Hallett, 2010; Lower, 2008; Reisenwitz & Iyer, 2009). Not only they are comfortable with computers, iPhone, Wi-Fi and etc., Gen Y are also familiar with using Excel and PowerPoint, creating spreadsheets, performing mail merges and scanning documents (Reisenwitz & Iyer, 2009).

Despite much information about technology and university age students there is a need for research that directly addresses university students' perceptions of online testing as part of their marketing course. The purpose of this study is to expand our understanding of marketing students' perceptions of completing part of the learning assessments (online tests) via Blackboard.

Hypothesis

The aim of this research is twofold. The first objective is to better understand on-campus students' perceptions of online testing in one of their Marketing courses. Included in the study are survey questions about students' perceptions toward online testing, cheating, and viability of both methods and its appropriateness for their marketing course. Secondly, the research examines how these marketing students' perform on the online tests. The researchers of this project propose the following hypothesis:

Null Hypothesis: On campus students do not have a preference for either online or in class examinations.

Alternative Hypothesis: On-campus students prefer online testing as compared with paper-based exams.

Case Study

Students involved in this research were enrolled in 2015 Spring Semester introductory marketing course called Principles of Marketing (MKTG321). MKTG321 is one of the core classes for all students who enrolled in the Bachelor of Science degree offered by the College of Business of Ferris State University (FSU) in Big Rapids, Michigan.

There were four online tests in the course, each covering about 25% of the course material. Each test consisted of 20 multiple-choice questions (MCQs) and two short-answer questions that covered basic identification of marketing concepts and terms, knowledge of theoretical concepts, and application of theories and concepts to specific examples. Half of each exam covered lecture material, and half covered textbook readings. Of the MCQs, each test generally included four to six questions from each chapter. The online test grades contributed 30% of the final course grade.

Table 1: Online versus Paper Exam Perceptions

	Prior to the course, have you ever taken exams online?*	N	Mean	Std. Deviation	t-test for Equality of Means		
					t	df	Sig. (2-tailed)
Concentration is Easier with Online Exams =1	No	11	2.45	1.293	-.913	112	.363
Concentration is Easier with Paper Exams = 5	Yes	82	2.82	1.229			
It more stressful to take an Online Exam =1	No	11	3.36	1.286	.296	112	.767
It is more stressful to take a Paper Exam = 5	Yes	82	3.22	1.054			
Online testing adds value to my Learning = 1	No	11	3.36	.924	2.032	112	.045
Online is a gimmick that does not increase learning = 5	Yes	82	2.83	.872			
Cheating is easier online = 1	No	11	3.45	1.214	1.307	112	.194
Cheating is easier in class = 5	Yes	82	3.20	1.159			

*1 to 5 Scale(1=Online; 5=Paper)

The online testing took place outside the classroom in one of the computer lab of FSU. Students had one hour to complete each test with the presence of the proctor (the course instructor) in a pre-assigned computer lab. The course instructor ensured that all the computers in this pre-booked computer lab have the Respondus LockDown Browser installed in-order to prevent digital cheating during online tests by locking down the testing environment.

Methodology

Data was collected by the researchers using a paper-based questionnaire administered during the final week of the semester. Students of MKTG321 were asked to respond to the survey at the end of the final lecture. Completion of the survey took about ten minutes. It was made clear to the participants that this was not part of the assessment for the course.

Except for several questions on demographics, the majority of questions in the survey are focused on students' perceptions of the online tests they completed in the 2015 Spring Semester. The issues considered in the survey included online test design, knowledge and benefits gained from the online test and technical related issues faced by the students during the online test. Five-point Likert Scales has been used in survey questions asking for students' perceptions regarding exam taking via the internet. All other questions were either nominal or open ended.

Findings and Discussions

There were 96 responses collected. 88.5% (n=85) of the students had previously taken an online examination and 49% (n=47) of the students had previously taken an online class.

Table 2: Student Attitudes toward Online Testing

The statement from the survey, mean for all responses, and univariate t test results for $\mu = 3$, the neutral response.	Prior to the course, have you ever taken exams online?*			Std. Deviation	t-test for Equality of Means		
		N	Mean	Std. Deviation	t	df	Sig. (2-tailed)
I expect Computers to be used as part of testing at university. Online Exams have an important role to play in higher education. ($\bar{x} = 2.30$, $t(95) = -7.35$, $p = .000$)	No	11	2.82	1.079	1.985	94	.050
	Yes	85	2.24	.895			
Online Testing is appropriate for my course area. ($\bar{x} = 2.18$, $t(95) = -9.14$, $p = .000$)	No	11	2.36	1.027	.743	94	.459
	Yes	85	2.15	.866			
My course area is too complex to be dealt with by only multiple-choice questions ($\bar{x} = 3.41$, $t(95) = 4.02$, $p = .000$)	No	11	3.45	.934	.171	94	.865
	Yes	85	3.40	1.002			
Because you can guess the answer, multiple-choice questions don't really reflect your level of knowledge ($\bar{x} = 3.70$, $t(95) = 6.47$, $p = .000$)	No	11	3.64	1.120	-.204	94	.839
	Yes	85	3.71	1.056			
Online exams use less paper, which is important to me. ($\bar{x} = 2.44$, $t(95) = -4.83$, $p = .000$)	No	11	2.73	1.348	.894	94	.373
	Yes	85	2.40	1.115			
Technical problems make online exams impractical. ($\bar{x} = 3.17$, $t(95) = 1.65$, $p = .103$)	No	11	2.55	1.036	-2.256	94	.026
	Yes	85	3.25	.962			
It is practical doing online exams in the university's computer lab (FLITE)	No	11	2.73	1.348	1.934	94	.056

($\bar{x} = 2.19, t(95) = -7.98, p = .000$)	Yes	85	2.12	.931			
Respondus LockDown Browser is an effective tool that prevents students from cheating during the online exams. ($\bar{x} = 1.73, t(95) = -16.38, p = .000$)	No	11	1.71	.647	-.009	94	.993
	Yes	85	.733	.777			
Username and password login provide adequate security for online exams ($\bar{x} = 1.71, t(95) = -20.61, p = .000$)	No	11	1.55	.522	-.934	94	.353
	Yes	85	1.73	.625			
*Responses to the Questions were Coded as Follows: Strongly Agree = 1 Agree = 2 Neutral =3 Disagree =4 Strongly Disagree =5							

Table 1 shows the comparison of the means between the students who had previously taken exams online and those who had not. It was suspected that those without prior exposure may have felt differently on these four dimensions. However, this is not the case. There are no significant differences between the means for concentration, stress, and cheating. However, there was a difference for learning. Those who had taken online exams prior to this course believed online exams added value to their learning while those who had not taken online exams before did not see the value in learning.

Table 2 shows the statistical results for a series of perception questions asked on the survey.

There was no significant difference in responses between those who had taken on online exam before and those who had not for all questions in Table 2 except one. Those who had taken online exams prior to this course agree with the statement 'technical problems make online exams practical.' Those in the course who first experienced online testing in it disagreed with this statement ($\bar{x} = 3.25$ agree, $\bar{x} = 2.55$ disagree $t(94) = -2.256, p = .026$).

Conclusion

In conclusion, students find online testing to be equivalent to paper-based exams with one exception. Those that had prior experience with online testing believe that online testing adds value to their learning. Although, not directly asked in the study, it is believed that this perception arises because of the immediacy of the results for online tests.

References Available upon Request

SIGNALS OF MARKETING COMPETENCY: A PRACTITIONER AND STUDENT PERSPECTIVE

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Extended Abstract

The social-collaborative web, mobile and contextual technology, and analytic tools, have disrupted marketing, education, and feedback loops. Outside the traditional classroom there are numerous avenues to showcase an individual's competency. There are platforms that allow students to, for example, rate teammate performance on classroom projects (e.g., "Tworp," n.d.), earn certifications and publicly shareable badges for courses completed online (e.g., "Coursera," n.d.), and complete nanodegrees for material curated by firms such as Google and Oracle. These platforms offer credible credentials because employers create the curriculum content (e.g., "Courses built by," n.d.). Other platforms provide business simulations and employment competency tests that are used to filter job candidates (e.g., Berkeassessment.com). Most importantly, there are platforms that can create transparency into student work and validated assessments (e.g., "Start your Portfolium," n.d.), and provide social footprint analysis that can be reviewed to determine an individuals' technical competency (e.g., "The talent," n.d.).

If students begin to engage deeply with these platforms because they see them as a means to signal their marketing knowledge and competency, it may ultimately create pressure for academic assessments to change. Alternatively, if students are made aware that certain activities are more valued signals of competency, it may impact how they engage with academic curriculum that leverages emerging technology. To explore student and employers' perceptions and identify those evaluations or evidence items which are considered to signal marketing competency, we develop a comprehensive set of competencies and then examined what was perceived as valid evidence or signals that marketing students have such competencies.

Phase 1 – Compiling a List of Competency Evidence Items

The goal of the first phase of our research was to compile a list of evidence items that would signal marketing competency. To produce a relevant, diverse, and broad group of evidence items, we engaged in a multi-step item generation process. Initially, we catalogued common academic assessments used to evaluate student learning in business schools, which include exams, papers, project, presentations, and cases analyses (Martell & Calderon, 2005), as well as innovative assessment approaches discussed in the literature (Bommer, Rubin, & Bartels, 2005). Next, we reviewed employment assessments identified by the Society for Industrial and Social Psychology. This list of evidence items captures data related to education, training, work experience, interests/attitudes, personality inventories, cognitive ability, job skills/knowledge, and work simulations ("What is," n.d.). We then reviewed the top technology and social media news sites and blogs, education and employment portals, and professional networking sites to identify tools and emerging technology that facilitate the demonstration of academic and professional business competency. From these different sources we selected a range of evidence items (signals) so that there was variation in the level of collaboration, coordination, or interaction associated with the items and the degree to which "real" world business information or data was leveraged. We also made sure that there was variation in whether evidence items involved a standardized measurement, testing, algorithmic analysis, transparent ratings, reviews, or qualifications.

Phase 2 – Selecting Key Marketing Competencies

Based on previous literature, we compiled an exhaustive inventory of marketing competencies. Then we reviewed which competencies (1) had appeared as a key marketing competency in a

minimum of two articles identifying such competencies (2000 to present) or (2) had been shown to exhibit gaps in terms of marketing graduate perceived importance versus employer perceived importance. In the set of competencies we included macro competencies (broad-based skill types that are applicable to all jobs in business such as oral and written communications, critical thinking, problem solving and decision making; Floyd & Gordon, 1998) and micro competencies (applied skills, or specific tasks or activities associated with marketing jobs such as research development and project management; Schlee & Harich, 2010).

Phase 3 – Marketing Student and Employer Perceptions of the Relevance of Evidence Items to Competency

As a final phase in the research, we conducted a study to explore the perceived importance of each evidence item for the different competency categories. Participants (marketing students and employers) were asked to rate each evidence item in terms of its value as an indicator that a marketing graduate possessed a skill, knowledge or competency (e.g., oral communication) on a five-point scale (1 = does not provide evidence of the knowledge or skill, 5 = definitely provides evidence of the knowledge or skill).

Results

Our results suggest that certain evidence items should be included into marketing courses (e.g., business case studies and developing marketing, communications and sales plans) because that are perceived as solid indicators of competency by both marketers and students. We also found that evidence items such as standardized tests (e.g., cognitive assessments and employment tests) fail to be perceived as reasonable signals of competency by marketing students but are considered highly credible signals of competence by employers. This research provides insights regarding how marketing curriculum should change not in terms of content, but in terms of assessments and deliverables. To our knowledge, this is the first attempt at capturing multiple competency evidence items across academic curriculum, standardized measures and experience-based indicators while taking into account the rapidly evolving technological landscape.



2016 HONORABLE MENTION

DESIGNING AND IMPLEMENTING A SOCIAL MEDIA MARKETING PROGRAM: OPPORTUNITIES AND CHALLENGES

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Abstract

The advent of Web 2.0 and social media has profoundly altered the ways in which we communicate, share and interact with brands and firms (Fournier & Avery, 2012.) Social media, and social networks in particular, have leveled the playing field between firms and consumers by potentially allowing them equal access to audiences as well as equal levels of amplification (McDonnell & King, 2013). Communication with customers, which had been historically synchronous and based upon interruption disruption models, was now highly asynchronous. Consumers were making decisions based upon conversations with brands that they either participated in or merely observed in online social spaces (See & Ho, 2015). The result has been the emergence of the social firm or social brand. The main requirement for such social interaction is the need to engage consumers in authentic and relevant ways. Firms need trained professionals who can thrive in this environment where the pressure to engage customers in ongoing and meaningful ways. And, converting those customers for adequate return on investment is dependent upon a substantially different skill set than prior forms of marketing planning, strategy and communications.

The transformative impact of social media on marketing is more than mere innovative disruption. Instead, it represents a groundbreaking refinement of marketing as something that places the customer in a central position due to their enhanced ability to interact with a firm as well as evangelize for it (Heller & Parasnis, 2012). The companies that have intuitively grasped this idea have seen substantial rewards. Others, who have approached social media marketing in an ad hoc, non-strategic way with limited expertise have experienced catastrophic failure. Integrating social media into current higher education marketing curricula represents a classic market orientation to solving an emerging and increasingly complex problem.

Colloquially, it is fairly well understood that social media is incorporated in most marketing programs at both the graduate and undergraduate levels. Not surprisingly such courses have been developed in response to future employment needs and realities. According the Bureau of Labor Statistics, advertising, promotions and marketing managers “who can navigate the digital world should have the best prospects” (Bureau of Labor Statistics, 2015). Interestingly, the degree and extent of that incorporation is widely varied and, owing to the newness of the topic, fairly fluid. As a result, there are a variety of approaches to integrating social media marketing into an institution’s marketing curriculum (Brocato, et. al, 2015; Faulds and Mangold, 2014; Munold and Wood, 2015). A survey of programs and catalogs reveals that the three most common approaches are: (1) integration of social media concepts into and existing course or courses, (2) creation of one or two social media marketing courses and (3) designing a social media marketing concentration. It can be argued that the first two options are merely reactive or expedient based

upon the disruptive presence of social media in marketing generally. The creation of a social media concentration in the form of a certificate, minor or even major, is much more transformative and potentially reflective of the wide variety of skills needed to succeed in this arena. Taking a holistic approach to social media marketing also allows for the focus on several areas of inquiry and skill development that are provoked by the presence of social media and digital marketing such as analytics, search engine marketing and content marketing. Owing to the complexity of these topics, they are better served in a sustained, course-long exploration of the topic as opposed to merely appending them to a course with a broader topic focus.

Evolution of the Social Media Marketing Program

In January 2013, in recognition of the pressing need to address social media marketing through curricular changes, a small group of marketing faculty at a large public university initiated discussions and planning meetings to promote this effort.

The process for creating the specific course offerings was based upon a two-pronged approach analytically and involved assessment of student strengths, weakness and capabilities as well as the needs of the local business community who would be likely to hire graduates. This reasoning reflected the goal of the program pedagogically which was to deliver relevant, in demand social media and digital marketing skills to our students. The first step in imagining the program's curriculum was to assess student capabilities, needs and perceptions of social media. This was predominantly achieved in an ad hoc way but focused on ethnography and observation of students' use and understanding of social media. The next stage of the process for creating the curriculum was to understand and appreciate local business needs related to social media marketing and meaningful online customer interaction with new digital media. This was relatively easily achieved by scouring online job posts for local positions related to social media marketing. A simple corpus of data was created by downloading current local job descriptions for social media marketing positions, especially those at the entry level and described as assistant, coordinator, or specialist. The skills and competencies were organized and prioritized into the following six areas: (1) strategic use of social media, (2) social media marketing planning, (3) creative development of social media content, (4) management--editing, curating, sourcing--of social media content relevant to customers, (5) social media analytics/listening/ROI, and (6) search engine optimization/discoverability.

To complete the certificate program, students would be required to take a total of four courses (one required course and three of the six electives). After considerable delays and some unanticipated resistance within the college, the certificate program and course proposals were successfully approved in May 2013 and the program was officially launched in September 2013 with one required course (Introduction to Social Media Marketing) and six elective courses (The Syntax of Social Media, Search Engine Optimization and Web Analytics, Mobile Marketing Strategy and App Development, Social Media Marketing Strategy, Social Media and Entrepreneurship, and Contemporary Topics in Social Media Marketing).

Discussion and Conclusions

It is clear that the emergence of the social firm or the social brand requires that companies now engage with customers in authentic, relevant, and perpetual ways—ones that require a substantially different skill set than prior forms of marketing planning, strategy, and communications. This new reality in turn creates the demand for marketing practitioners who are well prepared for this new and exhilarating blend of marketing skills that embrace the dynamic nature of social technologies and the intense interaction between a company and its consumers via those technologies. Such marketers have to own a nimble and engaging combination of technical and soft skills that are not currently addressed through traditional marketing curricula. As stated earlier, integrating social media into current higher education marketing curricula represents a classic market orientation toward solving an emerging and increasingly complex problem. And, the time to change is now. As this paper reveals, however, innovative ideas are

often met with substantial resistance. Faced with the paucity of faculty trained specifically in social media marketing and/or resistance from faculty (even marketing faculty) to new ideas that they don't understand or find threatening, it is important to secure political support from department chairs, other business school faculty, and faculty peers from other disciplinary areas. It is also important to be well armed with supportive data and evidence that far exceeds the typical requirements for the approval of program and course proposals. And, last but not least, it is critical to designate and position the correct advocates on the respective curriculum committees to persuade even the most reluctant faculty to vote for approval—even when or perhaps especially when said courses and programs require a scholarly “leap of faith.”

As anticipated by the faculty program team and the marketing department, the results are promising. Since the initial launch of the social media marketing certificate program in Fall 2013, the demand has exceeded all expectations and employers have begun to contact us directly for potential interns and career-track employees. In anticipation of future growth, we have hired tenure-track faculty who are specifically trained in social media marketing and continue to do so. In addition, in Fall 2016, we will launch our recently approved Minor in Social Media Marketing. As marketing departments at other universities continue to design and implement their own social media courses and programs, it is important for them to enter the process with their “eyes wide open” so that they can be pragmatic and strategic about some of the challenges they may encounter when proposing disruptive, market oriented curricula of any nature.

References Available upon Request

NEW DIRECTIONS FOR THE MARKETING CONCENTRATION

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Abstract

The changing landscape of the marketing field, primarily the convergence of analytics, IT; marketing, and alumni feedback on job preparation; and, the influx of Millennials into classes have prompted the marketing faculty to explore a substantial, innovative revision of the school's marketing concentration curriculum in an effort to stay relevant to employers and to better satisfy students and alumni. Our challenges in doing so include preserving the distinction between a university degree and vocational-technical training, especially in the context of a faith-based, liberal arts university; leveraging the school's identity and values; skilling-up the faculty; and, improving effectiveness and efficiency (i.e., improving learning, optimizing faculty time, and reducing operating costs).

Technological disruptions are changing the nature of marketing work. Marketing and IT are conjoining especially around analytics and big data and digital marketing. This has created new job demands and spawned new journals and new courses and degree programs. Employers want to recruit students who have subject matter competence in fundamental marketing and business concepts and key meta-skills including: analysis and critical-thinking; communications and writing skills; "soft skills" in teamwork, leadership, interpersonal relations; creativity and design; ethics and professional behavior so they can be immediately productive in specialized tasks (Ashburn 2009; Bentley University 2014; Dougherty 2010; Elmuti 2004; Field 2008; Lockwood 2002; Murray 2010; Schlee and Harich 2010). Millennials now comprise the largest percentage of college students (Ilgaz 2015). They consider doing as more important than knowing and approach problems with trial and error. They like to learn collaboratively and respond well to active engagement, structured activities that allow creativity, and involvement in real life issues that matter to them (McGlynn 2005).

As a result marketing education is trending toward more emphasis on digital marketing; developing meta-skills; curricular and course designs that incorporate active-learning, self-critical reflection, professional norms, and business community partnerships (Clarke, Gray & Mearman 2006; Litzky, Godshalk & Walton-Bongers 2010; Karns 2012; Lowry 2003; Peltier, Hay & Drago 2005; Rasmussen & Sorheim 2006; Rhee 2010; Sims & Brinkman 2003); instructional delivery approaches that shift labor from expensive tenure-track, full-time faculty to non-tenure track instructors, professional staff, and adjuncts and to student self-servicing; acceleration of degree completion; and, lower operating costs. Stratagems being deployed include: hybridization and fully online courses; MOOC's; active learning; problem-based learning; the flipped classroom; and, competency-based learning.

At the macro-level, effective curricular and instructional design includes setting meaningful learning objectives, employing a range of pedagogical strategies appropriate for those learning objectives, and crafting learning environments that facilitate learning based on the needs and abilities of learners (King & Kitchener 2004; Krathwohl, Bloom & Masia 1964; McKeachie 1999; Nilson 1998). This means constructively aligning the curriculum and instruction with the mission and learning objectives (and with employers' and civil society's requirements), curricular coherence, and erecting a developmental learning scaffold across the curriculum tied to student characteristics. At the level of teaching moments, effective instruction involves getting students' attention, getting them to engage in the learning process, and facilitating their brains' learning processes. This requires establishing learning outcome expectations, connecting new learning with prior learning, clearly presenting and demonstrating new knowledge in an organized hierarchical manner, elaborating the information and using examples, verifying understanding,

providing opportunities for practice, giving constructive feedback on learning achievement, connecting learning, real-world problem-solving, and providing for spaced repetition (Hambleton 2007; Karns 2008; Medina 2007; Merrill 2007).

This curriculum redesign project is taking place at a small, AACSB-accredited university in the northwestern U.S. The marketing concentration is currently comprised of three, 5-credit courses typically completed across the senior year: Marketing Research; a marketing elective; and, Marketing Management. It is a small portion of the overall bachelor's degree. The faculty design team has articulated new learning goals and developed a staged series of topics, learning activities, problems, and projects that will move students to the point of readiness for employment upon graduation (i.e., constructive alignment). Two meta-themes have been selected as the higher-order organizing principles that form the envisioned program architecture rather than using the typical functional topic approach. The process of developing and deepening customer-oriented, authentic relationships is the first of these organizing principles. This aligns with the school's values-based mission and thought-leadership position regarding socially responsible, ethical business. The second organizing thread is comprised of the core marketing process as it relates to developing and deepening customer relationships (i.e., customer acquisition, retention, and extension). While the topics addressed in the new curriculum will be quite similar to those of any marketing program, the framing and flow of them will be different. The three "new" courses will be Relational Marketing Management I: Market & Customer Insights, Relational Marketing Management II: Planning, Relational Marketing Management III: Implementation & Performance Analytics.

At the outset, the curriculum must induct the students into the framing principles and the instructional delivery process it uses. Then it will develop their understanding of the core relational and marketing processes and sub-processes in preparation for their enactment of those processes. Developing actionable insights through a melding of research, analytics and consumer behavior frameworks follows. Students will then learn how to formulate contextually appropriate and culturally/diversity sensitive marketing strategies and plans including the segmenting-targeting-positioning, value proposition, and marketing mix/programs. Enacting the plan by doing the work of acquiring, retaining, and moving customers toward behaving as brand evangelists through those marketing programs is the next major goal. Learning how to evaluate performance and recommend adjustments to a strategy/plan completes the set of knowledge objectives. Meta-skills (e.g., communicating, problem-solving, team-work, etc.) will be developed mostly through applying them. Students will also develop their readiness to market themselves into the job market. The students' work products will provide opportunities for direct assessment of their achievement of these learning outcomes against scoring rubrics. Scores on quizzes, exams, project rubrics, the ETS® Major-Field-Test in Marketing, and placement results will form the scorecard for the students' performance and the program's effectiveness in achieving these objectives.

Information dissemination will occur via on-line resources outside of class including e-texts, texts, readings, screencasts, and other on-line resources. Instructors will function more like coaches and mentors than lecturers during the face-to-face class sessions (i.e., flipped classroom). A three-day immersive experience at the school's retreat center will open the autumn term to induct students and instantiate a tight-knit learning community. Class sessions will be held twice per week for the first two weeks of each term and once per week thereafter. Professionals in the marketing community of practice will join the faculty in many of these sessions and as coaches and mentors for the projects. Students will engage a series of real-world, meaningful problem-solving tasks across the year. Potential integrative projects include a product improvement project linking customer insights and consumer behavior to propose improvements to a product's attractiveness; participation in the Google Analytics Challenge; and developing and implementing a promotional campaign with three pieces – digital; traditional, and selling while leveraging insight

generation abilities. Developing, implementing, and evaluating a marketing campaign as “marketing agency teams” serving a local non-profit or advocacy group would be the culminating project. Students would also develop and implement a self-marketing plan/campaign (i.e., the Brand You project) in phases across the year tied to the flow of the curriculum. These activities will provide the framework for integrating knowledge, tools, skills, and professionalism (active; applied; problem-based; service-learning). Students will be actively engaged in the authentic practices of the discipline and with professionals in the field as they apply the field’s knowledgebase and tools to these real-world problems, interact with professionals from the field, and present their work to them.

References Available upon Request

STIMULATING FLOW AND STUDENT LEARNING IN MARKETING CLASSES: AN EMPIRICAL ASSESSMENT

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This research investigates various class activities and their ability to stimulate flow, the “holistic sensation that people feel when they act with total involvement” (Csikszentmihalyi, 2000, p. 36), and, in turn, enhance learning outcomes in students. This research reviews previous literature on flow, summarizing the characteristics and dimensions of flow. Then, flow in the context of student learning is described and an empirical study designed to stimulate and measure the characteristics, dimensions, and learning outcomes of flow in marketing courses is described. Our goal with this research is to identify strategies and experiences that create flow and, in turn, enhance marketing student learning outcomes.

The Concept of Flow

Flow is defined as the “holistic sensation that people feel when they act with total involvement” (Csikszentmihalyi, 2000, p. 36). It denotes an optimal experience so engrossing and enjoyable that the activity becomes worth doing for its own sake without the impetus of extrinsic motivation (Csikszentmihalyi, 1999). How does it feel to be in flow? According to Csikszentmihalyi (2014), experiencing flow feels good, is rewarding, and involves the following:

- Complete involvement in what you are doing – focused, concentrated
- A sense of ecstasy – of being outside everyday reality
- Great inner clarity – knowing what needs to be done, and how well we are doing
- Knowing that the activity is doable – that our skills are adequate to the task
- A sense of serenity – no worries about oneself and a feeling of going beyond the boundaries of the ego
- Timelessness – thoroughly focused on the present, hours seem to pass by in minutes

Research has distinguished between the characteristics of flow activities, dimensions of flow, and external antecedents of flow (Guo & Ro, 2008; Klein, Rossin, Guo, & Ro, 2010; Rossin et al., 2009). According to Csikszentmihalyi (1975), *characteristics* of flow activities include goal clarity, feedback, and a perceived balance of challenge and skill, and are important in learning contexts (Csikszentmihalyi, 1997). *Dimensions* of flow assess whether a person is in flow while engaged in the performance of a task (Csikszentmihalyi, 1988). These dimensions include focused concentration, merging of activity and awareness, sense of control, transformation of time, and enjoyment. *External antecedents* of flow include individual interest in the subject matter and past performance, as well as students’ perceptions of the teaching style and teaching effectiveness of the instructor (Guo & Ro, 2008).

Does Flow Affect Student Learning?

Flow has been found to affect student learning outcomes positively, but with mixed results. Much work has been done to study the effects of flow on student learning outcomes in various educational settings, but little has been done regarding education within business disciplines. In addition, most studies have addressed student interaction with computers or the Internet and have focused on traditional classroom settings. In general, the findings are mixed with some, but not all, hypothesized benefits of flow demonstrated. Konradt and Sulz (2001) found students in

flow had better concentration, satisfaction and motivation, but did not have better learning performance. Chen and McGrath (2003), using flow as a framework for their study, found that participatory multimedia projects are highly motivating and successful in self-teaching science.

Flow in the context of different teaching methods has been investigated. Small group work, tests and quizzes, and individual work result in a higher quality of experience than listening to lectures and watching videos (Csikszentmihalyi & Schneider, 2000). Peterson and Miller (2004) found that students' overall quality of experience was greater during cooperative learning than in large-group instruction.

Why Should Marketing Educators Be Interested in Flow?

Flow is important to marketing educators because of the potential benefits to student learning outcomes and the potential to increase students' motivation to actively engage in courses and their desire to be successful in future employment (Taylor, Hunter, Melton, & Goodwin, 2011) or to continue their university studies (Russell-Bennett, Rundle-Thiele, & Kuhn, 2010). In addition, business schools are under pressure to demonstrate that positive learning outcomes are achieved to achieve or maintain accreditation. Studies in marketing pedagogy specifically using flow as a theoretical basis are limited, however. However, we believe that the flow concept has great potential for marketing educators as they develop strategies for courses and curriculum to enhance student learning.

Hypotheses

Based on the literature reviewed here, a series of hypotheses are proposed about the relationships between the external antecedents, characteristics, dimensions, and learning outcomes of flow:

- H1: The characteristics of flow differ between various classroom activities.
- H2: The dimensions of flow differ between various classroom activities.
- H3: Student learning outcomes differ between various classroom activities.
- H4: There is a positive relationship between students' external antecedents and the characteristics of flow.
- H5: There is a positive relationship between the characteristics of flow and the dimensions of flow.
- H6: There is a positive relationship between the dimensions of flow and students' learning outcomes.

Methodology

In seven marketing classes taught in Fall 2015, different in-class activities designed to create flow and enhance student learning were implemented. Class sizes were between 15 and 30 students (ages between 20 and 25) and had a mixture of marketing and non-marketing majors.

Prior to an in-class activity taking place, students were asked to complete a "pre-learning survey" that included basic demographic data (age, gender, class standing, major) and measures of the external antecedents of flow, including their overall interest in the course, expected grade in the course, and perception of the instructor. After students participated in a particular activity, they were asked to complete a "post-learning survey" assessing the flow experience, including the characteristics and dimensions of flow and a student's self-rated flow. Three types of learning outcomes were measured: perceived learning, perceived skill development, and satisfaction. To test Hypotheses 1-3, analyses of variance were conducted to determine whether significant differences in flow characteristics and dimensions and student learning outcomes exist between various classroom activities. To test Hypotheses 4-6, structural equation modeling was used.

Results

Analyses of Variance

Analyses of variance were conducted to test Hypotheses 1-3 that propose significant differences between characteristics of flow, dimensions of flow, and student learning outcomes exist with respect to the various types of in-class activities that were implemented. A significant difference was found among the in-class activities for all dependent variables. In general, Hypotheses 1-3 were supported: the characteristics of flow, the dimensions of flow, and student learning outcomes were significantly different across the various in-class activities.

Structural Equation Modeling

The structural model was estimated to test Hypotheses 1-3. Results of the structural equation modeling obtained for the theoretical model revealed a χ^2 of 196.80 (df 116; $p < 0.00$), CFI of .920, RMSEA of .083, NFI of .829, TLI .906, and χ^2/df of 1.69. All relationships proposed by the theoretical model were significant except for one path which was not significant ($p > .05$) for pre-learning and the characteristics of flow. Modification indices also suggested the addition of a path from characteristics of flow to learning outcomes.

The modified structural model indicated an improved fit, producing a χ^2 of 158.40 (df 115; $p < 0.00$), CFI of .957, RMSEA of .061, NFI of .862, TLI .949, and χ^2/df of 1.37. All relationships proposed by the theoretical model were significant. The ratio of χ^2/df of 1.37 indicated a good model fit. With this modified model, it shows that the dimensions of flow variable plays an important role as a mediator between characteristics of flow and students' learning outcomes.

Hypothesis 4 predicted a positive relationship between the external antecedents (pre-learning perceptions) and the characteristics of flow. This hypothesis was not supported ($\beta = .02$, $p > .05$). Hypothesis 5 predicted a positive relationship between the characteristics of flow and the dimensions of flow. This hypothesis was supported ($\beta = .56$, $p < 0.01$). Hypothesis 6 predicted a positive relationship between the dimensions of flow and students' learning outcomes. This hypothesis was supported ($\beta = .79$, $p < 0.01$).

Discussion

We believe that flow has important applications and consequences for marketing educators, and examined the effect of flow on students' learning outcomes by incorporating different types of learning activities into various marketing classes. The results of the analyses of variance indicate that the characteristics of flow, the dimensions of flow, and student learning outcomes vary between the in-class activities. In all marketing classes where flow was stimulated, the results of the structural equation modeling support the linkage between the dimensions of flow and students' learning outcomes, including satisfaction, perceived learning of subject matter, and perceived skill development.

Interestingly, we found a direct relationship between characteristics of flow and students' learning outcomes. Characteristics of flow, which include goal clarity, feedback, and perceived balance of challenge and skill, are associated with students' learning outcomes. This finding indicates that the *dimensions of flow* variable is a partial mediator in this model. Based on the regression weights, feedback was the most significant predictor among the characteristics of flow, followed by goal clarity and then perceived balance of challenge and skill. The results suggest that course design should be designed in a way which will provide students with clear goals and ample feedback. In general, the results of the study support the notion that flow can be an important component of marketing education. Future research should continue to identify strategies and experiences that will create flow and, in turn, enhance student learning outcomes.

References Available upon Request

ARE YOU READY TO BE DIGITALIZED? STUDENTS' PERCEPTION TOWARDS E-TEXTBOOK ADOPTION

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Abstract

As technology advances, consumers gradually begin to invest in products that have technological capability. One of the most common uses of mobile devices in educational setting is the implementation of digital copies of books (i.e. ebooks, e-textbooks). One of the arguments for an electronic book over a traditional paperback book is that it adds value to students' learning experiences. Rickman et al. (2009) predicts that in the long run, the success of e-textbooks is dependent on their contributions to whether the design of the learning is interactive; and whether there is an element of convenience when multiple learning resources are integrated into a single delivery platform. Baek and Monaghan (2013) support the latter argument as they found that students are in favor of the cost, portability, accessibility, and features such as keyword finder of e-textbooks. The purpose of the study is to understand the factors that influence students to adopt e-textbook for their learning materials using the Technology Acceptance Model (TAM). In this study, perceived ease of use (PEOU), perceived usefulness (PU), preference (PRE), attitude towards e-textbook adoption (ATT), social influence (SI), intention to use e-textbook (INT) constructs are examined. ,

H1: *PU of e-textbooks affects a) attitude towards e-textbook adoption, b) Intention to use e-textbooks, c) preference for e-textbooks and d) social influence*

H2: *PEOU of e-textbooks affects PU of e-textbooks*

H3: *PEOU of e-textbook affects a) attitude towards e-textbooks adoptions, b) preference for e-textbooks and c) intention to use e-textbooks*

H4: *Preference for e-textbook affects attitude towards adopting e-textbook*

H5: *Social Influence has a positive effect on attitude towards adoption e-textbook*

H6: *Attitude towards e-textbook adoption has a positive impact on the intention to use e-textbook*

Using a convenience sampling method, data was collected from two universities in the northeast and southwest. Respondents were invited via email to participate in the survey. One hundred-thirty undergraduate students from business schools participated in the survey. The sample frame is suitable since this study examines students' perceptions towards e-textbook adoption. The samples consist of 59 % females and 42% males.

First, an exploratory factor analysis (EFA) was conducted to assess the measurement properties of the scales. A seven-factor solution of 25 items was identified. Cronbach's alpha was used to measure internal consistency. All measures demonstrate good reliability with alpha values of .91 and greater. Subsequent testing using confirmatory factor analysis (CFA) was examined for the overall validity of the measurement model. The CFA results indicate an acceptable fit with $\chi^2 = 382.67$, $df = 256$, p -value = .000, CFI = .97, RMSEA = .06, and TLI = .96. 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. The results indicate that the convergent validity of the model is supported and good reliability is also established. The next step was to examine the overall theoretical model specification and the hypotheses by using the structural equation modeling (SEM). The SEM results indicate a satisfactory fit of data with $\chi^2 = 397.40$, $df = 260$, p -value = .000, CFI = .97, RMSEA = .06, and TLI = .96.

The SEM structural path results reveal that most of the relationships among the constructs are significant. Among the six variables, social influence has no effect toward attitude towards e-textbook adoptions even though perceived usefulness is positively related to social influence. User's perceived ease of use has a strong impact on perceived usefulness which is supported by Davis, Bagozzi and Warshaw (1989)'s TAM model. Perceived usefulness a strong effect on two variables: social influence ($\beta=.687$) and preference ($\beta=.757$). This implies that when a user perceives a technology (e.g. device) to be usefulness, it will have an influence on how they will be portrayed in front of others (see impression management). In other words, they feel that they can blend in with the majority that owns that technology or they feel that they can be an opinion leader in their social circle. Perceived ease of use has a direct effect on user's attitude towards e-textbook adoption and intention to use e-textbook. This result supports previous studies (Yang and Yoo, 2004; Teo, 2010; Hsiao and Tang, 2013). In this study, results show that preference is a strong moderating factor between perceived ease of use and attitude towards e-textbook adoption. Perceived usefulness is a predictor of preference and intention to use e-textbook which suggests that attitude towards e-textbook can be increased by perceived ease of use and preference. In addition, if decision-makers of e-textbook adoption (e.g. p hope to increase intention to use, they need to consider variables such as perceived usefulness, perceived ease of use, and attitude towards e-textbook adoption. Among the relationships, preference can be a strong factor which increase positive attitude towards e-textbook. Further, the attitude is the most strong predictor of intention to use ($\beta=.41$) comparing perceived usefulness ($\beta=.26$) or perceived ease of use ($\beta=.28$).

For managerial implications, the results suggest that in order for students to consider using an e-textbook as part of their learning materials, e-textbook decision makers need consider students' attitude towards e-textbook adoption as it drives heavily towards their decision to adopt an e-textbook. This is not to say that the ease of use and usefulness of an e-textbook should not be considered, rather, attitude has a more impact on users' decision making process.

What do we have to do to create a positive attitude towards e-textbook adoption? Based on the result, it shows us that preference is more important as a predictor than perceived use or perceived ease of use of an e-textbook. This suggests that e-textbook decision-maker will need to look at the demographics of their potential e-textbook users and to promote the positives of using an e-textbook. In addition, social influence, among other variables has the least impact on attitude forming of potential e-textbook adopters. However, social influence has a strong relationship with perceived usefulness. This suggests that potential e-textbook users are concern with how others see them in regards of technology adoption. In other words, if they are able to use e-textbook with ease, they feel that others will regards them as technologically savvy. One limitation of this study is generalizability. Random sampling techniques from various schools may provide adequate data and variability to explore students' perceptions and intentions towards e-textbook adoption. Future research may incorporate different constructs such as benefits and familiarity.

References Available upon Request

ARE MILLENNIALS READY FOR A FLIPPED CLASSROOM IN MARKETING EDUCATION?

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Introduction

The way education is being delivered has been evolving along with technological advances. As new technologies are being adopted in university classrooms, the flow of information has also expanded. Pedagogy is faced with the challenge of integrating new technologies and ideologies in the classroom. For example, studies show that video lectures have a slight advantage over in-person lectures when it comes to student learning (Cohen, Ebeling, & Kulik, 1981).

There has been a good amount of discussion and buzz in the academic circles around the flipped classroom. Bishop and Verleger (2013) claim that the buzz is not only from online channels such as blogs or online news articles, but that websites and informational articles are also promoting the ideology of the flipped classroom. In fact, there are organizations that provide marketing and educational materials to educators who are in favor of implementing the flipped classroom model (Bishop and Verleger, 2013).

The purpose of the current research is to describe the implementation of the flipped classroom in a Consumer Behavior course. The flipped classroom is an up-and-coming teaching approach in the higher education learning environment. The flipped classroom is non-traditional as this method encourages students to prepare before the start of the class by reading the required materials and/or watch and listen pre-recorded lectures. Lectures are not conducted in class, rather class time is used for other purposes such as in-class discussions and activities to encourage students' participation. After a review of literature on the flipped classroom and Millennial students, we describe students' experiences and evaluations of classroom learning experiences through the flipped classroom method and provide recommendations for marketing educators wanting or considering implementing a flipped classroom.

Literature Review

The Flipped Classroom

As the learning styles of students evolve over time, so do teaching methods as educators embrace changes and experiment with and incorporate different types of instructional resources. Flipping the classroom is the opportunity to provide students with outside instructional resources so that class time can be used for instructional activities.

The Millennial Generation

Most students who are enrolled in colleges and universities now belong to the Millennial generation. Elam, Stratton and Gibson (2007) describe this latest group of enrollees as influencers of a unique set of forces. These individuals grow up in a cultural environment which are vastly different from the baby boomers, Generation X, and Generation Y. As discussed by Elam, Stratton and Gibson (2007), these Millennial students "present challenges to teachers, counselors, and administrators at both the high school and collegiate levels" (p. 22). Millennial students are often engaged in multitasking behavior which is enabled through the use of technology (e.g., mobile devices), and this behavior "has shortened their collective attention span" (p. 22). Murray (1997) added that Millennial students lack the skills necessary to be critical thinkers or to conduct self-reflection on their actions.

Methodology

Content analysis is well suited for the task (Harrison-Walker, 2001) for the nature of this study. "Content analysis is a research method used to quantify and analyze the words, concepts, and relationships within text" (McAlister & Erffmeyer, 2003, p. 345). As the nature of this research is

exploratory, the goal is to categorize how students feel about the learning environment as well as to identify challenges and suggestions for the flipped classroom as revealed in student reflection papers. Two sections of a Consumer Behavior course were taught using the flipped classroom methodology, with classes held on Mondays, Wednesdays and Fridays from 10:30-11:15 a.m. There were 28 students and 30 students in each respective section. Students' ages ranged from 20-24. Students were given the same course outline in each section including assignments, quizzes, and exams with identical weightings for each activity. Students were asked to write a reflection paper as part of a consumption journal series. The consumption journals were required and allowed students to analyze their own behavior as consumers. This last journal, written at the end of the course, required students to write about their experience with the flipped classroom approach.

Results

Emergent Theme: The Flipped Classroom Approach is Positive and Beneficial

About 80 percent of the students reported a positive attitude toward the flipped classroom approach, whereas the remaining 20 percent were either on the fence with this approach or did not like this approach:

- Confidence in Learning the Course Material
- Variety in Course Materials

Emergent Theme: The Challenges of Adapting to the Flipped Classroom Approach

Challenges with the flipped classroom approach for students included understanding class expectations and time management:

- Class Expectations
- Time Management

Emergent Theme: Future Suggestions for a Flipped Classroom Environment

Students' experiences with the flipped classroom were relatively positive. Although there were dissatisfied students, the number of students who felt they benefited from this non-traditional teaching approach was greater than those who preferred a traditional teaching approach. Focusing on how this non-traditional approach is beneficial and how it can be improved for other classes, we looked into suggestions provided by students. Two themes emerged consistently in students' reflection papers: the desire for more in-class discussions and activities that relate to real world.

- More In-Class Discussion
- Activities That Relate to the Real World

Discussions

In general, we found that student responses to the flipped classroom structure were largely positive, suggesting it to be an approach worth pursuing in the near future for additional marketing classes. In particular, the flipped classroom helped boost confidence of students in learning course material and they liked the variety of in-class activities (consumption journal, quizzes, and in-class discussions) that accommodate various learning styles. Students suggested that the flipped classroom approach would benefit from instructors using a variety of personally relevant, real-life activities and an abundance of in-class discussions.

The differences of opinion on the flipped classroom demonstrate the need to be very careful when adopting the flipped classroom approach; having a balance between active classroom activities and explanation of materials is important. In addition, instructors can help students by establishing class expectations and providing suggestions and strategies for time management.

From an academic standpoint, it is important to consider the amount of time required to use a flipped classroom approach. The advantage of the flipped classroom approach is that, once the preparation for a particular class have been established, the materials need not be repeated unless there is a change of textbook or content. This will allow shorter pre-class preparation, thus freeing up time spent on other academic activities. As many public universities have experienced, more and more reliance comes from students' tuition. Thus, there is an increasing amount of pressure for faculty to dedicate time and resources to students. In addition, today's Millennial students present unique challenge for educators: they multitask through the use of technology (e.g., mobile devices); have shortened attention spans; are sheltered, team-oriented, and more dependent; and have less initiative in terms of learning. As a result, there is a need to explore more engaging and interactive means of presenting marketing courses, and we believe there is great potential in the flipped classroom approach.

References Available upon Request

A TRANSFORMATIVE MARKETING PEDAGOGY VIA DISORIENTATION: INTERSECTION OF SERVICE, OUTREACH, CROWDFUNDING, INTERNSHIPS AND A UNIQUE STUDY AWAY EXPERIENCE

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Abstract

This project seeks to connect three seemingly disparate forces for educators. First, it explores the millennial generation and the macro view of some of the traits that this audience brings to the classroom. Second, it shares opportunities for diverse learning environments through the creation and use of unique pedagogical tools that showcase active learning for students, and expands upon the difference between volunteer work and academic focused service learning. Third, it highlights how forces shaping AACSB Business School accreditation support this type of innovative pedagogy. In sum, it seeks to blend these forces into an innovative and transformational pedagogical tool (i.e., a course that blends service with study away, an internship opportunity, community outreach, education and fundraising) that can be a type of customizable template for business schools and marketing faculty.

Through this project, I seek to inspire by sharing and outlining a unique program and opportunity for a transformative student experience. The hope is that faculty and business school programs will consider their own version of this innovative pedagogy for their unique learning environment, drawing insight from a program that has been pilot tested and replicated over several years.

Opportunities for Purposeful and Engaged Learning “In doing we learn.” – George Herbert, Poet

Research shows that students prefer active learning opportunities, which are particularly attractive to millennials (Howe & Strauss, 2007). Faculty should consider active learning and engagement through the pedagogical tool of service learning. Service learning is different than volunteerism, with service learning focused on the architecture of the experience and purposeful connections to thoughtfully designed course content (Bringle and Hatcher 1996). Specifically, Bringle and Hatcher (1996) suggest that service learning includes the following components: it is credit bearing (i.e., tied to the curriculum), meets community needs (i.e., focus is on a reciprocity – the community defines their needs – and student learning is embedded in assisting in the community in meeting their needs), offers further understanding of the course content (i.e., active learning), synthesizes a broader understanding of the discipline (i.e., micro and macro components as well as their relationships to other disciplines), and offers an enhanced sense of civic responsibility (i.e., for millennials, helping others is important). While volunteer work is important and celebrated, it is often not a designed and facilitated experience, nor is it typically credit bearing. In contrast, service learning is intentional and facilitated, and includes meaningful activities tied to course curriculum (i.e., intentional and insightful) and intentional reflection activities (i.e., discussions, short writings, or presentations; Bringle and Hatcher 1996). Thus, engaged learning fits millennial preferences, and even with calls from accrediting bodies, such as AACSB.

Theoretical Foundation – Transformative Learning Theory (TLT)

Learners that participate in experiential learning opportunities have the potential to shape or create a substantial shift in perspective. Experiential learning is the foundation of this pedagogical tool, and also that of TLT. Consistent with the intent of a faculty-led global experience, Mezirow (1978) suggested that an experience can be a learning opportunity, and this can lead to transformation. According to Mezirow (1991), TLT offers insight to learners through a multi-step process. For students and participants of this course and study away pedagogical tool, the multi-step transformational process starts with the international experience; the collaboration with the community in an impoverished village serves as a disorienting dilemma, creating a type of shock to the system for student. This shock is followed by a process of sensemaking via self-

examination, and why consistent dialogue, reflection and writing are such powerful activities and tools in experiences such as this. In this self-examination process, feelings are also considered along with the insight, and emotions (i.e., surprise, guilt or hurt) are part of the internal assessment process, during which the learner considers their own assumptions of how they previously saw the world, others, or even themselves. The sensemaking process described in TLT and used by the student is critical, and can serve as a design template for faculty. Reflection becomes a key pedagogical tool for faculty, and critical for fostering the transformation as original viewpoints are challenged and new insights emerge (Mezirow & Taylor, 2009; Taylor 2007).

Innovation – Pedagogical Design + Course Components

How a unique and innovative course is designed is important for faculty and participants. TLT finds that learners face a “disorienting shock,” and via the corresponding response by the learner insights are created. There are three when supporting students helps generate insights from the disorienting field experience: (1) before the disorientation, and to prepare the student with tools to work through the disorientation, faculty should design and execute course content prior to the field experience, (2) to generate insights throughout the disorientation, Faculty can facilitate focused experiential processing as an important component, and (3) after the experience students continue the sensemaking with a synthesizing reflection of the course and experience, linking personal insights with academic and professional considerations.

With the faculty as a guide/mentor, the present course uses a student centered, student leader pedagogical foundation where the student is the central actor in a variety of course components, all with close observation (and support, where necessary) by the faculty member. After appropriate preparation, the student learner is purposefully put into a role where they lead, engage and teach. This is also true throughout the field experience, and after the project is completed, where the combination of student reflection alongside faculty mentoring supports the sensemaking process. The student emerges with a feeling that they achieved something important – for others in the world, and for their own learning. To better understand the stages of the experience, the course outline is presented next.

Interdisciplinary Course/Internship Components

A multifaceted course (i.e., Study Away credit bearing course) and an internship (i.e., credit bearing internship opportunity) were created to frame the student learning. There are three phases of the course:

Phase 1: Community Building and Preparation

In this phase, students began their preparation with an interdisciplinary review of these types of projects, the way community could be built, and an understanding of the culture and political history of the community in which they would serve. Faculty peers from Philosophy, Hispanic Studies and Communication/Peace Building provided the readings and led the discussions. Students also engaged the local community through active partnership development, getting out and encouraging the local community to be active in the international project. Students have raised over \$50,000 in the past 2 years through these partnership and fundraising efforts, including a crowdfunding campaign developed and designed by the students.

Phase 2: International, Place-Based Experience

Students collaborate with a community and a nonprofit in Nicaragua for the place-based learning component. Together, they dig a well and teach hygiene and sanitation lessons to adults and children. The experience is intense and disorienting (as noted in the TLT literature): it is hot, the students see things that touch and challenge their hearts, and they build meaningful and two-way relationships in a short period of time. Faculty mentors utilize the pedagogical tools of discussion and reflection daily, and insights are noted and recorded.

Phase 3: Closing the Loop and Reflection

Upon return, the students share the project with the local supporters. The project comes alive for these supporters, as they get to see the community, learn the stories of the community members, and see the impact of the clean water. Students complete a post-trip macro reflection, where they synthesize what they learned about working with an international nonprofit, the insights afforded through collaboration with the community, and how they saw or felt changes in themselves. The reflections are incredible to read, and exemplify the outcomes of transformative charity experiences (Mulder, Rapp, Hamby & Weaver 2015).

Examples of Disorientation Leading to Student Transformation:

“I used to want to make a lot of money and work for a corporation but after this trip that doesn't sound fulfilling to me. This trip made me think about the other people in this world. I am no longer trying just to satisfy my needs, I want to help other people as well. As I go through my business classes I am always thinking about how this knowledge can help me do that. The trip changed my motivation and concept of success.”

“When I returned home from Nicaragua, I was overwhelmed by the amount of consumption and materialism that I engaged in on a daily basis. I remember being very emotional when I walked into [the store] my first day back. I had spent a week where choice wasn't an option. It was literally – have, or have not. You either had food or not, had shoes or not. I felt guilty that I had 10 pairs of shoes and 4 kinds of cereal in my pantry. It took a few weeks of grappling with this guilt before I was able to really integrate this new understanding and experience into my everyday life. It is something that to this day I carry with me.”

A well designed, thoughtful and unique place-based learning course and internship can impact a community internationally as it inspires a local community and students. Is the time right for your department or campus to consider a unique, interdisciplinary, millennial-engaged and transformative experience such as this?

References Available upon Request

BRAND YOURSELF ON YOUTUBE: THE DESIGN, EXECUTION, AND REFLECTION OF A THREE-FOLD PEDOGOGICAL EXERCISE

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Abstract

In response to the call of incorporating social media in teaching the marketing strategies to the millennial generation, this article presented a three-fold experiential exercise in an upper level e-marketing class, where students are required to independently design, execute, and reflect upon a self-branding video project on YouTube. Informed by the current marketing and advertising education literature, this pedagogical exercise tested leading ideas of applying social media in developing a professional-oriented marketing curriculum and up to date instructional activities. Survey results of students' learning experiences suggest that incorporating all three elements of strategic planning, execution, and self reflection in a single class project, challenges students to gain insight of the strategic and executional processes in the social media environment, builds students' confidence in learning new message production skills required on social media platforms, and enhances students' inherent interests in trying out new social media tools in future marketing endeavors to connect and engage target audiences.

Reference Available upon Request

TOWARD AN INTEGRATION OF TEAM-BASED AND SERVICE LEARNING: A CASE STUDY IN SUSTAINABILITY MARKETING

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Abstract

Service-learning is regarded as one of the most immersive high-impact experiential learning tools. The benefits of service learning for student learning are well-documented. Positive effects on learning outcomes include cognitive, analytic, and problem-solving benefits (see Eyler, Giles, Stenson, & Gray, 2001, for a review). Service learning also has a positive personal impact on students beyond the classroom, including increased self-efficacy and enhanced interpersonal and leadership skills (Astin, Vogelsang, Ikeda, & Yee, 2000). Given the applied nature of the field, service learning may be particularly well-suited to marketing courses. Indeed, service learning has received some attention in the marketing education literature (Klink & Athaide, 2004; Metcalf, 2010).

Given that students usually work in coordinated teams on service learning projects, it may lend itself well to team-based learning approaches. Team-based learning (TBL; Michealsen, Knight, & Fink, 2004) is an active learning pedagogy typically conducted within the confines of the classroom. The purpose of this paper is to introduce a model for integrating service learning and TBL in the classroom. Although service learning (Klink & Athaide, 2004; Metcalf, 2010; Wiese & Sherman, 2011) and experiential learning more generally (e.g., Brennan, 2014; Finney, 2014) are well-examined in the marketing education literature, TBL has only recently begun to receive attention (Chad, 2012). As such, this paper makes a unique contribution by integrating two high-impact learning pedagogies in the context of an important new emerging field in marketing, sustainability marketing.

Reference Available upon Request

EXPLORING THE DEVELOPMENT OF MARKETING RESEARCH EXPERTISE WITH AN EXPERIENTIAL RESEARCH PROJECT IN A PRINCIPLES OF MARKETING CLASS

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Abstract

While lecturing continues to be the ubiquitous method of teaching in college, experiential methods can enrich the Marketing curriculum in many ways. It is clear from previous research that the majority of marketing students prefer active experimentation, learn best when they can engage in experiential projects and benefit from interactive classroom activities. This paper look at ways an experiential project can boost both student learning and building skills using as an example a research project in the Principles of Marketing class that proved especially effective. The project relies on cultural innovation theory in selecting the commercial space for the field work. Qualitative research skills, ethnographic research skills particularly, are emphasized with the development of the written report, which is graded to enhance the learning experience. The data obtained from the students provides evidence of strong motivation and effort toward the project and suggests that the project was an effective learning experience. Discussion will include insights into the success of this experiential project.

Introduction

In a principles of marketing course students are typically bombarded with constructs and terminology but have limited opportunity to engage with the material at a deeper level. Although such a course typically introduces the concepts of segmentation, targeting, and positioning as well as basic research methods approaches, it most often does so without the benefit of an experiential component. Most students taking a principles of marketing class are not challenged to engage in either quantitative or qualitative data collection with an eye on recognizing and addressing market problems and opportunities. As a result, students may have difficulty recalling both what they have learned when listening to the lecture and also how to apply this knowledge effectively. Using student exam results and the qualitative data obtained from the faculty teaching a principles of marketing course, Vowles N. and Lee J. D. (2015) identified marketing research and segmentation, and targeting and positioning as the areas in which outcomes of the assessment of student learning, measured with the multiple-choice test, were below the outcomes corresponding to other areas of marketing. One possible explanation for these low scores is that students did not receive enough content or examples for these topics and, therefore, simply could not recall or apply the knowledge. Alternatively, the results might highlight a disconnect between a lecture-style instructional method and learning objectives in the introductory marketing class, populated with novice business students. It is possible that the transmission model of learning (Kolb, 2015), where pre-existing fixed ideas are transmitted to the learner, creates cognitive load that does not contribute to the learning experience. This is an issue of particular concern with students taking their introductory marketing class, “who lack proper schemas to integrate the new information with their prior knowledge” (Moreno, 2004, p.100). Also, Ganesh and Qin (2009) report that the Millennial generation prefer experience-oriented learning methods to traditional didactic approaches. It would be important to consider how students in undergraduate marketing courses best learn to analyze and interpret data with proper focus on segmentation, and targeting and positioning, skills which they will be expected to apply in upper-level electives and subsequently their first job.

Some might argue that the true measure of marketing education is the retention and application of course material beyond a semester or even beyond degree attainment. Business degrees, and marketing degrees in particular, feel the full force of the pressure arising from the employability agenda, implying that colleges carry considerable responsibility for preparing students for careers (Marker, 2014). A series of projects requiring application of concepts and frameworks and demonstration of marketing skills would be a more accurate measure of real learning. Thus, non-

lecture based approaches, such as experiential learning might offer a more effective means of attaining course and long-term learning objectives. Non didactic approaches toward learning have long been a subject of interest to marketing educators. Bacon and Stewart (2006) argue that effective marketing educators must “devise a pedagogy that requires deep learning early and often” (p.189). In order to promote deep learning marketing educators are increasingly moving away from teaching approaches that foster passive learning (i.e., lecturing) in favor of those that promote experiential learning (Diamond et al., 2008). Ideas for preparing marketing students to “do marketing” include: problem based learning, inquiry learning, and constructivist learning, early research experiences, and focus on understanding of what it means to be a life-long learner and building the related skills (Young, 2010). Such methods assume that by constructing their own solutions students will have the most effective learning experience and “knowledge can best be acquired through experience based on the procedures of the discipline” (Kirschner et al., 2006). An article on marketing education defines experiential education as, “effective learning resulting from active student involvement with an experience and subsequent reflection on that experience” (Camarero, Rodriguez, & San Jose, 2010). Furthermore, experiential learning involves students actively engaged with the course material and linking course concepts to what they already know (Hamer, 2000). Specifically, experiential research projects are the types of learning experiences that allow for differentiation of results in such a manner that students take responsibility for their scores and contribute to improvements in their own communication, analysis, and critical thinking skills (Faurer, J. C. & Lopez L.,2009). Performance on experiential projects requiring comprehension, application, integration, and creativity may be more reliable and valid indicators of a marketing student’s knowledge and skills than performance on standardized tests. Experiential learning has been found to yield greater understanding and retention (Morgan et. al., 2012) and a more meaningful learning experience (Payne et. al., 2011) than learning associated with passive learning methods. Therefore, engaging students in the practice of marketing, developing an understanding of the thinking and learning skills marketers should possess, challenging students to learn by solving ‘authentic’ problems in information-rich settings improves the quality of initial educational experiences and creates opportunities for the authentic assessment of learning outcomes. This paper proposes a holistic and process-oriented experiential learning project, which emphasizes behavior as well as cognitive engagement, as an approach to improve students’ knowledge and skills in the areas of marketing research, segmentation, targeting and positioning.

Facilitating Contextual Understanding through an Experiential Project

Obviously not every project will be suited for incorporation into a principles of marketing course. The experiential learning framework should be applied to address an authentic problem or opportunity requiring critical reflection (Young, 2010). The project should initiate and facilitate learning process as a social process imbedded in a context rather than an individual endeavor. Unlike conventional education, which focuses on teaching abstract knowledge, which can be disconnected from the practice of the learner, the context-specific educational approach states that learning should be a process grounded in real-life use and situations, and should focus on the development of the skills that the learner will need in order to perform effectively in the workplace. As a project gains authenticity, there is an increased connection to the larger social context in which the students live. Therefore, students can drive personal meaning from their learning experience as they immediately grasp the relevance it has for their lives and careers.

The author selected Berg’n Beer and Food Hall and the Indoor Brooklyn Winter Flea Market as the context for the student’s project given that with their 100 vintage, antique, and other vendors plus 25 Smorgasburg food vendors, these locales provide significant national, regional, and local appeal. Smorgasburg is an outdoor and indoor market that acts as a food artisan incubator for local, small businesses

In many parts of the nation, including the area in which the author teaches, norms for status consumption are rapidly shifting from acquiring expensive commodities to engaging in culturally sophisticated experiences. Consumers have developed a romantic notion of food and coffee products and value items that not only demonstrate craftsmanship, but also as convey a sense of preindustrial artisanship. Consequently, entrepreneurs have rushed in to fill this gap, thereby launching a tremendous growth in this area of business. The Smorgasburg vendors source seasonal and local agricultural products for their distinctive flavors and freshness and cook with considerable care to bring out nuanced flavors. The vendors apply the same highly aestheticized approach to a wide range of food and drinks. The artisanal-cosmopolitan market such as Smorgasburg drives a new kind of food culture highlighting the artisanal and cosmopolitan qualities of food and drink. Smorgasburg has built its entire food business around this ideological platform.

Using Smorgasburg, Berg'n Hall and Brooklyn Flea as contexts for a research project creates excitement for students because of its rich, real-life appeal, thus increasing their engagement and subsequent learning. The Smorgasburg project is particularly successful in both holding interest and serving as an illustration of marketing concepts in action.

The Experiential Research Project: Exploring the Role of Cultural Innovation

Students in a section of a marketing principles class were introduced to the core concepts of the project, e.g. research methods, consumer decision making process, brand equity, environmental scan, and then were provided instructions to apply these in their data collection and analysis.

This experiential project is comprised of two parts involving the use of qualitative research methods, such as observation and photo elicitation, and a quantitative research method in the form of a consumer survey.

The qualitative research methodology was included in the project because the practical application of this methodology by corporations continues to grow. Specifically, the ethnographic method was chosen since it offers an opportunity to observe consumers in their natural setting and over an extended period of time gain a contextualized understanding of their needs, wants, and behaviors (Freeman and Spanjaard, 2012). Ethnographic methods encourage the data collection that is not staged, rather unstructured, with collection occurring in environments naturally frequented by the research population (Atkinson, Coffey, Delamont, Lofland, & Lofland, 2001). It is important that students get an opportunity to learn ethnographic market research methods since many notable corporations such as Proctor and Gamble have been relying on this methodology since 1960 in order to produce valuable insights into consumer behavior. Through the study and application of observational research method in carefully selected commercial space, students are challenged to observe consumer behavior through structured assignment designed to teach them how to engage in observation and help them see through the eyes of the consumer.

In this project, students were instructed to collect data from an innovative commercial environment through a process of journaling and administration of a questionnaire. Because outside of a research context people generally glance at an environment and move on, the anthropological way of looking requires instruction and practice. Students were instructed to observe consumer behavior of at least two shoppers interacting with the objects, fellow shoppers, and employees and vendors. They were asked to assess the commercial environment and customers' experiences within that environment. For example, What was the environment like? How did it feel, look, sound? What was the sales staff like? How long do consumers spend in the observed environment? How many fellow customer did they also interact with? Did they shop alone—if not, who were they with and how did they interact? What were their physical responses to the environment? Students were also encouraged to describe how this experience made them feel

and asked to use a notebook to capture ad hoc comments in scratch notes, such as keywords and phrases.

Class discussions about the project highlighted how through their research process students would become more reflective marketing practitioners, and, thus, more equipped to identify, respond, and solve problems. Students also learned that reflective observation is a source of consumer insights and is a valuable individual learning experience. In order to help students to develop self-awareness, students were encouraged to use all their senses.

The second qualitative research tool was photo elicitation, which involves taking photographs with the intent of evoking information, feelings, and/ or memories that explain a phenomenon. Students were instructed to take photographs representing the brand essence, brand image, consumer behavior concepts, pricing, promotion, product offerings, and then document why these pictures reflected those concepts. For each term (brand personality, consumer comprehension, consumer reference groups, classical and operant conditioning, consumer attention and perception, etc.) students needed to identify 1-2 photos that best captured their understanding of each key concept. Students were encouraged to take many photographs and select the best 1-2 for each concept. For each photograph, the students wrote a paragraph describing the photo and explaining what it represents. The author asked students to deconstruct each photograph, noting the details that would be normally overlooked by a casual glance. Deconstructing photos takes some imagination and patience. An important element of the report is self-criticism. The author asked students to judge what went well, and aspects of the photo elicitation part of the project that did not live up to their expectations.

Students' final reports included their photographs and explanations, as well as an essay reflecting on their learning around the key concepts of the course: branding, consumer identity, consumer perceptions, sensory marketing, and strategic marketing communications. Guiding questions included: What do each of the core topics mean to you? How is this evident in your photographs? How has your understanding of the core concepts changed (if at all) as a result of your participation in this research project? What have you learned as it relates to these topics?

The quantitative part of the project introduced students to another approach to marketing research. Students administered a questionnaire to two customers who were of a demographic and a psychographic group different from themselves. The goal was to encourage students do research from the perspective of a professional serving a customer. The questionnaire was constructed by the author and students had to engage in a "reverse engineering" exercise and recognize different consumer behavior variables. Students had to interpret the data, compare responses provided by two customers and draw tentative conclusions about the forces driving customers' positive attitudes and their intent to patronize the commercial space in the future.

Taking their ethnographic knowledge, students are required to generate a positioning statement that personified the essence of the consumers' experiences with the brand and concept a print ad with the objective of increasing traffic. This part of the report intends to bridge the practice of marketing research and marketing management. After the written report has been submitted, students were asked to share their ads and discuss how their ethnographic research in the commercial environment influenced their creative strategy. Having students incorporate the data they collected and interpreted into a print ad, forced them to go beyond glib recommendations and grapple with implementation issues. This task taught students that differentiating your product is important to doing well in the marketplace and students a much better sense of how promotion actually works in the real world.

This project takes some imagination, creativity and patience on the part of the student. Their reports documented their journey as it relates to understanding and representing essential issues related to research methodology, segmentation and consumer behavior. Students shared their

experiences, making explicit connections with the concepts, and present and critique the marketing efforts of the Bergen's Hall and Brooklyn Flea.

An important element of the report is self-criticism. Students were asked to judge what went well, and explain if any aspect of project did not live up to their expectations. After submitting their reports, students were asked to share their experiences and discuss how their ethnographic research in the innovative commercial environment influenced their creative strategy while developing the print ad.

Measures of Effectiveness of the Experiential Project

Following the data collection experience and completion of an individually written research report, the students completed a four-part (Part A-D) pencil-and-paper survey measuring their attitudes toward the learning dimensions of the research experience. Part A of the questionnaire was designed to measure attitudes toward the entire project experience and was based on a form developed by Sandler and Kamins (1987) similar to one used by Butier and Laumer (1992) and Olsen (1994). Attitudes toward the learning experience were solicited using a series of statements about the project experience that are directed toward those learning goals that the marketing experiential project was intended to achieve. Using a seven-point scale (where -3=strongly disagree and +3=strongly agree), the students reported their level of agreement or disagreement with each of the statements according to how well each statement describes the project experience in terms of their involvement, learning to apply concepts, enjoyability and satisfaction. Part B of the evaluation was based on a form developed by Celuch and Slama (2000) and adopted by Frontczak, N. (2005). It measured critical thinking using a seven-point scale (where -3=strongly disagree and +3=strongly agree) according to how well project experience facilitates learning concepts/principles, develops capacity to think for one's self, and develops an openness to new ideas. Part C of the evaluation process included statements developed by Dubosson (2014), describing how working on the project promoted development of research skills, increased self-confidence in research ability, and enhanced understanding of marketing research and consumer behavior. Finally, Part D of the questionnaire included items developed by Garber Jr., et al. (2012) measuring students' beliefs and attitudes toward the project. Again, a 7-point agreement scale was used in this section of the survey. The sample size for analysis of the students participating in the experiential research project was 24.

Results of the Effectiveness of the Experiential Research Project

The mean responses to each of the attitudinal statements, including all four parts of evaluation, are shown in Table A, Table B, Table C and Table D. Mean responses for all four parts of evaluation are above the average in a statistically significant way, indicating that students found the experiential project a valuable educational experience. The mean responses for the attitudinal statements evaluating the project in general indicated that students believed that the project was interesting, involving, satisfying and enjoyable learning experience. In addition, students believed the project promoted a better student/teacher relationships and suggested that the professor cared about students' learning. According to Table B, the project experience successfully improved students' openness to new ideas and confidence in their ability to learn and think for themselves, and ability to work with others. Table B provides confirmation of students' enjoyment of the experiential research project and their belief that it encourages critical thinking. Table B indicates that the students' work on the project successfully increased students' self-confidence in their research ability and enhanced their understanding of marketing research and consumer behavior. Student effort is the amount of energy an individual puts into a behavior and is determined by the individual's motivation. The higher the motivation and interest, the higher the effort of the student is likely to be. This research demonstrates that students involved in the experiential project put a lot of effort into the project to achieve their goals. Finally, Table D suggests that the project is a good teaching technique and integrator of marketing principles as

they apply to the effective implementation of a successful marketing plan, and as such is an effective analytical exercise. For example, among the most highly rated statements pertaining to analytics, these suggest that the project provided students with a deeper understanding of several key marketing concepts: “I think that project taught me that differentiating your product is important to doing well in the marketplace,” and “I feel that the project experience gave me a much better sense of how understanding consumer behavior affects marketing outcomes in the real world.” Overall, the results provide strong student support for the experiential project as an effective learning experience and the authentic assessment technique. The project helped to reinforce the importance of understanding consumer research through applying different marketing research techniques, the importance of target marketing and differentiation, and how different components of marketing mix work individually and how these elements must be integrated.

Conclusions

Overall, the data gathered from the participating students demonstrated high efficacy of the proposed method for teaching marketing research, segmentation, targeting and positioning, among other concepts in the principles of marketing class. The students’ evaluation of their learning suggests that this project improved their self-confidence, self-management skills, willingness to learn, readiness to explore opportunities, action-planning skills, proficiency in team working, a range of marketing competencies, critical thinking, data analysis, and information integration skills. While the project facilitated learning of concepts, it is important to notice that students reported the development and enhancement of a range of general transferable and learning skills. This is interesting given that in the literature, employers consistently indicate that marketing-oriented graduates are often under-prepared in skills and over-prepared in knowledge.

Students found the experiential project motivating, enjoyable and satisfying. It has been argued that these qualities are necessary preconditions for higher-order learning (Kolb, 2015) and independent learning and someone might argue they are reasonable predictors of learning (see Garber et al., 2012, for review).

Experiential learning techniques are tools that have to be incorporated carefully into the learning process if the desired results, such as student critical thinking, engagement and deep learning, are to be achieved. Experiential projects lead to deep learning when the experiences involve such processes as reflection, reconceptualization, and active experimentation. The project presented in this paper is an example of a “guided discovery” technique, a method in which students are guided through all stages of the learning cycle, so that experiential project results in deep learning and minimizes “extraneous cognitive load” that does not contribute to the learning experience.

Experiential projects in a principles of marketing course can focus on a single part of the marketing mix, on a certain skill set, or specific method. The project described in this paper focused on the following concepts: consumer decision making, market segmentation, marketing research, positioning, target marketing, and marketing mix. It was satisfying for the author to see students applying core concepts while improving research skills. Previously, for many students, the concepts had been little more than loosely understood buzz words when used outside the format of multiple choice exams. Feedback from students indicates that students were very pleased with the project and the results. The project created excitement for the students because of its rich, real-life appeal, thus increasing their engagement, and subsequently helping students to develop expertise in the area of research methodology, segmentation, targeting and positioning, and an environmental scan. The project was particularly successful in both holding interest and serving as an illustration of marketing concepts in action. The project was one of the means of achieving an authentic learning experience that focuses on real-world cases and makes students feel personally involved. The real-world context provided the motivation for students to engage in the development of practical skills such as collecting and interpreting primary data. They gained

control over what they learn, as the information and skills were put into a context that makes sense and is applicable for them. The project, an authentic learning experience, challenged students to be active recipients and users of the knowledge and not simple sponges expected to absorb information and reproduce it when called upon to do so.

Table A

Overall Evaluation of the Project

Post-attitudinal Statements¹	Mean Ratings²
I was satisfied with my work on this project	1.9167*
I was highly involved with this project.	1.7917*
This project suggests the instructor cares about me learning marketing.	1.7826*
This project made the course more interesting	1.4583*
This project did not seem silly.	1.4167*
This project was not boring.	1.3333*
This project was enjoyable.	1.2917*
I would recommend this type of project to other marketing students.	1.2917*
I enjoyed working on this project.	1.2083*
This project allowed me to apply what I learned to real life situations.	1.0417*
I learned a lot about marketing from this project.	.9583*
This project promoted better student/teacher relationships.	.8333*
The project was helpful to me in understanding marketing	.8261*
The learning experience provided by this project was not worth the effort	-.5417
I believe this project is valuable as a measure of my learning.	.5000

¹ Attitudinal statements are rank ordered in descending order by response mean.

² As measured on a seven-point scale, where +3 = “strongly agree,” –3 = “strongly disagree,” and 0 = “indifferent” or “don’t know.”

** p < 0.001; * p < 0.1 (significance of the mean is relative to a 0 rating).

Table B
Evaluation of Critical Thinking for the Project

Post-attitudinal Statements¹	Mean Ratings²
Develops ability to work productively with others.	1.8750*
Cultivates responsibility for one’s own learning.	1.7917*
Develops capacity to think for one’s self.	1.7083*
This project encourages critical thinking.	1.6522*
Improves self-confidence in ability to learn.	1.6250*
Develops an openness to new ideas.	1.6250*
Facilitates learning concepts/principles	1.2500*
Improves writing skills.	.8750*
Develops problem-solving skills..	.5833

¹ Attitudinal statements are rank ordered in descending order by response mean.

² As measured on a seven-point scale, where +3 = “strongly agree,” –3 = “strongly disagree,” and 0 = “indifferent” or “don’t know.”

** p < 0.001; * p < 0.1 (significance of the mean is relative to a 0 rating).

Table C

The Project as a Research Exercise

Post-attitudinal Statements¹	Mean Ratings²
I put a great deal of effort into this project	1.8750*
Data collection took a lot longer than anticipated	1.4167*
Self-confidence in my research ability increased as a result of my work on the project	1.3750*
My understanding of marketing research and consumer behavior was enhanced by this project	1.3333*
This project was more productive than listening to a lecture	1.1667*
Writing a report was a good learning experience	1.1667*
2. Scheduling the field trip was too stressful	.2500

¹ Attitudinal statements are rank ordered in descending order by response mean.

² As measured on a seven-point scale, where +3 = “strongly agree,” -3 = “strongly disagree,” and 0 = “indifferent” or “don’t know.”

** p < 0.001; * p < 0.1 (significance of the mean is relative to a 0 rating).

Table D**The Project as Analytical Exercise**

Post-attitudinal Statements	Mean Ratings
I feel that the project experience gave me a much better sense of how understanding consumer behavior affects marketing outcomes in the real world.	1.5417*
Self-confidence in my research ability increased as a result of my work on the project	1.3750*
I think that project taught me that differentiating your product is important to doing well in the marketplace.	1.2917*
I feel that the project gave me a much better sense of how promotion actually works in the real world.	1.1667*
I feel that the project does a great job of integrating all the concepts presented in the class.	1.1667*
I feel that the project provided a really valuable educational experience.	1.0833*
The project gave me a great sense of how brand management actually work.	1.0417*
This project helped me develop my skills of data analysis and interpretation	1.0417*
I believe that I got a good sense of how all the marketing mix decisions must work together for an overall marketing strategy to be effective.	1.0417*
The project gave me a great sense of how channels of distribution actually work.	.9167*
I had a lot of fun while working on the project.	.8750*
My experience in the project leads me to believe that the various principles taught in basic marketing are entirely correct in practice.	.6667*
I feel that the project gave me a much better sense of how pricing actually works in the real world.	.6667*

I thought that the project was not too challenging and difficult to .1667
be useful.

¹ Attitudinal statements are rank ordered in descending order by response mean.

² As measured on a seven-point scale, where +3 = “strongly agree,” -3 = “strongly disagree,” and 0 = “indifferent” or “don’t know.”

** p < 0.001; * p < 0.1 (significance of the mean is relative to a 0 rating).

References Available upon Request

CAN WE HAVE CLASS OUTSIDE? IMPLICATIONS OF THE NATURAL ENVIRONMENT FOR MARKETING PEDAGOGY

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Abstract

This paper argues that learning experiences in natural habitats can provide unique outcomes for marketing students, contributing to the development of marketing knowledge and the acquisition of skills and perspectives that can enhance success in, and satisfaction with, the marketing profession. A discussion of nature metaphors in marketing, and the relevance of biomimicry, sets the context. Two direct applications are then discussed: (1) a nature-based learning experience (class hike) in which students applied nature metaphors (specifically, evolutionary processes) and biomimicry; and (2) a similar hiking experience designed to help students develop observational and creative skills in product/service development.

References Available upon Request

ARE MARKETING STUDENTS LESS CULTURALLY COMPETENT? EVIDENCE FROM A SURVEY OF UNDERGRADUATE STUDENTS

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Abstract

As more companies establish specialist departments and tailor their activities to meet the growing multicultural market, there is a need for multicultural expertise within organizations (Tharp, 2015). One concern related to growth in this area has to do with the diversity qualification of people on marketing teams. Credible expertise in multicultural marketing comes from educational background, diversity training and awareness programs, and business experience (Rossman, 1994). Since many people who work in marketing jobs are young, often with limited business and life experiences, lingering stereotypes have the potential to serve as a substitute for deeper understandings of multicultural consumers (Tharp, 2015). Businesses are often guilty of falling into the pitfall of these stereotypes, thinking all members of a subculture are the same, relying on generalizations that not only are inaccurate but also likely to turn off the very people a company wants to reach (Brown, 2007). To avoid making the kind of marketing errors that insult target audiences, students studying marketing should have a deep understanding of the lived experiences of the many subcultures within American market spaces (Tharp, 2015). This kind of understanding, the authors of this study believe, stems in part from being attentive to multicultural issues. In the current investigation, we examine adoption and awareness of two related concepts to better understand the ways in which business majors, all of whom are presumed to be involved in marketing in their future careers, are operating from a multicultural framework.

Conceptual Background

Two related concepts drive the direction of this study. The first concept, *colorblindness*, proposes that to end discrimination one must view and treat individuals as equally as possible. This ideology disregards race, culture ethnicity, and the structural barriers attributed to differing racial and culture experiences (Apfelbaum, Sommers, & Norton, 2008; Bonilla-Silva, 2014; Neville, Awad, Flores, & Bluemel, 2013). The second concept, *white privilege*, is a term used to describe the unearned material and symbolic advantages that whiteness (having predominantly European phenotype, identifying as white, being able to pass as white) endows that are beyond what is commonly experienced by people of color (McIntosh, 1988). While colorblind racial ideologies appear to encourage egalitarian attitudes or anti-racist behavior, and are perceived to be beneficial to people of color (Sue, 2015; Tarca, 2005), research has found that refusing to talk about race, or pretending not to see color, actually perpetuates racial inequality rather than eliminates or reduces it (Apfelbaum et al., 2008; Bonilla-Silva, 2014; Holoien & Shelton, 2012; Richeson & Nussbaum, 2004; Ryan, Hunt, Weible, Peterson, & Casas, 2007). Rather than reducing bias, colorblind ideologies have been shown to intensify prejudice against individuals from marginalized groups (Richeson & Nussbaum; Sue, 2015). On the other hand, acknowledgement and discussion of privilege leads to enhanced awareness of social inequality, improved dominant attitudes toward oppressed groups (Blumenfeld & Jaekel, 2012; Case, 2007), improved intergroup dynamics, and decreased inequitable ideologies (Stewart et al., 2012). Thus, reductions in colorblind racial ideologies and increases in privilege awareness may help reduce negative stereotyping in society and in particular, the marketing domain. The question is do marketing students have this awareness. In this study we analyze survey data to examine colorblind racial ideologies, and privilege awareness, among undergraduate students across academic disciplines.

Results

The findings suggest a need to critically examine the ways in which students in schools of

business discuss diversity within their curriculum. Within the current sample, business students were less aware of racial and other kinds of privileges compared to students in liberal arts majors. Business students were also less aware of blatant racial issues and institutional discrimination. Similarly, business students were more likely to ascribe to colorblind racial ideologies and social dominance ideologies when compared to their peers in other fields of study. Lastly, business students were less interested in social justice activities than arts/humanities and social science majors. Taken together, the results suggest business students, more than many other types of students, are less culturally competent. Thus, the students who are more likely to manage, develop and/or direct marketing communications and strategies are less prepared to do so in a culturally appropriate manner. In other words, business students seem to be lacking a frame of reference that would support effective multicultural marketing campaigns.

Discussion and Conclusion

The findings of this study suggest that it would be worthwhile for marketing programs to adequately educate and train students about multicultural issues to meet the needs of industry. Additionally, we propose that marketing educators teach multicultural marketing with an eye toward developing an understanding of the power of privilege in the United States. Not only is this a business necessity for financial reasons, given the multicultural context in which we all live and work, it is social responsible.

References Available upon Request



2016 BEST GRADUATE PAPER

THE HIDDEN POWER OF FRANCHISING CURRICULUM: DELIVERING VALUE TO UNDERREPRESENTED GROUPS

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Abstract

Despite the growing prevalence of massively open online courses (MOOCs), studies have suggested that underrepresented groups tend to perform worse in online environments, benefiting instead from the face-to-face interaction of a traditional setting. What's more, these online courses have come under legal and media fire for not delivering a worthwhile return on a hefty investment. It is therefore imperative to create curriculum that provides unique benefit to underrepresented groups, and establish the long-term value of a traditional setting. In fact, scholars investigating the crossover between the practical and scholastic arms of marketing have noted that practitioners indicate their employee-development goals center around advancing meta-skills such as creative thinking, problem solving and prioritization abilities (Finch, Nadeau and O'Reilly 2012). In this regard, one avenue that serves not only the more "standard" groups of students, but benefits underrepresented groups in particular, is franchise marketing. When examining the curriculum offered in American universities today, marketing entrepreneurial studies is one area that begs attention and further development, specifically within a franchising context. Franchising is undeniably a major force in U.S. retailing, and one of the fastest growing forms of retailing in the world (Dant, Weaven and Baker 2013). Indeed, franchise establishments are one of the strongest marketing, branding and economic institutions in the United States with continued growth in earnings and employment (International Franchise Association 2015).

- The output of franchise establishments in nominal dollars in 2015 will *increase 5.4 percent from \$844 billion to \$889 billion* (an increase of \$45 billion).
- The number of franchise establishments in the United States will *increase by 1.6 percent in 2015, from 769,683 to 781,794* (an increase of 12,111).
- The number of direct jobs in franchise establishments will *increase 2.9 percent in 2015 from 8.569 million to 8.816 million* (an increase of 247,000).

In addition, the gross domestic product (GDP) attributed to the franchise sector will increase by 5.1% to \$521 *billion* in 2015. This will exceed the growth of U.S. GDP in nominal dollars, which is projected at 4.9%. The franchise sector will contribute approximately 3% of U.S. GDP in nominal dollars (IFA Annual Report 2015).

With such an impact on the growth of the U.S. GDP and employment numbers, it is quite a mystery as to why this business format receives such little focus in business curriculum, and in particular marketing, still to this day. While franchising may receive brief mentions in introductory marketing and retailing courses, universities offering dedicated franchise-based courses are exceedingly few and far between. The development of more classes dedicated solely to the purpose of educating students on the ins and outs of owning a business franchise is surely warranted. This, of course, presents its own challenges, including ensuring students engage in "learning activities that require higher-order thinking" (Jaskari 2013, p. 143), and we address a few of these herein.

While the above discussion highlights the potential for the general interest and need of development of more franchise curricula, the importance of proliferating franchise education goes

deeper. In particular, women, minorities, and other underrepresented groups tend to gravitate toward the franchise business model in the proverbial “real world,” and educators should be prepared to offer these students an avenue of exposure in a classroom setting. While the impetus for such a pull toward franchising reflects myriad reasons, we highlight a few of particularly salient influence.

Firstly, franchising comes with management training and networking opportunities scarcely afforded in other entrepreneurship avenues, an attribute especially valuable for minorities. Members of underrepresented groups who own their own businesses are generally less likely to have prior managerial experience, and lack an extensive business network (Kaufmann 1999, Boden and Nucci 2000). Secondly, financing opportunities come easier in franchise systems. Disturbingly, women own approximately 40% of small businesses in the US, yet receive a mere 5% of the equity capital and only 12% of the overall bank credit provided to small firms (Greene et al. 1999). Similar disparities exist between the black and “non-minority” groups (Bates 2000). Franchising provides a credibility to the entrepreneur otherwise unobtainable.

Next, an inherent but often ignored fact of small business ownership is that not only are white customers more resistant of patronizing establishments considered “ethnic,” but even minority groups shy away from such businesses at a disquieting rate (Dyer and Ross 2000). The perceived safety from brand name recognition of a franchise system helps underrepresented groups overcome this obstacle. Finally, and most directly related to the development of a franchising curriculum, underrepresented groups score lower on self-efficacy surveys, demonstrating a lack of self-confidence in independently operating a business. Franchising helps here as well, as an often-quoted mantra of the franchise system is, “be in business *for yourself*, not *by yourself*.”

Proposed Franchise Curriculum

To resolve these issues stated above, this paper proposes a franchise class and curriculum relying on a project-based learning format to incorporate interdisciplinary subjects, designed to boost student self-confidence and self-efficacy, while meeting the AACSB Assurance of Learning Standards. This course curriculum dedicated specifically to the study of franchise marketing provides three essential benefits:

- *P1: A franchising course is interdisciplinary, covering subjects such as marketing, management, economics, finance, and accounting - all functions that franchisers and franchisee encounter.*
- *P2: A franchising course positively impacts both minority and female students with additional education, providing greater support as they enter the field of business.*
- *P3: A franchising course positively enhances the self-confidence and self-efficacy of students in their ability to manage their own business.*

Franchisees are involved not only with the operations required to sell the product/service, but to also manage employees, keep records, and improve customer relations (Berman and Evans 2010). Entrepreneurial education is intended to prepare individuals to successfully engage in the entrepreneurial process by increasing independent competency. This competency is composed of the “knowledge, skills, attitudes, values, and behavior that affect the willingness and ability to perform a profession” (Middleton and Donnellon 2014, p. 168). While franchisees can be provided the guidance and expertise of the franchisor in some of the business operations, the daily functions must be managed by the franchisee, and successfully, if the goal is to stay profitable and in business. Though some franchise firms offer franchisee training (e.g., McDonald’s *Hamburger U.*), having a formal, university-level exposure to, and understanding of, franchising would be hugely beneficial to individuals looking to step into an entrepreneurial retailing format.

Since franchising covers a multitude of business aspects, education curriculum for this marketing platform would benefit students by providing comprehensive coverage of the various subjects of

marketing, management, economics, finance, and accounting. Ideally, a course on franchising could implement a real-life class simulation, where groups select franchises they wish to purchase, draw up contracts, and then “manage” day-to-day operations by writing reports, providing presentations, or answering questions in class as ways of addressing mock issues. Creating as realistic simulations as possible allows for the students to engage their business skills obtained throughout their experiential education without the sole reliance of lectures and tests (Morgan and McCabe 2012).

Project-based learning involves placing students in environments that stimulate the investigation of problems, challenges, or goals. Students engage in this process by seeking out issues, and then working through those issues by designing plans of action, seeking team input, collecting and analyzing data, revising strategies, formulating conclusions, and communicating results (Blumenfeld, Soloway, Marx, Krajcik, Guzdial, and Palincsar 1991). Key principles of project-based learning include selecting learning goals to develop a deeper understanding of the material, “scaffold-learning” techniques to provide more depth in the engagement process, continual assessment and revision, and emphasizing group roles (Barron, Schwartz, Vje, Moore, Petrosino, Zech, and Bransford 1998). Scaffolding, in particular, involves breaking tasks down for the students, while instilling strategies for developing problems solving techniques, then slowly releasing the responsibility to the student (Blumenfeld et al. 1991). This mirrors the model set forth in franchise systems, and thus encourages students to develop domain-specific knowledge, and apply that knowledge to real-world problems.

In addition, project-based learning, with its realism to mimic real-world problems and scenarios, allows students to engage in a learning process that is both new and exciting to them. Project-based learning builds “bridges between phenomena in the class-room and real-life experiences” (Blumenfeld et al. 1991, p. 372) by requiring active, extended engagement of the student’s efforts over the term of the semester.

As indicated by Middleton and Donnellon (2014), there are few programs that provide training for specifically engaging in the entrepreneurial process. Entrepreneurial learning helps create “(1) individuals (that) develop themselves personally and socially as entrepreneurs, (2) learn from context, and (3) negotiate their enterprise to establish legitimacy” (Middleton and Donnellon 2014, p. 170; Rae 2005). The suggested franchising course curriculum allows students to accomplish these three themes for entrepreneurial learning, while strengthening their problem solving skills (Rae 2005). The suggested franchise curriculum will also incorporate the AACSB Assurance of Learning Standards of providing innovative learning that captures students’ attention. Finally, this course curriculum allows for personal and professional growth as these business and marketing students become better equipped for entrepreneurial challenges.

References Available upon Request

INVESTIGATING THE IMPACT OF LEARNING STYLES ON STUDENT BEHAVIORS TOWARDS CREATING REFLECTIVE VIDEOS: AN ANALYSIS OF QUTOPIA TV

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Abstract

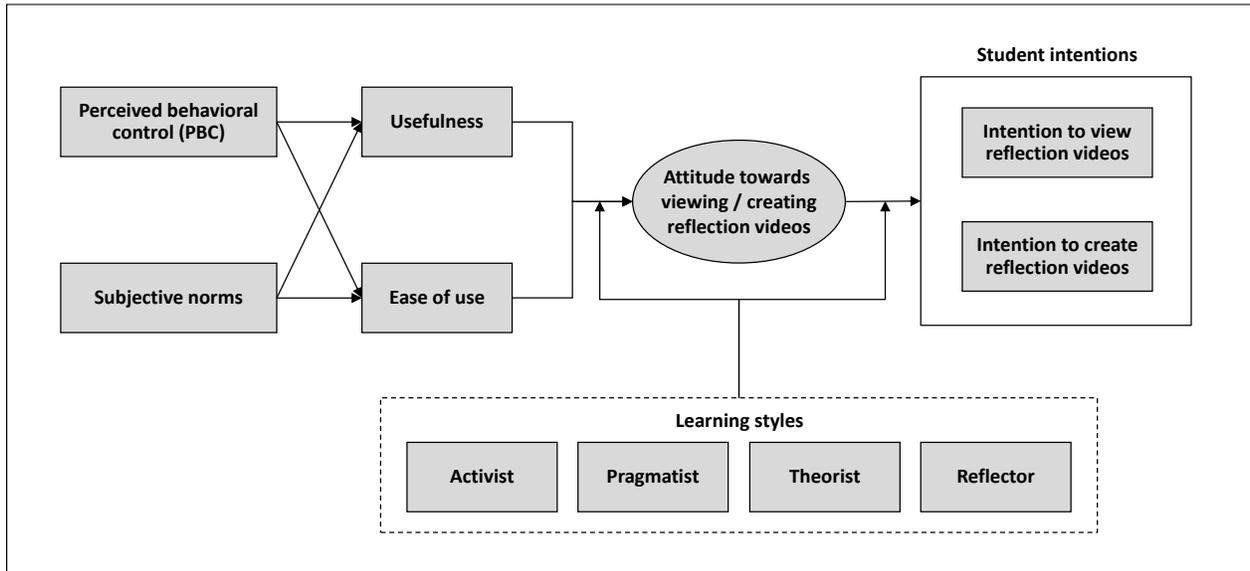
Industry reports indicate that millennials are the most active video viewers of any U.S. age group, accounting for more than 18% of 204 million digital video viewers in the U.S. (eMarketer 2015). Furthermore, a study by Animoto shows that marketers who leverage video in their email marketing and social media campaigns increase the chances of connecting with consumers (Animoto 2015). The application of videos has also gained attention in higher education as today's students have the expectation to be entertained as well as educated (Steffes and Duverger 2012). Furthermore, "Digital Millennial Learners" or "NetGen" learners are regarded as visual and kinesthetic learners who prefer to experience the world through multimedia and not print (Close et al. 2005; Matulich et al. 2008). Past research has advocated the application of videos (e.g. YouTube) as instructional technology for the purpose of "edutainment". However, watching hedonic (humorous) YouTube videos in the classroom inhibit only passive consumption value and lack of interactivity and student involvement. They do not shape students capacity to solve real-world problems. As marketing educators are faced with the challenge of equipping students with various professional competencies and preparing them "to be productive employees who can communicate effectively, work well in teams and (...) demonstrate content knowledge" (Parsons and Lepkowska-White 2009, p. 154), the concepts of active and experiential learning have gained widespread attention (see *Journal of Marketing Education* special issue on experiential learning including Gremler et al. 2000). Furthermore, past literature has stressed the importance of developing students' reflective ability to enhance individual learning. However, Ackerman and Hu (2011) suggest, active and reflective learning approaches may not be suitable for all types of students.

The purpose of this paper is to investigate the impact of learning styles on *watching* (passive value) vs. *creating* (active value) reflective videos, a novel approach of reflective journaling. We begin to analyze the impact of technology barriers on students' attitudes and behaviors to create and/or view reflective videos. Then, we investigate how different learning styles moderate the adoption process of creating and/or viewing reflective videos. The findings of our study will make several important contributions. First, our study contributes to marketing education as we extend the existing research on the use of video in the classroom. Second, we contribute to the body of education literature that has emphasized the importance of reflective journaling. The development of reflective video assignments such as QUTopia TV is as a novel approach how reflective learning can be implemented in the classroom. Our study also integrates reflection learning theory and learning style theory as we demonstrate that students' attitude towards viewing vs. creating reflective videos is moderated by the student's learning style.

Conceptual Model

Figure 1 depicts our theoretical framework. We draw on technology acceptance models as well as active/reflective learning theory and learning style theory to develop our model. Based on TAM we hypothesize that students' attitude and intention to create and view reflective videos is influenced by usefulness and ease of use as well as subjective norms and perceived behavioral control. Furthermore, a student's learning style will moderate the relationship between the antecedents of the instructional technology and students' attitude and intentions to view/create reflective videos.

Figure 1: Conceptual model



Background of QUTopia

QUTopia is a semester-long market simulation for marketing students at Queensland University of Technology (QUT) that combines experimental learning, teaching analytics and systematic methods to inspire entrepreneurship and creativity (for a detailed description see Russell-Bennett and Rundle-Thiele 2008). This simulation is set in a fictitious town in Queensland called QUTopia and is a key component of the undergraduate course *Marketing Planning and Management*. Students in this course extend knowledge of other foundational marketing courses and into the application of a specific marketing plan with the opportunity to invent a new product (good, service or idea). Classes are organized through 1.5-hour lectures and 1.5 hour tutorials held in computer labs each week. Using an experiential approach of a simulated marketplace, students are required to (1) develop real products and services to sell on two organized market days during the teaching semester using fake currency and (2) analyze their performance using marketing tools such as market share calculations, competitor analysis, profitability and customer retention ratios, and reflect on their experience (Russell-Bennett and Rundle-Thiele 2008). Since 2005 more than 5,000 students at QUT have participated in QUTopia. The rationale was to provide students entering the workplace with a more responsive, realistic and practical understanding of theoretical marketing models. In addition, some researchers argue that the Generation Y is more likely to start up their own business than other generations (Jayson 2006), thus, the purpose of QUTopia was also to provide students with the experiences that would assist them to start their own business (Russell-Bennett and Rundle-Thiele 2008).

Students are required to complete three assignments as part of their grade for this course (Russell-Bennett and Rundle-Thiele 2008). First, student teams have to submit a marketing plan by mid semester. Second, the tactical implementation of the two QUTopia market days is evaluated both on a team and an individual level. Teams have to create a stall (i.e. display) that will be their distribution outlet. Finally, students have to develop a video reflecting on the performance of the team and their own experiences. For this particular assignment, students have to access the University's *QUTopia TV* platform (www.qutopiatv.bus.qut.edu.au), which is a

password-protected online sharing website which contains reflective video clips of all the past students in QUTopia.

Methodology

A structured questionnaire survey was used to collect data from undergraduate students at QUT. The first two sections dealt with TAM to analyze the factors that impact how students would create and view reflective video assignments. We then asked students about their learning styles. We adopted the Honey and Mumford (1982) Learning Styles Questionnaire (LSQ) which acknowledges that while there is some long-term stability in learning style, it is not a fixed trait and it may change slightly from situation to situation (Fleming et al. 2011). It builds on earlier work of Kolb and identifies four key learning styles, namely activist, pragmatist, theorist and reflector. While Kolb focused on how adults learn, Honey and Mumford highlighted how managers learn (Chan and Mak 2010). Honey and Mumford contend that learners in each of these categories are distinctly different and learn in different ways. Previous research in higher education (e.g. Chan and Mak 2010 in management; Fleming et al. 2011 in nursing) has adopted the LSG to identify student learning styles.

Data was collected over a period of four years (2010-2013) to generate a sufficient sample size. In total, we received 263 useable responses. The sample was made of 70% females and 30% males. Almost one quarter of the students were international (23.6%) and the majority of the students were full-time students (95.4%). We also obtained scores for the four learning styles: activist, theorist, reflector, and pragmatist. In our sample, the learning styles were almost equally distributed. The preferred learning style score was Activist (27.8%). This was followed by Pragmatist (25.5%) and Reflector (25.1%). Theorists were the smallest number (21.7%).

Results

Every path in the model was significant except for the relationship between ease of use and attitudes, as well as subjective norms and ease of use. This is rather surprising given the vast literature on TAM. Despite the TAM placing emphasis on ease of use for digital natives, this may actually be a hygiene factor (i.e., the technology must be easy to use for students to use it, however having more ease of use does not necessarily drive other factors in the model). Ease of use may not be relevant because the students in this case used their own smartphones to create their videos. The TAM model was invented when people were less familiar with technology, but maybe some aspects the model may not be relevant today given technology is so embedded in our lives.

Furthermore, learning style does matter. Our findings indicate that perceived behavior control (confidence) matters for activists, pragmatists and reflectors. One reason for this might be due to the concrete nature of activists and reflectors whereby they need to see the behavior to be confident they can perform it (i.e. creating a video). Pragmatists are high on active experimentation, whereby being faced with an unfamiliar task such as creating a video they lack the confidence.

Overall, this research provides evidence for educators to avoid a single universal approach to using videos as an assessment tool. It appears that learning styles influences attitudes and uptake (and therefore ultimately student evaluations and learning outcomes). Educators need to take care that students understand their own learning preferences and the ensuing benefits and barriers this creates for learning. A segmented approach is therefore recommended with different guidelines, tips and tools tailored to each of the four learning style groups. This will provide effective scaffolding for students to achieve learning outcomes.

USING E-PORTFOLIOS TO DEMONSTRATE HIGH-IMPACT EDUCATIONAL PRACTICES AND PROMOTE STUDENT EMPLOYMENT SUCCESS

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Abstract

This paper presents e-Portfolios as an innovative platform to document student learning and promote reflection throughout their university experience. The e-Portfolio assignments outlined herein allow students to demonstrate and share their engagement with select American Association of Colleges and Universities (AACU) high-impact practices: study away, leadership, internship/work, civic engagement, and undergraduate research. Moreover, using results from an employers' panel and student surveys, this paper empirically evaluates the students' engagement with the university, marketing curriculum, and e-Portfolio projects. Among other findings, e-Portfolios improve student satisfaction with their overall undergraduate education, add value to the contemporary marketing curriculum, improve student's employment search after graduation, and create new assessment opportunities.

Introduction

Student experience is a very important topic in higher education, particularly with many studies demonstrating the positive significance of high-impact educational practices and their impact on student retention (Pascarella & Terenzini, 2005; Albertine & McNair, 2011; Brownell & Swaner, 2010; Kuh, 2008). In general, high-impact practices, "facilitate learning outside of the classroom, require meaningful interactions with faculty and students, encourage collaboration with diverse others, and provide frequent and substantive feedback" (National Survey of Student Engagement, 2016). Some examples of high-impact practices would be learning communities, writing-intensive courses, collaborative projects, internships, study abroad courses, and capstone courses (Association of American Colleges & Universities, n.d.). Prior research has shown that campuses involved in such practices have increased student engagement. Studies have also shown that by utilizing high-impact practices schools are invested in educationally purposeful activities (Pike & Kuh, 2005; Kuh, 2001).

Also, as recent studies demonstrate, professors have promoted the integration of digital technology into the marketing curriculum, such as twitter, blogs, and other social media (Cronin, 2009; Granitz & Koernig 2011; Schiele, 2013). By extension, e-Portfolios are additional examples of instruction being infused with technology to improve the effectiveness and efficiency of teaching and learning in the classroom (Malhotra, 2002; Nuldén, 1999). The e-Portfolios, moreover, serve as more than just electronic representations of student work; they function as a focused digital collection that demonstrates students' efforts, abilities, and progress during their education journeys (Drury, 2006, p. 2). Because students are in charge of their e-Portfolios, curation and assessment of student work is student-centric, allowing them to more easily see their development as students and emerging professionals.

Similarly, e-Portfolios allow for more transparent assessment practices that make it easier to demonstrate to various stakeholders that student learning is taking place. E-Portfolio software often better organize student evidence, assessment practices, and assessment reports, thereby allowing faculty and administrators to more easily "close the loop" between teaching, assessment, and outcomes. And finally, e-Portfolios allow for a more sustainable assessment practice since prior assessment records and evidence (student work) can be more easily stored and don't use paper. In fact, e-Portfolios provide multi-dimensional evidence of students' abilities in, and understanding of the key concepts central to a course (Light, Chen, & Ittelson 2011). In general, previous research has shown the effectiveness of technology's applications in the classroom that

leads to higher student satisfaction, and overall improved learning (Debus & Lawley 2011; Hollenbeck, Mason, & Song 2011).

The student experience, in regards to technology in the classroom, has become a critical component of learning in higher education. Although there have been discussions on the subjects of technology in marketing curriculum and high-impact practices, many faculty are not actually utilizing these teaching methods in their courses. Therefore, several universities have responded by increasing systematic technological assessment practices (Thompson, 2013), one of which is the implementation of e-Portfolios in the university system.

In our study, students utilized e-Portfolios to review their educational experiences at the university and to focus on their experiences in the following high-impact areas: study away, leadership, internship/work, civic engagement, and undergraduate research. Subsequently, this paper is organized as follows: The first section provides a review of the relevant literature particularly built around high-impact practices, student engagement, and e-Portfolios. In the next section, the implementation procedures of the e-Portfolio assignments are presented in detail. Then, a discussion occurs of e-Portfolios' tangible outcomes and major benefits, both of which are supported with quantitative and qualitative evidence from student surveys and the employer panel. We conclude with limitations and recommendations regarding the study presented herein.

Literature Review

High-Impact Practices and Student Engagement

Active learning and student engagement challenge the educational models often used in the past (McLaughlin, 2014). Student engagement is the energy that students spend engaging in meaningful educational experiences that impact desired learning outcomes and overall student experience (Pascarella & Terenzini 1991). Specifically, Kuh et al. (2007) proposes that student success be defined broadly to include student engagement, satisfaction, and persistence; and academic achievement, goal attainment, and post-college performance. Also, the following pedagogical practices have been widely tested and have been shown to benefit university students from diverse backgrounds: First-Year Seminars/Experiences, Common Intellectual Experiences, Learning Communities, Writing-Intensive Courses, Collaborative Assignments/Projects, Undergraduate Research, Diversity/Global Learning, Service Learning, Community-Based Learning, Internships, Capstone Courses/ Projects (Kuh, 2008; Zhao & Kuh, 2004).

The positive effects of student engagement have also been noted in many other studies (Cruce, Wolniak, Seifert, & Pascarella, 2006), which suggest that institutions should seek ways to channel student energy toward educationally effective activities. Nevertheless, at many universities, application of such active learning practices is unsystematic, which can be detrimental to student learning (Kuh, 2008; Brower & Inkelas, 2010).

e-Portfolios

From an educational perspective, e-Portfolios may be a personal and professional online space for students to showcase their experiences and demonstrate their skills (Samiei & Lucas, 2012). Learning-oriented e-Portfolios often contain three foundational components: reflection, documentation, and collaboration (Zubizarreta, 2009). Also, in e-Portfolios, students can present digital resources relevant to their studies and involvement, and link to other students and teachers for collaboration and feedback (Hartnell-Young et al., 2007). These e-Portfolios are used as an "evidence-based tool" to engage students in the process of systematic reflection and integrated analysis of learning (Yu, 2012).

An e-Portfolio targeted towards potential employers and recruiters should present a rich compilation of a student's skills and qualifications (Hallam & Creagh, 2010; Reese & Levy, 2009). For professional e-Portfolios, items suggested for inclusion are resumes, professional references,

and samples of projects and presentations (Papp, 2014). E-Portfolios can be valuable tools for students, because e-Portfolios provide a platform to showcase a student's skills and demonstrate a student's accomplishments to potential employers (Yancey, 2001; Drury, 2006). By encouraging students to create e-Portfolios, universities can help students meet their career goals after graduation (Ward & Moser, 2008). Some employers may use information from e-Portfolios during the preliminary screening phase, while others may use them when making final candidate selection (Yu, 2012).

Our study not only includes students' creating their professional e-Portfolios but also includes their e-Portfolios being reviewed by potential employers of the students. These employers, an Employers Panel, were off-campus reviewers of the professional e-Portfolios, in other words. Our study's findings will also be defined by students creating an e-Portfolio, a self-portrait e-Portfolio, based on their participating in high impact practices.

e-Portfolio Assignment Outline

Assignment Guidelines

The guidelines for the e-Portfolio assignments we created were intended to foster students' engagement while demonstrating skills to potential employers. With e-Portfolios in general, students also explored the rhetorical and design theories that best inform the creation of their e-Portfolios for multiple purposes and audiences. To present and narrate leadership, study away, work, research, and/or civic engagement experiences, e-Portfolio software allows students to create visual and textual documents, and to integrate multimedia into these documents. In addition, these e-Portfolios may facilitate entry into professional disciplines or graduate school after graduation.

With these various purposes in mind, here are this study's e-Portfolio learning outcomes:

Learning Outcomes

1. Create e-Portfolios for multiple audiences including potential employers.
2. Apply various theories—e.g., narrative, graphic design, psychological, educational, etc. theories—to designing e-portfolios.
3. Study e-Portfolios as a genre that has a place in other document designs, e.g., power points, websites, resumes, etc.
4. Create a professional persona that includes relevant experiences outside of the curriculum.
5. Integrate high-impact practice experiences—study away, leadership, internship/work, civic engagement, and/or undergraduate experiences—into e-Portfolios.
6. Advise the university regarding developing e-Portfolios as part of a student's high-impact practice experiences.

Student Participants

Students in a small, private university participated in this study. The previously mentioned professional e-Portfolio assignment, appropriate for potential employers, and the self-portrait e-Portfolio assignment, students' reflections on high-impact practices, were held-in-common assignments in three classes, both being generally populated by seniors: a marketing class (MRKT) and an interdisciplinary studies class (INDS). In total, 46 students in two courses were surveyed: two sections of a Marketing Research (MRKT) course and one section of an Interdisciplinary e-Portfolio Design (INDS) course.

In the MRKT course the students were all Marketing majors. Most of these students were seniors in their final term before graduation; they were preparing to enter the job market. Most INDS students (90%) were seniors and juniors who were motivated to take this upper division elective because they anticipated it's helping them secure jobs after graduation. These students have a

reasonably high amount of academic experience so that they may fairly interpret high-impact practices and create e-Portfolios to reflect those practices.

Assignments

Self-Portrait e-Portfolio Assignment (for MRKT and INDS courses). This e-Portfolio organizes co- or extra-curricular activities; non-paying work experiences; and/or high-impact experiences (study away, leadership, internship/work, civic engagement, and/or undergraduate experiences). The purpose of this e-Portfolio is to help students learn to create a narrative and self-reflection important to their professional lives but not part of their official curricular experiences at the university. After graduation, the students' targeted audiences for these e-Portfolios would be graduate schools and/or potential clients for freelance or consulting services. This e-Portfolio fulfills learning outcomes: 1 to 6.

Professional e-Portfolio Assignment (for MRKT and INDS courses). In this assignment students created a standard e-Portfolio suitable for a potential employer including cover letter, resume, recommendation letters, and samples of work. In addition, for the MRKT course, students incorporate a 5-minute PowerPoint "pitch" into this e-Portfolio. The professional e-Portfolio fulfills learning outcomes: 1 to 5.

Methodology

Our study uses both quantitative and qualitative methods to provide a holistic picture of how students perceive the use of e-Portfolios and demonstrate their high-impact practices. Two rounds of surveys were conducted and administered both in the middle of the semester and at the end of the term. Results of the Employers Panel—off-campus professionals who reviewed INDS students' e-Portfolios with possibly employing the students in mind—provided additional data on the e-Portfolio.

Employers Panel

Off-campus professionals who work in the student's field of study (e.g. marketing, accounting, film, or architecture), reviewed the e-Portfolios. Each employer completed his or her review by working independent of the other reviewers, but all employers used the same rubric to review each Professional e-Portfolio. Furthermore, the off-campus professionals only considered a student's Professional e-Portfolio when writing a review: no in-person communication and no "real time" contact existed between off-campus professionals and students.

Findings

Mid-Term Survey Results

When asked to indicate the importance of high-impact practices, 34% of survey respondents, the students, indicated that one area, "Study Aboard," was either "not so important" or "not important at all." While this response may have represented students not having had a study abroad experience, it may also have represented students' perceptions of the importance of study abroad and indicate that students may need more preparation to appreciate this as a high-impact practice.

However, 77% of students indicated that "Leadership" is "very important," and 74.5% indicated "Internship" was "very important." Significant support, moreover, existed for the two other high-impact areas: "Civic Engagement" and "Undergraduate Research." 77% of respondents indicated that "Civic Engagement" was either "very important" or "somewhat important," and 79% of respondents indicated that "Undergraduate Research" was either "very important" or "somewhat important."

These findings may have implications for how readily students may understand each high-impact practice area. In general, 76% of MRKT students thought the connections between a professional

persona and experiences outside the curriculum were “very relevant”; however, only 37% of INDS students considered such connections were “very relevant.” These findings may suggest that many business students are more willing to understand how extra-curricular experiences, or educational experiences co-occurring with the curriculum, may be part of their developing their professional persona. In contrast, our study’s students from across the curriculum may think that extra-curricular experiences are less relevant to their forthcoming professional lives.

Final Survey Results

In both the MRKT and INDS courses, when asked how important the high-impact areas were to them, 80% of students said that their “internship experience” was “very important.” Moreover, 65% thought that their “study away experience” was either “very important” or “somewhat important.” While this seems to contradict mid-term survey information, responses here represented a 42% to 45% response rate. Nevertheless, the importance of high-impact experiences seems to vary according to disciplines as well as individuals.

While 91% of MRKT students found “leadership experience” to be “very important,” only 56% of INDS students had the same response. Whereas 100% of MRKT survey takers found “civic engagement experience” to be either “very important” or “somewhat important,” only 56% INDS students had similar responses. Although 91% of MRKT survey takers found “undergraduate research experience” as either “very important” or “somewhat important,” only 33% INDS students had similar responses. In other words, here is more evidence that how high-impact practices are appreciated may consistently vary by discipline.

All students were asked how successfully they had developed their professional persona and professional online presence during the MRKT AND INDS courses. 91% of MRKT survey takers thought they had either “very successfully” or “successfully” developed a professional persona and professional online presence: 100% INDS survey takers responded similarly. So, overall, students in both courses perceived e-Portfolios as enhancing their online professional presence and persona.

Employers Panel Results

While students in design fields (e.g., animation, film, graphic design, architecture) are expected to have an e-Portfolio or web-based portfolio to present as part of the interviewing and hiring processes, for marketing students an e-Portfolio is used more sparingly, perhaps only in the interviewing process and not in the process of selecting who will be interviewed. That said, all employers agreed that an e-Portfolio was only one consideration, among others, when finally determining whom to interview and hire. According to our employer panel, 59% of the e-Portfolios reviewed would lead to a student being interviewed and/or hired, if the e-Portfolio was all that was considered during the entire hiring process. Below are a few representative comments from employers:

“An e-portfolio or a portfolio in general is not something that most employers in the business world expect to see from a candidate, so having a strong and engaging e-portfolio could be a very powerful differentiating factor.” -Director of Global Marketing

“Portfolio demonstrates a very strong experience background that she can definitely capitalize on, which is exactly what she is doing throughout her portfolio and resume. I would give her a very serious consideration, but would like to meet and talk to her in person first.” –HR Manager

“In our business, for talent based roles, a web based portfolio of work samples and supplemental information is common practice. This has replaces printed works, CDs, and flash drives being sent in. Your e-portfolio will likely be viewed and critiqued prior to a meeting or interview.” –Design Executive

The employer panel consisted of each student e-Portfolio having two independent reviews—that is, two professionals in that student’s discipline gave the reviews. Also, each employer read multiple e-Portfolios. Consequently, each employer’s e-Portfolio reviews, based on the held-in-common rubric, led to these findings: 16 of 29 review suggested that students improve their Visual Rhetoric in their e-Portfolios, and 17 of 29 reviews suggested that students needed to improve their Written Rhetoric. However, when suggestions for improvements in Written Rhetoric are added to those for improving proofreading, editing, and revising, 22 of 29 reviews indicated improvements in written communication were needed. This finding may indicate a need for more concentrated instruction and student involvement in written communication as found in first-year composition and writing-intense courses in the majors at the university where the research was conducted. e-Portfolios may be better utilized if the university supports written communication as a core competency throughout the curriculum.

Discussion

Overall, our analysis reveals that students found e-Portfolios to be a beneficial learning and professional development tool. In fact, respondents/students indicated that they would be motivated to use e-Portfolios in the future because they align with their career goals. Based on assessment evidence, too, most students from across the disciplines perceived e-Portfolios as enhancing their online professional presence and persona, and perceived e-Portfolios as being desirable in select university courses.

Regarding MRKT and INDS courses, when asked, “Do you think that e-Portfolios should be more widely used throughout the curriculum and during a student’s career at the university?” 55% of survey takers (students) responded with “Yes, but only in select courses,” and 35% responded with “Yes, but only in one or two courses.” So, although e-Portfolios are generally perceived as valuable by students, educators should work on educating students as to why using this tool is valuable during their university years as well as continue to provide tangible evidence for students to see the e-Portfolio as valuable in their work after graduation.

On the positive side, and in general, most surveyed students felt that e-Portfolios have enhanced their understanding of their professional identity and their professional audiences, with 65% of respondents indicating that they were “very likely” to use their e-Portfolio software after the course’s conclusion. The majority of MRKT and INDS students, 67% also agreed with this statement: “This course meant I have become more comfortable with sharing my professional work with others outside of my field.”

In conclusion, this paper presents an overview of how to use e-Portfolios to digitize the student experience. However, future research should be conducted to better understand how to nurture a “freshman to senior” culture of e-Portfolios and high-impact practices. Subsequently, students may better construct written and visual texts in a culminating e-Portfolio at the university.

References Available upon Request



2016 BEST PAPER



KNOWLEDGE AND SKILL REQUIREMENTS FOR MARKETING GRADUATES: ARE THERE DIFFERENCES IN THE SKILLS NEEDED FOR WELL-PAYING ENTRY LEVEL AND MID-LEVEL JOBS IN MARKETING?

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Abstract

What knowledge and skills does it take for a marketing graduate to get a good entry level job? Are the skills needed for a high paying entry level job different from the skills needed for a lower paying level entry level job? This study addresses these issues utilizing three sources of information: a content-analysis of 200 entry and mid-level job postings at different salary levels from online job sites, a survey of 65 recent alumni from an AACSB-accredited business school, and analysis of knowledge and skill requirements from industry sources such as LinkedIn.

The analysis of job postings revealed significant shifts in the knowledge and skills desired by employers of marketing graduates by job type and salary level. Technology skills are very important in the marketplace, but so are many of the traditional marketing topics and skills taught in Principles of Marketing, marketing concentration, and marketing electives courses. With few exceptions, employers who sought graduates who could use web analytics, data analytics, or CRM software, also want these graduates to understand marketing intelligence, or marketing strategy, the product development process, management of distribution systems, pricing strategy, and/or promotion. So, there is no doubt that marketing graduates need a combination of knowledge and skills to succeed in the marketplace.

It is also noteworthy that some knowledge areas result in a significantly higher wage for entry level jobs. For example, knowledge of internet marketing, forecasting, and statistical analysis skills are much more likely to be associated with entry level marketing job listings at \$50,000 than at \$30,000. This study confirms the importance quantitative skills and metrics that have been noted in several articles published in the marketing education literature (Pilling, Rigdon, & Brightman, 2012; Spiller & Tuten, 2015, Tarasi, et al., 2013). Such quantitative analysis skills are important differentiators between marketing graduates who get low paying entry level jobs and those who are able to get higher paying jobs.

Similarly, industry experience is associated with higher paying entry level jobs. Industry experience, frequently acquired in the course of an internship, becomes an essential element of career success. Industry experience provides students with a competitive advantage in most areas of employment ranging from health care, auto parts, building supplies to advertising.

References Available upon Request

BUSINESS STUDENTS' GRADE-APPEAL INTENTION, PERCEIVED JUSTICE FROM INSTRUCTORS, AND OVERALL EFFECTIVENESS OF COLLEGE INSTRUCTION

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Extended Abstract

Assurance of learning and accurate assessment of students' academic development have become critical to business schools since The Association to Advance Collegiate Schools of Business (AACSB) international became a major accreditor of quality business programs worldwide. Despite the increased efforts by faculty concerning assessments of students' academic achievement and progress, disagreements on grades on individual assignments as well as final grades seem to be increasing between business students and instructors.

This paper explores important relationships among instructors' justice, students' grade-appeal intention and satisfaction toward their instructors, and overall effectiveness in college instruction. Based on 95 student samples in a northwestern regional comprehensive university business program, we empirically test four dimensions of instructors' justice—distributive, procedural, interpersonal, and informational justice—as a mitigator of students' grade-appeal intention as well as a driver of students' satisfaction toward instructors. Through multiple regression tests, distributive justice is proven to reduce students' grade-appeal intention ($\beta =$

$-.363$, $p < .05$), while procedural, interpersonal, and informational justice show their affirmative influences on students' satisfaction toward their instructors ($\beta = .205$, $p < .05$; $\beta = .275$, $p < .01$; $\beta = .311$, $p < .01$; respectively). Furthermore, we present that students' grade-appeal intention reduces students' overall perception of college-instruction effectiveness ($\beta = -.205$, $p < .05$), but students' satisfaction toward their instructors increases the perception ($\beta = .430$, $p < .01$). Thus, we propose instructors' justice as philosophy of practice to college instructors and administrators which can be a foundation for any type of instructional approaches. Conclusions and implications are provided along with research limitations and further directions.

References Available upon Request

INVESTIGATING STUDENT'S PERCEIVED ABILITY TO VISUALLY ASSESS RETAIL ATMOSPHERIC DIMENSIONS

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Abstract

The practical application of qualitative market research methodologies continues to grow even with the relative void of such methodologies integrated into pedagogy processes. Ethnography and its related observational research methods offer the opportunity to observe natural settings and, over an extended period of time, to gain a contextualized understanding of the environmental dimensions observed. Relative to the retailing field, ethnographic research enables the retail environment to be examined to gain an understanding of the role environment dimensions play in creating a retail image and retail brand. Many authors have investigated the importance and role of atmospherics in establishing an appealing retail environment from a consumer perspective. Retail atmospherics factors considered have included but are not limited to concepts and elements such as general environmental variables, color, semiotics, lighting, temperature, music, and displays. Even though there is a great deal of literature on the importance of various retail atmospherics variables or service scape dimensions especially from the consumer experience perspective; there is little or no research regarding the teaching of and training about retail atmospheric dimensions. The study assesses marketing student's perceived ability to utilize and apply retail atmospheric dimensions knowledge or the service scape environmental dimensions knowledge to gain an understanding of how these dimensions create an overall retail environmental image and retail brand perception.

Pre-test and post-test instruments were utilized to define and determine both graduate and undergraduate student's perceived ability to assess retail atmospheric dimensions. After being exposed to the various store and mall types, design principles, store and mall layouts, plus various atmospheric dimensions in the classroom, students were asked to visit actual retail stores and malls to assess both internal and external retail environmental atmospheric dimensions. Data was collected over several years from students taking a Retail Merchandising and Sales Promotion class.

Pre-test results indicated the students through they had some ability to assess retail atmospheric dimensions (3.83 on a one to seven scale with one being very capable). Prior to the exercise, most of the students indicated they believed it would be an interesting exercise and were looking forward to doing the exercise.

The post-test results indicated the students felt they had gained knowledge on how to assess retail environmental dimensions (2.97 on a one to seven scale with one being very capable). Student comments indicated the exercise caused them to view retail stores totally differently; they now noticed things they were previously not consciously aware of or in short, they now entered retail stores and viewed it from a totally different perspective due the exercise.

To further investigate individual student changes, pre-test and post-test rating were compared for each student. It was found that there was mixed results, which supported some of the concerns the instructor experienced while doing the exercise. Forty-nine to fifty-nine percent of the students indicated a positive change in their perceived ability to assess retail atmospheric dimensions; while twenty-three to twenty-seven percent indicated no change in their ability to evaluate retail atmospheric dimensions. However, seventeen percent rated their perceived ability after completing the exercise lower than before the exercise. This insight raised questions regarding the lower rating about being exposed to retail atmospheric dimensions knowledge.

Given almost seventeen percent of the students indicated they had previously done retail visual assessment, one thought was these students may have over-rated their pre-test abilities. Thus, the pre and post-test ratings were compared to see what perceptual changes student with prior

visual assessment experienced. Twenty-nine percent of these students indicated a positive change in their ability to assess retail atmospheric dimensions after the exercise. However, forty-three percent of the students having previously done retail visual assessment had a negative change in their ability to assess retail atmospheric dimensions. Number wise, this represented half of the students with a negative change in their retail atmospheric dimensions assessment ability. Without the ability to interview the students, it was not totally clear why the ratings were lower. The author believes that student's may have been over confident in their ability to do visual assessment until they were faced with the depth of art, design, retailing, marketing, as well as consumer behavior principles and concepts they must consider to understand what environmental atmospheric dimensions retailer's must integrate when creating a retail environment and image. Further investigation is necessary to fully understand the real reason for the differences.

In general, the results indicate there is a need for more ethnographic exercised integrated into marketing/retailing classes. This study was a first step to understand if marketing/retailing students learned retail atmospheric dimensions knowledge and skills while doing ethnographic research. Students seemed to appreciate the exercise and felt they walked away from the class having learned something that affects their daily lives as well as how they now look at retailing and retail establishments. However, given some mixed results, further insight is needed to understand student's perception regarding their ability to conduct ethnographic activities regarding retail atmospheric dimensions.

References Available upon Request

EMERGING- AND FRONTIER-MARKET EXPATRIATE TALENT SHORTAGE: THE IMPORTANCE OF PROVIDING TODAY'S MARKETING STUDENTS PROPER EDUCATION

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Extended Abstract

Need to Broaden Focus of International Marketing Course Training

This paper addresses the growing importance of the need to broaden international marketing course content from its traditional advanced market (AM) focus to include proper education about emerging markets (EMs) and frontier markets (FMs) amongst its graduates. Such broadening is needed as the EMs, FMs, and transnational expatriate demand/supply imbalance steadily worsens. This issue points to a possible impending crisis for both expatriate recruiting firms on the demand side and for international marketing education curriculum and content on the supply side.

Overall Goal of EM/FM-Focused Special Training

Recognition of the above imbalance issue served as the impetus for this author's development of twelve EM-/FM-focused training modules that provided student participants the following learning opportunities: (1) exposure to many EMs and FMs (here after referred to as 'participants'), (2) to the complexity of 'doing business in' EM and FM based markets, and (3) to the advanced levels of general and creative thinking skills required of EM and FM working expatriates. Such training is not typically-offered in the context of existing undergraduate or graduate international marketing courses, at least at second and third-tier schools and colleges of business.

Why is such specific training needed? To answer, in EMs and FMs, where generally-needed market-level decision making data is missing or not available, expatriate training must emphasize information sources, procedures, and processes that can be used to reduce variably-measured world-level published data values as generally available for most countries to needed common-scaled market level data (i.e., for example variable-measured world development indicator values or WDI values published by the World Bank, and human development indicator values or HDI values published by the United Nations) Further, this common-scaled data must be then weighted with appropriate relative importance weights making them then useful in approximating needed market-level data as required in conducting market potential feasibility studies and choosing market of entry from amongst alternative EMs and FMs. In contrast, advanced market study alone cannot provide such 'deep' learning. As in advanced markets, market-level data is generally widely published, easily accessed and relatively easily applied in advanced market analyses. Such is not the case in EMs and FMs.

Important EM-/FM-focused training can be accomplished efficiently and effectively in home country class rooms using a model presented in this paper that was itself based on an adaptation of the original model developed by Michigan State University (MSU, 2014) for determining market potential in emerging countries. Such knowledge and skill development is of vital importance in preparing international marketing education graduates as EM- and FM-based expatriates.

Pilot of EM/FM-Focused Special Training Modules

A series of twelve international marketing course-related special training modules focused on EMs and FMs is presented. Completion of modules guided participants through their individual-participant conduct of several required economic sector analyses, as follows, each with an accompanying associated business or economic risk analysis: (1) Economic and Associated Risks; (2) Governing Systems and Associated Risks; (3) Political and Regulatory Analysis and Associated Risks; (4) Cultural Analysis and Associated Risks; (5) Competitive Analysis; (6) Economic and Marketing Infrastructures and Associated Risks; (7) Competitive Landscape Analysis; and (8) Market Potential Analysis.

Additionally, based on completion of these independently-conducted sector analyses, participants further gained later in pilot semester team-based collaborative experience in each team's choice of EM or FM of entry from amongst feasible others, planning an appropriate marketing entry strategy, and developing an EM or FM of entry appropriate marketing plan to promote both the typical U.S. consumer use of a U.S. market well-selling product (e.g., Kiwi shoe polish), and a creative use for the same (e.g., for instance, Kiwi shoe polish used as an art medium).

Pilot semester completions introduced 40 students in each of three sections of an undergraduate international marketing course to 40 unique EMs or FMs, with a total reach of 120 students enrolled in the three sections collectively. The EMs and FMs categories, as defined by Dow Jones (2014) were pooled together to create a sufficient pool of EMs and FMs in order to supply each of 40 participants a unique EM or FM of study. This same combined pool of markets was used in the random draws for each of the present three sections of the course. Later in the pilot semester teams of four students each were formed and team members made collaborative decisions on EM or FM of entry from among feasible alternatives, on appropriate mode of market entry, and on the development of an EM- or FM-appropriate marketing plan.

To aid world-reality of this special training, the twelve modules were developed using the NASBITE CGBP (Certified Global Business Professional) Exam recommended study guide/textbook, that being *International Marketing*, by Terpstra, Foley and Sarathy, 2010 (currently updated, 2016, Naper Publishing Group). In addition, many readings and training videos published by export.gov, ita.gov, census.gov/foreign trade division and world-level institutions were used, as well as private enterprise website publications and databases (e.g., Heritage Foundation, Euler Hermes, and others). These all were considered to be credible international information sources.

Module participants learned to navigate these web-based resources, locate needed macro- or world-level data, and to use this data to approximate needed but missing market-level data as needed in EM and FM feasibility studies.

Pilot study completions proved to that EM and FM-focused training further added value in that knowledge and skills learnt from EM- and FM-focused module completions are transnational transferrable. The same cannot be said for sole-focused, AM-focused, study. Knowledge and skills development. Completions of these experiential-learning EM- and FM-based modules provided participants a 'taste of reality' as completion required each of them to serve as a pseudo-expatriate in the world of emerging and frontier markets – in the EM/FM world where needed decision making information is scattered among and must be harvested from various literatures, is nonexistent, or is not readily available. Through module completions, participants gained a 'deep' understanding of the level and complexity differences between market planning in EMs and FMs as compared EM- and FM-applicable skills at levels not possible though study of advance markets alone.

This paper's author concluded that EM and FM's study of internationalizing students is near-adequate in preparing today's marketing graduates for entry-level expatriate service in emerging, frontier and transnational markets; however, the reverse were largely not be true. This paper advocates that all international marketing efforts should first address emerging and frontier market expatriate-needed knowledge and skills training, then, once learnt, address knowledge and skill training particular to advanced country market analyses.

Learning Outcomes of Training Modules

This EM-/FM-market focused training benefited participants in many ways in addition to the above, as follows: (1) Standardization of prices across world markets while yet controlling for

exporting and importing costs, thus controlling for retail price escalations as a product moves from U.S. manufacturer export price to foreign consumer purchase price and the need for creative thinking and out of the box in thinking to appropriately pricing goods in international markets keeping them affordable for designated target market, and such that formulation of gray markets and/or anti-dumping countervailing duty are not inadvertently invited; and (3) identification of and learned navigation of the many international information and data resources published by world-level institutions, the U.S. Federal government, and private enterprises.

In terms of general applicability of pilot findings regarding benefits of these 'Special Training' EM/FM-focused modules, these modules can be appropriately implemented at both undergraduate and graduate levels. Additionally, this special training incentivized some students to begin preparatory study for sitting for one or more of each the U.S. Custom's Broker Exam, the NASBITE CGBP exam, and/or the International Trade Commission's U.S & Foreign Commercial Service exam.

Upon completing all modules, participants were instructed on resume documentation of his or her EM- and FM-focused 'special training.' This documentation has proven itself in its ability to elicit for some graduates plum job offers where they apply their 'Special Training' daily.

Reference Available upon Request

**ENHANCING THE COMMUNICATION PROCESS THROUGH A PRESENTATION OF THE
IMPLICATIONS OF THE CONSUMER DECISION PROCESS ON THE ADVERTISING
MESSAGE AND MEDIA SELECTION**

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Abstract

This study addresses the two major tools of the communication process: message and media. It is concerned with assessing whether students with a prior exposure to the consumer decision process can relate its implications to the advertising message and media selection. The study indicates that in the absence of a search versus no search framework, students are unable to do so. In turn, the study provides insights into the efficiency of search versus no search priming in developing message and media implications, and it recommends their inclusion in the literature of the communication process, especially on the tenets of going through the process more effectively.

DESCRIPTION AND ASSESSMENT OF A SOCIAL MEDIA CLIENT-SPONSORED PROJECT

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This paper describes and evaluates a client based social media related project that was integrated into a required marketing course in interactive marketing. Groups of three to five students worked together to design, plan and implement a digital marketing campaign to raise awareness and funds for a non-profit organization. The focus of the project was on social media but a website and email copy were developed to provide a more holistic perspective of digital marketing.

Groups created a website using a Wix.com account that included a “Donate” button linked to the official non-profit organization donations page. In addition, they embed an analytics tracking code so they could attribute traffic to the source. For three weeks, each group member was in charge of a social media account and created content aiming to generate engagement and direct traffic to the website. At a minimum, students had to post content five times a week on their assigned platform. Groups presented the results of their campaigns to their classmates and the founder of the non-profit. The day after the presentation, students completed an online survey in which they evaluated the project. The response rate was 91%.

Student Assessment of the Project

Students evaluated the project as instructional method, as well as their learning and the skills they developed on seven point Likert scales with *strongly disagree* (1) and *strongly agree* (7) end points. Consistent with past research (e.g., Bal, et al., 2015; McKay-Nesbitt & Zdravkovic 2013), scores were compared to the midpoint of the scale (4). Student’s feedback was positive. T-test analyses show that the measures were all significant relative to the midpoint of the scale. Highlights of the findings are reported below.

Evaluation of the Project as Instructional Method

Students rated their general attitude and involvement (adapted from Bobbitt, Inks, Kemp, & Mayo, 2000; and Li, Greenberg & Nicholls, 2007) with the project, and evaluated the relative effectiveness of this CSP against more traditional instructional methods (adapted from Bobbitt, Inks, Kemp, & Mayo, 2000). The project generated high levels of engagement and was considered more effective than listening to a lecture or writing a paper. Moreover, students recommended the project to be assigned in future classes.

Student Perceptions of Learning Outcomes

Learning performance (adapted from Young, Klemz & Murphy, 2003) and specific competence skills (adapted from Li, Greenberg & Nicholls, 2007) were captured as indicators of perceived learning outcomes. Students indicated that the project was an effective tool to gain knowledge, apply course material and understand social media marketing. In addition, students perceived the project to increase their competence in problem solving, strategic planning and team work.

Usefulness of Skills for Career Development and Interest in Social Media Marketing

Students evaluated the relevance of the skills they developed to real world assignments (adapted from Bridges 1999) as well as their interest in social media marketing as a career (adapted from Klink & Athaide 2004). Students felt confident that they could successfully complete a similar project for a company. The project also enhanced their interest in digital marketing and as a result, they were more inclined to seek a social media marketing position after graduation.

References Available upon Request

EXPLORING LISTENING STRATEGIES TO IMPROVE MARKETING STUDENTS' LEARNING AND CAREER DEVELOPMENT

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Abstract

Effective interpersonal listening in live settings is a foundational component of education, and crucial to success in the marketing profession. In fact, poor listening skills have been rated as the most important factor contributing to salesperson failure (Ingram et al., 1992). Listening errors can result in conflicts, missed business opportunities, alienated relationships, waste of time and money (Bergeron and Laroche, 2009). Recognizing the importance of effective listening, organizations such as Pfizer, Ford, IBM have introduced listening training programs (Shepherd et al., 1997). In the classroom, students must listen well to instructors, and students must also learn how to better listen to others as preparation for their careers. For example, most sales courses include at least one module on topics such as “active listening.” Prior research has underscored the importance of “active listening” strategies such as active empathetic listening (Drollinger et al., 2006; Bodie, 2011); adaptive selling (Spiro and Weitz, 1990); and listening across cultures (Imhof and Janusik, 2006). However, despite its importance, marketing students do not normally receive additional coaching or instruction on the topic to help them in the classroom or in their careers.

In many situations, we are required to listen carefully to another person in difficult settings, where there are hindrances to communication (distractions, inattention, poor delivery). Salespeople, students, journalists, counselors ... are often faced with the task of “tough listening” - when they must listen carefully to a person that is not communicating in an interesting or engaging manner, when the environment is full of distractions, or when they as listeners are fatigued. The major hindrances to effective listening have been well documented, but extant research that addresses how people overcome those hindrances is scant. The purpose of this paper is to explore the range of strategies that people use to improve their comprehension and empathy of others when they wish to listen carefully but find it difficult to do so. Several academic disciplines such as psychology, business, education, and communication have closely examined the listening process in an effort to understand and improve it.

Marketing Literature

Research on the theory and practice of listening has appeared in the marketing literature for some time. Beginning with Lee's (1952) seminal work on listening and salesmanship, several research streams have emerged: the relationship between a salesperson's active / empathic listening and customer satisfaction / sales performance (Castleberry and Shepherd, 1993, 1999; Pilling and Eroglu, 1994; Shepherd et al., 1997; Comer and Drollinger, 1999; Aggarwal et al., 2005; Drollinger and Comer, 2013); taxonomies and applications of listening (Jackson and Hisrich, 1996; Berry, 1997); a range of factors that affect and explain effective salesperson listening and rapport-building (Nickels et al., 1983; Román et al., 2005; Pryor et al., 2013); teaching listening as a marketing skill (Smeltzer and Watson, 1985; Deeter-Schmelz et al., 2008); theoretical approaches and explanations of the listening and encoding process (Anand et al., 1988; Unnava et al., 1996; Shapiro and Spence, 2002; Montgomery et al., 2009); and the limitations of listening (Leonard, 2002).

Early work by Cost et al. (1992) revealed that with training, marketing students can improve their ability to overcome distractions, identify central ideas, and evaluate the message of a speaker. Peterson (2007) revealed that a preliminary memory test and regular practice can improve students' listening abilities. Besides these two studies, very few studies have appeared in the marketing or business education literature on the topic.

Education literature

The literature in the education field has focused on trying to help students become better listeners through a set of techniques. Fernald (1995) examined the effectiveness of methods to teach students to listen empathically, and Goh (2012) explored how mindfulness and reflection in listening skills might be taught to social work students. Other researchers have examined empathic listening techniques relevant to the business context (Bodie et al., 2013; Flynn et al., 2008; Weger et al., 2010); and the importance of need for cognition on a person's preferred listening style (Worthington, 2008). Bui and Myerson (2014) reported that note taking while listening improved retrieved memory compared to those who did not due to enhanced working memory and encoding processes. Bui and McDaniel (2015) found note-taking using outlines and illustrative diagrams can help students learn more while listening to lectures.

In a cross-cultural vein, Mcdevitt et al. (1994) demonstrated that listening styles significantly differ among American, Irish, and Australian students. Additional studies have explored cross-culture influences on listening styles, and the importance of individual variables such as need for cognition. Kiewitz et al. (2006) demonstrated key differences in listening styles between Germany, Israel, and the US.

Method

This research examines the listening process using qualitative methods to explore existing listening strategies that people have found effective and useful both in a business meeting context and in interpersonal interactions. Data collection was conducted in person with 87 young working professionals from 21 countries over a one-year period. The 8 open-ended questions asked respondents about the listening strategies they have found effective in staff meetings or presentations (mostly one-way communication), and in social settings (mostly two-way communication). To bring focus to the actual listening strategies used, they were asked to report how they listen in these settings when they cannot write down any notes. Respondents were also asked about the major impediments to effective listening, and how they attempt to overcome them. Analysis of the text followed procedures outlined by Strauss and Corbin (1990), Thompson and Haytko (1997), and Murray (2002). First, each informant's text was read and interpreted as a single case. Second, overarching themes were sought across the combined set of 87 interviews.

Emergent Themes

Many of the natural groupings of responses were not surprising on the topic of listening. Students reported that the following listening approaches helped with their alertness, comprehension, and empathy with speakers: "noticing body language," "making eye contact," "identifying key words," "repeating information," "trying to have genuine interest," "physical proximity," and "interacting with the speaker." Three additional themes emerged that were slightly unexpected: 1) "Subvocalization" of information while listening as if sharing the information with others - repeating what is heard to oneself, sometimes at a barely audible level; 2) "Perspective-taking" - imagining oneself as the speaker or in the speaker's situation; and 3) "Visualization" of oneself making personal and practical application of the information. All three themes imply the listener is using additional cognitive energies and employing mental techniques in an effort to better understand and retain the message. The second two themes highlight the role of the listener's imagination in helping him/her attend to, comprehend, and empathize with a speaker. Examples of verbatim from the interviews include: "Sometimes I convert the information I'm hearing into a story because stories are easier to remember," "I try to find immediate personal application of the information to keep me engaged and attentive to the speaker," and "I use my imagination to visualize the results of applying the information being shared." Each of the three themes have some support from previous work in the psychology literature.

Regarding the idea of perspective-taking - mentally attempting to put oneself in another's place as they convey information - Davis et al. (1996) were among the first to develop the construct as a cognitive representation of others. Related to subvocalization, if listeners believe they will need to pass along the information to others, they will listen more actively, copy some of the techniques of the speaker, comprehend and recall more of a message, and experience a change in attitude that persists over time (Boninger et al., 1990; Boninger et al., 1993). Regarding visualization, listening to others is hypothesized to improve if the listener visualizes him/herself in a "bird's eye" point of view on the conversation as it is occurring. Theoretically, this is due to more elaborate encoding of the information being communicated (Hall 1973). These prior research studies guide the formation of the following propositions:

P1: Comprehension and empathy of a speaker will increase when students use a "perspective-taking" listening strategy.

P2: Comprehension and empathy of a speaker will increase when students use a "tuner-transmitter" listening strategy.

P3: Comprehension and empathy of a speaker will increase when students use a "bird's eye" listening strategy.

Discussion

Marketing students may benefit – in the classroom and in their careers – from learning and practicing a set of listening strategies they can use when conditions are difficult. Prior research has demonstrated that metacognitive instruction about listening can improve student comprehension and recall (e.g., Bozorgian, 2012). Marketing educators may assist students by helping them identify the most effective listening strategy given their preferred learning style.

The current study represents an effort to explore and expand the number of effective listening strategies that students and professionals may employ to help them overcome hindrances to communication and to better understand and empathize with others. It is proposed that each of these approaches to listening will result in superior outcomes of empathy and comprehension in listeners when compared to current practices.

Future research should formally state a set of hypotheses and use a multi-method approach (e.g., observation, experiment) to assess the effectiveness of these listening strategies and their interaction with students' learning styles, gender, age, and cultural factors. If students' comprehension, empathy, and recall is significantly enhanced through one or more of these strategies, the technique(s) could be added to our marketing curricula.

References Available upon Request

POSITION PAPERS

DISRUPTIVE FORCES ON MARKETING: HOW MARKETING EDUCATORS MAY HELP

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Abstract

Marketing professionals are increasingly stressed by new developments and rapid changes in today's business landscape. The timing is right to leverage online training resources for technical and professional know-how to help students gain marketable skills and credentials. Educators can offer value to students, employers and society at large by identifying what students need to learn and motivating them to learn on their own with the help of educators as coaches and mentors. This paper explores ways that marketing educators may use online resources to help students. Results of a study examining four hypotheses are discussed.

References Available upon Request

DIGITAL SALES EDUCATION USING LINKEDIN: BUILD YOUR PROFESSIONAL BRAND

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Communication in today's marketplace has drastically changed due to the widespread acceptance of the Internet and social media. Social media influences many functional areas of an organization, and the sales function, specifically, may be one of the most affected. Social media could inherently affect all aspects of personal selling and sales management to create value (Agnihotri, Kothandaraman, Kashyap, and Singh, 2012; Andzulis, Panagopoulos, and Rapp, 2013).

The term "social selling" carries several definitions and includes an extensive list of platforms. Social selling can best be described as "the process of using social media to prospect, research, engage, collaborate, network, teach, and close all with the purpose of attaining quota and increasing revenue" (Keenan and Giamanco, 2013). The most widely used social selling platforms include LinkedIn, Twitter, Facebook, Blogs, and Google+.

Salespeople can utilize social selling to generate leads and identify appropriate decision makers. They can learn about their buyers before beginning the process of developing a relationship. Referrals and recommendations are also shifting online, where salespeople can ask buyers for a virtual introduction to a potential customer. Additionally, salespeople can add value by answering buyer questions and offering relevant content until the buyer is ready to make a purchase decision (Moore, Raymond, and Hopkins, 2015).

Keenan and Giamanco (2013) provide evidence of the use of social media in the sales process. Their study indicates that 73 percent of salespeople using social media in their sales process outperformed their peers and 23 percent exceeded quota more often (Keenan and Giamanco, 2013). Although social selling is advantageous and its prominence is evident, its incorporation into the education of future salespeople and sales managers introduces new challenges and considerations.

University educators should incorporate the use of social media in sales classes (Moore et al, 2015) in order to help students build a competitive advantage and to create their professional brand. One way to do this is through social media platforms such as LinkedIn, Facebook, Twitter, Google+, etc. This paper will focus on using LinkedIn to help educate students on building their professional brand.

To help students build their professional brand, LinkedIn Corporation (2015) recommends they need to make sure to do the following: (1) Showcase what you know, (2) Share your insights, and (3) Get noticed. Showcasing what you know is the students' chance to showcase their knowledge, insights, and experiences. LinkedIn is one way to build influence and thought leadership, and is a great sounding board for students' thoughts and big ideas. LinkedIn also provides students with an opportunity to reach up to 350 million professionals including peers, recruiters, and future employers (LinkedIn Corporation, 2015).

Sharing your insights includes students writing what they know, making the most of assignments, sharing firsthand accounts, making observations, and using the headlines (LinkedIn Corporation, 2015). Finally, by doing all this, students will get noticed by professionals including peers, recruiters, and future employers as well as prospective clients. A checklist for students that will help with this process is as follows (LinkedIn Corporation, 2015):

1. **Be authentic:** make sure your profile is real, honest and focused on what makes you unique.

2. **Create a distinctive profile headline:** make your headline clear, confident, and use terms people search for.
3. **Avoid clichés:** find unique ways to describe your skills.
4. **Be visible:** stand out by updating your status with what you are doing.
5. **Build brand associations:** connect with colleagues, classmates, and others.
6. **Add to your knowledge:** differentiate yourself by knowing your industry deeply.
7. **Share in LinkedIn Groups:** groups are a good way to learn industry lingo, build your credibility, and market yourself.
8. **Be personal:** customize connection requests.
9. **Be consistent:** make sure your professional footprint is consistent, from your LinkedIn to your resume to other social networks.
10. **Give generously:** helping others is a great way to build your own personal brand. Give advice, share job leads, provide endorsements, and congratulate people on their successes.

Students must understand how important networking on LinkedIn is. Students who have a 100% complete profile have forty times more opportunities to network on LinkedIn (LinkedIn Corporation, 2015). For example, students can request informational interviews; this could be a phone conversation to seek job search advice. Students should do their homework before an interview or networking event, by using LinkedIn's advanced search and company pages to learn about the background and interests of the people they are meeting.

To further assist students in creating their professional brands, educators can inform students how to utilize LinkedIn as a sales tool. As many as 75 percent of professional salespeople say they've received no formal social media training at work (Keenan & Giamanco, 2013). This provides educators with an opportunity to prepare future sales professionals with valuable skills much of the current salesforce is lacking.

Students first need to understand why these skills are imperative. Today's buyer is digitally-driven, mobile, socially-connected, and empowered with unlimited access to information about products and organizations. This commoditization of information has shifted a salesperson's role from communicator to trusted advisor. Leveraging one's network to locate and establish business relationships is hardly a new concept in sales; LinkedIn simply enables buyers to do so quicker and easier than ever. This is evident in research from International Data Corporation which found that 75% of B2B buyers and 84% of C-level executives use social media to make purchasing decisions (Schaub, 2014).

Educators must also emphasize that sales professionals can incorporate LinkedIn into the entire sales process, rather than just during the prospecting stage. Every stage of the sales cycle has the potential to be affected by social media. The extent of social media adoption boils down to a fundamental concept in sales – understanding the buyer. LinkedIn is a powerful selling tool, but only if a salesperson's prospects and clients are also using LinkedIn.

Educating and training our students through online sales channels can have a positive effect on their perceived ability to manage the change once they are on a sales force (Sarin, Segoo, Kohli, and Challagalla, 2010). Whichever way we look at it, most firms have adopted social media technology as a part of their marketing strategy. Therefore, the utilization of social media, such as LinkedIn, for reaching business-to-business clients could have a positive outcome on firm performance (Rodriguez, Peterson, and Krishnan, 2012). Having salespeople that can contribute to this positive outcome will be a great asset to any firm.

References Available upon Request

SOME OBSERVATION OF EXPERIENTIAL LEARNING APPROACH IN U.S. AND RUSSIAN BUSINESS EDUCATION

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Abstract

In today's increasingly dynamic environment, business schools must respond to the business world's changing needs by providing relevant knowledge and skills to the communities they serve (AACSB International, 2013). To meet demands from the business community, faculty face challenges to provide students with practical, critical thinking, and problem solving skills. To assist in these challenges, this paper provides some observations of experiential learning techniques in U.S. and Russian business education. This study may be interested in undertaking experiential learning activities in U.S. and/or Russian higher education. Some recommendations for educator are provided.

Key words: experiential learning, Russian and U.S. business education

Introduction

In today's demanding world of education, the growing variety of educational tools and theories of the effectiveness of teaching have made teaching business even more difficult for educators. When looking at the extent of the marketing literature, an educator faces this challenge of providing understanding to students. The Association to Advance Collegiate School of Business (AACSB), in response to the growing awareness among businesspeople of the strategic importance of innovation, recognized the needs for business school to continue quality improvement in three vital areas of education: innovation, impact, and engagement. Those high business education standards and the experiential learning methods are linked. The three areas of AACSB directions: innovation, impact, and engagement straightforwardly relates to experiential learning methods in many aspects of education. The new AACSB standards direct educators to the experimentation or entrepreneurial pursuits; produce intellectual contributions that make a positive impact on business theory, teaching, or practice; the preparation of students for meaningful professional, societal, and personal lives (AACSB, 2013).

Are business faculty and our marketing students ready for this challenge?

To answer this question, our study provides some view of the experiential learning approach and challenges in American and Russian business education. We hope this study will show some understanding to other educators who may be interested in undertaking similar learning activities in U.S. and/or Russian higher education.

The Experiential Learning approach in U. S. Higher Education

We start with Kolb's experiential stages, which become a theoretical base for many experiential studies in education. The four stages of Kolb's model include concrete experience, reflective observation, abstract conceptualization, active experimentation (Kolb, 1984). Based on his theory, first student has the experience, which may be the actual student assignment. Next, the student reflects on their 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, based on the process, the student can discuss what they have learned from the experience.

The next, we would also like to mention some definitions of experiential learning. Although there are many definitions in the literature, the following two represent the primary meaning of the concept: (1) “Experiential learning combines direct experience that is meaningful to the student with guided reflection and analysis. It is a challenging, active, student-centered process” (Chapman, McPhee and Proudman, 1995); (2) “Experience alone is insufficient to be called experiential, it is the reflection process which turns experience into experiential education” (Joplin, 1995). “Learning by doing” must include reflection and consideration of the experience. In reviewing an existing marketing literature, we found Frontczak and Kelley study (2000) indicates that to prepare students for the real world perspective, educators use a wide spectrum of teaching styles and techniques, many falling in the category of experiential learning activities. Other literature shows that many marketing programs have a variety of experiential learning activities, such as a living case project (Browne, 1995), an in-basket exercise (Pearson et al., 2006), experiential learning exercises (Gremier et al., 2000), a student-driven syllabus (Frontczak and Daughtrey, 2004), Web 2.0 tools (Granitz and Koernig, 2011). As a result, Karns’s research concludes that experiential learning activities are seen as relatively more effective than traditional (Karns, 2005, 2006). This statement became the conclusion in many other studies (Young, 2005; Clarke and Flanerty, 2002, Li et al, 2007).

Other research discovered that real-world, personal, practical work experience can be used to establish credibility among marketing students. The most knowledgeable and credible educator offers “real-world” cases beyond those offered in the textbook (Faranda and Clark III, 2004) and prepares them for the realities of a marketing career. Also, since the majority of these marketing students do not have business experience, the real world exercises, such as a living case, simulation, real business proposal, field trip, and many others can certainly improve the students’ knowledge and in some cases give them actual business experience. In addition, the Karns’s study explores and measures the preferences for the learning activities rather than the effectiveness and he analyzes the difference in the learning style dimensions by using Kolb’s learning model (Karns, 2006). For instance, marketing educators recommend that further research should investigate how specific learning activities influence learning outcomes (Morrison et al., 2006).

The primary thrust of this study is to examine some existing experiential learning methods in American and Russian business education, especially marketing education. This paper also presents an overview of a new experiential learning techniques in Russian business education. Through examination of how the Russian business education responds to the new teaching techniques, challenges are identified for educators and students.

The Experiential Learning Approach in Russian Higher Education

Currently, the Russian Higher Education is experiencing the reformation. One part of this reformation program is to develop student practical skills with the problem solving approach. This vision opens doors for many experiential or active learning methods in higher education.

We would like to mention that experiential learning methods in Russian education name as active learning forms rather than experiential learning. Both meanings are the same. Our study identifies some of the popular forms of active learning and the challenges educators face by using them in business education.

Here are a few of the most popular forms of active learning methods:

- *Case Study*, as a very popular learning form in many international educational practices, becomes very widely used in many Russian universities for decades. Currently, a case study relates more as a research tool which allows students to not only solve the problem, but also to develop additional research and analysis. In this perspective, the case study allows to avoid the problem where student demonstrates superficial knowledge. With additional research of the case study, student is more prepared for real business practice whole demonstrating logical and critical thinking skills.

- *Real business project* is also widely used as an innovative way to develop student's practical skills during their learning at university. Many research in Russian higher education indicate an inherent tension between active learning techniques and student skills, such as critical and innovative thinking, engaging learning, analytical, and problem solving skills. The primary part of the real business projects for educators is to create "the bank of business projects" with orientation to the real business problems companies are experiencing. When particular company was chosen, the educator and the company work with students on particular problems on the regular bases. The important part of the project is company's responsibility of the student research and outcomes. The quality of student's outcomes for the project relate to the company involvement. Together with the benefits for students and educators, the real business project brings challenges for educator, such as building "the bank of business projects", low motivation of the company to manage student projects, to work with company on the regular base, and to evaluate student work.
- *Competent Olympics game* is an active learning method which gains a growing popularity in higher business education in Russian universities. During this activity, students demonstrate a level of competence in evaluation and problem solving of business cases. Practically, there is one or two days of competitive active learning environment. During the competent Olympics game, students create teams and all teams work to solve the same problem. Each team conducts research and delivers a presentation. On the competitive side the business representatives and educators are the judges and they monitor and evaluate student work. At the time of the project, students demonstrate the skills, such as team building, creative, analytical, and communication skills.

These active learning methods help to avoid the problem which Russian higher education faces time after time. The problem is that, in many cases, a student comes up with a spontaneous and intuitive decision to solve a problem, but they do not use knowledge received during the course. We think that the active learning methods help to solve this problem. Our study shows that by using the active learning techniques, students demonstrate more close contact with educators and show the shift from the spontaneous decisions making process to deep, analytical, and critical thinking decisions process. It is especially important when Russian higher education system develops to increase the student's independent study time and decrease the classroom hours. This fact is greatly related to a new educational concept in Russian education, such as "*upside-down class*" concept. The "upside-down class" concept includes a large portion of the independent study or student mobile learning techniques. Instead of attending lectures, students work individual or in a group on the above described active learning methods (independent study) and use classroom format to collaborate face-to-face with classmates and the educator.

Conclusions

The most memorable course experience is often where students and educators are challenged in a significant and meaningful way and where they accomplish a lot through their own hard work and determination, even more than they originally realized they were capable of accomplishing (Mohr, 2007). To use experiential learning methods is a challenging experience for students and educators. At this point, our study agrees with the research which states that some educators in both educational systems avoid using experiential learning activities in class. For instance, some American business educators believe they have an experiential classroom, but in reality, if analyzed, they mostly has deliver traditional lecture style. For example, the modern business education in Russia has existed for more than two decades and many universities have declared to use new educational techniques. However, the effective way to use experiential learning methods seems to be the biggest challenge for Russian higher educators. There are two reasons for existing challenges: (a) a traditional way of thinking and (b) an existing traditions of fundamental education in this country. Unfortunately, the old learning methods, such as a

traditional lecture form, where an educator dominates in the classroom and a student is a passive learner, are prevalent learning methods in Russian current business education.

We would like to summarize the few challenges students and educators face during the development, implementation, and evaluation of the experiential learning methods. The following techniques are required:

- to carefully organize, plan and coordinate every stage of the process;
- to build an effective relationship with a company who facilitates the real business project;
- flexibility and time commitment on the part of both student and educators;
- effective methods of grading experiential learning assignments and evaluating student performance;
- to avoid a traditional way of thinking;
- provide helpful, supportive assistance to students throughout the process;
- be confident that effective experiential learning assignments will greatly benefit students.

Our study shows that faculty from both countries recognized that implementing the experiential learning techniques in classroom is a totally different experience for students and faculty. One of the faculty from Russian university mentioned, "I do everything that regular faculty do, but I do it twice as hard by teaching with experimentation, innovation, and real businesses. No one can question the quality or the productivity of what we have done. But it is a different approach to doing it, and I think the success will speak through our students".

THE STORIES WE TELL: RACE AND MATERIALITY IN MARKETING EDUCATION

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Abstract

This paper presents a framework for engaging students in critical discussions of how marketing materializes race. Burton (2005) has established the need for multicultural courses in marketing based on historic demographic shifts in the classroom and marketplace. By 2022 non-white students are projected to constitute 41% of students in higher education (The National Center for Education Statistics, 2014). Non-white consumers had \$3.27 trillion in buying power in 2014; this figure will increase to \$4.10 trillion by 2019 (Humphreys, 2015). While recent textbooks discuss diversity as an opportunity to grow the bottom line, these changes also bring an opportunity to discuss marketing's continuing role in the constitution of gender, class, and race. Unfortunately, the pedagogical approaches for multicultural marketing as Burton (2005) called for a decade ago have yet to be realized. The workshop method presented here, an adaptation of the Storytelling Project method (Bell 2010), responds to Burton's call to integrate multicultural marketing issues into the marketing curriculum.

Four Types of Stories

The four types of stories outlined in the Storytelling Project (Bell 2010) provide the basis for our workshop. The four story types—stock, concealed, resistance, and counter stories—elucidate how cultural narratives, such as race and racism, are framed in the United States. *Stock stories* represent dominant narratives normalized, perpetuated, and celebrated through historical and literary documents, public rituals, monuments, and media representations. *Concealed stories* generally challenge the legitimacy of stock stories by telling a different story from a different perspective. Concealed stories are typically unknown by dominant groups, but are often recounted by members of marginalized populations. *Resistance stories* are contemporary and historical narratives that demonstrate acts of defiance and opposition to racism and the undergirding stock stories. These stories highlight the myriad practices utilized to combat racial injustice. Lastly, *counter stories* are newly established narratives intentionally crafted to simultaneously critique and challenge stock stories while supporting and expanding on resistance stories and envisioning new pathways for inclusivity (Bell 2010).

To prompt discussions about different types of stories, we borrow the concept of cultural probes from the field of human-computer interaction. Cultural probes are material objects used in qualitative research to yield rich data in limited amounts of time (Boehner et al 2007). Everyday objects provide a way to scaffold discussions about the intersection of race and materiality. We piloted this workshop at a recent conference. Participants were divided into small round table groups. Each table had a few objects designed to spark discussion, large sheets of paper, pencils, pens, and markers. The objects were acquired from a large discount store and included the following: a package of golf balls; a package of Crayola brand crayons; pink princess heels for ages 3 and up; and a box of Kellogg's Corn Flakes. We asked the participants to talk through different kinds of stories about race that the cultural probes elicited, and to illustrate at least one of these stories on a large sheet of paper. Participants were given about 25 minutes to complete the task. For story summaries and representations of the posters created, please see the appendix.

Each group talked through experiences using the four different story types as a lens to make sense of the experiences. For example, one participant pointed out that the "Black People Don't Golf" story, which was presented as a concealed story, could be understood as a resistance story from her frame of reference as a white woman. The four categories of stock stories provide

language for talking through stories some may feel uncomfortable sharing, while the material objects show the link between abstract concepts, material objects, and everyday experience.

Reflections and Recommendations

We wanted participants in the workshop to see concealed stories, so we purposely avoided objects with direct references to race (e.g., we did *not* choose a toy set labeled “Asian family.”) Some students, however, may benefit from more scaffolding, especially when the classroom is relatively homogenous. In this situation it can be difficult to surface hidden stories, either because they are not known or because students have been acculturated not to talk about race. In this case, choosing objects such as Aunt Jemima’s brand syrup could work to prompt a discussion about one dominant stock story about comfort and nostalgia, while providing an opportunity to introduce the hidden story of racial stereotypes embedded in brands (Manring 1998). In classroom or workshop settings, readings could be assigned and then discussed in terms of the stock, concealed, resistance, and counter stories embedded within. We used this approach in our workshop by discussing the stories about materiality and race implied in two well-known journal articles from the marketing literature. A similar approach could be used to structure workshops around sensitive issues such as gender or sexuality.

Race as a social construction (Bell 2010) is perpetuated by the living narratives through which people are enculturated. Adapting the storytelling project model to marketing education reminds students to access and critically reflect on the various kinds of stories, both dominant and silenced, that are involved in the material construction of race. The workshop provides a framework to develop critical thinking skills among students entering multicultural markets. In particular, the framing device of the counter story is a useful device to mobilize students to think in new and more agentic ways about their role as a future marketer. Drawing out the impact and possibility of different kinds of stories may help to widen the repertory of stories marketing can tell, and, in so doing, help to create a new and more inclusive future.

References and Appendix Available upon Request

THE VALUE HUB MODEL: A USEFUL VISUAL SUMMARY FOR MARKETING EDUCATION

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Abstract

In an introductory course in marketing, students are bombarded with many new concepts and relationships, and they have difficulty integrating and retaining this information (McIntyre & Munson, 2008). Researchers have found that when students use visual summaries of information, they can retain the information more effectively (Clarke, Flaherty, & Yankey, 2006). To help students better understand and recall the interaction between marketing elements and the marketing landscape, we have created a visual conceptual model using a visual of a product that most students are extremely familiar with: a bicycle (see Appendix). This paper describes how various marketing concepts can be represented as components and processes on a bicycle, and importantly, how the relationships among these concepts are analogous to the functional relationships among their corresponding parts on a bicycle.

Current marketing models tend to be created for only a small part of the marketing landscape. Until now, very little has been done to create a comprehensive visual model of marketing. We aim to present such a model, the Value Hub Model (VHM), which will serve as an analogy to facilitate the learning of marketing concepts. The analogy helps learners make connections between the pre-existing source knowledge (the bicycle) and the new target (marketing knowledge). It has been suggested that analogies facilitate abstraction from individual cases to general schemata (Gick & Holyoak, 1983) or help the learner generate new inferences about the target. By facilitating analogical reasoning, marketing educators can enhance learning (Loewenstein, Thompson, & Gentner, 2003). In the remainder of this manuscript, we demonstrate the model by showing how many of the marketing concepts generally discussed in the Principles of Marketing class apply to the corresponding parts of a typical bicycle. Our exposition here is limited because this is a position paper; in our classes, we discuss how many more concepts can be mapped.

Organizational Direction

Mission

The bicycle handlebars represent the mission of the organization. Kerin, et al. (2015) define mission as “a statement of the organization’s function in society that often identifies its customers, markets, products, and technologies.” Just as movement of the handlebars provides the bicycle direction, the mission determines the direction and purpose of an organization.

Company Vision

An organization can leverage marketing tools and alter their direction to respond to environmental changes, much in the same way that the spokes of a bicycle absorb pressure from an uneven pavement (e.g. a turbulent environment) to keep the bike moving forward in the desired direction.

Marketing Input

In our analogy, the bicycle rider represents the marketer. Using the bicycle analogy, each pedal represents an individual driving force in tension with each other to provide power to the bicycle. One pedal represents the organizational objectives, and the other pedal resembles the knowledge about customers’ needs and wants. The front gear is the point of contact between the rear tire and these driving forces. In the model, this gear is analogous to environmental analyses that produce knowledge about the competitors, customers, and the company itself. The bike chain

represents some of the tools we use in marketing such as STP and SWOT that feed energy (e.g. information) into the rear assembly and relay the energy (information) back into the driving forces of the pedals (organizational goals and customer needs).

Marketing Output

As the bike is pedaled, the rider makes forward progress moving along the road (e.g., through the market). The internal marketing efforts need to be delivered to the customers with the help of STP and SWOT. The 'segmentation' portion of the STP model helps the marketer identify the target market, and it supports the creation of the targeting and positioning methods. The rear hub of the bicycle represents the target market and is the focus of marketing output. Much as this hub propels the bicycle forward, a successful marketing campaign, targeted toward the correct market, propels the firm toward meeting its goals.

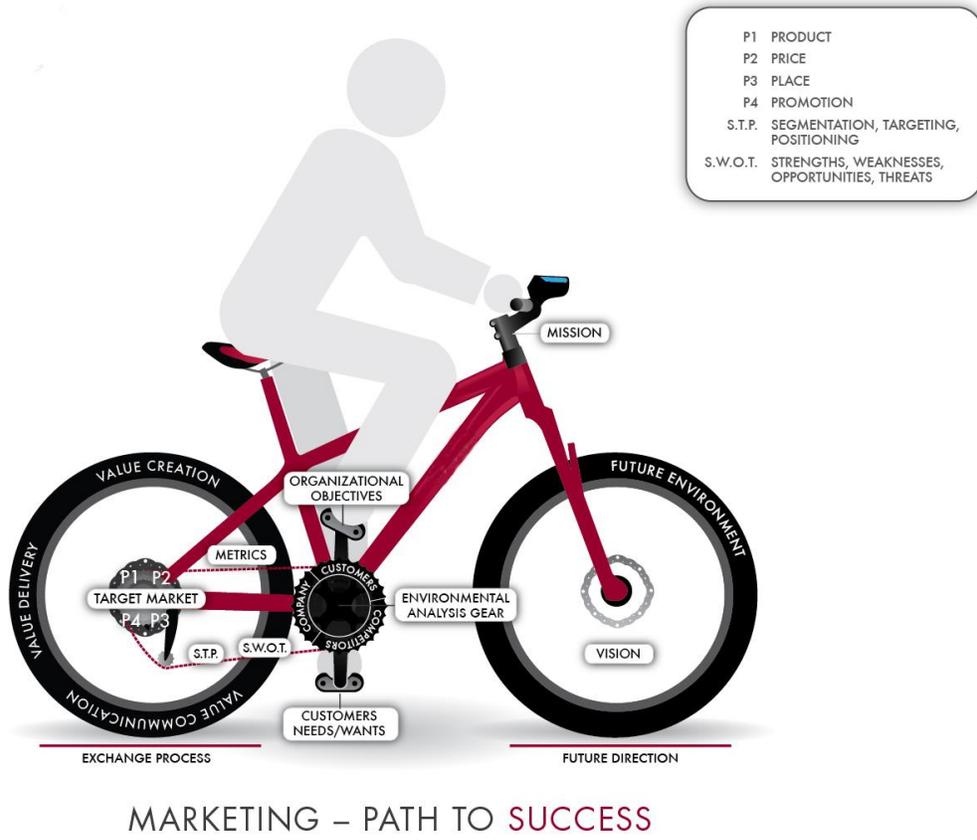
A large part of a marketing campaign is the marketing mix, represented in the Value Hub Model by the gears surrounding the rear hub. These gears allow the bicyclist to move faster or slower with more or less effort, in much the same way that the amount of effort and/or funding put into the marketing mix components affects the firm's goals of successfully putting the product, service or idea in front of the target market and obtaining a purchase, donation, vote, and the like.

The final piece of the Value Hub Model is the exchange process between the customer and the firm. Just as the tire grips the road and the bicycle moves forward, a successful marketing implementation provides value for the target market. However, when the tire is inflated and properly tuned but doesn't touch the road, no forward movement is possible. In much the same way, when all the marketing initiatives are in place but they fail to provide value to the customers, no exchange will occur.

Together, all of these bicycle parts create the Value Hub Model and provide the framework that allows students to better understand and recall the interaction between marketing elements and the marketing landscape.

References Available upon Request

Appendix: The Value Hub Model



BLURRING THE LINES: TRANSFORMING CONSUMER EXPERIENCES THROUGH BRICK AND CLICK STORES

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Abstract

The purpose of this position paper is to advance the quality of marketing education by designing an undergraduate course focusing on blurring the lines between online and brick and mortar experiences to influence consumer purchasing behavior. Through faculty and student collaboration, a course is designed to focus on the latest technology and customer service training to provide bleeding-edge solutions in retail stores. This exploratory paper outlines a strategy to develop and instruct this course, especially for programs with restricted to engage in observational research on field trips due to limited budgets. The benefits of this course development include enhancing the study and understanding on providing improved direct service to customers, support faculty development by improving teaching quality, and support faculty and student learning on the latest trends in retail marketing.

Introduction

Bridging the gap between brick and mortar stores and ecommerce sites provide valuable teaching and learning opportunities for students and faculty to create brick and click stores. This type of forward-thinking marketing can help both parties develop innovative strategies to implement the latest technology and to redesign customer service, leading to an increase customer value proposition. By making the walls between brick and mortar stores and ecommerce sites more porous, students and faculty can develop differentiated marketing strategies targeting consumers who find advantages and disadvantages with shopping through both traditional and non-traditional retail outlets.

The challenge of engaging in such activities is the limited budget for marketing programs to cover student-related travel expenses where they can engage in observational research excursions in different markets. Since students should have opportunities to experience how technology and customer service impacts the retail stores' ambience, this paper seeks to provide a meaningful and practical alternative on how to blur the lines of physical and digital space within the classroom. This paper begins with a course description, a course plan, and content topics with discussions on technology and services including hardware, software, network, delivery and content, and teaching activities.

In this course, students will learn how brick-and-mortar stores are redesigned to mirror their website and learn how organizations evolve to keep pace with changing retail shopping behaviors. Specifically, this course explains how retail marketers provide digital consumers with an online experience within their in-store space and about the latest and advanced stimuli used in retail design to influence shopper behavior. Through this project, students will develop a better understanding on how retail marketers transform consumer engagement, how retail marketers blur the lines of physical and digital space, and how retail marketers leverage technology to share its brand's vision.

Methodology

To help gather data for this course, the researchers for this project were provided with an endowment lectureship in retail marketing to cover travel expenses in Denver, Colorado and Dallas, Texas where they collect observational data as shoppers in retail stores. This research project requires observing in-store consumer experiences and usage of technology to lure customers and to drive sales. First, students and faculty engage in a comparative analysis on the customer experience in brick and mortar stores versus the digital customer experience of these

stores by browsing through their web communication tools. Funding was also provided to cover expenses to attend a digital signage expo in Las Vegas, Nevada. At this tradeshow, students and faculty interact with industry leaders at round-table sessions, engage with digital displays and interactive technologies, and participate in pre-and post-show educational events and general conference seminars. Qualitative findings will be reported.

Conclusion

Teaching and learning implications will be provided on how this structured course introduces new knowledge, constructs an understanding through the interaction with the knowledge, and provides new ways to connect with content in meaningful ways through active learning strategies. In addition, this paper will present managerial implications to build course value among students on how this level of innovative thinking can help them understand how marketers must capitalize on technology and customer service design to create a competitive advantage.

References Available upon Request

TEACHING SALES AS ETHICS

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Abstract

This paper explains a process for teaching consultative selling that incorporates concepts from philosophy. We use ideas posited by Hillel and Aristotle, as well as current philosophers, as a way to help students recognize the need for ethical behavior in sales and to help students more effectively grasp how to build rapport and trust with customers. We believe that using these concepts helps students develop a meaningful lens to approach ethical behavior and consultative selling.

As sales educators, we integrate moral philosophy into the instruction of consultative sales students by teaching students how to respect customers so that the customers will perceive the salesperson's honesty and integrity. We show them how to focus on customers as people first. For millennia the development of honesty and integrity has been the *raison d'être* of ethics—to teach moral behavior to youth so that they might become “good” as Aristotle (1980) put it. Teaching moral behavior lays a strong foundation for consultative sales.

In the first step, we examine Hillel's Golden rule: That which you find distasteful, do not do unto others (Hentzler 1934). We keep to Hillel's “negative” formulation because it forces students to examine their own feelings when they themselves are mistreated. Teaching this “negative” formulation makes students consider how their actions might harm their clients. Second, the “negative” formulation carries a categorical imperative which prohibits perilous and detrimental actions (Hentzler 1934). Consider the difference between the suggestion “respect life” and the restriction “thou shalt not kill.” While both statements relate to the preservation of life, the former allows for different interpretations under different circumstances. Yet, the latter leaves no room for interpretation and restricts the most grievous action to create moral behavior.

We teach Hillel's Golden Rule, so students realize that they are dealing with people first—people with feelings, desires and fears. Thus customers are exactly like them. Most students take this teaching as a simple rule to follow—a means to show respect. However, more perceptive students who follow the rule begin to discover it as a tool for self-development, and customer interaction becomes a laboratory for their own moral development.

In the second step of teaching ethics as sales is to give students the tools to explore the nature of their relationships. We rely on Martin Buber's (1970) I-Thou relationship. Buber viewed existence as encounter and posited two types of relationships, I-it and I-Thou. I-it relationships describe coercive / traditional selling. I-it relationships create duality and separation, where everything is categorized and objectified. I-it relationships are materialistic and coldly analytical. In this relationship, the main question is how that objectified person, “it” (the buyer), may serve the “I,” the seller. In contrast, the I-Thou relationship is an existence of mutuality without structure or context. In an I-Thou relationship, the people are open toward each other but are not pursuing; together, they grow and continue to expand. Most importantly, this engenders dialogue.

David Bohm (2004) describes this type of dialogic relationship in his treatise “On Dialogue.” Dialogue combines the Greek *dia* meaning through and *logos* interpreted as meaning. Thus dialogue is not dialectical: it is not debate that requires the defeat of one. For Bohm, dialogue is the discovery of meaning through interaction, which dovetails precisely with consultative sales. So we teach students to actively participate in understanding the client's meanings and motivations as well as their own meanings and motivations. Students learn to examine three different processes: their own process, the process of the other person, and the process of the

interchange. This recursive action transforms/dissolves the separate realities into a new position that is neither person's but supersedes both. This new reality is the sale itself.

To achieve Bohm's dialogue, we use the example of psychoanalyst Wilfred Bion, who suggested that we listen to people without memory or desire. Memory forces a sales person into the past—usually toward some negative occurrence like the time the client didn't buy. When a salesperson's mind stretches into the past, he or she stops attending to the client and begins to think of himself or herself. Just as memory rides off into the past, desire leaps ahead into the future. When salespeople listen with desire, they bring their own ego and imagination to bear—making the sale, meeting the quota, or getting the client to cough up a need. Thus when desire raises its head, the sales person ceases to attend to the client. In any case, memory or desire reside in the salesperson, and therefore are totally under the salesperson's control.

This does not mean that salespersons should dismiss knowledge gained through previous customer interactions. The foundation of the adaptive selling process is the acquisition of knowledge related to customer's unique needs and adapting communication appropriately (Spiro and Weitz 1990). Rather it suggests that only by listening in the present can a salesperson become truly aware of the subtle changes in a customer's needs, wants, or relationship focus. Thus a sole reliance on historical evidence could potentially overlook current opportunities for growth. If salespeople listen clearly, their actions will resonate even more deeply with the client.

The third step of teaching sales as ethics comes from Aristotle's (1980) *Nicomachean Ethics*. Aristotle suggests another area of development for those in the sales discipline—friendship. Aristotle describes three types of friendships. The first two are based on utility or pleasure. They are short lived because they are highly transactional and because they only last as long as they're useful or pleasurable. However, the third type of friendship fits consultative selling. Here two honorable people, alike in virtue, meet and wish for the same in each other. This creates a long-term relationship that will last as long their honor. This type of relationship is rare because it takes time and familiarity to develop. It creates the covenant of a business friendship—a mutually active life. Interestingly, people can only enact this form of friendship if they are receptive to one another. Aristotle's receptiveness in the covenant of a business "friendship" returns us to Hillel's Golden Rule. Hillel's Golden Rule denotes the reciprocity inherent in strongly ethical behavior. As a sales person, I will never act in a manner I find distasteful toward a customer, for I am someone's customer too.

References Available upon Request

IN STRIVING TO BE AUTHENTIC ARE WE SUPPORTING THE GLASS CEILING? AN UNEXPECTED CONSEQUENCE OF CHOOSING A TEXTBOOK

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In their quest to select the ‘best’ textbooks academics in a business faculty consider, amongst others, the following critical attributes: the ‘understandability’ of the text, the breadth and depth of content, the style, the additional resources, and, of particular relevance to current AACSB standards, the authenticity of the cases and discussion questions (Elbeck et al.2009; Stokes, Rossetti and King, 2010). All of these are key to students’ in-class performance, but how many of us stop to consider the impact that our choices may have on career aspirations amongst our students? Elbeck et al. (2009) discussed the influence that textbooks have on not only on the marketing knowledge but also the career choices of marketing students. Research presented at last year’s MEA highlighted the need to understand the role that gender plays in shaping the career aspirations of our students (Freeman et al. 2015). The research presented in this paper considers the role that in-class activities (such as case studies and readings) may play in shaping the differing aspirations reported by male and female marketing students.

Researchers have demonstrated that across the globe there is a tendency that, on graduation, male students anticipate being employed in a senior role more-so than their female counterparts (Freeman et al. 2015). Their anticipated career trajectory is also higher, with male marketing graduates tending to expect CEO, director or consultant jobs whilst female graduates from the same institutions ultimately expected to be in a manager or executive role. We have to ask, is this a case of one group being more realistic, understanding that as a new graduate the lesser job title is more appropriate, or is it symptomatic of a more serious issue? By being ‘realistic’ and not pitching for the top jobs are female graduates lowering their overall career aspirations and denying themselves the opportunity to be high fliers? Are we also contributing through our choices of texts, readings and in-class activities to restraining the ambitions of our female students?

The media is full of instances of the gender gap in employment. In a recent report the World Economic Forum posited that it will take another 118 years to close the global pay gap (World economic Forum 2015). They noted that more women are now going to university but “crucially” this is not translating into women occupying management and executive roles. Others have noted that the career opportunities for female graduates are limited at management and executive levels (Blakely, 2014; Serrels, 2013). Marketing is not exempt from this trend and has been identified as an area where women are not doing as well as expected in terms of securing the top jobs (Ng and Pine, 2003; Piercy, Cravens and Lane, 2001). Further, in line with other management disciplines, when females do secure an executive position it is frequently at a lower salary than their male counterparts (Castilla and Benard, 2010). The Trades Union Council (2015) reported that the pay gap in the UK was even more apparent amongst senior management and executives; in the top 5% of earners men tended to earn 45.9% more than their female counterparts.

All this raises the question that in the quest for authenticity should we as marketing educators reflect the workplace as it is? Is this being “authentic” or should the classroom ignore the current ‘real world’ gender discrepancies and encourage all of our students to aim high? If the focus of the marketing curriculum becomes preparing students to be “career ready” and not simply “work ready” are there implications in terms of the criteria that guide the selection of textbooks and other resources? Although the indications are that students are paying less attention to their textbooks when used as set reading there is evidence demonstrating that the use of textbook case studies and the inclusion of role-playing in-class exercises or activities can influence students (Vafeas

2013). Worryingly, earlier research on gender and education has revealed a gender bias in textbooks that may thus be playing a role in influencing student expectations about *who* managers are (e.g. Lee 2014; Jones et al., 1997). In this research we focus on how women are portrayed in marketing textbooks. We will describe how many of the cases and examples given in the most popular marketing and advertising textbooks feature senior female managers, or whether our teaching materials are introducing a hidden gender bias.

The results presented will be from a content analysis of the main textbooks and case studies used in undergraduate marketing classes in three countries: Australia, USA and Finland. Initially the analysis will focus on the presentation of gender in these resources. We will examine if men and women are portrayed as having equal roles, or as initial findings suggest, that the more senior positions are usually filled by men.

If this is the case are we as marketing educators tacitly implying through the underrepresentation of female managers that our male students should have higher career aspirations than their female counterparts? Drawing on existing literature on the impact of cases and examples on impacting student perception we will consider the importance of this potential omission of women and reflect on whether we have a responsibility to counteract this perception? Should the curriculum reflect the present reality of gender roles in marketing or generate an expectation of future gender equality?

References Available upon Request

MARKETING INCLUSION: A CLASSROOM APPROACH TO DIVERSITY EDUCATION

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Extended Abstract

Demographic changes worldwide have significant business implications and highlight the importance of understanding how to manage diverse workforces and market to diverse consumers. Comparable statistics in North America and Europe show that the growth of these regions' populations comes primarily from ethnic minority groups (Frey 2003). Women now comprise 47% of the workforce, compared to 29.6% in 1950 while people of color account for 36% of the current workforce and 83% of projected workforce growth from 2000 to 2050 (Burns, Barton, and Kerby 2012).

The growing diversity in both the marketplace and the workplace means that in order for businesses or individuals to succeed, a greater importance must be placed on successful engagement and management of diversity. Avery and Thomas (2004) discuss the importance of diversity management competency (DMC) stating, "Managers must understand, embrace, and leverage the demographic differences among their employees if they are to succeed in today's multicultural organizations," (p. 380). In order to accomplish this, the authors argue that DMC must be developed during one's education and must therefore be incorporated into business education curricula. Increasing diversity in business education not only better prepares students to participate and lead in a diverse workplace, but according to Driver (2001), greater diversity in the classroom leads to greater creativity and better problem solving due to broadened perspectives.

The importance of DMC, however, cannot be said to begin after graduation as college campuses across the country become more diverse themselves. A report from the American Council on Education demonstrates considerable growth of ethnic minority enrollment across

the nation (Ryu 2010). For example, American University in Washington, D.C., a school whose population was primarily White students from Mid-Atlantic states, now draws significant enrollment growth from several underrepresented minority groups, first-generation college students, and students from the Southwestern United States (2015 Campus Climate Survey 2015). While institutions are seeing growing diversity, a diverse student population in and of itself does not equate to a greater exchange of ideas or opinions, nor does it necessarily enhance the learning environment. Recent events involving cultural clashes on college campuses such as the University of Missouri and Yale further underscore the need to prepare students to thrive in increasingly diverse settings (Yan and Stapleton 2015; Tan 2015; Alfaro 2015).

These demographic changes present an opportunity to prepare students for success with innovative curricular approaches. Integrating diversity into the business school curriculum is an opportunity to strengthen business education in ways that may benefit both society and the bottom line. However, there is limited guidance regarding specific ways to integrate diversity into the marketing curriculum. We developed a course project designed to support interdisciplinary learning and increase students understanding of and facility with diversity concepts. A key conceptual basis of the project was thus the distinction between diversity and inclusion, which refers to the extent to which diversity is integrated into the institution rather than simply represented in its population (Roberson 2006). Administrators at higher education institutions nationwide, including American University, the setting for this project, acknowledge this distinction and have engaged in ongoing efforts to address both diversity and inclusion as issues critical to student and institutional success. In support of these efforts, our semester-long student project challenged students to develop a social marketing campaign to address diversity and inclusion issues on their own campus.

Integrating diversity discussions, particularly in the context of the students own institutions, can be challenging. Although many faculty encourage diversity-related discussions, some have aversion toward the conflict that can arise from disparate attitudes and opinions (Pasque et al. 2013) or have difficulty integrating diversity into their classes. In addition, students vary in terms of the importance they place on diversity (Asquith et al. 2011). However, some courses present an “easier” fit for diversity content, and the focal “Marketing for Social Change” represented one such natural course. This course explores how marketing strategies are applied to the management of social behaviors in order to benefit society. Each semester, students in this course are divided into teams and presented with an applied client project to create a social marketing campaign. The spring 2015 client was the American University administration in the wake of salient diversity-related tensions on campus as well as in society at large. The presentation will: 1) describe the conceptual basis underlying project development; 2) overview the project, implementation and results; 3) highlight focal pedagogical challenges; and 4) make specific recommendations for the design of similar projects in diverse marketing courses.

References Available upon Request

BRAND PERSONOLOGY: TRANSFORMATIVE LEARNING THROUGH THE iMOVIE BRAND STORY

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Abstract

Application of transformative learning may play an important role when used with modern forms of technology. The ease of video production enables students to create digital marketing communication campaigns and has been proven successful in the classroom (Payne, Campbell, Bal and Piercy 2011). This assignment requires students to develop a digital brand story about their personal brand attitudes, perceptions and behaviors. The purpose of this assignment is for students to be able to articulate their understanding of the impact of branding on their personal consumption decisions. The authors have tested the iMovie Brand Story across two marketing undergraduate classes (Branding and Consumer Research), providing students the opportunity to discover more about their own 'personology' of a brand. The term personology was developed by Baumgartner (2002) to further explore the dispositional, goal-striving and narrative entities engaged in consumption (Baumgartner 2002). We have adapted this process to infer student understanding of their own unique brand personology.

Transformative Learning

Transformative learning provides a theoretical framework to assess marketing education effectiveness. This study utilizes Mezirow's (1991) transformative learning framework as a theoretical perspective for evaluating the course impact on a student's self-efficacy in evaluating consumer buying behaviors. Transformative learning is focused on the adult learner and is defined "as the process of effecting change in a frame of reference" (Mezirow, 1997, p.5). Students come into the university system as adults with a series of experiences involving associations, values, feelings and concepts that shape their beliefs and behaviors as a consumer of marketing messages, products and services. Their affinity or non-affinity towards brands is a result of the experiences they have had up to the point of deciding how to engage with a particular brand.

"Frames of reference are the structures of assumptions through which we understand our experiences" (Mezirow, 1997, p.5). The higher educational experience is designed to challenge students' thinking and re-evaluate perspectives as they learn and mature further into adulthood. Transformative learning encompasses disorientation, reflection, and changing behaviors and meanings for the learner (Cranton, 1994; Mezirow, 1991); it involves the process by which adults change their meaning perspectives through critical learning experiences. These meaning perspectives are derived from an individual's frame of reference that is based on past experiences and encompass cognitive and emotional components (Cranton, 1994). Mezirow (1997) explains how transformative learning "involves transforming our frames of reference through critical reflection on the assumptions upon which our interpretations, beliefs and habits of mind or points of view are based" (p.7). The process should encourage learners to question their assumptions and contemplate ways in which they can change their worlds (Cranton, 1994, p. 59).

This framework provides a means to evaluate the use of personal video narratives as a means to critically reflect on personal assumptions, habits and points of view. When prompted to critically evaluate their own buying behaviors against personal values and beliefs, students experience disorientation. For many, limited conscious thought has been part of the process of their purchasing and evaluation behaviors towards the brands they patronize. The process of creating a personal video account of their own brand story creates an opportunity to uncover frames of references and assumptions they have made in the past against what they believe about themselves.

iMovie Assignment

The assignment is designed for students to take a creative and meaningful approach to telling their own brand story by applying research on consumer behavior. The primary outcome is for the digital story to answer the following questions: What do the brands you purchase and use say about who you are and what you value? How do you use these brands to tell your own story? Prior to the development of the iMovie, we engage in discussion of theories on personality and motivations in consumer behavior research. For example, theories on personality traits such as Aakers (1997) brand personality dimensions, McAdams three-tiered framework and Baumgartner's (2002) personology development provide a framework for students exploration in their own purchasing behaviors. A discussion of brand meanings, experiences and values (Dillar & Rhea, 2005) are explored to give students an overview of brand development.

Successes and Challenges

One of the successes of this approach allows students to understand a new form of technology. We require that students use an iMovie (or applicable form of video production) in their project. Though initially apprehensive, the students grow to value the digital story project as it enables them to better understand themselves as consumers and their motivations behind the brand they follow. Through this process of self-discovery and learning, students also experience the development of brand personalities (personology). As such, the experience supports their own consumer self-efficacy and allows them to critically reflect on why they patronize brands. This understanding can provide insight into how they could promote brands and product/service offerings for companies in the future.

One challenge in classroom includes students' resistance to learning a video production program. We recommend developing your own for the classroom to encourage students in the 'ease of use' for iMovie. In addition, it is imperative to remind students to pay close attention to all elements of the productions (i.e. music, images, videos and word content). The most effective digital native stories include all elements to fully support a transformative learning experience.

References Available upon Request

PSST, IT MIGHT BE IN THE WRONG ORDER: IS POSITIONING OF INNOVATION FIRST BEFORE SEGMENTATION AND TARGET MARKETING?

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Virtually every introductory marketing textbook exists contains a chapter dedicated to the ordered principles of segmentation, target marketing and positioning (STP). As marketing educators, we teach our students to first divide consumers into definable segments before selecting one as a primary target market on which to focus their efforts. The third and final step is to determine how the product or service should be positioned in the minds of the target audience so that it is distinctive from the competition, and thus, memorable.

Now compare this sequence to the vision of Howard Schultz's vision of the Starbucks' brand before he introduced it to the market:

"The idea was to create a chain of coffeehouses that would become America's 'third place.' At the time, most Americans had two places in their lives—home and work. But I believed that people needed another place, a place where they could go to relax and enjoy others, or just be by themselves. I envisioned a place that would be separate from home or work, a place that would mean different things to different people." (Lovelock & Wirtz, 2011)

This statement is all positioning with no regard for segmentation or target marketing.

One could argue that the actual implementation of this vision would include a more defined STP process, but Wall Street Analysts could not find a segment where this position would work:

"They'd say, 'You mean, you're going to sell coffee for a dollar in a paper cup, with Italian names no one in America can say? At a time in America when no one's drinking coffee? And I can get coffee at the local coffee shop or doughnut shop for 50 cents? Are you kidding me?'" (Batsell, 2002).

Of course, Starbucks still utilized segmentation, initially geo-demographics and psychographics, and targeted white collar coffee enthusiasts. However, this paper posits that positioning is the over-riding factor when new product or service innovation occurs.

STP is still viable and should still be taught when considering "market-driven" products and services. As defined by Jaworski, Kohli, and Sahay (2000), the market-driven strategy involves learning, understanding, and responding to stakeholder perceptions and behaviors. This approach is common in organizations with well-established brands that are investigating possible product or brand extensions.

Companies that engage in "market-driving" activities create entirely new markets and change the rules of the competitive game (Kumar, Scheer, and Kotler, 2002). It is these organizations that utilize positioning first and foremost. Starbucks is but one example. We can conduct the same analyses on other game-changing companies and visit the same conclusions, such as Apple, Amazon, Tesla, and Adobe, for example.

This order works for these concerns because "market-driving situations find customers not necessarily knowing or able to articulate needs or preferences, posing challenges for the nature and role of market intelligence (Schindehutte, Morris, and Kocak, 2008, p.7). When consumers do not have a historical reference point on which to understand their own needs, they will not be able to inform market suppliers of what they want because they won't know until they see it.

In an age when over half of college graduates are either unemployed or underemployed, and when a third of all businesses are looking for students with entrepreneurial skill sets (Schwabel, 2014), students should become better versed in successful entrepreneurial strategies. In marketing, it could start with the re-ordering of STP to PST when discussing start-up innovation.

COMPARING HIGHER MARKETING EDUCATION IN FINLAND AND USA

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Education systems differ between countries and even regions. Although there have been attempts to make education systems alike and comparable, (ex: the European Bologna process has aimed at uniform two level higher education systems in all European countries), there are differences between systems and sometimes those are not easy to spot.

For marketing educators it is important to understand how different systems work for several reasons. It gives perspective on how the system can be structured, it allows benchmarking between systems; all to try to find best practices that can improve their own system. On a more practical level, marketing educators may be interested in faculty exchanges as teachers or researchers or they may help their students find a study abroad program. Moreover, when we as marketing educators conduct research, it is important to understand the differences between education systems in different countries. The aim of this paper is to analyze and compare how the Finnish and the United States of America (USA or US) higher education systems differ from each other in the context of marketing education.

Both countries rank typically very high on international rankings of education systems (Williams et al. 2013). Still, there are some interesting differences especially between the higher education systems. The most striking difference is the cost of education in each country. Can we learn some best practices from these different systems? We first describe the higher marketing education systems for both Finland and USA. Then we analyze the similarities and differences between the systems.

This study is a desktop research and its data is collected mostly from official websites. Data sources include Finnish university and governmental data, European Union official data about education, USA governmental data, information from university websites and several websites that rank US universities. Also, official information from webpages concerning how to study in Finland or USA was used. Moreover, university teachers were interviewed from both Finland and USA to get background information.

Both Finnish and US education systems are highly ranked globally. However, based on our analysis, we highlight five main differences: 1) the types of education, 2) degrees and the length of education, 3) credit system, 4) cost of education and 5) pre-requirements and entrance methods.

Types of education systems: The grounds of Finnish higher marketing education system are based on a dual system. There are two distinct types of universities, research focused universities and universities of applied sciences that focus on more practical oriented teaching. In the United States there is no similar distinction between universities. In Finland there is no division between public or private universities, even though the universities are legally private entities, they are mostly governmentally funded.

Degrees and the length of education: In both countries the Bachelor of Science is the first degree in marketing education. However, in Finland it is timed to last three years in research universities and three and a half years in the universities of applied sciences. In US the same degree is timed to last for four years. An important difference is also that in Finland (and many other European countries) students taking a (research) university degree continue to the two-year Master's degree thus completing a degree of Master's of Science.

The credit systems: The credit systems differ slightly. In Finland, the ECTS (European Credit Transfer System) is used. In that system, students are expected to get 60 credits each study year, resulting in 180 credits for a three year Bachelor Degree. In the United States, the credit hour system is used and the full-time students are expected to get 30 credits each study year and 120

credits for the Bachelor Degree. However, in both countries students can complete less or more study credits depending on their motivation and goals.

Cost of education: The biggest difference between the education systems is in the cost of education and who is paying for it. In Finland, the education is governmentally funded. Even though there are calculated costs of education for different degrees, the students themselves do not pay for it. The extremely low cost for the students aims to give all students an equal opportunity to earn a higher education. Indeed, about 30% of over 20 years old Finns have a higher education degree (at least a Bachelor degree). In US, the students or their parents pay the education, but students can apply for student loans and financial aid. Student loans have to be paid back by the students in installments.

Pre-requirements and entrance methods: In both countries the students apply for the Bachelor degrees based on their earlier studies. In Finland the high school diploma together with a matriculation exam results are used. In the case of the Universities of Applied Sciences, the students are chosen based on these. For the research universities there is also an entrance exam that is jointly organized for most business programs. In USA, the students are required to have a high school diploma as well as SAT test results.

References Available upon Request

STUDENT ATTITUDES TOWARDS SHORT VIDEO SUPPLEMENTS: ANTECEDENTS AND OUTCOME EFFECTS

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Introduction

Previous work has examined the effect of providing short concept-focused online videos as a supplement to classroom lectures on students' exam scores (Lancellotti et al 2015). It was shown that students who had the option of watching online short concept-focused videos performed significantly better on the related exam than students who did not have that resource available to them. However, research has shown that a key driver of learning success in a digital environment is the expectations students have regarding the value of the digital components (Kilic-Cakmak et al 2009). The present research is designed to explore the antecedents to this process: whether student characteristics and/or behavior affect attitudes towards using these online videos, and if such attitudes ultimately affect the extent to which the videos improve student learning.

Prior work has shown that a variety of characteristics and behavior affect how well students do in the classroom, such as personality and cognitive traits (Arispe & Blake 2012), the amount of interactivity among students and between students and faculty (Hollenbeck 2011), and their level of satisfaction (Jackson & Helms 2008). The current work investigates the extent to which student characteristics and behavior—such as their gender, motivation, confidence, and actual usage of the videos—affects their attitudes towards online video modules, and ultimately whether such attitudes moderate the effectiveness of the online video modules on their exam scores. If students with different personal characteristics have differing attitudes towards the usefulness of the videos, then it may be that educators should take differing approaches to enhancing students' attitudes and encouraging the use of the videos.

Method

Students enrolled in a large (247-student) Principles of Marketing course from a large West Coast university participated in the study. The students were required to watch short online video modules that corresponded to topics to be covered in the next in-class lecture. Videos typically averaged six minutes in length, and there were on average four videos per lecture topic. Data on attitudes towards the online videos was collected via an in-class survey.

Video Usefulness was measured via a four-item 7-point Likert-Type measure (Cronbach's alpha = 0.946). Students' *Marketing Motivation* (Cronbach's alpha = 0.910) and Students' *on-the-job Marketing Confidence* (Cronbach's alpha = 0.913) were measured via three-item 7-point Likert-Type measures. *Video Utilization*—the extent to which students viewed the video modules—was assessed via a single-item 7-point Likert-Type measure.

Results

A regression analysis was conducted with Motivation, Confidence, Utilization, and gender as the independent variables, and Usefulness as the dependent variable. Students' motivation towards Marketing nor their confidence in applying Marketing concepts in the workplace had a significant effect on perceived Usefulness of the videos ($t = .888$, $p = .375$; $t = 1.133$, $p = .259$, respectively). Unsurprisingly, the extent to which students reported using the videos did have a strong effect on their perceived usefulness ($t = 9.582$, $p < .001$). Of greater interest, gender was also found to have a strong impact on perceived usefulness of the online videos, with women finding them more

useful than men ($t = 3.172, p < .01$). Gender and Utilization also had an interaction effect: the more men used the videos the more useful they perceived them to be ($t = -2.231, p < .05$). We also examined the effects of perceived usefulness on students' actual exam scores to verify that positive attitudes towards watching the online short video modules would result in actual improved performance. As expected, the more useful students perceived the videos to be, the better they scored on the class exam ($t = 2.846, p < .01$).

Discussion

These preliminary results show that not only do students' attitudes towards the usefulness of online videos affect their performance on exams, but that in addition to performance-based characteristics, such as the extent to which they viewed the videos, students' gender also has an impact on their attitude toward the videos. This may be explained by Agency theory: men tend to have a high degree of perceived personal agency (proactive, self-regulating, independent) than women, who are more likely to seek input from others regarding actions and decisions (Guimond 2006). Thus, men may have more negative attitudes towards additional class requirements, especially those that are not directly linked to a deliverable outcome. Since the online video modules were shown to be effective at improving learning for both women and men, and more so for men once they get past their negative attitudes, educators may need to explore different incentive structures for male and female students.

References Available upon Request

WHAT IS THE ROLE OF BIG DATA AND ANALYTICS IN GRADUATE MARKETING EDUCATION? THE AGE OF ANALYTICS

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Abstract

This position paper discusses a proposed study on the role of big data in graduate programs. The focus is on graduate master's degrees in marketing education and the educational intelligence trends, perceived and actual benefits of big data to marketing educators, costs, privacy issues, and practical applications. The audience for this position paper is broad and will be thought provoking for marketing education leaders, decision makers, planners, advisors, faculty and other institutional constituents.

Overview

Today, marketing managers need the ability to analyze large data sets, known as big data to make strategic decisions. This process is known as business intelligence, an umbrella term that includes "the applications, infrastructure and tools, and best practices that enable access to and analysis of information to improve and optimize decisions and performance" (Gartner IT, n.d.). According to the Harvard Business Review (2012), the recent explosion of digital data is critical to organizational leaders, they need to be able to "make sense" of the vast array of data available to them to make the correct strategic decisions. Indeed, a study published by IDG found that on average, organizations spent \$8 million on data related initiatives in 2014, and 70% of organizations have or will deploy data related projects or programs (Forbes, 2014). In industry, paper systems are archaic, spreadsheets have a limited lifeline, and third party data crunching cloud software is the future, if not the norm. Higher education is no different even though it traditionally lags behind business in incorporating new technologies such as large scale data analytics (Norris & Baer, 2013).

Leaders in marketing education are equally in need of using big data analytics to forecast demand for courses, plan faculty workload, tailor recruiting strategies for a specific student, identify academically at risk students and conduct many other predictive actions for student success and departmental survival. Eduventures (2015), recently coined a specific term, "educational intelligence" for higher education. Additionally, a relatively new term "learning academic analytics" now appears in the higher education literature. In application, and as just one example, learning academic analytics can be focused on employing business intelligence processes to study and predict student-learning outcomes (Van Barneveld, Arnold, & Campbell, 2012). Higher education news blogs, white papers, dedicated conferences and even educational summits focus on this complex process. Applying business intelligence fundamentals to higher education, Zhao and Luan (2006) reported, "Institutional data often contain valuable information essential for more in-depth understanding of students and their college experiences" (p. 7). Most educational institutions using analytics are applying the tools to enrollment management, to monitor and guide student progress, and to optimize resources (Bichsel, 2012).

The Education Advisory Board (2015) reports, "Across the next decade, master's degrees are projected to grow far faster than degrees at any other level. By 2022, experts predict, master's degrees will account for nearly a third of all degrees awarded." The Council of Graduate Schools (CGS) is at the forefront of advocating discussion amongst graduate educators. Early in 2015, the CGS hosted a Global Summit, Implications of "Big Data" for Graduate Education. The summit attendees discussed national trends, benefits of big data to educational institutions, costs, privacy

issues, and but not limited to practical applications. This position paper seeks to expand these national areas to marketing education.

Other outcomes the researchers hope to capture are perspectives of department chairs and graduate faculty members at comprehensive, master's degree granting universities. The literature review will include the challenges marketing education leaders have encountered such as steep learning curves; transparency and availability of data; conflicting data from institutional sources; and using data to convince upper administration of the value of a marketing department's programs as well as the return on investment of limited resources. The session will include discussion with the MEA audience members about the opportunities and challenges in this brave new data and analytics world.

References Available upon Request

MEASUREMENT OF MISSION EFFECTIVENESS VIA PSYCHOGRAPHIC SEGMENTATION IN CALIFORNIA STATE UNIVERSITY, CHANNEL ISLANDS

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Abstract

Evaluation of effectiveness in education has taken many forms and differs from one institution to another (c.f. Card and Krueger 1996). In this position paper we aim to utilize marketing research techniques to measure the effectiveness in reaching goals set by California State University Channel Islands (hereafter CI). We start by focusing on the four pillars of the mission statement as they are emphasized throughout a student's experience at CI: Multicultural diversity, interdisciplinary/integrative approaches, international perspectives and civic engagement (<http://www.csuci.edu/about/mission.htm>). We then devise a survey that uses psychographic measurement scales that have been created by marketing practitioners and scholars to segment markets based on values and lifestyle to (a) explore the current student body at CI and (b) measure the differences between the incoming students (freshmen and first year transfer students) to the graduating class. While the first part of this study enables us to understand the general values CI students have, the second part will illustrate if their education in CI makes a difference in their perception as it pertains to the aforementioned four areas. While there are a few limitations such as the narrow and specific student population at CI and the absence of longitudinal or panel data to see the changes in each student; the contribution of this study is substantial. On the micro scale this study will enable the university to understand where their students stand with regards to the four pillars that are at the heart of their college education. More broadly we intend to show that marketing research methods as students learn them, can be excellent tools for measurement of effectiveness in higher education; and to emphasize the notion that business schools should practice what they teach on their institutions just as they would with for-profit businesses. This may also be one of the best ways to incorporate teaching and learning concepts and methodologies into the college experience while benefitting the institution and students alike.

Introduction

As part of the high impact practices employed in California State University Channel Islands (CI), this research paper focuses on measuring the effectiveness of the four mission pillars as emphasized by the university, throughout the students' experience. Effectiveness is a construct that lends itself to epistemological discussions, which are beyond the scope of this paper. However, we provide a brief review of effectiveness in the context of higher education. More specifically we will define and operationalize this construct in the context of CI's effectiveness in instilling the four mission pillars into their graduating classmen.

The CI mission statement focuses on four main goals:

“Placing students at the center of the educational experience, California State University Channel Islands provides undergraduate and graduate education that facilitates learning within and across disciplines through integrative approaches, emphasizes experiential and service learning, and graduates students with multicultural and international perspectives” (<http://www.csuci.edu/about/mission.htm>).

We operationalize the construct of effectiveness only in this context, therefore measuring the indicators (i.e. norms and values) related to these four pillars of (1) multicultural diversity, (2) interdisciplinary/integrative approaches, (3) international perspectives and (4) civic engagement.

By employing items from measurement scales that have been developed and used in marketing and higher education we measure how CI students score on each of these four areas. Therefore there are two main objectives to this research study. The first is to evaluate how well our school

is able to instill its core values in students across all ages and backgrounds. The second objective is to provide recommendations to the university regarding how to target specific students during the admissions process.

Methodology

In order to accomplish these goals, we begin by conducting surveys that will let us arrive at two different conclusions. The first part of the survey relates to the psychographic background of students on campus. This gives us insight about the various student types that exist on campus. The second part of the survey revolves around the four core values, or pillars, that our school stands by. In this second survey, we attempt to uncover how well each student feel attuned with the values that the university emphasizes the most. In other words, we use psychographic segmentation techniques to craft surveys that measure the degree to which student values align with university values.

Once the survey data is collected we will conduct cluster analysis to determine psychographic segments of students and a t-test to compare the incoming (freshmen and first year transfer) and graduating students on the four pillars mentioned above.

Timeline for the study

This study is a part of a two semester long undergraduate directed study. At this stage we have surveyed the literature and created a survey that is a combination of multiple measurement scales (Jibaja et al 2000; Leucht et al 1990; Morais & Ogden 2011) that have been tested for reliability and validity by scholars in marketing and higher education. Recently we collected pretest data from a small sample to clarify any confusing questions and repetitions. In collaboration with the institutional research and enrollment offices at CI we will be sending the survey out to every student who is currently enrolled as a full-time CI student on the first week of March. A reminder will be sent on the second and third week of March if the response level is insufficient to conduct a meaningful analysis or the classmen are not distributed in balanced numbers among the incoming and graduating classes. The next step will be using cluster analysis and t-test comparisons to come up with the student psychographics and see if there is a difference in the internalization of the four pillars between the incoming and graduating classmen.

Limitation and Contribution

As with any study there are several limitations that need to be recognized in this study: the responses are self-reported and the questions are quite personal. In our pretest the initial feedback suggests that students had to think about how they felt about sensitive subjects such as ethnic diversity. This may reveal some biased results in the data. Secondly, the study focuses on a specific school which hinders the generalization of the results, however the objective for the readers should be understanding how these methods can be implemented in higher education more so than understanding CI's students body.

For marketing students, it is useful to be able to take the concepts we learn about in our marketing courses, and apply them to our daily lives. Analyzing the results between freshman and seniors allows us to rate our university's success in terms of graduating students with the set of values previously mentioned. This measurement might help us create a standard through which schools worldwide can assess how well their students understand and exhibit traits that each university stresses the most. More importantly, recognizing that every university sets out to accomplish a mission and has to evaluate its effectiveness regularly, this study can be used as a guideline for other universities wanting to implement a simple measure and evaluation.

References Available Upon Request

CLIENT FEEDBACK IN SERVICE LEARNING PROJECTS IN HIGHER EDUCATION

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Mindy Welch, University of Mary Hardin-Baylor

Abstract

Project-based learning is not something new to higher education. Students and faculty commonly engage teams that are made up of students to help support the local community through class projects and internships. However, this paper is seeking to understand the value that the clients receive from these projects and seeks to qualitatively measure the feedback that clients give to the school and students. Project-based learning, and service learning, is not something new (Bringle & Hatcher, 1996). The idea of students gaining the work world experience prior to graduation is critical for success in job marketplace. However, there are not particular standards that are universally adopted across the higher education system. Some universities require a certain number of internship hours, a certain number of internships, or even volunteer hours. Lee, Blackwell, Drake and Moran (2014) also state that there should be “problem-based” learning as well. Approaching the business world with focusing on solving a problem has been one of the main drivers of the case study method and the push to have students engage in the workplace solving issues through the internship hours. What about the value for the clients in this process? We might have heard the saying that they are getting the work for free, and so any value is helpful for the students. From preliminary qualitative research, exploratory in nature, the researchers have followed up with various clients to see what value they received from the process and any process changes that they made from their experience. Through the University of Mary-Hardin Baylor, the marketing program there has been requiring students to perform problem-based learning within the curriculum for 10 years. Through the variety of the clients that have participated in the program, great majorities have made changes based on the recommendations of the student teams. The variety of projects that have been conducted include nonprofit, for profit, mission critical activities, new ventures, and even new product development. These clients have expressed that they valued being included on the education of the students and the changes that they made created a positive change within their organization, even if it was the answer that the client was not looking for. The students have also given qualitative feedback, post graduation, on these experiences and how they prepared them for their careers in the field of marketing.

USING OPEN SOURCE RESOURCES IN THE MARKETING CURRICULUM

Chrisann Merriman, University of Mary Hardin-Baylor
Mindy Welch, University of Mary Hardin-Baylor

Abstract

Currently there is a large disruption within the realm of higher education. With the advances of the internet, there has been the rise of online classrooms, massive online open courses, social media shared spaces, and more and more content is being uploaded to the internet every hour. Some call this a freeing of education, and others are saying that this is undermining the sanctity of the educational system. While both can be debated, there is one debate that is certain. Higher education is getting more expensive and there is no reprieve in sight. As educators, we are called on to be more than feeding information – but rather working toward finding resources to keep the costs of education down. A large cost that students seem to cut from their budget is the required textbooks. A recent survey even stated that 65% of students are opting not to buy textbooks to control the costs of higher education (Kingkade, 2014). For professors, this is a problem, and student's grades are reflecting it. In the same survey, 95% of students agreed that having access to the texts would make their grades higher and they would be more successful (Kingkade, 2014). Some faculty in higher education is depending on the Internet and World Wide Web to provide their resources. Wiley, a major textbook publishing firm has even built courses around the content of the TedTalks, videos that are published online from speakers all over the world. Because marketing, as a discipline, is a fast moving field and growing constantly, it lends itself to openly accept using many resources beyond a textbook. In this paper, the authors are trying to answer if the students will actually use the resources provided if there are not costs prohibiting them from the course content, i.e. open resources. We are also going to measure student satisfaction, course performance, and compare that data to past courses when there was a required textbook. We are also going to do an analysis of the challenges of setting up the course curriculum, in addition to expanding on future research to quantify this information and give a guide to faculty who want to explore this option.

References Available upon Request

CREATING “STICKY” MARKETING: MOVING FROM ROTE TO MEANINGFUL LEARNING

Debra Wood Perosio, Cornell University

Abstract

As marketing educators how do we move away from rote learning toward learning that is meaningful, engaging, and exciting? How do we make marketing “sticky?” Can the consistent use of concept maps in an introductory marketing create “sticky” learning?

Background and Historical Perspective on Concept Maps

According to Novak et al, the development of concept maps was based on the learning psychology of David Ausubel (1963; 1968; Ausubel et al., 1978). The fundamental idea in Ausubel’s cognitive psychology is that learning takes place by the assimilation of new concepts and propositions into existing concept and propositional frameworks held by the learner. Novak believed that concept maps were a tool to help students build these conceptual and propositional frameworks.

At the heart of Ausubel’s and Novak’s work is the concept of meaningful learning. Meaningful learning requires three conditions (Novak, 1989), 1) the material to be learned must be conceptually clear and presented with language and examples relatable to the learner’s prior knowledge, 2) the learner must possess relevant prior knowledge, and 3) the learner must choose to learn meaningfully.

Meaning, Construction, and Applications of Concept Maps

According to Novak and Canas (2008) concept maps are graphical tools for organizing and representing knowledge. They are represented in a hierarchical fashion with the most inclusive, most general concepts at the top of the map and the more specific, less general concepts arranged hierarchically below. Concept Maps should be constructed with reference to a focus question. Finally, concept maps should have cross-links which are relationships or links between concepts in different segments or domains of the concept map.

Novak and Canas (2008) believe that concept maps help learners construct new meanings because they serve to help the learner organize their knowledge that is put into long-term memory. Concepts maps serve as a mental scaffold to help put pieces of knowledge together in the learner’s working memory.

Novak and Canas (2008) outline the key steps in concept map construction. First, a focus question directs the development of the map. Next, key concepts are identified related to the question from the most general to the most specific. With a completed list of concepts a concept map is created using cross links to connect concepts.

Practical Applications of Concept Maps in an Introductory Marketing Class

During Spring 2015 a preliminary study was conducted in an introductory marketing class taught at the Charles H. Dyson School of Applied Economics at Cornell University. Ninety-two freshman business majors took the four credit course. Throughout the semester each chapter was introduced briefly using a concept map (no more than a 5 minute introduction). Following the concept map presentation powerpoint slides were used to discuss concepts in a traditional lecture format. Students were surveyed twice during the semester to gauge their satisfaction with, and use of, concept maps. Study results revealed that: seventy-seven percent of students “agreed” or “strongly agreed” that concept maps were useful, fifty-one percent of students “agreed” or “strongly agreed” that they used concept maps to help them study. At mid-term eighty-one percent of students indicated that concept maps helped them understand the connections between concepts. That number rose to eighty-six percent by the end of the semester.

Fall 2015 Study and Discussion

As a follow-up to the initial study, during the Fall 2015 semester, the study was expanded to an introductory marketing class for non-business majors with an enrollment of 311 students. The class is taught in a large lecture hall and meets as one section. Prior to introducing a new chapter a completed concept map for the chapter was uploaded to Blackboard. During class the concept map was reviewed which typically took the entire class period to complete (50 minutes). The following class was used to focus on the “application” of selected topics from the concept maps using examples, case studies and/or industry guests. For those students who learn in a more ‘linear’ fashion, class notes were also posted on blackboard for additional instructional support.

At mid-semester a focus group was conducted to gauge initial feedback on the use of concept maps. Eleven students attended. Overall students found the concept maps to be useful and felt they were beneficial in their learning. Students liked to see how the concept maps “grew” as they were built using animations in Powerpoint. They felt concept maps helped them understand how concepts are related and how they are connected to each other. Students felt that concept maps give structure to the material and make it easy to look back at older material and study. One student commented, “The concept maps are good. They go beyond just definitions/real life examples. They make the application part that much more meaningful. The connections in the concept maps are important.” Another student remarked, “Concept maps facilitate meaningful learning. Breaking down the main idea into multiple levels makes the class less about memorizing and more about understanding concepts.”

At the conclusion of the semester a survey was administered via Blackboard to the entire class (311 respondents) to further gauge the effectiveness of using concept maps. Sixty-two percent of students either “agreed” or “strongly agreed” that concept maps helped to clarify course material for them while twenty percent were “neutral” regarding the comment. In response to the comment, “Concept maps helped to build a foundation of knowledge for me that I built upon during the semester,” fifty-five percent of students either “agreed” or “strongly agreed” with the statement while twenty-four percent took a “neutral” position.

Prior to the occurrence of the focus group when teaching the class the entire concept map was introduced. In the subsequent class specific “up-close” concepts were discussed in greater detail using examples, case studies or industry guests. During the mid-semester focus group participants suggested rather than build the entire map and then double-back on specific concepts, a better strategy would be to stop during the explanation of the map when an “up-close” concept was revealed and take time immediately to discuss the concept. In response to this change in approach, sixty-four percent of students either “agreed” or “strongly agreed” that they preferred this new method of teaching while sixteen percent of students were “neutral.”

Forty-nine percent of students “always” or “sometimes” use concept maps when studying for exams while twenty-four percent indicated “once in a while.” When students were asked if they felt concept maps made it easier to learn course material compared to a “traditional” lecture, forty-six percent either “agreed” or “strongly agreed” while twenty-six percent were “neutral.” Seventy-three percent of students either “strongly agreed,” or “agreed” with the statement, “Concept maps help me to understand the connections between concepts” while fifteen percent of respondents were “neutral” in their response.

The purpose of incorporating concept maps into an introductory marketing class was to help learners assimilate new concepts and propositions into existing conceptual and propositional frameworks in order to promote meaningful learning.

Study results are very promising and indicate that this pedagogy had an overall positive affect on students’ learning of marketing and suggest a continuation of and further refinement to this teaching strategy. While about half of students did not feel their learning was improved through

using concept maps, three-quarters of students felt concept maps helped them to understand the connections between concepts. For those students who may prefer a more “linear” method of teaching, lecture notes, in outline form, were available on blackboard for every chapter.

In reviewing the study results it appears that typically there are about twenty percent of the class that were taking a “neutral” position on many questions. This represents a significant number of students who have not formed an opinion regarding this teaching approach. Looking ahead perhaps more time should be spent in the beginning of the semester acquainting students with concept maps and their relationship to meaningful learning and reinforcing it throughout the semester. It is important to remember that learning styles differ among students and, as such, providing additional instructional support (such as posted lecture notes in an outline form) is critical to accommodate differences in learning styles. Ultimately study results suggest that by creating a “marketing” mental scaffold of connected concepts, it appears that concept maps hold promise for making marketing “sticky!”

References Available upon Request

IMPACT OF STUDENT SELF-ASSESSMENT OF PREPARATION EFFORT ON STUDENT PERFORMANCE

Sujata Ramnarayan, Notre Dame de Namur University

Abstract

Self-assessment is very often used in the workplace as a method to evaluate and improve worker performance. In fact, Zappos.com has decided to try “Holocracy” as a new model of work and organization where each employee gets to set their own goals and move from project to project without any bosses (Gelles, D. 2015). Such a situation requires an employee to be self-motivated, self-evaluative, and self-managing. Self-assessment as a construct has been studied extensively in the marketing education literature and its impact on other learning outcomes have been examined as well. However, what has been studied is self-assessment of knowledge as opposed to self-assessment of behavior. Although few studies have examined how student behavior is related to student performance, the impact of self-awareness of student behavior and its impact on student performance has not been examined. If companies are looking at a future of self-managing organizations, it is important to examine how increased awareness of self-management skills of student behavior could potentially lead to increased performance. This is a working paper to examine not only the impact of positive student behavior on performance but also how feedback and increased awareness of such behaviors could lead to improved future performance.

Introduction

Self-assessment is very often used in the workplace as a method to evaluate and improve worker performance. In fact, Zappos.com has decided to try “Holocracy” as a new model of work and organization where each employee gets to set their own goals and move from project to project without any bosses (Gelles, D. 2015). Such a situation requires an employee to be self-motivated, self-evaluative, and self-managing. If companies are looking at a future of self-managing organizations, it is important to examine how increased awareness of self-management skills of student behavior could potentially lead to increased performance. This is a working paper to examine not only the impact of positive student behavior on performance but also how feedback and increased awareness of such behaviors could lead to improved future performance.

Literature Review

Research on improving student performance and other learning outcomes related to performance have examined a number of different factors having an impact. Although, there is research to show how student behaviors, especially positive student behavior contributes to better performance, it has not been examined extensively. In addition, none of the previous research has examined if increased awareness and teaching of how positive behaviors lead to better performance could in fact lead to improved future performance. As companies move toward more emphasis on self-management as opposed to people management, it is important to examine how increased awareness of self-management skills of student behavior could potentially lead to increased performance.

A few studies have examined the impact of student behavior on student performance (Brokaw and Merz 2000; Young et. al. 2003.). While the effect of self-assessment of knowledge on student performance has been mixed (Sitzman et. al 2010), research has supported the impact of positive student behavior on student performance (Brokaw and Merz 2000; Devadoss and Foltz 1996; Romer 1993; Young et. al. 2003). Generally, student behaviors that have been examined in prior research are either those that are conducive to enhancing performance or those that take away from it. While prior research has examined the impact of positive behaviors on student performance, it has not looked at how performance might change with increased self-awareness of positive behavior and how it might impact future student performance.

Prior research has shown that self-assessment of knowledge (defined as: “Evaluations learners make about their current knowledge levels or increases in their knowledge levels in a particular domain.”) has low positive correlations with test performance and it has been suggested that the results might be due to the over-inflation of self-assessment by less competent individuals relative to those more competent (Kruger and Dunning 1999). Thus, self-assessment of knowledge has been shown to be a weak and imperfect indicator of performance (Sitzman et al 2010). Learning outcome which has typically been measured by course grade has been found to be positively related to classroom behavior as well. While positive classroom behavior such as class attendance, reading the textbook, taking optional exams have been found to positively affect learning outcome, behaviors such as number of hours spent working on competing activities such as work and socializing have been found to be negatively related to learning outcomes (Brokaw and Merz 2000). Study time has also been found to be more indicative of positive student learning outcome, when examined in conjunction with use of technology and student learning style (Young et. al. 2003).

The role of instructor to student has been compared to that between a personal fitness trainer and a client by Karns (2005). As the author puts it, students understand that watching someone work out at a gym will not make them fit and it is the marketing instructor’s role to even sell the merit of their pedagogical choices. Yet, we rarely use self-assessment of preparation and self-evaluation of positive behavior as ways to improve student learning outcomes or to improve student performance in the classroom. Based on the above review of the literature, the following hypotheses are proposed:

Hypothesis 1: Student behavior that is positive and conducive to performance should be positively correlated with student performance.

Hypothesis 2: Increased self-awareness of student behavior required for better performance should lead to better future performance.

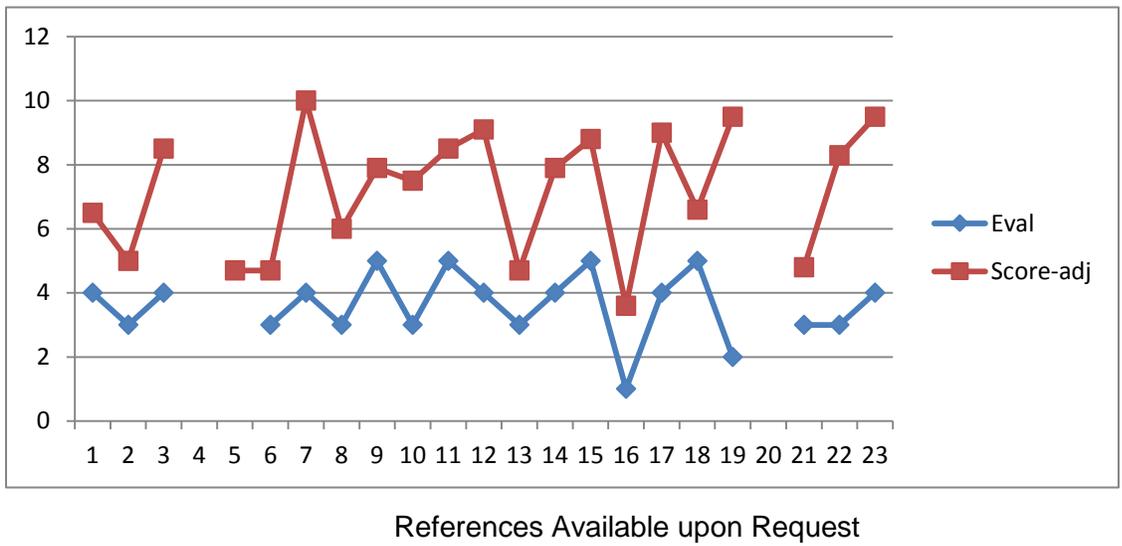
Methodology and Preliminary Results

In this research, over twenty undergraduate students in an introductory marketing class were first asked to take a survey right after an exam that included a chapter on market research. As such this was designed not only to make them aware of their own effort but also as a way to teach concepts in market research. The students were asked to complete a short survey consisting of the following five questions (See Figure 1).

The answers to their questions were then summed to arrive at a global score for each student on self- evaluation of their preparation for the exam and their study habits. Once the exams were graded, the scores were correlated against the global self-effort measures. As Figure 2 shows, there was a positive correlation between their performance on the exam and their global measures of self-effort. These were then shared with the students as a way to teach them about concepts of market research as well as make them aware of how their own positive or lack of those habits could potentially make them perform better or worse on a course.

Figure 1: Survey Questions	
Do you read the chapter before coming to class?	Yes or No
Do you read the chapter after class?	Yes or No
Do you attend class regularly?	Yes or No
Do you take notes in class?	Yes or No
Do you review notes after class?	Yes or No

Figure 2: Plot of Student Behavior Scores by Student Performance Normalized Scores



AN EXPLORATION OF WHERE SOCIAL MEDIA MARKETING IS TAUGHT ACROSS THE UNIVERSITY CAMPUS

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Rex T. Moody, Angelo State University

Abstract

The process of developing a social media course has received a modest amount of attention (Faulds and Mangold, 2014). Today, many marketing educators and departments use social media on personal and professional levels to reach out to students through blogs, Facebook, wikis, and Twitter; however, only a small percentage have deployed social media courses (Faulds and Mangold 2014). Additionally, marketing educators have long been interested in the undergraduate marketing curriculum and have published numerous papers concerning curricular issues. The purpose of this paper is to explore just how social media courses are being deployed, not only by marketing educators, but by others across the university campus.

Specifically, the aim of this research is to better understand which different academic areas on the typical university campus include undergraduate social media courses which teach students how to use social media in a professional, marketing capacity. The researchers examined randomly selected online course catalogs from universities across the U.S. to determine which courses contain a social media marketing component. Social media courses are offered through other departments outside the business college and many of these courses may be counted as marketing electives within a business program. This may ultimately prove useful to marketing department and business college administrators for accreditation purposes, possible cross-listing of courses, course scheduling, and staffing decisions.

Educators need to meet students where they live and integrate technology and social media tools into their classrooms for several reasons. Today's college students whom were born after 1990, grew up with a ubiquitous Internet and the presence of social media (Tapscott, 2008; Wankel, 2009). This generation, the "net generation" (Tapscott, 1999), "digital natives" (Prensky, 2001), and even "millennials" (Oblinger and Oblinger, 2005) is characterized by an unprecedented level of exposure to modern technologies, distinguishing it from prior generations. Students who have grown up with constant exposure to computers and related technologies largely have woven those technologies into their everyday lives (Page & Mapstone, 2010).

A review of 30 randomly selected institutions provides only anecdotal evidence as to the popularity and extent with which social media is integrated across the marketing curriculum and across other colleges on campus. Several of the courses found dealt with both the use and societal impact of social media, while others covered the integration of technology into the curriculum. Using Brocato, et al.'s (2015) research method, the researchers used several key words to search course catalogs. These included social media, social media marketing, new media, digital marketing, and digital media. The social media landscape is quickly evolving and changing—new social media technologies are constantly being introduced, "old" social media technology is updated, consumer usage and interaction changes, and mobile technology grows, so the question becomes is the academy keeping up in terms of course content?

The current research reveals that most universities do not currently have courses in social media. Only 27% of marketing undergraduate programs provide a social media course, 15% of other business college departments offered a course in social media, while 27% of MBA programs offered a course in social media marketing. It seems that if a university were to offer a program dedicated to social media it is more likely to be widely provided across campus and not solely offered through a school of business. Although the importance of social media is not represented in degree and program offerings, it is somewhat reflected through elective course offerings. Based

on the importance of social media to marketers and society, we make an argument that social media should be more integrated throughout the entire marketing curriculum.

EMPIRICAL ANALYSIS ON STUDENT LEARNING OUTCOMES OF SERVICE-LEARNING AND CLIENT-SPONSORED EXPERIENTIAL PEDAGOGY IN THE MARKETING CURRICULUM

Liz C. Wang, West Chester University of Pennsylvania

Abstract

Experiential Learning offers a powerful pedagogy to engage Marketing students in their learning processes, to motivate and improve their learning and skills, and to increase their educational responsibilities (Young, Caudill and Murphy 2008). Among many techniques, client-sponsored and service-learning experiential projects have received increasing attention from marketing faculty, over the past decade (Cadwallader, Atwong, and Lebard 2013). To encourage the use of these two teaching methods in marketing courses, substantially more empirical research is needed to examine the impacts of SL on marketing students (Petkus 2000).

Business client-sponsored (CS) projects provide students the opportunity to practice marketing skills in a real-world setting. Students usually provide consulting or problem solving suggestions for a business. These clients are often small businesses and for-profit organizations in communities (Cadwallader et al., 2013). Service-learning (SL) is a “teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities” (Learn and Serve America National Service Learning Clearinghouse). Service-learning projects are distinguished from other experiential approaches by their intentions to equally benefit NPO as well as students (Furco 1996).

The literature suggests that students may obtain additional benefits from service-learning projects to enhance civic responsibility, compared to client-sponsored projects. However, little empirical research has investigated the effects of service-learning on students’ learning outcomes (Cadwallader et al., 2013), and compare the two experiential teaching approaches.

The purpose of this study is to provide empirical evidence, (1) to examine the impacts of SL on students’ learning outcomes (pre- vs. post) in an advanced marketing (consumer behavior) course, (2) and to compare these results with the findings from a principle marketing course with a CS project.

Research design was 2 (pre/post) X 2 (advanced marketing course/principles of marketing). In the principles marketing course, this class helped a small business company in the community (CS project). In the advanced course, most students were marketing juniors or seniors, and their service-learning project was to help American Red Cross (SL project). Both courses were taught by the author in a public state university. Pre-test surveys were conducted online at the beginning of the semester and the post-surveys were conducted after the project presentations. Table 1 displays the learning outcomes in the study. All the measures are 7-point scale and the results are shown in Table 1.

The study results exhibit the differences between pre and post for both SL and CS projects on a more comprehensive list of student learning outcomes. More analysis should be conducted to investigate if there are statistically significant differences given the limit of smaller sample sizes.

The findings may help marketing educators better understand how SL and CS pedagogy engage with students, and what relevant learning outcomes to students. As a result, we as marketing educators can provide some contributions to our students and society as well.

Table 1 Study Results

Learning Outcomes	Service-Learning Project in Consumer Behavior		Client-Sponsored Project in Principles of Marketing	
	Pre-Test Mean/SD	Post-Test Mean/SD	Pre-Test Mean/SD	Post-Test Mean/SD
	n=34	n=34	n=63	n=69
<i>Experiential Learning Stages</i>				
Concrete Experience	5.93/1.07	6.32/0.54	5.84/0.97	6.06/0.78
Reflective Observation	5.59/0.92	6.01/0.75	5.66/0.94	5.87/0.74
Abstract Conceptualization	5.72/0.96	6.15/0.62	5.64/1.02	6.04/0.68
Active Experimentation	5.75/1.19	6.06/0.79	5.77/0.90	6.04/0.63
<i>SL Learning Outcomes in Marketing</i>				
Career related outcomes	5.78/0.94	5.86/0.73	5.78/0.76	5.33/0.99
Academic outcomes	5.70/0.96	6.10/0.59	5.76/0.79	5.78/0.70
Personal development outcomes	5.52/1.03	5.88/0.70	5.59/0.78	5.42/0.83
Civic responsibility outcomes	5.70/0.99	6.01/0.77	5.65/0.82	5.38/0.93
<i>Personal Involvement with Marketing</i>	5.82/0.98	6.21/0.80	5.66/0.92	5.83/0.93

**All Measures: 7-point scale*

References Available upon Request

FACILITATION AND FULFILLMENT OF STUDENTS' MULTIPLE IDENTITIES: THE CULTIVATION OF POTENTIAL SYNERGISTIC BENEFITS IN HIGHER EDUCATION

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Dalila Salazar, Texas A&M University—Central Texas

The concept of “self” is multi-faceted (Markus & Wurf, 1987). From a role identity perspective, the self is a bundle of identities that stem from the multiple roles an individual plays in society (Stryker & Burke, 2000). For example, an individual may be a student, a mother, a sports lover, and an art lover. The literature on multiple identities has largely focused on the potential conflicts between these identities (Greenhaus & Parasuraman, 1999). For example, being a mother can interfere with being a student, and vice versa. However, more recently, researchers have started to investigate the possibility of different role identities enriching or facilitating one another, resulting in an individual's overall well-being (Greenhaus & Powell, 2006). For example, patience learned from being a mother may be readily applied to patience needed in a student learning context.

The concept of identity synergy has recently been introduced in the services marketing literature. According to Fombelle, Jarvis, Ward, and Ostrom (2012), the sense of identity synergy is heightened when an individual perceives that participating in activities offered by a service organization facilitates the simultaneous pursuit of multiple role identities. For example, providing childcare in a fitness facility allows a fitness enthusiast with children to simultaneously pursue her role of being a mother. However, according to the authors, services contexts that facilitate the pursuit of multiple identities are relatively rare (Fombelle, et al., 2012).

We propose that universities are an important context that has been overlooked in literature. Universities provide a critical context for study, because they are a prime example of institutions conducive to identity synergy. Embedded within the complexity of providing students with an education, universities have the capability to encourage students to simultaneously pursue multiple role identities.

A quick review of university service offerings reveals that numerous universities equip students with access to ancillary services, alongside education (core services). These ancillary services range broadly from formal third-party establishments located on campus, to university sponsored departments/offices geared toward extracurricular activities. Students have the opportunity to run day-to-day errands (e.g., shipping through an on-campus post office) or may choose to patronize university-sponsored entertainment (e.g., attend a play at the on-campus theater). For students who are parents, numerous universities offer an on-campus childcare facility, for their convenience. Therefore, universities have the potential to provide students with synergistic benefits across multiple, concurrent role identities.

Given that ancillary services provided by universities facilitate fulfilling different non-student role identities that are important to students (e.g., being a parent, being an art lover, being a sports lover, etc.), we propose that offering these services increases the likelihood of creating identity synergy by allowing students to simultaneously pursue different role identities. Literature on work and family has found that as the number of non-work roles increases, employees are more likely to feel role overload and role conflict (e.g., Barnett & Baruch, 1985). Drawing on previous literature, we suggest that the identity synergy fostered by ancillary services assists in minimizing role overload and conflict among students' various role identities.

We further propose that identity synergy depends not only on the number of facilitated non-student roles, but also on the nature of the particular non-student roles. Roles are not alike in terms of influencing role overload and role conflict (Barnett & Baruch, 1985). Certain roles are more salient (central) to an individual than other roles (Stryker & Serpe, 1982). We posit that a higher level of identity synergy will manifest if universities provide ancillary services congruent with non-student role identities salient to their unique student population. For example, a

university with a traditional student population may focus on providing athletic services for students to pursue their identity of being a sports lover. A university with a non-traditional student population may focus on providing support services that allow students to pursue their identity of being an employee and/or a parent. Our first set of propositions is summarized below.

Proposition 1a: The higher the amount of ancillary services offered, in addition to educational services, the higher the level of identity synergy.

Proposition 1b: The more congruent the ancillary services are with salient, non-student role identities, the higher the level of identity synergy.

Previous literature has found that identity synergy results in identification with the service organization (Fombelle, et al., 2012), that identification is positively related to customer loyalty (Kim, Han, & Park, 2001), and that loyalty is associated with a sense of community (Rosenbaum, Ostrom, & Kuntze, 2005) and ultimately, customer retention (Bolton, Kannan, & Bramlett, 2000). Based on these findings, we propose the following:

Proposition 2: Identity synergy is positively related to (1) identification with the university, (2) student loyalty, (3) sense of community, and (4) student retention.

This research has important implications for universities. Offering a wide-range of ancillary services, salient to the student population, provide several major advantages both for students and for the university. First, students are better able to focus on the primary purpose of their involvement with a university—to gain an education and work toward a degree. Second, the ancillary services help in reducing potential conflicts among the students' various roles. Finally, universities may as well benefit from appropriately identifying and reinforcing the various identities encompassed within their student population by stimulating identification, loyalty and retention.

References Available upon Request

THE FRAMING EFFECT OF GOAL PROGRESS ON STUDENTS' MOTIVATION AND PERFORMANCE

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Imagine that two college students, Sarah and Sally, are enrolled in the same Marketing course during the same semester and both have a goal to perform optimally in the course. They have fulfilled the majority of the course requirements and are close to completing the course. Imagine further that for the tasks that have been completed, Sarah has achieved an A (i.e., high goal progress) and Sally has achieved a C (i.e., low goal progress). How can instructors motivate the students to keep working hard to complete the remaining tasks in order to reach their original goal? Would different strategies be needed for motivating students with different goal progress status and why? More specifically, would different goal progress framing (to-date vs. to-go) have differential effects on motivating students with different goal progress status and why? These are the questions we address in the following.

Individuals can be motivated to keep pursuing their original goal by considering either what they have accomplished so far (i.e., a “to-date” goal progress frame) or what remains to be done (i.e., a “to-go” goal progress frame) (Koo & Fishbach, 2008). For example, assuming there is an unambiguous goal (end result), frames “70% to-date” and “30% to-go” provide the same content information, but their effects on individuals’ motivation are differential (e.g., Koo & Fishbach, 2008; Min, Martin, & Jung, 2013; Wiebenga & Fennis, 2014).

Previous literature has found that goal progress frames (to-date vs. to-go) differentially influence motivation to achieve the original goal, depending on the actual goal progress rate (Min, Martin, & Jung, 2013). Goal progress rate involves comparing the actual goal achievement with the midpoint (50% of the goal achieved). For example, someone with 30% of the goal achieved is said to have low goal progress, whereas someone with 60% of the goal achieved is said to have high goal progress. Following the prior literature, we propose that to-date vs. to-go frame differentially influence motivation to achieve the original goal, depending on the goal progress rate (high vs. low).

According to Koo and Fishbach (2008), a to-date frame is commitment-based. Individuals who are uncertain about their commitment to the goal are more likely to question if the goal is important and should be pursued further. Higher commitment and motivation is inferred if accomplishments are perceived. Therefore, emphasis on to-date information is more motivating than emphasis on to-go information. Drawing on the theory of Koo and Fishbach (2008), we propose that to-date information is more motivating than to-go information for students with low goal progress. It is possible that having students with low goal progress focus on what they have accomplished so far (vs. what still needs to be completed), might elicit a sense of self-efficacy and various positive emotions such as pride and hope, which are helpful for students to remain motivated. Based on this, we present the following:

Hypothesis 1a: When low goal progress is experienced, students are more motivated to achieve the goal if presented with a motivational message that emphasizes to-date information.

On the contrary, a to-go frame is progress-based and individuals who are certain about their commitment to the goal are more likely to question if there has been goal progress. Higher motivation is inferred if lack of progress is perceived. Therefore, emphasis on to-go information is more motivating than emphasis on to-date information. We propose that to-go information is more motivating than to-date information for students with high goal progress. Moreover, students with high goal progress may feel licensing effect (Khan & Dhar, 2006). In essence, students may feel they have worked hard and done well in pursuing their focal goal (performing optimally) and as a

result feel licensed to achieve other goals that may be conflicting with the focal goal. It is possible that having students with high goal progress focus on what still remains to be done (vs. what has been accomplished), helps in preventing licensing effect from occurring. Based on this, we present the following:

Hypothesis 1b: When high goal progress is achieved, students are more motivated to achieve the goal if presented with a motivational message that emphasizes to-go information.

Individuals can adopt either a process or an outcome focus in goal pursuit (Freund & Hennecke, 2012). Per the literature, for individuals who have been on track and “doing well” with respect to achieving the original goal, focusing on the process (means to achieve the outcome; e.g., to study at least 4 hours a day) is more beneficial than focusing on the outcome (desired benefits; e.g., to have a good GPA, to be more attractive on the job market) (Hennecke & Freund, 2013). This is because the means (strategies) to achieve the goal have been validated and continuing a process “proven to work” allows future success in pursuing the goal. Conversely, individuals who have not been doing well with respect to achieving the goal, would benefit more by focusing on the outcome rather than the means. This is because focusing on a process that has not been proven to work can result in failure to achieve the goal.

Hypothesis 2a: Adopting a process focus in goal pursuit is more beneficial for students with high goal progress.

Hypothesis 2b: Adopting an outcome focus in goal pursuit is more beneficial for students with low goal progress.

This research has critical implications for educators wanting to appropriately motivate students with varying levels of goal progress. It is critical to understand that not all students will be motivated in the same fashion, despite the focal goal being the same. Modifying communication strategies may serve fruitful in aiding student accomplishment across goal progress status.

References Available upon Request

MARKETING INFORMATION SYSTEMS...A COURSE OR WHERE TO EMBED THE TECHNOLOGY

Mindy Welch, University of Mary Hardin-Baylor
Chrisann Merriman, University of Mary Hardin-Baylor

Abstract

Organizations rely on technology to function basic business operations. Typical technology within many businesses included personal computer applications like the Microsoft Office Suite (Word, Excel, Access, and PowerPoint). Marketing students gained proficiency of the basic technologies needed through high school or college technology application courses. Countless colleges and universities include an application course for business students to take within the degree program. Work-world marketers use information technology to analyze, implement, monitor as well as control marketing decisions and campaigns. Gartner Group highlights the importance of marketing technology in the yearly emerging marketing technology overview agenda. More organizations are spending marketing dollars on new technologies and infrastructure to facilitate digital marketing and mobile marketing efforts (Frank, 2015). Future marketers need to be prepared to handle the convergence between marketing and information systems. The current technology courses offered do not prepare students to handle the technology merge.

The authors advocate the need to create a new marketing information systems course or embed the new technologies within existing marketing courses. The authors will propose a roadmap for marketing educators to consider as a pathway for students to attain marketing technology literacy.

References Available upon Request

EXPLORING THE EFFECTIVENESS AND ETHICAL IMPLICATIONS OF NATIVE ADVERTISING IN THE CLASSROOM

Jennifer Zarzosa, Henderson State University
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Abstract

The purpose for our working paper is to critically discuss the marketing implications of native advertising in the classroom. The ever-changing world of technology provides avenues for classroom assignments allowing students to apply ethical concepts and critically think beyond textbook marketing practices. A balance between practical and theoretical learning proves to be the best form of student learning (Finch, Nadeau and O'Reilly 2012). To this end, we first introduce the concept of native advertising as a form of experiential learning and provide various examples to explore in the classroom. Next, we examine the effectiveness of native ads. Lastly, we investigate the ethical implications of native advertising.

According to the Federal Trade Commission (FTC), native advertising is the practice of blending advertisements with news, entertainment, and other content in digital media. Similar to branded entertainment it can include product placements, product integrations, and advertainment in TV, film, music, and technology. Native ads closely resemble the organic content in which they are embedded. Some other examples of native ads include in-feed units, paid search units, promoted listings, recommendation widgets, and advertorials. Depending on the publisher, disclosure language employed varies from branded content, sponsored content, paid content, presented by [brand]. Most recently, *Forbes* has pushed the boundaries by featuring a native ad from *Fidelity* on their cover. The only term used is "FidelityVoice," as *Forbes* uses the 'voice' disclosure language for native ads.

eMarketer forecasts project U.S. native ad spending will rise by 35.4% in 2015, to \$10.7 billion, and \$21 billion by 2018. Major publishers such as *The New York Times*, *Wall Street Journal*, *Washington Post*, and *Time* have expanded their departments to assist advertisers eager to create custom content (Sebastian 2014). Other online media companies, such as *Buzzfeed* and *Refinery29*, have editorial employees create native ads.

Experiential learning provides students with the current practices used in marketing and advertising enabling more effective learning in the classroom (Hamer, 2000; Li, Greenberg & Nicholls, 2007; Granitz and Koernig 2011). Native advertising is on the cutting edge of embedding sponsored content into the practitioner setting and should not be overlooked in the classroom. Research conducted by Payne et al (2011) on YouTube videos found that graduate students response positively towards experiential marketing techniques such as consumer-generated media and viral marketing. Enhancing these fundamental skills through experiential methods will help students demonstrate application of marketing concepts (Finch, Nadeau and O'Reilly 2012).

For the native advertising assignment, students in a promotions course were asked to assess the advertising effectiveness of native ads in terms of ad likeability, attitude towards the ad, and purchase intentions by going to the Native Advertising Leaderboard (<http://leaderboard.nativeadvertising.com/>). They selected an effective and ineffective native ad example by choosing one industry type and modality (e.g. article, picture, or video). They reported the ad details such as format, publisher, brand, industry, and posted date. Also, the frequency of social shares were reported.

For the ineffective native ad, they were asked to revise the ad using the native ad generator (<http://native-generator.sharethrough.com/>). Using this tool, they could modify the content (e.g. title, narrative, promoted by text, logo, call-to-action button). Later, they shared the demo link with the other students and received feedback.

In a complementary assignment, students were asked to examine the ethical implications of native advertising by engaging in a debate asking, “Is using native advertising a deceptive practice?” One group took the stance, “Using native advertising in an appropriate way to sell products,” and the other group argued, “Using native advertising is a form of deceptive marketing.” Students were given a brief background on the ethical issue (<http://danielsethics.mgt.unm.edu/pdf/native-advertising-debate.pdf>). Each group developed an opening statement, 3 compelling arguments supporting their stance, 3 rebuttals, and a closing statement summarizing their main points.

Native advertising continues to be a ‘hot’ issue in advertising for advertisers, publishers, and consumers. The FTC plans to hold a workshop with all stakeholders to discuss possible regulation for this type of advertising. In the meantime, self-regulation is encouraged through best practice guidelines from *The American Society of Magazine Editors* (ASME) and *The Interactive Advertising Bureau* (IAB).

There are a variety of approaches that have been explored as a means to incorporate ethics in the undergraduate and graduate marketing curricula (Ferrell and Keig 2013). Business schools recognize the importance and responsibility for training students in their ability to make ethical decisions (McAlister 2004). Through the classroom debate, students will gain critical thinking skills to build their own personal efficacy towards ethical decision-making specifically in native advertising.

References Available upon Request

THE ROLE OF MARKETING AND INTERNATIONAL BUSINESS IN FOSTERING AMBIGUITY TOLERANCE AND ENHANCED DECISION-MAKING

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Gladys Torres Baumgarten, Ramapo College of New Jersey
Roberto Saldivar, Ramapo College of New Jersey

Abstract

Future business leaders will operate in international and multicultural environments. Leaders managing in these complex environments need a high level of tolerance for ambiguity (TFA) to aid decision-making. This paper argues that students concentrating in Marketing and International Business demonstrate a higher level of TFA than other business students and that TFA is particularly strong in relation to interpersonal communication and social attributes.

Introduction

Business leaders are faced with internal and external business environments with ever-increasing multicultural and international complexity. Successful handling of this complexity requires competency in understanding consumer and business cultures to optimize market opportunities. Understanding different cultures, consumer segments and international experiences also aids management of diverse internal resources and enhances decision-making. Increased market complexity increases the level of uncertainty, often a result of inadequate data and information. As a result, decision-making can be difficult if business leaders have a low tolerance for ambiguity, a major characteristic of marketing and international business (IB) initiatives. Future business leaders need training and exposure to international experiences to navigate the complex environment and build multicultural competency. At question is whether or not the business school curriculum is adequately preparing students and future business leaders to manage in increasingly complex environments. This paper argues that students concentrating in Marketing and IB demonstrate a higher level of tolerance for ambiguity (TFA) than other business students and that tolerance for ambiguity is particularly strong in relation to interpersonal communication and social attributes. The literature reveals many dimensions of ambiguity: vagueness in communication, incomplete information, and lack of outcome predictability. TFA research has primarily focused on education administrators, leadership, and organizational and social behavioral studies. Results indicate a strong relationship between level of tolerance and ability to approach complex situations positively, creatively, and manage risks. Results have been mixed on the impact of TFA and age, yet business students' early training is critical to enhancing their TFA - and ultimately their performance. While AACSB accredited schools tend to offer a curriculum requiring at least one Marketing course and one IB course, this may not be sufficient to develop a high TFA. It is the continuous training in marketing, IB and international and multicultural experiences that can further develop TFA and the ability to comfortably and positively manage complex business situations. It is critical to understand TFA in the undergraduate business curriculum and among a population that is relatively narrow in terms of age (versus a company environment).

The nature of the marketing discipline requires a tolerance for ambiguity. Diverse consumers and consumer preferences, motives, personalities, and related marketing strategies that need to be integrated to meet consumer needs and add value help drive uncertainty and ambiguity. Companies with large research budgets seek to reduce ambiguity, but it is common to make decisions without full information. In these cases it is training and diverse cultural experiences from which managers can draw to aid in their decision-making. It is training and cultural experiences that enable a higher tolerance level for ambiguity necessary for effective current and future leaders. Students choosing Marketing (or IB) may be more comfortable drawing upon their training, cultural experiences and managing ambiguity. IB and the nature of diverse economies,

governments, strategic relationships, sourcing and manufacturing decisions also reveal complex environments and the need to comfortably navigate with ambiguity.

H1: Students concentrating in Marketing (or IB) have higher TFA than other business students. - Undergraduate business schools offer a variety of experiences within the curriculum (marketing and IB core classes, in-depth electives) as well as external experiences (Study Abroad, Co-ops, and Research). Students who choose to take multiple courses in these areas gain the experience with ambiguity for example, through case studies, on-the-job-training, and cultural immersion. This cumulative training leads to a higher TFA.

H2: Students with additional marketing (or IB) courses above the required core have a higher TFA than students without these additional courses. - The importance of strong communication skills and understanding of the socio-cultural environment has been well documented, therefore a strong positive relationship between these skills and TFA is expected.

H3: Students concentrating in Marketing and International Business demonstrate a strong correlation with interpersonal communication and social TFA constructs.

Methodology

A survey will be administered to undergraduate students studying business in a northeastern college. The Norton MAT-50 instrument will constitute the majority of the survey with refinements to include scales for student's area of study and language appropriate for the college versus business environment.

Expected Findings

Marketing and IB students are expected to have a higher TFA than other business students. If found to be so, then this would be a vital selling and positioning tool for these students to potential employers, particularly as the complexity arising from globalization continues. A high TFA is a necessary competency for future business leaders and marketing and international business is leading the way for this training and skill building. Additionally, TFA is expected to be particularly strong in relation to personal communication and social attributes, both important to marketing and international business.

References Available upon Request

SPECIAL SESSIONS

MARKETING EDUCATORS' ASSOCIATION: THE NEXT 40 YEARS

Clay Daughtrey, Metropolitan State University of Denver
Michelle Nelson, Linfield College
Chrisann Merriman, University of Mary Hardin-Baylor
Gregory Black, Metropolitan State University of Denver
Bob Trumpy, Central Washington University

Purpose

The purpose of this special session is to explore the successes of the first 40 years of the Marketing Educators' Association and to address opportunities and concerns for the future.

Funding

MEA is solvent. We are an organization run by volunteers and we have consistently met all costs associated with running an academic organization. The vast majority of funds are generated through registration fees for the annual conference. However, conferences are expensive and we always walk a fine line in keeping the conference affordable and ensuring we can pay the bills. Additional money is generated through sponsorship and yearly annual membership fees. *Are there other areas where we could generate funds? Our programs focus on the annual conference; what programs could we offer that could generate funds during other parts of the year? Do we need to do so?*

Membership

Over the past five years we have averaged 125 members per year. MEA Membership is given to all that attend the annual conference. The other method to gain membership is through an annual fee of \$50. Usually we get between 5-8 members per year that pay the annual membership fee and most do not rejoin after their first year. Benefits of membership include a subscription to the online version of the Journal of Marketing Education. Members are also listed in the MEA Directory. *What can we do to raise the value of membership? How many members do we need? How do we keep members active?*

Timing of Conference

A discussion needs to be had about the timing of the MEA annual conference. The conference has traditionally been held around April 15th. Going earlier than this can run into conflict with spring break and going later is in conflict with final projects and end of semester activities. *When is the best time for our conference?*

Timing of Paper Submission Dates

Papers are usually due around mid-November. This allows us to get papers reviewed and authors notified of acceptance or non-acceptance before the end of Fall semester. However, due to a low number of submissions, there is usually an extension to the end of the first week of December. This is a terrible time for the officer's track and for reviewers as we are trying to finish up with the current semester with finals and submission of final grades for our students. *What can we do to improve submission rates by mid-November?*

Officer's Track, Board Membership and Service Positions

The officer's track consists of Immediate Past-President, President, President-Elect and Vice-President. Board members serve a three-year term and they represent different regions of the United States and the world. Service positions include the Secretary Treasurer, Marketing Director, Web Master, Technology Coordinator and Social Media Director. *Are current needs being met by this organizational Structure? What responsibilities should we add or remove from these positions?*

Technology

We have moved from overhead projectors to PowerPoint. We have also moved registration to an online site which has made that process much easier for the membership as well as the Secretary Treasurer. *What other technology should we incorporate?*

Awards

Currently, MEA gives out the following awards: Life-Time Contribution, Educator of the Year, Best JME article of the year, JME Reviewer of the Year, Best Conference Paper Award. *Should we recognize others with formalized awards such as service awards, best graduate student paper award, etc.?*

Discussion

The panel for this Special Session is made up of the current officer's track and Secretary Treasurer of MEA. It is understood that they might be part of the problem but want to facilitate a discussion about the organization and about how to improve it. The future of this wonderful organization depends on all of us.

HOW TO SELL SALES TO STUDENTS: VARIOUS APPROACHES TO MARKETING AND PROMOTING SALES SKILLS AND TRAINING TO STUDENTS IN OUR CLASSES

Olga Di Franco, California State University, Fullerton, CA
Bob Fabrize, California State Polytechnic University, Pomona, CA
Michael A. Germano, California State University, Los Angeles, CA
Scott Sherwood, Metropolitan State University of Denver, CO
April L. Schofield, Metropolitan State University of Denver, CO

Marketing educators face different challenges in teaching sales due to the negative association of sales in the consumer market and the stereotyping of salespeople. As a result, different approaches to teaching sales and tactics to reposition the “sales” perception in our students’ viewpoints are initiated. Students tend to have a prejudice against sales which may be in part due to their contact with salespeople in a B2C environment. Many efforts are put forth in turning these negative perceptions around and encouraging our students to take sales classes and participate in different Sales Centers’ activities to enhance their skills for potential employment. Studies have shown that most graduating students will end up in a sales position in their first job.

Our goal for this special session is to present different approaches to teaching sales that not only encourage students to change their negative perceptions on the study of sales, but also increase sales enrollment and active participation in sales practices. Additionally, participants in the special session, all of whom have extensive experience in sales and personal selling, wish to highlight and convey the consultative aspect of sales, particularly B2B that demands a highly sophisticated skill set on par with a profession that requires advanced study in the subject. Various topics will be presented and discussed such as: Pedagogical, Career Fairs, Certificate programs, Technology (Salesforce), Social media and their use in the classroom to enhance the Sales teaching and learning experience.

Olga Di Franco’s educational background includes an MBA in International Business with Marketing and Management concentration from CSULA and a BA from The American University in Paris in International Affairs. She worked as a purchasing manager and lived in Paris for over 15 years and has also worked at a private company in Pasadena where she helped develop sales and promotional strategies for major national retailers. She brings more than 18 years of marketing experience to the classroom, and is providing students with a competitive learning environment supplemented with the latest industry tools and technology. Olga teaches a variety of marketing classes, including Professional Sales, where she introduced a new curriculum that incorporates new technologies in the classroom, such as Salesforce.com. She finds it very important to provide students with hands-on experience. Olga has experience consulting with small/medium businesses locally to ensure their sales success and studies the retail market from both the consumer and provider standpoints. She searches for what the next best thing is all about.

Robert (Bob) Fabrize is an Assistant Professor of Marketing at California State Polytechnic University, Pomona. He earned his Ph.D. in Marketing from the University of North Texas in 2012. At Cal Poly Pomona, he teaches classes on a number of subjects including Consultative Selling, Advanced Consultative Selling, Consumer Behavior, and Marketing Principles. Bob’s research interests include consultative sales, sales ethics, and persuasion. He is co-author of the book *Principles of Persuasion* and serves as the Faculty Advisor for two of the key student organizations in the College of Business—Pi Sigma Epsilon and the American Marketing Association. He is well known by students and mentors many on their professional development. Currently, he is working closely with fellow academics and local business leaders to create a Sales Center for the University.

As a tenured faculty member, **Michael Germano** is responsible for designing and executing business and financial information literacy instruction for undergraduate and graduate students. He also teaches undergraduate courses in social media marketing, marketing analytics, Internet marketing, sales, information law and policy, managerial information literacy and business information for decision-making. His scholarly interests include marketing pedagogy, strategic marketing for non-profits, particularly libraries, and the role of leadership and organizational culture in strategic market planning and execution. Prior to joining CSULA's faculty, Michael briefly practiced law and worked at LEXISNEXIS for close to 20 years where he held a variety of sales leadership and management positions in the law firm, corporate legal and law school markets. Michael holds a Juris Doctor degree from Temple University, the Master of Science in Information Science and Analytics from Simmons College as well as the Master and Bachelor of Arts in English from New York University and St. Joseph's University, respectively.

Scott Sherwood is the Director of the Center for Professional Selling in the Department of Marketing at Metropolitan State University of Denver. His educational background includes a Masters of Business Administration from UCD, a BS in Applied Mathematics from UCD, and a BA in Anthropology from MSU Denver. He has developed a sales curriculum at MSU Denver which trains students for professional sales positions with businesses in the Denver area. Students apply their training in role play exercises, case studies, and actual sales activities. He has created a Sport Sales Workshop, held in November, where students are trained and interviewed by professional sport franchises such as the Denver Nuggets, Colorado Avalanche, Denver Broncos, Colorado Mammoth, Colorado Rapids, Denver Outlaws, Portland Trailblazers, Sacramento Kings, Phoenix Suns, Arizona Diamondbacks, and San Diego Padres. His professional career includes 35 years of sales, management, and marketing in the integrated circuit industry for distributors, manufacturer's reps, and an OEM, Cypress Semiconductor. As the worldwide account manager for Hewlett Packard at Cypress, he developed global business relationships and managed an international sales force. His college teaching career started at MSU Denver in 2004.

April Schofield has taught sales & marketing classes at Metropolitan State University of Denver since 2011. Her teaching experience includes Personal Selling, Advanced Selling, Sales Management, Sport Sales, Retail Marketing, Principles of Marketing, and Business Communication. Prior to teaching she had a career in professional sports, including positions with the Denver Nuggets & Colorado Avalanche.

References Available upon Request

CLIENT PROJECT IN AN ONLINE MBA MARKETING ANALYTICS CLASS

Gopala “GG” Ganesh, University of North Texas

This special session topic would describe, in detail, an easily implemented, unique approach for a client-based consulting project in the MBA-level Advanced Marketing Research and Analytics course. The class has been taught online by the author-professor every Fall since 2006. It has also been taught face-to-face a couple of Spring semesters during this time. However, the project was primarily designed for the online class and adapted when teaching face-to-face.

The most important requirement for the project is a client who has a large customer base that can be reliably reached via e-mail and persuaded to complete an online survey. In addition, one significant constraint is the 14 week semester during which the project must be initiated, implemented and concluded. Given these and the professor’s desire to work with non-profit, public organizations for which hiring a market research consultant is an unaffordable luxury, almost all of the “clients” during the 10 years of this approach were located right on campus. The Student Recreation Center, the Health Center, the Learning (help) Center, Computing Services, the Blackboard group, Parking and Transportation have all supported and benefited from the project. Off-campus clients have included the local public library and a couple of parks and recreation departments of DFW-area cities.

The online students work individually on the project which is implemented in four major parts. The semester starts with Graded Assignment # 1 (25 points) a 3-week long secondary sources assignment in which they try to capture key aspects of the client’s operations by visiting their website and draw comparisons with relevant, client-suggested, peer and/or aspirational similar organizations by visiting their websites. Simultaneously, they watch professor-prepared training videos on the basics of the Qualtrics survey tool and SPSS (5 bonus points each) and complete the NIH certification on ethical treatment of human subjects (10 bonus points). The client, in the meantime, secures the necessary permissions for sending up to three e-vites to the relevant patron population (e.g., undergraduate students, all students, entire campus community). The three attempts are (i) (around week 6) intimation of the upcoming survey, (ii) (around week 8) communicating the survey URL, and (iii) (around week 9) reminder to participate. All three communications go directly from the client and the professor does not collect email addresses.

The results of GA1 (online research) from the entire class is compiled and made available to the students around week 4. After they have reviewed it for 3-4 days, a couple of GoToMeeting video chats are scheduled at night with the client. Students sign-up for and must attend one chat session during which they get the opportunity to ask clarification questions building upon a skeletal starter list provided by the professor. These chats are recorded as mp4 audio files and provided to the students immediately after they conclude. Along with these, they are assigned GA#2, design a Qualtrics online survey over 2 weeks to their professor’s detailed specifications. The professor basically ensures that the questionnaire and its subsequent data set permit the types of eventual analysis planned. Two deadlines a couple of days apart apply. Students who would like their surveys to be considered for adoption as the class survey must meet the earlier deadline. This requirement plus the inevitable procrastinations ensure maybe 2-3 early submissions. The professor either selects the best of these or combines the best features from all 2-3, tweaks the result and produces the draft of the single survey instrument, which essentially remains a student instrument, for the entire class. The client is asked to do a quick (24 hour) turnaround of this instrument and suggest modifications including re-wording of questions and/or answer choices and additional questions. These are implemented and then the students do another quick review of the instrument while actually taking it online to identify possible errors and inconsistencies. Once all necessary changes are made, the survey URL is finalized and activated for data collection that lasts 7-10 days and typically ends in week 9. This approach has consistently delivered substantial sample sizes for analysis.

Once the data collection concludes, the professor provides the students with a fully labeled SPSS data set at the beginning of week 10 and assigns two tasks. (i) (due by week 13) compute/recode + fully label new variables, then use these as well as the rest of the variables to perform basic data analysis (frequencies, means, breakdown of means), prepare 10-15 charts to detailed specifications and finally use these to write a report to the client that describes the survey effort, provides a question-by-question analysis and makes at least 10 distinct recommendations supported by the data; (ii) (due by end of semester week 15) a take home final examination based on the survey data and covering most commonly used data analysis methods. These include crosstabs, t-tests of independent samples, paired samples and single sample, oneway anova, correlation, regression, discriminant, factor, and, cluster analysis. In tackling parts (i) and (ii), they have access to the professor's videos of similar analysis from two past, different projects. Therefore, it is possible for the students to carry out comprehensive and high quality analysis, provided they allot the necessary time (and the better students do!) The large data sets that result from these projects are quite adequate for supporting eventual scholarly presentations at conferences and subsequent publication in journals.

This special session would be most useful for those who do or plan to teach market research/analytics online or in the traditional format at the graduate or undergraduate levels. Attendees will be provided the access to download all project materials used in a recent semester.

ENHANCED ACTIVE LEARNING IN THE MARKETING CLASSROOM THROUGH MOVEMENT, COMPETITION AND GAMEFICATION

Michael Germano, California State University, Los Angeles
H. Rika Houston, California State University, Los Angeles
Shirley Stretch-Stephenson, California State University, Los Angeles
Nicole Hanson, California State University, Los Angeles
Silvia Martin, California State University, Los Angeles
Stacey Sharpe, California State University, Los Angeles

Rationale

The literature on active and experiential learning indicates that such classroom environments are beneficial to students due to their propensity to foster higher order thinking via application of material while encouraging needed competencies in teamwork, interpersonal communication and leadership (Serva & Fuller, 2012). For many faculty members, active learning has been embraced due to the high level of student engagement it promotes as well as its ability to mimic real world decision making related to market planning and strategy. While not without its detractors, the trend towards active, participatory, task-based learning is one that seems unlikely to be reversed in the near future. This is not to say that the format does not have its limitations or potential downsides, especially ones related to student motivation and fostering an experiential learning environment that is sustainable over the length of an entire course. The proposed session will examine the critical role of movement, competition and gamification in active learning pedagogy in order to facilitate engagement while improving student motivation in the marketing classroom over a sustained length of time.

Several recent studies have been conducted that quantify the benefits of active learning that incorporates movement (Xu & Ke, 2014). More importantly, there seems to be ample evidence that suggests the introduction of physical elements to the experiential classroom supports a higher level of involvement and information processing than those that are missing physical movements, gestures or kinetic involvement in tasks (Marzano, 2012). Additionally, such kinesthetic involvement in experiential learning, either from something as simple as the introduction of tangibles that must be passed around and examined to something more complex like requiring movement throughout classroom space in order to facilitate various portions of the active learning exercises, has been demonstrated to support higher levels of engagement and involvement in shared tasks (Peterson, DeCato, Kolb, 2015).

Current research also supports the supplemental notion that course structures that include competition and gamification support learner motivation and engagement in active learning pedagogy (Jensen, 2012; Giannetto & Fontana, 2013). Competition in tasked based learning has a substantial and proven impact on learner motivation in active learning classrooms (Lawrence, 2004). Combining these two ideas, competition and gamification, are key enhancers of student motivation in experiential learning environments.

In light of the above, the presenters will share their experiences with improved engagement and student motivation in the active learning classroom by sharing experiential learning activities and course structures that incorporate movement as well as competition and gamification. The session will provide an opportunity for participants to reexamine their experiential classrooms and the syllabi that support them in order to seek out opportunities for games, movement and competition that enhance student engagement, motivation and academic achievement.

References Available upon Request

DISRUPTING THE 4Ps METHODOLOGY: MOVING FROM A FUNCTIONAL MODEL TO A GUIDING PRINCIPLES MODEL

Philip Heckman, Brandman University
Alice Jacobs Vestergaard, Samuel Merritt University
Kathleen Sole, Ashford University

Abstract

In the late 1940s, Harvard Business School professor Neil H. Borden viewed a marketing executive as a creative mixer of various practices or activities, which he dubbed the marketing mix. Some 20 years later, Michigan State University marketing professor E. Jerome McCarthy argued that the marketing mix could be reduced to four basic variables that he labeled the 4P's: *product, place, promotion, and price* (1968). While not a great deal of empirical research has been conducted on the 4P's model, it is widely used among marketing practitioners as a foundational concept and a conceptual platform on which to base tactical marketing decisions. To the present day, it remains a key concept in the curriculum of most undergraduate marketing courses (Sriram & Sapienza, 1991; Azeem & Sharma, 2015).

Problems inherent in the 4P's model have been recognized continually in the more than 45 years since its introduction, and voices in the literature have persistently called for revisions or development of new models. Some have argued that the 4P's are valid for marketing products, but not for marketing intangible services (Booms & Bitner, 1981). Others have insisted that customer wants and needs should be paramount in marketing activities and that the 4P's should be replaced with a customer-centric model (Lauterborn, 1990).

Between 1990 and the present day, global marketing issues; the distinctive characteristics of the product or service being marketing; or factors in the economic, social, or marketing environment have led some authors to suggest revisions to the 4P's model that include adding additional elements to the marketing mix (Andraski & Novack, 1996) or changing the P's to C's, R's, or E's (Lauterborn, 1990; Schultz, D.E., 1999; Donnelly, 2008). Most recently, the rapid growth of technology has fueled cries for new revisions to the 4P's model that address online and mobile marketing, social media, and e-commerce issues (Oliveira & Toaldo, 2015).

Introduction of the Guiding Principles Model

A key question for marketing educators today is, "How do we guide our students and equip them with strategies to navigate through the complexities of the 21st century marketing environment and its rapid rate of change?" While we agree with many others that the 4P's model is woefully inadequate today, we do not believe the solution is to create new or revised tactical models as new situations arise. We assert that a useful model should not be built on the constantly changing dynamics of the marketplace. It should transcend tactical functions and guide decision making in a dynamic environment. It should also rest on immutable principles that can be applied regardless of situational factors.

The Guiding Principles Model we propose addresses three essential principles we contend should serve as standards for marketing activities: Mission, Intelligence, and Responsibility.

In this principle-centered model, we are not discounting the 4P's as viable tactical considerations. In fact, we include an expanded 4P's list to support each guiding principle. However, we relegate the 4P's, 4C's (or other preferred letters) to their proper place as mnemonic devices to describe activities through which these overarching principles are applied. The emphasis in this new model is placed instead on strategic standards. The result, in our view, is that the transient nature of a specific marketing situation now becomes rooted in an unchanging set of overarching principles that are aligned with an organization's mission and strategic purposes. The Guiding Principles Model then permits assessment and measurement of the efficacy of the specific tactics used to achieve the strategic intent.

We believe it is imperative that the guiding principles be incorporated into the marketing curriculum and serve as benchmarks against which tactical marketing functions and activities can be assessed. The introduction of the Guiding Principles Model is envisioned as the first step in a revised process of curriculum development. This process includes tools such as critical questions tied to these principles and a scorecard to measure the results of applying the principles in diverse marketing situations.

This session introduces, clarifies, and provides the rationale for the Guiding Principles Model. Using an interactive format, participants examine the principles and the critical questions necessary to connect these principles to the real-world, 21st century marketing landscape.

References Available upon Request

MARKETING OUR MARKETING STUDENTS: HELPING OUR STUDENTS LAUNCH THEIR CAREERS

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Abstract

Historically, marketing educators were responsible for marketing education and their colleagues in “career placement” were responsible for helping the students find first jobs. While marketing faculty might have responsibility for their university’s chapters of the American Marketing Association and Phi Sigma Epsilon their focus was primarily on teaching and research. Today’s competitive labor market requires graduates who are aware of various marketing career paths, are directed, are able to articulate how their education can be applied in the workplace, and, ideally, have completed an internship. In response to these needs, the marketing faculties at Cal State Fullerton and DePaul have developed faculty-driven programs that stimulate early career exploration, cultivate career-mentoring relationships, and helps students transition from academics to professional work. Several initiatives will be presented including a required career preparedness course at DePaul, a career-oriented marketing “portfolio” program at Cal State Fullerton, a mentoring program, a comprehensive marketing careers website, a Sales Leadership Center and a Marketing Honors Program, which offers a well-established track record of matching students with job opportunities.

SIGNATURE PEDAGOGIES AND THE MARKETING PROFESSION

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Abstract

In 1997, at WEMA (now MEA) in Scottsdale, Arizona, John Schibrowsky, James Cross, James Peltier, and Bruce Walker, introduced the idea of the distinction of professional versus liberal arts oriented Departments of Marketing. Now nearly 20 years later, the idea is still emerging as the marketing academe still struggles to adequately prepare students for careers in the field. At the core of this problem is curriculum. With many business schools are paying lip service to the concept of professional training, this special session provides some concrete direction for moving from a liberal-arts-oriented approach to delivering the curriculum to a more professional approach.

Much has been written on what to teach; and which types experiential activities to use in individual courses. In this special session we will focus on the topic of “Signature Pedagogies” in the Marketing Profession. “Signature Pedagogies” have been a topic at the Carnegie Foundation for the Advancement of Teaching. Lee Shulman and others have been writing about the concept since 2005. “Signature Pedagogies” are the distinguishing forms of teaching and learning in specific professions. These are types of teaching that organize the fundamental ways in which future practitioners are educated for their new professions. These are the forms of instruction that leap to mind when we first think about the preparation of members of particular professions—for example, in the law, the quasi-Socratic interactions so vividly portrayed in *The Paper Chase*,”(Shulman 2005). It is argued that if you want find out what the important knowledge and skills are for a specific profession, simply look at how the next generation of professionals are being prepared.

Signature pedagogies identify what counts as knowledge in a field and how things become known. They delineate the expertise in a field, the locus of authority, and the privileges of rank and standing (Shulman, 2005).

In this special session, the degree to which “Signature Pedagogies” exist in Marketing compared to the business school majors and how this determines the “professional-ness” of the field is discussed. Jack Schibrowsky and James Cross introduced the topic and defined the concept of “Signature Pedagogies.” The history of “Signature Pedagogies” in the marketing field and the signature pedagogies of other professions such as Law, Medicine, Engineering, and the Clergy was presented. The critical role of “Signature Pedagogies” in shaping the character of future practice and in determining the skills and values of the professions was examined. How professional pedagogies that bridge theory and practice are never simple. “They entail highly complex performances of observation and analysis, reading and interpretation, question and answer, conjecture and refutation, proposal and response, problem and hypothesis, query and evidence, individual invention and collective deliberation,” (Shulman, 2005). The problems associated with non-professionals (those that have worked in the field) trying to teach others about the profession was addressed.

How “Signature Pedagogies” have evolved in sales management, and why was presented. The temporal nature of “Signature Pedagogies” in marketing starting with the introduction to the topic and ending in the capstone apprenticeship experience was reviewed. The differences in

“Signature Pedagogies” for graduate marketing training versus undergraduate training were presented. The roles that studying abroad and internships play in “Signature Pedagogies” in Marketing were discussed.

Finally, a pilot study of “Signature Pedagogies” in business schools and the future of “Signature Pedagogies” in the profession of Marketing were presented.

References Available upon Request

HYBRIDING PEDAGOGIES

Debbora Whitson, California State Polytechnic University, Pomona
Frank Bryant, California State Polytechnic University, Pomona
H. Erkan Ozkaya, California State Polytechnic University, Pomona
Juanita Roxas, California State Polytechnic University, Pomona

Abstract

The distance learning paradigm has grown exponentially during the last decade (Waits and Lewis, 2003; Sikora, 2002). The breadth of this paradigm is defined by a purely virtual course experience on one end and a hybrid format on the other end. The literature has suggested that the hybrid format can effectively reach students with diverse learning styles (Burton and Goldsmith, 2003; DeVries and Lim, 2003; Frydenberg, 2002; Johnson, S.D. et al, 2000).

The purpose of the special session is to provide three different pedagogical recipes for teaching three different International Business and Marketing Courses.

In “Hybridizing Pedagogies: Making your course visually interactive,” Dr. Whitson and Dr. Roxas will first highlight five easy steps to hybrid an International Consumer Behavior course. They will list required software then walk the audience step by step through the procedure for launching the hybrid portion of the class. In explaining the steps, they will provide hints and suggestions that will invigorate the online portion of the class.

Two sample assignments will be provided to illustrate the process and demonstrate how the hints come to play in designing the class. One assignment uses a short video that students watch. They then have to identify concepts and explain how these concepts are used in the video. The second assignment involves watching a movie. Students are expected to analyze the film and relate this film to the box office results.

In “Hybridizing Pedagogies: Successful Hybrid course design through effective assessment,” Dr. Ozkaya will demonstrate how to increase the success of a hybrid course through study guides, as well as online and in-class quizzes, exams, and discussions. Dr. Ozkaya shall provide guidelines for the content of the quiz as well as a step-by-step guide on how to set up the quiz on a platform like Blackboard. He will offer several different media for assessment and step-by-step guides for setting them up, e.g. online exams, online discussion boards. He will also provide tips on tying the online class to the face-to-face components of the class.

Dr. Frank Bryant will offer a different perspective in “Hybridizing Pedagogies: A multidimensional approach to delivering course content,” Dr. Bryant will provide examples of online and offline activities that he used to evaluate students at the graduate level. His experience involves using Moodle, a free and open-source software learning management system, for course delivery.

Guidelines are provided for the online as well as the offline deliveries of the class. These are designed to increase student engagement. Online aspects of the class are primarily used for preparation in order to enhance the quality of the student’s experience when the class meets offline in a face-to-face environment.

References Available upon request

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