



2006 Conference Proceedings



*Building Bridges between Knowledge and Practice
in Marketing Education*

San Francisco, California

Brian K. Jorgensen & Richard S. Lapidus, Editors

Building Bridges between Knowledge and Practice In Marketing Education

Edited by

Brian K. Jorgensen, Westminster College
&
Richard S. Lapidus, University of Nevada, Las Vegas



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Marketing Educators' Association (MEA), est. 1978

PREFACE

This volume contains the proceedings of the 30th Annual Conference of the Marketing Educators' Association (MEA) held in San Francisco, California, April 27-29, 2006.

The conference theme, ***Building Bridges between Knowledge and Practice in Marketing Education***, reflects the association's desire to present a conference in which theoretical and practical aspects of the teaching of marketing are brought together. These conference proceedings include competitive papers/abstracts and special session abstracts. Additionally, abstracts describing invited *Journal of Marketing Education* author presentations are included. Each competitive paper was double-blind reviewed. Authors of competitive papers were given the option of publishing the entire paper or an abstract. An editorial board evaluated special sessions. Chairs of special sessions and invited sessions were asked to include an abstract of up to two pages.

The papers and abstracts are presented here in the same order as they were presented in the conference program. Session titles on the program included:

- Approaches to Assessment
- Issues in Teaching and Research
- Teaching Marketing in Emerging Countries: Developing Competencies and Competitiveness
- Studies in International Service and Quality
- Working with Student Teams
- The Internet and Marketing Education: Now What?
- Survey Builder: A Free, Easy-to-Use Tool for Students to Build Web Surveys
- Trends in Outcome Assessment Practices and their Implications for Marketing Education
- MEA: Marketing Educators Abscond?
- Experiences in Team Teaching
- Issues in Teaching Graduate Students
- International Curriculum Issues
- Integrating Measures of Personality in Marketing Education Research
- Marketing and Money, A New Course: Strengthening the Analytical Skills of Marketing Undergraduates
- The Marketing Field: Selection, Perception, and Directions
- New Directions in Assessment
- From Tree Hugger to Triple Bottom Line: Bringing Sustainability into the Marketing Curriculum
- The Impact of Grey Marketing on Textbook Publishing
- Enhancing the Curriculum
- International Consumer Behavior
- Recruiting for the Marketing Discipline: Is It Mere Humans Need Not Apply or Will a Human Please Apply!
- Extreme Makeover: B-School Edition—Redesigning an MBA Program
- Issues in Teaching Graduate Students
- Learning Styles in the Classroom
- Investigations into Consumer Behavior
- Echo Boomers in the Classroom: Triumphs and Tribulations of Teaching Marketing to Generation Y

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Special acknowledgement goes to our President, Kenneth J. Chapman, who has carefully and thoughtfully managed MEA and this conference over the past year and was responsible for selecting the conference's beautiful location. Through his commitment to MEA and his many creative ideas, he has placed a lasting stamp on this conference and MEA as a whole. We would also like to recognize our secretary-treasurer, Robert (Bob) Lupton. His behind-the-scenes efforts are the oil in the machinery of MEA and the conference. Additionally, we would like to thank our immediate past-president, Beverlee Anderson, for continuing to share her time, wisdom, and insights.

We would also like to thank the many sponsors that help MEA to provide a conference of high quality. We gratefully acknowledge the support of California State University, Chico, College of Business; California State University, San Marcos, College of Business; Journal of Marketing Education; Sage Publications; McGraw-Hill/Irwin; Direct Selling Education Foundation; South-Western, A Thomson Corporation; Wiley Publishers; Pearson Education/Prentice-Hall; Interpretive Simulations; StratX Simulations; EdVenture Partners; Novus Publishing; and Haworth Press.

Finally, we would like to recognize the support and commitment of our membership. Without you, the MEA conference would not have evolved into the special event that it is today.

The names of those who served as manuscript reviewers, session chairs, and discussion leaders are listed below:

David Ackerman, California State University, Northridge
Irfan Ahmed, Sam Houston State University
Beverlee Anderson, California State University, San Marcos
Donald Bacon, University of Denver
Dolores Barsellotti, California State Polytechnic University, Pomona
George Belch, San Diego State University
Mark Brand, Johnson & Wales University
Claudia Bridges, California State University, Sacramento
Glen Brodowsky, California State University, San Marcos
Kent Byus, Texas A&M University—Corpus Christi
Michaelle Cameron, St. Edward's University
Dennis Clayson, University of Northern Iowa
Howard Combs, San Jose State University
Chuck Comegys, Merrimack College
Larry Couture, Olds College
Mary Curren, California State University, Northridge
Vassilis Dalakas, Northern Kentucky University
Bernice Dandridge, Diablo Valley College
Geoffrey daSilva, Temasek Polytechnic, Singapore
Clay Daughtrey, Metropolitan State College of Denver
Janis Dietz, University of LaVerne
Charles Duke, Clemson University

Nancy Frontczak, Metropolitan State College of Denver
Marcelo Gabriel, Faculdades Integradas Teresa Martin and Universidade São Marcos, São Paulo

Mary Galvan, North Central College

Neil Granitz, California State University, Fullerton

Scott Greene, California State University, Fullerton

Barbara Gross, California State University, Northridge

Debra Haley, Southern Oklahoma State University

Katrin Harich, California State University, Fullerton

Stacey Barlow Hills, Utah State University

Rika Houston, California State University, Los Angeles

Steve Hutchens, Western Washington University

Mick Jackowski, Metropolitan State University of Denver

Ty Jackson, California State University, Los Angeles

Richard Kao, California State University, Los Angeles

Amit Kapoor, Management Development Institute, India

Gary Karns, Seattle Pacific University

Craig Kelley, California State University, Sacramento

Tina Kiesler, California State University, Northridge

Irene Lange, California State University, Fullerton

Long-Chuan Lu, National Chung Cheng University, Taiwan

Tim Malone

Shekhar Misra, California State University, Chico

Alan Pagsuyuin

Charles Patti, Queensland University of Technology

Lars Perner, San Diego State University, Imperial Valley Campus

Susan Peters, California State Polytechnic University, Pomona

Ed Petkus, Mary Baldwin College

Steven Pharr, University of Idaho

Thomas Porter, University of North Carolina Wilmington

James Reardon, University of Northern Colorado

Linda Rochford, University of Minnesota, Duluth

Abhijit Roy, Loyola College

John Schibrowsky, University of Nevada, Las Vegas

Regina Schlee, Seattle Pacific University

David Smith, National University

Shirley Stretch-Stephenson, California State University, Los Angeles

Michael Swenson, Brigham Young University

Rajiv Vaidyanathan, University of Minnesota, Duluth

Stuart Van Auken, Florida Gulf Coast University

Dennis Vredenburg, Southern Utah University

Wendy Wilhelm, Western Washington University

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**TESTING CANDIDATES FOR COMPETENCE IN INTERNATIONAL TRADE:
CERTIFIED GLOBAL BUSINESS PROFESSIONAL PROGRAM (CGBP)**

Juanita Roxas, California State Polytechnic University,
3801 W. Temple Ave, Pomona, CA 91768; (909) 869-4530
Helena Czepiec, California State Polytechnic University,
3801 W. Temple Ave., Pomona, CA 91768; (909) 869-4532

ABSTRACT

Students in International Business programs often have difficulty finding jobs in international business. On the other hand, firms engaged in international trade complain about the difficulty in finding employees with the necessary skills in international business to hire. There is apparently a disconnect between what is needed in firms and what university programs emphasize in their programs.

To address some of these problems, the National Association of Small Business International Trade Educators' (NASBITE), with the cooperation of the Centers for International Trade Development (CITD) and the Centers for International Business Education and Research (CIBERs) developed a test to certify international trade specialists. Upon passing the test, candidates become Certified Global Business Professionals (CGBP). The purpose of this exam is to provide a benchmark for competency in international trade.

This examination is currently being administered twice a year, nationwide. The exam covers four domains, Global Business Management, Global Marketing, Supply Chain Management and Trade Finance.

The NASBITE Practice Delineation for the exam can provide a very specific list of knowledge and tasks that are sorely needed in international business. In the course of reviewing the Cal Poly Pomona International Business program, the domains and tasks provided a framework for redesigning the current courses in the program so that students may achieve some preparation to take the test when they graduate. More emphasis, for example, is being placed on the nuts and bolts of international trade than in the past. Students actually learn how to fill out forms required in international trade.

To qualify to take the test, one has to have either 2 years of experience in the field of international business or 2 years college education. This exam will provide students with a concrete listing of skills and knowledge that they can prove competency in. It is anticipated that as more employers become familiar with the Certified Global Business Professional program, students who successfully pass the exam will have an easier time finding suitable employment.

**THE DEVELOPMENT OF E-LEARNING:
A CASE STUDY OF SILPAKORN UNIVERSITY, THAILAND**

**Thapanee Thammetar, Silpakorn University, Computer Center, Nakorn Pathom 73000, THAILAND;
66-3425-5813 Ext. 606; thapanee@su.ac.th**

ABSTRACT

This paper outlines the development of e-Learning project at Silpakorn University and its activities in promoting the quality of teaching and learning in Institution. The Computer Center initially launched its e-Learning project begin in 2001. The center is responsible for planning and coordinating all e-Learning activities within Silpakorn University and monitoring their success. An interdisciplinary courseware development team consisted of people from different backgrounds, ranging from administrators to e-Learning specialists.

During the first year, the team developed a common understanding and concept regarding e-Learning for volunteer faculty members, supervisors, and teaching assistants. They also designed and produced prototypes and templates for updating course data. At the end of this phase, Silpakorn University produced 52 supplements, multimedia, and WBI lessons.

The model development procedures of e-Learning were as following:

1. The teacher assistants cooperated with the content area teachers from various schools. The teacher assistants graduated from the school that they cooperated with.

2. The educational technologists designed the instructional model, the storyboard to produce the courseware and the teaching and learning activities.
3. The graphic designers modified the storyboard into digital media
4. The computer man managed and monitored the Learning Management System by presenting the digital media and teaching and learning activities online.

This model enhanced the success for the e-Learning system of Silpakorn University. The Computer Center also managed the e-Learning system for other organizations such as Buddhist University and other private companies.

Silpakorn University now has been working in the fifth year which focuses on courseware demonstrations to remaining faculty member in every college and encouraging them to develop their own e-Learning applied instructional design procedure. There are more than 300 subjects for students use via internet.

**MANAGING AND ENHANCING YOUR CAREER:
LESSONS LEARNED FROM THE COLLEGE OF HARD KNOCKS**

J. Donald Weinrauch
Professor of Marketing and Entrepreneurship
Tennessee Technological University
Box 5083
Cookeville, TN 38505
931-372-3292

The purpose of the roundtable session is to foster a healthy exchange of experiences, ideas, and previous research on career-related academic issues. The general objectives are to serve the major career needs and interests of professors. The session will give everyone an opportunity to informally share personal experiences, ideas, caveats, and "war stories." This interactive dialogue may provide a golden opportunity to find ways to balance career obligations in teaching, research, and service while maximizing academic careers.

Rationale: An exchange of ideas in an interactive roundtable format could build on each other's experiences. Too often, there is little structure time to share worthwhile experiences in our profession. These anecdotal personal stories, examples, and suggestions could benefit the MEA participants.

Here are some illustrative topics:

1. What are some of the biggest potential mistakes to avoid in your academic careers?
2. How do we deal with professorial burnout? How can we constantly re-energize ourselves?
3. Are writing textbooks and trade books, moonlighting, and consulting activities really worthwhile? Tips? Caveats? Suggestions?
4. Does the writing of grants offer additional monetary gains and research spin-offs?
5. What are the pros and cons of taking a leave of absence from teaching?
6. Community and university service—let the professor (buyer) beware?
7. Planning for retirement—current success stories and mistakes? Are there any recommendations for junior and senior faculty with financial planning issues? Are there realistic opportunities to personally invest in the students' and/or peers' ventures?
8. Are the stages of career cycles (introduction to decline) relevant to satisfaction and productivity benchmarks? How do we position and brand ourselves?

9. Advice for taking visiting professorships in foreign countries?
10. What role can administrative responsibilities play in career development?
11. Are there pitfalls and do's and don'ts for taking students on field trips, meetings, and overseas travels? What are the professional rewards for professors in serving as a faculty advisor to student clubs?
12. What can be done to enhance future career opportunities and satisfaction? What are some of the good and bad points about making a job change? How do we create a more entrepreneurial academic lifestyle?

It is recognized that the above questions may be too numerous for just one special session. The session may not provide the "silver" bullet, but the goal is to offer ideas, experiences, and suggestions. For some attendees, it may just reinforce some worthwhile ideas and feelings about a marketing academic career.

During the participative session, other related marketing academic career topics may surface. These topics should then be considered and discussed. In fact, we may be surprised which specific topics generate the greatest discussion.

In sum, professors should enjoy learning about strategies, tips, caveats, recommendations, and insight from their peers who have been through a particular positive or negative experience. We all have one or two stories that would be helpful to our colleagues. A sharing of experiences could help everyone to improve their own journey to career enrichment, excellence and satisfaction.

MARKETING STUDY ABROAD OPPORTUNITIES FOR FACULTY AND STUDENTS

Newell D. Wright, James Madison University, Marketing Department, MSC 0205, Harrisonburg, VA 22807;
(540) 568-3240

ABSTRACT

James Madison University offers an undergraduate minor in European marketing, an undergraduate Global Marketing course, and an undergraduate European Business concentration which includes marketing as part of its semester in Antwerp, Belgium offerings. These courses are experiential in nature and focus on the European Union rather than any one specific country. In addition to marketing and business content, students learn about the European Union and what it takes to succeed in business in Europe.

The purpose of this Contemporary Issues Roundtable Discussion is to explore what role marketing courses play in study abroad programs and to generate and share new ideas for incorporating marketing courses in study abroad opportunities. Specifically, the roundtable will discuss the following items:

1. Appropriate marketing courses for study abroad opportunities
2. Appropriate contexts and countries for offering marketing courses abroad.
3. Marketing courses as part of an integrated business experience abroad
4. Assessing experiential coursework in a study abroad environment
5. Marketing faculty development opportunities by teaching study abroad courses

The expected result of the roundtable is a vigorous discussion of marketing study abroad opportunities at various universities, as well as generating new insights into study abroad opportunities for marketing students and faculty.

THE USE OF STUDENT EVALUATIONS BY FACULTY, ADMINISTRATORS, AND STUDENTS

Stephen K. Koernig, DePaul University, 1 E. Jackson Blvd, Chicago, IL 60604; (312) 362-5282

ABSTRACT

Student evaluations were first developed and administered to provide feedback for instructors to improve their own teaching effectiveness (Lill 1979). Over time, these evaluations have become the primary (and sometimes only) method used by universities to evaluate a professor's classroom effectiveness (Seiler and Seiler 2002; Yunker and Sterner 1988). Additionally, most universities now rely heavily on these evaluations in the decision process for faculty appointment, retention, tenure, and promotion (Lill 1979; Marks 2000; Seiler and Seiler 2002). As a result, positive student evaluations play a critical role in the successful advancement of faculty members in their academic careers.

It is generally accepted that student evaluations can be an effective indicator of instructor effectiveness (Koon and Murray 1995; Marsh and Dunkin 1992; Seldin 1993). No consensus exists, however, as to the appropriate criteria that should be used to measure teaching effectiveness (Marks 2000), and some researchers question the overall reliability and validity of existing student evaluation instruments (Kleiner 1989; Lill 1979; Marks 2000). In fact, due to reliability and validity problems, Barnett (1996) argues that universities should not use student evaluations for personnel decisions like promotion and tenure.

Furthermore, students may not be motivated to complete instructor evaluation forms in a comprehensive, thoughtful, and deliberate manner because they are not typically apprised of the results of the evaluations and do not understand the impact of these evaluations (Dunegan and Hrivnak 2003). Perhaps as a result, peer-to-peer websites such as www.ratemyprofessor.com have emerged. At these websites, students evaluate faculty and can see the evaluations and comments of their classmates.

Given their importance in the appointment, retention, tenure, and promotion process, it is critical to understand how student evaluations are currently being used, how they should be used, and the impact of evaluations on student and faculty behavior.

DISCUSSION QUESTIONS

- How are student evaluations used by junior faculty? By senior faculty? Do they help improve instructor effectiveness?
- Should student evaluations be used in the retention, tenure, and promotion process? If so, are they currently being used properly? If not, how can the status quo be changed?
- How can the reliability and validity of the evaluation instrument be improved? Should the AMA develop a standard student evaluation form so that comparisons can be made across universities?
- Should student evaluations be given online? If so, should they be able to modify their evaluations over a certain time period? How would this change the current evaluation process? What impact on validity and reliability would online evaluations have?
- Should companies be viewed as customers of marketing departments? If so, should they provide feedback on faculty teaching effectiveness?
- Do instructors engage in activities and behaviors to directly influence their classroom evaluations? Is this ethical behavior?
- How are evaluations on peer-to-peer websites (e.g. www.ratemyprofessor.com) different than classroom evaluations? What is the nature and extent of student and faculty use of these peer-to-peer websites?

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MAKING THE MOST OF MENTORING OPPORTUNITIES IN MARKETING EDUCATION

Brian Connett, California State University, Northridge, College of Business and Economics,
Northridge, CA, 91330-8377, (818) 677-2458

Mary Curren, California State University, Northridge, College of Business and Economics, Northridge,
CA, 91330-8377, (818) 677-2458

Judith Hennessey, California State University, Northridge, College of Business and Economics,
Northridge, CA, 91330-8377, (818) 677-2458

Tina Kiesler, California State University, Northridge, College of Business and Economics, Northridge,
CA, 91330-8377, (818) 677-2458

Kristen Walker, California State University, Northridge, College of Business and Economics,
Northridge, CA, 91330-8377, (818) 677-2458

ABSTRACT

Mentoring has been defined as, "the process whereby a more experienced person helps a less experienced person develop in some specified capacity" (Murray 1991 in Schlee, 2000, p. 322). In this session we focus on faculty, business professional, and peer mentoring of undergraduate and graduate college students.

Many academic institutions have formal mentoring programs. Informal mentoring opportunities may be equally, if not more, effective than formal mentoring programs (e.g., Ragins and Cotton 1999). For instance, Astin's (1993) research on student success in college points to the importance of student-faculty *relationships* in creating a successful educational environment. To enhance the likelihood and extent of mentoring success, the formal and informal university environment should maximize opportunities for "mentoring moments." Such moments may further develop into effective mentoring relationships.

In this session, MEA participants interested in identifying, developing, and maximizing the effectiveness of "mentoring moments" with students will participate in an informal discussion. The discussion is likely to encompass the challenges of mentoring along with potential advice and guidance from fellow MEA participants who have overcome such challenges.

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ASSESSMENT COMPLIANCE AND PERFORMANCE: A TEST OF INCENTIVE SYSTEMS FOR STUDENTS

Kathleen Krentler, College of Business, San Diego State University, San Diego, CA, 92182; (619) 594-4762
Patricia Dintrone, College of Business, San Diego State University, San Diego, CA, 92182; (619) 594-4762

ABSTRACT

Direct assessment of student learning is a requirement of AACSB standards and of many universities. While a variety of commercial tools exist to aid educators in accomplishing this task, there is virtually no guidance in how to elicit compliance in participation and effort toward performance when these tools are used. This study tests three different incentive systems for students to determine whether they produce differences in achieving participation compliance and performance variation. No significant differences are found among the three systems in terms of participation compliance. All three systems tested provided high levels of student participation. An incentive system that requires performance at or above a stated standard produces significantly higher performance in the study than a competitive performance system or a system that does not reward performance.

INTRODUCTION

Assessment: a term that has become increasingly familiar to educators at all levels. In higher education the requirement to engage in outcomes assessment has grown dramatically over the past decade. Almost all universities and multi-university systems are calling for stringent assessment processes. The Chancellor's Office of The California State University system, for example, requires an annual accountability report from all units (down to the department level) that includes ten performance areas and requires details of the processes that are in place to assess whether the unit is meeting its objectives, the results of the assessment procedure, and the outcome of changes made as a result of the assessment. For schools and colleges of Business, the pressure to have in place strong assessment programs comes not only internally, from within the university or system, but also externally from the AACSB, the premier accrediting body for the business discipline. AACSB's assessment requirements have become increasingly stringent as its standards have evolved.

Colleges of Business have sought to meet the challenges of these increased demands through a variety of approaches. Assessment centers, directors of assessment, and assessment committees are commonplace in business schools nationwide. While

some schools have sought to develop their own assessment tools (Krentler, 2003), it has been far more common to adopt tools offered by a growing variety of service providers. For-profit organizations such as Educational Benchmarking Incorporated (EBI) and Educational Testing Service (ETS) offer a wide variety of products that can and often are used by business schools to assess the results of their efforts to meet their varied objectives. A compromise between individual development of tools and the (often expensive) purchase of commercial tools has been undertaken by a consortium of colleges of business in the California State University system. Business programs at 14 CSU campuses have worked together to develop the Business Assessment Test (BAT). This test, comprised of 80 multiple choice questions spanning a range of basic business topics, has been in use for 5 semesters.

While colleges of business have been aided by the proliferation of learning outcomes assessment tools, the task of tool administration has remained largely a solitary one. How best to accomplish assessment administration in a way that garners active participation, if not enthusiasm, from students?

The goal of this paper is to look beyond the assessment tool itself to the challenges of administration of that tool. Specifically, it is the purpose of this paper to evaluate the effect of three incentive systems on student compliance with and performance on BAT, an outcomes assessment tool.

Compliance and Performance

While attention has been paid to the tools that can and should be used to assess performance (Grudnitski and Krentler, 2004; Tippeconnic, 2003; Van Kollenburg, 2003), developing successful means for implementing such tools has received less attention. In 2003 Krentler noted "implementation challenges," primarily the difficulty of getting students to take an assessment test seriously and exert effort, as a constraint to the adoption of the ETS field test as an outcomes assessment tool for business students. In 2005, Banta stated "It's tremendously difficult to motivate students to take a standardized test that is not connected with what they believe they've learned in class." Banta further states, "some students who don't see the importance of the test won't do their best work. They will become malin-

gers." It seems fair to conclude that unless there are potential benefits for participation or consequences to non-participation, students are unlikely to step up and volunteer. Further, unless effort is incentivized in the participation, students are unlikely to exert it.

These challenges are often addressed by including program assessment tools as part of a course. In some cases the assessment makes use of an assignment that is already part of a course. In such cases, questions of participation and effort are minimized because the assignment is part of the course grade. But many schools see the need for a comprehensive exam, designed to assess student mastery of material from many different courses. While students are asked to complete the tool/test during a specified course, there are two reasons that it is difficult to use the individual results on the test as a grading element in the course. First, the test covers material not taught in the course at hand, making it unfair to use student performance on it as part of a grade. Second, and perhaps more important, the purpose of program assessment is to collect information on the effectiveness of the program, not to reflect either positively or negatively on an individual student's performance. Hence while it is possible to administer the assessment tool (i.e. exam) in a course, it is not appropriate to include a student's performance on the exam as part of the evaluation of his or her course performance. This creates challenges in obtaining participation compliance. Beyond participation alone, it is certainly questionable whether this approach can mandate that the student exert performance effort.

These challenges have been met by offering a variety of incentive systems to students as means of garnering both participation and effort toward performance. Does the nature of the incentive system offered make a difference in participation compliance? Does the nature of the incentive system offered make a difference in performance?

Literature on the effectiveness of varied types of incentive systems on effort and performance in experimental settings and in company environments has found variation. Huselid (1995) and Huselid and Becker (1995) found that systems mandating high performance from employees yielded significantly greater benefits to the overall firm's performance. Further, van Dijk, Sonnemans, and van Winden (1997) found that individuals exerted greater effort when their payment scheme was based on actual performance rather than relative performance. Similarly, Gneezy, Niederle, and Rustichini (2003) found that both men and women exerted more effort and performed at higher levels when their compensation

was based on a piece-rate incentive rather than a competitive (tournament) outcome.

In educational settings, particularly at the secondary level, research has shown that a mandated level of performance on an exam with consequences for not meeting that level does produce significantly higher levels of overall knowledge (American Federation of Teachers, 1995; Bishop, 1998; Costrell, 1994). This finding has been particularly noted in the case of states that have introduced required passage of a curriculum-based exit exam in order for students to graduate from high school (Bishop, 1998). In higher education however, despite the proliferation of exam based assessment tools, there has been a dearth of research investigating the efficacy of incentives or other means to improve participation or performance.

METHODOLOGY

The Business Assessment Test (BAT) was administered to six different sections of the same course (International Business Strategy) at a large public university during the spring of 2005 as a component of the College's assessment program. The exam was administered during a regular class period; however, it was not part of the evaluative components for the course. Students knew in advance the class period in which the assessment would be administered. The six sections were taught by three different faculty members (two sections each). The faculty members were aware of the format of the exam, but not its contents, before it was administered and were asked to tell their students that it was a program assessment tool and that their efforts were important. Faculty members were also encouraged to use some form of incentive to encourage their students to participate and do well, but specific methods were determined and chosen by the respective instructors. Each faculty member offered students an extra-credit incentive related to the assessment. Specifically the three treatments were:

1. Same number of extra credit points awarded for participation (completion of test) to all students regardless of individual performance.
2. A larger number of extra credit points awarded to students who performed in the top 10% of the class on the test; a smaller number of extra credit points awarded to students in the middle 80% of class performance; an even smaller number of extra credit points awarded to students who took the test but performed in the bottom 10% and to students who chose not to take the test.
3. A specified number of extra credit points to students who took the test and achieved a specified (70%) level of performance.

The same version of the test was administered to all six sections over a four-day period. Classes were all

approximately equal in size (60 – 65) and each treatment was used in two class sections. Students self-selected into the six sections at the beginning of the semester without being aware of the assessment test or the incentive systems. Final terms grades across the six sections were not significantly different, thus indicating that no section contained students with greater ability or knowledge.

Based on existing literature regarding the effectiveness of varied incentive systems in experimental, corporate, and educational settings, it was expected that:

- Treatment 1 would motivate students to participate but not necessarily motivate them to exert effort to perform well.
- Treatment 2 would motivate students who chose to take the exam to exert effort to perform well but equally, would produce larger numbers of students who were not motivated to participate at all.
- Treatment 3 would motivate students to both participate and exert sufficient effort to perform at or above the specified level. Treatment 3 should be expected to produce a higher level of performance than Treatments 1 or 2.

RESULTS AND DISCUSSION

Table 1 reports participation levels and performance scores across the three incentive system treatments.

TABLE ONE
Participation and Performance by Treatment

Treatment	N	Participation	Average Score*
1	136	94.1%	40.4
2	129	89.3%	40.6
3	124	92.7%	42.7**

* Raw score correct out of 80.

** Significant; $p < .05$.

Participation

Although Treatment 2 (larger number of extra credit points awarded to students who performed in the top 10% of the class on the test; a smaller number of extra credit points awarded to students in the middle 80% of class performance; an even smaller number of extra credit points awarded to students who took the test but performed in the bottom 10% and to students who chose not to take the test) produced a slightly lower participation level than the other two treatments, the difference was not statistically sig-

nificant. This is particularly interesting when it is noted that students under this treatment received some extra credit points even if they chose not to take the exam. Moreover, participation levels under all three treatments were high. This may suggest that the offering of any type of incentive system does produce relatively high levels of compliance. Since there was no control group in the study however (a section where no incentive was offered), this result should be viewed with caution. An alternative explanation is that a request from a faculty member to take the test, even when it is not part of the evaluative components for a course, is likely to be responded to favorably. The fact that Treatment 2 produced an 89.3% participation level even though students could earn extra credit points without even taking the exam appears to suggest that this alternative explanation is worth investigating.

Performance

As expected, Treatment 3 (specified number of extra credit points to those who took test and achieved specified level of performance) produced a significantly higher level of performance amongst the test takers than either of the other treatments. This finding is consistent with the expectation that students would be motivated to exert performance effort under this treatment approach. Treatment 2, the competitive incentive system, however, also provided additional incentive for higher performance and yet did not yield a statistically significant higher level of performance than Treatment 1 which provided no performance incentive. This finding is consistent with earlier findings on incentive systems that suggest that competitive systems are not as effective as absolute standards. It may be that student's perceptions of the likelihood of scoring in the top ten percent of the class (required for the larger amount of extra credit under Treatment 2) suggested that it was "not worth the effort."

It appears based on the outcomes reported that the nature of the incentive system does not have a major effect on students' decisions to participate. As noted earlier, however, it is a limitation of this study that a control group (one offering no incentive at all) was not included. All three incentive systems produced high levels of student participation. Future research that included a "No Incentive" treatment or perhaps two additional treatments: "No Incentive" and "No Incentive other than a request from the instructor" would add to the ability to evaluate the effect of incentive systems on participation.

It does appear, based on the results of this study, that the nature of the incentive system affects student performance. A system that required students to perform to an absolute standard produced significantly higher performance than a competitive incentive system or a

system that offered no performance incentive at all. Future research might investigate whether the level at which the absolute standard is set influences performance. Does an extremely high level (for example, 90% rather than the 70% used in this case) produce even higher levels of performance? Alternatively, is it possible that when the standard is set too high that participants would simply conclude beforehand that their likelihood of meeting it is low and hence the standard would have a dampening effect on effort and performance?

CONCLUSION

As outcomes assessment moves to become a firmly entrenched part of higher education, colleges of business need to identify ways of incorporating it into their efforts in meaningful and valid ways. The use of direct assessment of student performance in demonstrating mastery of learning goals is only likely to increase in prevalence as it is mandated by the AACSB (Standards 2005: 66). Central to the use of direct assessment measures such as exams, however, is the assumption that students will be motivated to demonstrate their highest level of mastery on a particular instrument. If this assumption is false it calls into question the validity of direct measures as assessment tools. It is necessary, therefore, to consider the incentives which are provided to students as means of promoting participation and effort and to determine how assessments tools can be best administered so as to elicit students' best performance. This study begins to build a base of information to aid educators in making decisions about how to implement their assessment efforts to produce the most accurate assessment of student learning.

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IMPLEMENTING LEARNING OBJECTIVES AND ASSESSMENT FOR CONTINUOUS IMPROVEMENT OF LEARNING: THE CASE OF THE MARKETING DEPARTMENT AT SAN JOSE STATE UNIVERSITY

Dirk J. Wassenaar, College of Business, San Jose State University, One Washington Square, San Jose, CA; (408) 924-3524, wassenaar_d@cob.sjsu.edu

Howard W. Combs, College of Business, San Jose State University, One Washington Square, San Jose, CA; (408) 924-3501, combs_h@cob.sjsu.edu

ABSTRACT

This paper discusses the establishment of learning objectives and planning for the implementation of assessment by the Marketing Department at San Jose State University. This was performed over a period of two years in preparation for the maintenance of AACSB accreditation by the college of business at San Jose State University scheduled for February 2006.

AACSB REQUIREMENTS

Accreditation by The Association to Advance Collegiate Schools of Business (AACSB) is the hallmark of acceptance into the elite area of business school education. Only a small percentage of business schools achieve this accreditation. Many business schools continue to seek AACSB accreditation in hopes of improving the school's (1) curriculum, (2) image, (3) opportunities to obtain resources, and (4) ability to attract quality faculty (Andrews, Roe, Tate, and Yallapragada, 1994).

In 2003 the AACSB made major changes in both the accreditation standards and the process by which accreditation is granted. Miles, Hazeldine, and Munilla (2004) provide an excellent comprehensive overview and historic perspective on both the new standards and the implications for business faculty.

The revised standards make the individual business college's mission central to the accreditation process, as all performance metrics are now a function of the mission. In other words, the accreditation process will now be focused on the particular mission of each business school and its strategic planning process as well as the link of this mission to the overall mission statement of the university. "In order to earn accreditation, business schools must clearly establish a mission and corresponding strategic goals, and demonstrate progress and continuous improvement relative to those goals (Jerry E. Trapnell, Executive Vice President and Chief Accreditation Officer, AACSB International).

THE ROLE OF ASSESSMENT IN MAINTENANCE OF AACSB ACCREDITATION

One of the requirements of the revised strategic management standards is that each business school should have in place a continuous improvement system. This requires increased attention on learning objectives and assessment.

What exactly is meant by the term assessment? "Assessment is the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development" (Palomba and Banta, 1999 – as quoted in the AACSB Resource Center). Assessment is rapidly becoming more and more important in education, including higher education. For example, Professor Banta, Vice Chancellor for Planning and Institutional Improvement at Indiana University has stated: "Since the 1980s I've seen nothing but growth and interest in assessment and in the use of the information it provides. In 1979, Tennessee was the first state to provide performance funding for higher education. Now thirty states have funding of some sort for this purpose." (AACSB Resource Center)

SAN JOSE STATE UNIVERSITY: MAINTENANCE OF ACCREDITATION ACTIVITIES IN THE COLLEGE OF BUSINESS

The College of Business has been accredited by the AACSB for many years and during the academic year 2005-06 it will be reviewed for maintenance of accreditation under the new guidelines. This means that we must "get organized" and the faculty must collectively answer such questions as (1) what should our students learn in our program and each of its courses, (2) how will we assess what they have learned, and (3) what action will we take if we find out that they haven't learned it?

For the past several years the College of Business has been preparing for maintenance of AACSB accreditation. As the review for maintenance of

accreditation (2005-2006) neared, these efforts intensified.

Once it became clear that the accreditation requirements had been changed dramatically, an "Accreditation Czar" was appointed. She developed into our "accreditation expert" with a specialization in "assessment requirements for AACSB accreditation". This individual was given the charge of leading the efforts to make our College of Business faculty "AACSB Accreditation Assessment Literate". In addition, she also was a firm taskmaster trying to have everyone meet goals and deadlines.

According to the AACSB requirements, the assessment process must address the following questions:

1. What will our students learn in our program/course?
2. What are our expectations?
3. How will they learn it?
4. How will we know they have learned it?
5. What will we do if they have not learned it?

These questions should lead to the following actions:

1. Define learning goals and objectives
2. Align curriculum with goals
3. Identify instruments, measures, and standards
4. Collect, analyze, and disseminate data
5. Use data for continuous improvements

During the past decade a number of assessments have been conducted in the College of Business. These include:

(1) Assessment of Written Communication Skills

Students in the capstone course of the undergraduate Business Program who were expected to graduate in May 2000 were assigned to read a one-page article from a *U.S. News and World Report*; they were then asked to summarize the article and give their opinion of the topic (mandatory student fees). Seven experienced SJSU exam readers in the English Department scored the students' writing. It did not come as a surprise that the results were very discouraging. Although anecdotal evidence over the years pointed to the fact that many students had major problems in communicating effectively, we did not realize how bad the situation really was. On the positive side, the assessment provided specific information that could be used to improve the educational process, in part by more careful selection and enforcement of course prerequisites.

(2) Quantitative Skills Test

This test was conducted during the 2003-04 academic year. It provided data about the limited quantitative skills of many of our graduating students and also pointed the way for appropriate corrective action.

(3) Educational Testing Service Test

The Educational Testing Service (ETS) is a highly regarded organization engaged in assessment development and research. Its business tests are well known and used by many universities. During the 2001-02 academic year, about 500 of our graduating business students took the "ETS Major Field Test in Business". The average scores for our students were not statistically different from the scores obtained by students from 11 "Comparison Universities" and we were pleased with the results. However, what to do now? This assessment was expensive and assessment results did not allow us to learn much about specific weaknesses in our students because, among others factors, test question had to be kept strictly confidential. The results did not provide much specific information for the improvement of our educational efforts.

(4) Development of the CSU-BAT

After our assessment experience with the ETS test it was decided to develop a similar type of assessment instrument in cooperation with other Business Colleges that are part of the California State University system, a very large system with 23 campuses. This effort resulted in the CSU-BAT or California State University Business Assessment Test. It was felt that this test, although not necessarily intended to replace the ETS assessment test, could be useful as another way for us to assess the effectiveness of our educational programs. Faculty in the CSU system saw various advantages in the development of our own system wide test. Among the most important ones were:

1. Cost: It was felt that the ETS test, particularly when used for the large number of students we expect to assess in the future, would be very expensive.
2. Control: Having our own test would allow us to use and change the test as we thought desirable and improve the usefulness of the assessment results. Having more control over the test and the data tabulations could possibly lead to more actionable test results.

3. More appropriate "Comparison Universities". Institutions that are part of the same State system tend to face similar environmental challenges such as budgets, political and legal constraints, quality of entering students, etc. It therefore seems to make sense to conduct system wide assessments.

The development of a CSU assessment test does face many challenges. Among the major ones are:

1. Differences between the programs and curricula of the various California State Universities.
2. Issues of security.
3. Issues of validity.
4. Maintaining currency.

Much progress has already been made: to date, 16 campuses whose combined FTE (full time equivalent) enrollment account for more than 70% of the total CSU business FTE enrollment are using, pilot testing, or considering using the CSU-BAT.

During the 2005 spring semester students during their final semester before graduation in 13 Colleges of Business in the CSU System took the CSU-BAT assessment test. The number of students who took the test in each college varied significantly. The assessment test consisted of 80 questions and assessment scores (number of questions answered correctly) ranged from a high of 44.8 to a low of 35.9 with a mean score of 39.4. At San Jose State all 442 graduating undergraduate business students took the test.

While far from a perfect test of student knowledge, the CSU-BAT results enables one to get some indication of how an institution's students compare to those at other institutions. It also is useful to compare the CSU-BAT scores with the results of other tests such as the ETS.

Table 1 shows the percent of questions answered correctly by the San Jose State University students who took the CSU-BAT test, broken down by subject area. Also shown are the 2002 ETS test scores of the graduating San Jose State students in 2002. There seems to be a good correlation between the ETS and CSU-BAT scores in the Management, Accounting and Finance areas. However, the ETS scores for Business Law, Economics and Marketing were much lower than the scores on the CSU-BAT. Note: Statistics and MIS were not included in the 2002 ETS assessment.

The assessment results raise a number of important questions, such as:

1. Why did many students score so low on the Finance questions on both tests?
2. How can the gap between the CSU-BAT scores and the ETS scores for Business Law, Economics and Marketing be explained?

Having our own system wide assessment test should make it possible to do the research necessary to answer these questions.

ASSESSMENT EFFORTS IN THE MARKETING DEPARTMENT

During the past decade, some faculty in the Marketing Department became concerned about what marketing students were learning and retaining. The department is large (around 40 faculty) and many sections of some courses are typically offered and taught by different faculty members, including part-timers. For example, as many as a dozen sections of the Introductory Marketing Course are taught in a typical semester and from anecdotal feedback it became clear that after completion of the course many students lacked a good understanding of basic marketing concepts.

About 10 years ago, it was decided to do some simple assessments of students who had completed the "Introduction to Marketing" course. Since there were no learning objectives for the course, the question became "What to assess"? Initially it was decided to develop assessment questions based on the judgment of a few professors who had been teaching the course many times and shared the concern about student learning. The assessment results were generally disappointing. Students typically explained the poor results by statements such as: "this was not covered in our class", and/or "our text used different terminology".

Some actions that were taken in efforts to remedy this situation included:

1. Development of a list of "Critically important subjects" that all instructors of the course were asked to pay special attention to, and
2. Selection of a common text for all sections of the course.

Particularly the standardization of textbooks became a contentious issue and after a few years was abolished.

ASSESSMENT IN THE INTRODUCTION TO MARKETING COURSE

The "Introduction to Marketing" course is the foundation course in marketing for all business majors in our College of Business. As part of the new AACSB requirements the Marketing Faculty had to come up with Learning Objectives for this course. That was easier said than done. Many hours were spent to develop a consensus of what critical knowledge and skills students are expected to have learned in the course. The result was the establishment of Learning Objectives for the course (see Table 2). It should be noted that this process of discussion among faculty who had been teaching the course was itself very productive and in the past rarely took place.

Keep in mind that the appropriateness of course learning objectives depends on many factors including: (1) the nature of the institution and its mission; (2) the student body; and (3) the faculty

teaching the course. Equally important is to remember that these learning objectives can be changed at any time by the faculty.

CHALLENGES AND POTENTIAL PROBLEMS

Although the authors applaud the new AACSB accreditation process and requirements, one should not forget potential challenges/problems that may be associated with it. They include:

1. Additional resource requirements:
2. Resistance from some faculty members: Some faculty regard assessment as a tool by which administrators can infringe on their academic freedom and/or criticize their teaching.
3. Student participation
In our experiences with assessment we have found that student participation should not be taken for granted. Unless there is some student incentive for doing their best on the assessment, some students may not cooperate fully.

TABLE 1

CSU-BAT TEST SCORES COMPARED WITH 2002 ETS SCORES
Percent of questions answered correctly by subject area (N=442)

SUBJECT:	CSU-BAT	ETS
Management	51.3	51.3
Accounting	46.2	46.1
Business Law	47.7	37.8
Statistics	41.6	NA
Finance	37.8	37.8
Economics	45.1	38.2
Marketing	57.0	47.3
MIS	67.7	NA

TABLE 2

Introduction to Marketing: Course Content Objectives

1. Understand how the 4 Ps plus positioning interact and influence each other's effectiveness and change over the course of the Product Life Cycle.
2. Be able to explain how segmentation and differentiation are used and why they are important.
3. Understand differences and similarities of consumer markets and business-to-business markets.
4. Understand how the marketing environmental factors, including global differences influence the firm's ability to meet user needs.
5. Demonstrate the ability to analyze markets and identify appropriate segmentation criteria to discover promising market opportunities.

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Will be supplied upon request.

ASSESSING IMPROVEMENT IN CASE ANALYSIS SKILLS

Donald R. Bacon
Daniels College of Business, University of Denver
2101 S. University Blvd, Denver CO 80201; (303) 871-2707

ABSTRACT

Much has been written about case teaching, but to date little *direct* empirical research has been done to evaluate case learning. A method for assessing the improvement in case analysis skills is proposed that controls for grader bias as well as differences in student ability and case difficulty. The model is applied in a pilot study.

The performance of a student on a written case analysis is conceptualized here as a function of the student's average case analysis ability over the time period of study, the difficulty of the case, and the case's position within the sequence of cases that a student completes. The effect of these factors can be described as:

$$(1) \quad CG_{ij} = SAA_i + CD_j + SP_{ij}$$

Where

CG_{ij} = the Case Grade for student i on case j ,
 SAA_i = Student i 's Average Ability,
 CD_j = the Case Difficulty of case j , and
 SP_{ij} = the Sequential Position of case j for student i (e.g., completed as student i 's first case, second case, third case, etc.)

The model can be seen as a type of multifactor experiment with one within-subjects factor (the sequential position of a case), one between subjects factor (the difficulty of the case), and one covariate (student ability). Note that when all students complete all cases in the same order, the case difficulty and the case sequential position will be highly if not perfectly correlated. To be estimable, at least some students must complete cases in a different sequence than other students.

To collect data to test the model, a longitudinal experimental design similar to that shown in Table 1 is recommended. The table shows a two group (two course sections) design, and would be suitable for testing the hypothesis that students improve their case writing skills as they write more cases. (A four-section study could test for differences in learning related to two different case teaching methods.) All groups write case analyses that are graded using the same rubric. The sequence of cases (A, B, C, and D) is reversed for each group. Within each section, half the students (i.e., Group 1a) are randomly assigned

to write up case A as their first case, and half (Group 1b) are assigned to write up the next case as their first case. In this design, cases B and C can be completed as a student's first, second, or third case, and cases A and D can be completed as a student's first or third case, balancing the design. In addition, cases are graded "blind" by asking students to write their student numbers on the first page but not their names. Thus, for example, as the teacher grades case B, he or she will not know if the write-up author is completing his or her first, second, or third case, and a source of grading bias is eliminated.

TABLE 1: Proposed Case Learning Research Design

	Week 2	Week 4	Week 6	Week 8
<u>Groups</u>				
Section 1	Case A	Case B	Case C	Case D
Group 1a	1 st	2 nd	3 rd	
Group 1b		1 st	2 nd	3 rd
Section 2	Case D	Case C	Case B	Case A
Group 2a	1 st	2 nd	3 rd	
Group 2b		1 st	2 nd	3 rd

A pilot study used 397 cases from 161 MBA students in a repeated measures design, wherein most students provided three measures. GPA was used as a covariate ($R^2 = 14\%$). The results indicate that the improvement in case writing skills in this sample was small at best. The variance in case grades due to improvement in case writing, after controlling for student ability, is probably no larger than 2%. (Improvement was not significant in some models.) Further, it appears that the variance in grades that a student is likely to see as they complete a series of cases is much more due to the variance in case difficulty or the week of the quarter (with an R^2 of around 5%) than due to improvement in their own case writing. Evidence was found for a confirmation bias in grading, wherein the teacher gave higher grades than the quality of the case write-ups merited as the quarter progressed. In addition, none of these models explains a large amount of variance, indicating that more of the variance in case grades is likely due to differences in the effort the students put into each case write-up and "grading error" on the part of the teacher.

References and exhibits available upon request.

EXPECTED AND DESERVED GRADE DEVIATIONS: DO THEY AFFECT STUDENT EVALUATION OF INSTRUCTION?

Dennis E. Clayson, Department of Marketing,
University of Northern Iowa, Cedar Falls, Iowa 50614-0124; (319) 273-6015

ABSTRACT

Even with grade inflation, students continue to overestimate their grades. They not only exaggerate their total class performance, they also overestimate the grade they expect to receive on exams immediately after completing them. Some researchers have speculated that there will be a positive relationship between the overestimation of grades and the evaluations that students would give to the course and/or the instructor.

PURPOSE OF STUDY

The marketing education literature is silent on the effect of inflated grade expectations on any aspect of education, let alone its effect on the students' perception of instruction. Suggested by the literature, this exploratory study tries to answer the following questions:

1. To what extent do students overestimate their grades?
2. Do students believe they "deserve" grades even higher than those they expect?
3. Are there different student demographic characteristics of those who overestimate their grades, compared to those who do not?
4. Is the deviation between expectations and reality related to the evaluation of the instructor and the course?

METHODOLOGY

Over 700 students from 14 sections of introduction management and marketing courses volunteered to be in the study. Students completed four questionnaires over the period of a semester that asked what grade they expected and deserved to receive at the end of the term, what their current grade was, and what grade they currently deserved. They were also asked to evaluate the course and the instructor on a number of variables, including personality. The students' actual grades were recorded.

FINDINGS

1. Students overestimated their expected grade throughout the semester. This gradually decreased,

but was still significant even in the last week of the term. At this late date, over 77% believed their final grade would be at or above the actual class averages.

2. At every point during the term, "deserved" grades were higher than expected grades. Only 3% believed they "deserved" a grade lower than they expected. Over 87% of the students believed they "deserved" a grade that would be average or above their actual grade at the end of the term. Almost twice as many students indicated that they deserved an A, as believed they would receive an A.

3. There were no demographic differences between those who overestimated their grades compared to those who did not. GPA was important to expected grades, but not to deserved grades.

4. Were the deviations of grade expectations and the evaluations of the course and/or instructor related? The answer is overwhelmingly yes. The greater the deviation of deserved grades from expected grades, the lower the students perceived the course, the instructor, and the instructor's personality. With expected grades, there was no increased advantage in evaluations when expected grades were higher or even the same as those actually received, but expecting a grade lower than the one actually received significantly lowered all measures of teaching evaluation and instructor personality.

IMPLICATIONS

Students are inaccurate when estimating their own performance. They generally inflate their expected grades, and then believe they deserve grades even higher. Unmet expectations result in lower student evaluations of instruction. Students need to be more involved and made more aware of their actual performance levels. The study implies that grade inflation has had a negative effect on the students' ability to judge their own level of learning and performance, and on the evaluations students make of instruction. The literature is mostly silent on the issue of grade inflation and its impact on marketing education.

THE ROLE OF EMOTIONAL INTELLIGENCE (EI) IN TEACHING MARKETING

Douglas J. Lincoln, College of Business and Economics, Boise State University, Boise, Idaho 83725 (208) 426-3246, dlincoln@boisestate.edu

ABSTRACT

Empirical studies on "master teachers" have found many common desired characteristics, traits, or behaviors possessed by those mastering the art of teaching. Interestingly, very few of these traits relate to what we know or the content of what we teach. The desired traits are more about who we are, how we interact with our students, and the interpersonal relationships we create inside and outside classrooms. But, our possession and use of these desired traits is limited by our emotional intelligence or emotional quotient (EQ) not our cognitive intelligence or intelligence quotient (IQ).

WHAT IS A MASTER MARKETING TEACHER?

Master marketing teachers or educators are believed to hold at least the following three major characteristics: (1) empathetic towards students, (2) enthusiastic and, (3) having strong student rapport (consisting of friendly demeanor, concern for students, professionalism, and positive attitudes).

So many years of research on mastering the teaching of marketing education have shown that it is the type and quality of our interpersonal actions that heavily influence how students view our educating abilities. And, by studying, understanding, and managing the roles emotions play in our interpersonal actions, we will be better equipped to achieve mastery in teaching.

EMOTIONAL INTELLIGENCE-A PRIMER

The term emotional intelligence was first coined by Salovey and Mayer who described EI as "a form of social intelligence that involves the ability to monitor one's own and others' feelings and emotions, to discriminate among them, and to use this information to guide one's thinking and action" (Salovey and Mayer 1990). Goleman relied on the work of Salovey and Mayer in developing his 1998 *HBR* article in which he laid out and discussed five elements of emotional intelligence: (1) self-awareness, (2) self-regulation, (3) motivation, (4) empathy, and (5) social skills. (Goleman 1998). However, it should be noted that Goleman's hallmark examples were specifically tailored to the audience of the *HBR*—corporate leaders.

Some researchers have found that standard intelligence tests (often labeled as IQ tests) might, at best, explain 25% of the variance in success (Hunter and Hunter 1984) and Sternberg (1996) later reported that 10% may be a more realistic estimate. A study of 80 Ph.D.'s graduating from Berkeley in the 1950's found that social and emotional abilities were four times more important than their IQ abilities in determining their professional success and prestige (Feist and Barron 1996). Perhaps the most persuasive empirical evidence that people *can* improve their emotional competencies comes from the longitudinal studies conducted at the Weatherhead School of Management at Case Western Reserve University where MBA students in a required course on competency building assessed their strengths and weaknesses and then went on to develop and implement a plan for improvement (Boyatzis, Cowan, and Koib 1995). Students were tracked from the beginning of the course through graduation and on to later years in their careers. The study demonstrated the ability of the students to improve and sustain emotional competencies over time.

Selected Educational Applications of EI

Hunsaker (1980) criticized law schools for focusing too much on developing cognitive skills and failing to teach students how to think like a lawyer. In response to this and related criticisms, Reilly (2005) provides a specific instructional method for teaching law students how to relate to and understand their clients' emotions. In 2002 Ogilvie and Carsky offered a worksheet based exercise that students could use to develop their emotional intelligence skills through a simulated negotiation. Akers and Porter (2003) advise accounting students thinking that a successful pass on their CPA exam was the key to success in the industry to think again. They posited that successful relationships with many of the accountant's clients as well as co-workers required emotional competencies. The relationship between EI and sales performance success was also found by Deeter-Schmelz and Sojka (2003) who discussed the implications for sales education and research. Myers and Tucker (2005) argue that increasing business students' awareness of emotional intelligence can help address the AACSB's call for increased instruction in communication, leadership, and interpersonal skills. All of these pedagogical

applications involved establishing processes and protocols that instructors used to facilitate student learning of emotional competencies. General guidelines applicable to any setting within which the goal is to enhance the learner's emotional competencies are next described below. It is these guidelines that a marketing educator could follow to improve his or her emotional competencies as related to the profession of teaching.

STEPS TO ACQUIRING HIGHER EI LEVELS

Once an individual has determined the importance of improving one's emotional competencies, one must establish a set of processes for doing so. However, changing one's emotional competencies is not easy as social and emotional learning is different from cognitive and technical learning. Cognitive learning involves fitting new information and insights into existing frameworks. Emotional learning involves this and more. It requires that we also engage the neural circuitry where our social and emotional habits are stored (Cherniss and Goleman 1998). For this reason changing one's emotional habits (e.g. degree of optimism) is a more challenging task than simply adding new information to old.

It is also true that emotional learning often involves ways of thinking and acting that are very central to our own identity. For example, a professor asked to learn a new statistical technique (i.e. cognitive learning) is more likely to succeed at this task than if they were told that they need to become a better listener (or talk less) at faculty meetings. What this generally means is that emotional learning involves first unlearning of old habits before new ones are acquired. Cherniss and Goleman (1998) recommend an optimal emotional learning process that consists of four chronological steps: (1) preparation, (2) training, (3) transfer and maintenance, and (4) evaluation. Each step is next briefly discussed with some specific suggestions on how they might be related to the marketing educator setting.

Step 1-Preparation (Self-Assessment)

Preparation includes ensuring that the trainee is motivated to learn. This would imply that any given marketing educator first believes that emotional competencies do indeed influence teaching ability and second that they have (self-perceived) room for improvement. Hopefully, the first issue can be addressed by the message of this paper and the

educator's willingness to spend more time with the emotional intelligence literature (available from the author). The second issue (there is self-perceived room for improvement) is only realized by evaluating the educator's strengths and weaknesses as related to emotional competencies. A generally accepted method for doing this is an emotional intelligence assessment executed via one or more of the commonly accepted EI measurement instruments.

The oldest instrument for measuring EI is Bar-On's EQ-I (Bar-On 1997). It is based on the testing of some 48,000 individuals over the past 21 years. It contains 133 items and takes approximately 30 minutes to complete. It breaks EI into five areas: intrapersonal, interpersonal, adaptability, stress, and general mood. A second instrument is the Multifactor Emotional Intelligence Scale (MEIS) developed by Mayer, Caruso, and Salovey (1998). This is a test of ability vs. a self-report test and has four measurement areas: identifying emotions, using emotions, understanding emotions, and managing emotions. A third instrument is the Emotional Competence Inventory (ECI 360). This is a 360 (degree) instrument where others who know the individual rate them on 20 competencies. The instrument's authors (The Hay Group) recommend that the instrument only be used for assessment for improvement and not for hiring or compensation decisions. Another commercially promoted instrument is the EQ Map by Orioli, Jones, and Trocki (1999). This can be used by individuals to identify individual and interpersonal patterns for success. Lastly, another instrument with evidence of convergent and divergent validity was developed by Schutte, Malouff, Hall, Haggerty, Cooper, Golden and Dornheim (1998).

An example of how EI tests work can be found at http://ei.haygroup.com/resources/default_ieitest.html his site allows individuals to answer ten questions and be scored on their emotional intelligence. However, this is not a substitute for the real thing and is only used to give individuals a feel for EI type assessment.

Step 2-Training

The training phase begins when the educator has recognized opportunities for change and settled on reasonable and specific improvement goals and timeframes. Training can include a wide range of activities from attending professionally led training sessions to self-education via reading. This will depend on the extent of training needs, time, perceived benefits, and budget constraints.

Step 3-Transfer

Once an educator has learned his or her EI deficiencies, the challenge remains to actually implement change. Here, the educator must remind oneself of his or her EI goals and their time frame for accomplishment. Educators should continue to reinforce their decision to improve and keep brief lists or notes as reminders of actions to take or not take during certain types of encounters.

Step 4-Evaluation

The final step of the emotional learning process is to evaluate the degree to which the trainee has put the knowledge to work. For most marketing educators, this may mean that the views of others should be regularly sought and considered. Feedback from others on how you act emotionally is needed. As an example, let us assume that a particular faculty member found his or her empathy skills to be lower than desired during the assessment phase. Through training this same individual learned how to be more empathetic (with students and/or colleagues). The main EI competency developed was stronger listening skills so as to better understand what students or colleagues are feeling in any particular situation. Feedback on how one is progressing with this competency might take the form of a simple question (asked of the receiver) such as "did you feel that I understood and recognized your feelings the other day when you talked to me about...?" Or one could go so far as to develop a simple empathy measurement tool to administer periodically during the semester with one's students.

CONCLUSIONS AND SUGGESTIONS

First, we should take the time to formally assess our own emotional competencies. We need to have objective measures of where we are relatively strong and weak in how our emotions affect our students and how their emotions affect us.

Second, we need to think about the degree to which we regulate or manage our emotions as well as those of our students. For example, are we quick to get upset when a student asks for assignment directions for the third time? Do we respond with "No, I have already given them to you twice." Or, do we pause and consider why the student is asking for a third time. Perhaps the reason is due to ambiguity in our assignment. As Goleman (1998) noted, those who can successfully regulate their emotions (i.e., are emotionally intelligent) have a propensity to suspend judgment and to think before acting. And they have the ability to control or redirect disruptive

impulses and moods. Feedback needs to be given with concern for emotions. It is better to praise student behaviors in public (e.g. the classroom) and hold criticism for more private settings (e.g. one's office).

Third, and probably the most important motivational characteristic we can display in the presence of students is being optimistic. We cannot expect our students to improve and excel if they do not feel (again, an emotion) that we believe they can improve. So, when we hand back graded papers, how much emphasis do we place on what's wrong with the assignment versus what is right? Does our red ink take up more space than what they wrote? Do we take the time to clearly point out and compliment them on the strengths of their paper or do we continually remind them that they are not perfect? What kind of optimism do we display about the profession of marketing and working in marketing? Are we optimistic in terms of our own department, college, and university? Or, do we give students the impression that this is not a great place to work and therefore not a great place to study?

Fourth is our ability to show empathy. There are numerous opportunities we encounter where empathy is called for. The more obvious and most likely handled well by most in our profession would be cases of injury to students and their family members. But, what is our reaction to the student who, in a complaining manner, mentions that he or she has four exams that week as well as one in your class? Do we just laugh or blow off the comment? Or, do we take the time to acknowledge that the student is in fact facing a challenging week? Better yet, do we have the interest and ability to suggest study strategies? How do we react to the student, upon return of their latest exam mentions "Professor XX, this is the lowest grade I have earned so far in college?" Do we take pride in knowing we really wrote a tough exam or do we understand that this event is a very strong emotional event for the student? Do we tell them that we realize that this must make them feel terrible and then move on to make them realize that one blip on the radar screen should not be enough to bring one down?

Fifth is the development and use of social skills. These skills seem to cut across many of our interactions with students. This involves interaction with students inside and outside of the classroom. With proper social skills we allow students the opportunity to explore and learn other things from us—outside of the realm of the course we have together.

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A short self test is found at
http://ei.haygroup.com/resources/default_ieitest.htm

**I CAN START THAT MEA PAPER NEXT WEEK, CAN'T I?
THE TASK CHARACTERISTICS BEHIND WHY FACULTY PROCRASTINATE**

David S. Ackerman, California State University Northridge, Department of Marketing, College of Business and Economics, Northridge, CA 91330-8377; (818) 677-4628

Barbara L. Gross, California State University Northridge, Department of Marketing, College of Business and Economics, Northridge, CA 91330-8377; (818) 677-4634

ABSTRACT

Many works on faculty career development, and particularly those offering advice to new tenure-track faculty members, warn of the perils of procrastinating research and writing (e.g., Lucas and Murry 2002; Boice 2000). The authors of such books caution that because research and writing projects rarely impose immediate deadlines, they are too easily postponed. Even the requirement to produce a certain number of publications prior to promotion or tenure is typically associated with a deadline that is years in advance. For example, a tenure-track faculty member may view the three, four, or five years preceding his or her tenure decision as far in the future, and feel complacent about the need to work on research at any given point in time.

It is tempting to put off work with no specific due date when, for example, lesson plans must be prepared, exam questions must be written, or a stack of papers is waiting to be graded. This is particularly true when the faculty member encounters other obstacles such as writer's block, or feels uncertain how to proceed to solve a particular research problem. Thus, it is common to procrastinate important work with a more distant or ambiguous deadline in favor of what may be seen as more urgently required work with a set due date.

Little research has examined the characteristics of the tasks or activities most likely to be procrastinated, or how task characteristics can be modified to reduce procrastination. A number of studies have found that tasks perceived to be difficult, unpleasant, boring, or otherwise generally aversive are most likely to be procrastinated. In the marketing education literature, however, Paden and Stell (1997) identified several task characteristics expected to influence the likelihood of student procrastination on academic assignments. Ackerman and Gross (2005) operationalized these task characteristics and measured their effects on student procrastination. We suggest in this paper that, like student academic assignments, the types of projects and tasks undertaken by faculty members lend themselves to being procrastinated.

In completing the survey, respondents were asked to recall an important project they had recently completed. This allowed us to measure procrastination on real projects or tasks. With the recalled project in mind, each respondent was then asked questions to measure procrastination and ten task-related variables expected to affect the amount of procrastination (Ackerman and Gross 2005; Paden and Stell 1997). The effects of task characteristics are measured on both procrastination of starting and completing a project (Strongman and Burt 2000).

The results show several factors associated with task importance to influence procrastination. Fear or worry about the project, and pressures from competing deadlines, were both associated with more delay. Norms and rewards associated with starting early were found in the study to have the intended effect of reducing procrastination. Interest was a key factor for reducing procrastination. In general, task difficulty factors did not have as much influence on procrastination.

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NON-VERBAL COMMUNICATION SESSION

Robin Peterson, New Mexico State University, Las Cruces, NM 88003, (505) 646-5748

ABSTRACT

Non-verbal communication (body language) is widely discussed in personal selling and sales management text books and in articles written for the professional (non-academic) marketing literature. The topic has received some considerable treatment in the academic literature of the psychology discipline. However, it appears that the manuscript in the *Journal of Marketing Education* presents the first empirical assessment of the usefulness of this set of techniques in a marketing setting. Students in a personal selling class employed the technique in a real world selling endeavor and found that it possessed merit.

The article found that training in non-verbal communication can be an effective tool in:

- Enhancing selling productivity
- Improving trainee self-reports on the value of their training

Various implications related to this topic are worthy of discussion:

1. Questions relating to implications for teaching personal selling:

- Can non-verbal communication be taught?
- What are the best ways of instilling non-verbal communication skills?
- Should more emphasis be placed on "reading" non-verbal communication? (Most of the literature emphasizes using body language to transmit, not interpret meaning).

2. Questions relating to implications for marketing education in general.

- How can marketing instructors effectively employ non-verbal communication in the classroom when they lecture or lead class discussion?
- Should students who verbally present case analyses in various marketing classes receive instruction in non-verbal communication? It is the impression of the writer that most students are woefully deficient in this regard. Yet they will be required to make group presentations when they enter their professions.

- Should all marketing majors be taught non-verbal communication, even if they do not enroll in a personal selling course?
- On-line courses may not be effective for learning non-verbal communication. True or false? Is this a serious shortcoming of such courses?

DISCOVERING THE SOUND OF MUSIC: UNLEASHING ABUNDANT OPPORTUNITIES FOR INTERACTIVE LEARNING AND FUTURE RESEARCH

J. Donald Weinrauch, Tennessee Technological University, Box 5083, Cookeville, TN 38505,
(931) 372-3292

ABSTRACT

Metaphors Everywhere: Metaphors are a popular tool in both the marketing literature and with marketing educators. An intriguing metaphor as an educational tool is the use of musical lyrics. Educators might want to consider this teaching technique as they address the challenges and academic constraints in successfully teaching marketing concepts. For example, what role might music metaphors play with the learning theories advocated by P.M. Senge: *The Fifth Discipline*; Kolb's Experiential Learning Cycle and Bloom's Taxonomy of Cognitive Levels? Also, as students learn about marketing, can music enhance their marketing knowledge as well as soft skills? These are difficult and continuing issues to ponder, discuss, and assess. Nevertheless, the search for answers provides a provocative opportunity to explore the utilization of music in the classroom.

In this session we explore the adoption of musical metaphors as a catalyst for both interactive experiential learning and future opportunities for research. The power of music is pervasive in society and in the marketing field—especially in advertising and in the entertainment industry. Potentially, musical lyrics could offer marketing educators another teaching tool. The presenter of the session will encourage audience interaction by demonstrating how songs might be incorporated in the classroom. It is hoped that the audience will participate in the process by listening to a few select tunes and then imagine how they relate to the field of marketing. As a group, and as noted and sung by the Beatles, "Help" and "We Can Work It Out", the session attendees can uncover some new teaching ideas.

Furthermore, during the session some of the advantages, disadvantages, and challenges for the implementation of musical metaphors will be explored. Concomitantly, the interface of musical metaphors with a sample of other possible experiential activities will be offered.

OBJECTIVES OF SPECIAL SESSION

- a. Explore the use and experiences of using musical metaphors

- b. Demonstrate some easy and interesting teaching approaches using musical metaphors for interactive student learning
- c. Encourage the audience to participate in some interpretations of selected musical lyrics
- d. Explore the benefits of enhancing soft skills with musical metaphors
- e. Gauge the potential impact of adopting musical metaphors with different learning theories and styles
- f. Offer an update of students' reactions, feedback, and output with musical metaphors
- g. Identify other experiential activities, such as mind mapping, which might be integrated with musical metaphors
- h. Present a potpourri of future and mind boggling research questions to ponder
- i. Provide a rough draft of a questionnaire that could be modified for eliciting student feedback and reaction
- j. Give additional handouts that relate to some of the objectives and tasks of the session

LESSONS LEARNED

Besides using other metaphors, the presenter has used musical metaphors for a number of years. Through the years a number of lessons have been learned. Also, experimentation is still continuing on how music might be successfully integrated in marketing education. The learning curve process with music is an ongoing phenomenon. Previous mistakes, lessons learned, expectations, aspirations, and some conjectures will be offered.

A SAMPLE OF FUTURE RESEARCH QUESTIONS

The major issue of learning outcomes and assessment issues of various teaching techniques is a constant challenge. This challenge is also prevalent with the adoption of musical metaphors. Some marketing educators may wonder if music is a mere form of entertainment (mere quackery) that offers a modicum of incremental learning value. Consequently, some illustrative research questions might include:

1. Is emotional intelligence enhanced with the adoption of musical metaphors?
2. Do musical metaphors offer additional opportunities for experiential learning activities?
3. Compared to younger students, will nontraditional students (age 25 and over) have less interest in the integration of marketing concepts with musical metaphors?
4. Compared to other metaphors, are musical metaphors more effective in encouraging student creativity.
5. Do musical metaphors serve as a non-threatening teaching technique for breaking down culture and diversity barriers?
6. Are certain types of music, such as Jazz, more effective than other types of music?

Additional future research questions will be provided during the special session. It is hoped that these exploratory questions will encourage discussion and a stream of unending research for some of the audience members.

**POST CONFERENCE GOAL:
A NORMATIVE POST MORTEM ASPIRATION**

Based on discussion during the session, marketing educators will be motivated to try the sweet sound of music. Ideally, after attending the session, some attendees will actually experiment with their own musical metaphors. And, the actual playing of music will serve as a catalyst for encouraging additional and innovative creative experiential activities. To be of service, the presenter will provide a few specific illustrations of integrating musical metaphors with other experiential assignments.

TEACHING MARKETING IN EMERGING COUNTRIES: DEVELOPING COMPETENCIES AND COMPETITIVENESS

Marcelo L. D. S. Gabriel, Faculdades Integradas Teresa Martin and Universidade São Marcos, São Paulo (SP), Brazil, (55 11) 3813-6570

Dorothy R. Heimbecher, Faculdades Integradas Teresa Martin, São Paulo (SP), Brazil (55 11) 3751-8520

Dirceu da Silva, Universidade Estadual de Campinas and Centro Universitário Álvares Penteado, Campinas and São Paulo (SP), Brazil, (55 11) 3272-2301

Mauro Neves Garcia, Universidade IMES and Universidade São Marcos, São Caetano do Sul and São Paulo (SP), Brazil, (55 11) 4239-3900

ABSTRACT

The purpose of this paper is present a report of a practical experience developed in a emerging country and propose a theoretical construct for Marketing's undergraduate courses in these countries, focused on competencies development of graduated students – the future professionals, identified as the sum of knowledge, skills and attitudes, as well to promote the improvement of emerging countries' competitiveness compared to developed countries, based in their own set of comparative and competitive advantages, optimizing their environmental, financial and human resources.

INTRODUCTION

The task of teach Marketing in under-development countries as Brazil, Russia, India, China and Mexico, amongst others, offers a real challenge to Marketing Educator's because the "state of art" literature is mainly North-American and also have plenty examples of "the American way of buy".

Despite of their impressive share in global market, American consumers have some peculiarities, based on their cultural and social habitat, which reduces the pedagogical appeal of such examples.

Demand of consumer goods in under-development countries is not flat but peaks and valleys oriented and the pace of their behavior is very dependent on political and macroeconomics aspects which affects both sides: demand and offer. The marketing mix strategy is always in a ongoing status and the learning curve acquired from previous governments styles are not enough

to succeed on a constantly changing environment.

Marketing educators need to rethink their classes and examples daily, early adopters do not behave exactly as described on Marketing Handbook, from a pricing strategy point of view high inflation rates demands more creativity than flat ones, logistics and distribution are also an issue because infrastructure is weak and inexistent in some cases, integrated marketing communication requests quick messages than clever text because illiteracy is more frequent than literacy.

Individually, the average underdevelopment country's customers have less money in the wallet than their American counterpart, but we are counting them in millions and billions of people instead of few percentage of rich and high income buyers.

So the challenge is adapt and adjust the theoretical models to practical situation. How Marketing theory will answer these demands? How the best practices from one country could be successful used in other country with several differences, ranging from race to beliefs, including religion, language, politics, economics, legal and environmental issues?

MARKETING TEACHING

The current scenario in Marketing's undergraduate courses is very complex in Brazil and in most of emerging countries with a clear division between these countries and developed

countries. Despite of a more competitive approach in the emerging countries' undergraduate courses, there's still a strong influence of case studies and teaching styles, imported from developed countries.

Based on the authors' experience in Marketing's undergraduate courses the main trend identified is the total reproduction of international cases in classroom. This fact is more clear when the adopted literature is analyzed. These books, despite of their high editorial quality and didactical sequence of topics (covering the full term), brought to the classroom and to the student a totally different reality, and even with their academic consistence and relevance, are not enough to fulfill the learning needs of these students, leading them to a business scenario building which is useless for their current and future decision taking.

CASE STUDY

To prove this hypothesis, 20 (twenty) marketing educators from 3 (three) different universities in São Paulo were interviewed. This is not a representative sample of Brazilian reality but helps in order to mine initial data about best practices and opinions about the form and content of these courses. Every respondent have more than 10 years of experience in Marketing teaching.

All respondents were unanimous to confirm the strong influence of US literature in their courses and to avoid this unilateral conception, they adopt complementary Brazilian case studies by their own.

Most of Brazilian Marketing Educators shares their time between an executive career and a part-time job (at night) as teachers. This fact was identified by 45% of respondents as the main reason for their lack of time to research. As a consequence, they became dependents of another scholars, looking for information in congresses' proceedings, journals and magazines, which is not enough to satisfy their need. Another issue found is related to the adjustment of international literature to Brazilian (and other emerging countries) reality. A total of 25% of respondents pointed the immediate need of revision in the didactical resources (as transparencies, cases, instructor's manual, etc) available from publishers.

Since no comment were made on classroom's teaching methods in these interviews, we supposed the respondents just took in consideration the macroscopic view of the current scenario and most of their teaching practices are focused on emulation of current models than Brazilian case studies application.

CONCLUSIONS

The consequences of this scenario are frightening because the students concludes their terms with a misconception, based on a wrong premise that real business world in exactly as presented in the classes and Marketing is unique, always producing the same responses from customers or companies, in spite of social, cultural, political, environmental and legal factors, which culminates in a incorrect, false and erroneous preparation of the future professional.

EMERGING CONSUMER MARKETS: ACTIVE LEARNING EXERCISES FOR CONSUMER BEHAVIOR AND MARKETING

H. Rika Houston, California State University, Los Angeles, College of Business and Economics,
Department of Marketing, 5151 State University Drive, Los Angeles, California 90032-8127; (323) 343-2960

Shirley M. Stretch-Stephenson, California State University, Los Angeles, College of Business and
Economics, Department of Marketing, 5151 State University Drive, Los Angeles, California 90032-8127;
(323) 343-2960

Olga Di Franco, California State University, Los Angeles,
College of Business and Economics, Department of Marketing, 5151 State University Drive, Los Angeles,
California 90032-8127; (323) 343-2960

ABSTRACT

During the last two decades, we have witnessed drastic demographic changes that have literally transformed the social and cultural landscape of the United States. Such changes include, but are not limited to the rapid growth of multiracial persons, recent immigrants from Asia and Latin America, and evolving family structures that include blended families, multi-generational families, women over 40 with infants and young children at home, and professional career women over 40 who are childless and unmarried (Larsen 2004; Downs 2003; Jones and Symens Smith 2001; Spraggins 2000).

While all of these emerging consumer markets no doubt warrant the attention of marketing educators and marketers alike, their rapid emergence into American society presents a challenge to university textbook authors and publishers trying to keep up with the pace of such changes. Needless to say, while the majority of consumer behavior and marketing textbooks provide effective coverage and insights into more static, mainstream consumer markets, they usually fall short of providing genuine insights about emergent consumer markets like those mentioned above.

Recent scholarship in marketing education has called attention to the fact that multicultural marketing has been relatively marginalized in marketing curricula (Burton 2005). In an effort to address this void, the authors will present active learning exercises in consumer behavior and marketing to help bridge the gap between information available in textbooks and the changing social and cultural reality of the marketplace. Exercises will provide informative, interactive, and

insightful examples of how the marketplace has been transformed by these emerging consumer populations. Open discussion will follow so participating marketing educators can identify clear strategies to engage their students in the process of exploration, discovery, and critical thinking about the dynamic nature of consumer markets.

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CUSTOMER SERVICE RESPONSIVENESS OF NATIONAL AND INTERNATIONAL PRIVATE LABEL DISTRIBUTORS AND MANUFACTURERS

Robert A. Lupton, David R. Rawlinson and Lori A. Braunstein, Department of Information Technology and Administrative Management, Central Washington University, 400 E. University Way, Ellensburg, WA 98926-7488, 509.963.2611

ABSTRACT

This exploratory study looked at the level of customer service of national and international private label distributors and manufacturers. Private label retail products have exponentially increased in the United States and internationally. Retailers are adding more private label products to their product lines, improving revenue while also offering consumers alternatives to the lower margin national brand products. Retailers are indeed directly involved in customer satisfaction; however, private label organizations do not typically deal directly with the public or final consumer in the retail distribution channel. Private label organizations work within the channels of distribution to move goods to the retail floor. What is the commitment of these organizations in providing consumer satisfaction beyond the retailer to the end user or final retail customer? Private label organizations were identified for the study using the 2003-04 Private Label Directory. To ensure a large "n," the domestic and international private label food distributors and manufacturers were used in the study. Selected for the study were 363 United States (U.S.) and 152 foreign organizations. Customer service was measured against communication responsiveness (e-mail and time), usefulness, and quality.

Over 66 percent of organizations researched either failed to respond to the e-mail request for information or had an invalid e-mail address. Of the 515 e-mail requests sent out by the researchers, 231 (44.9 percent) organizations failed to respond within the designated time-out period. Primary responses generated by a human and received within the first 24 hours totaled 96 (18.6 percent). An additional 32 (6.2 percent) responses generated by humans were received by the end of the second day.

Based on the results of this exploratory study, it appears further research is needed in private label manufacturers and customer responsiveness.

Introduction

Once termed "generic" products, the growth of private label brands has intensified since the early 1980s. Private label brands now represent one of every five items (17 percent) sold daily in U.S. supermarkets, drug store chains, and mass merchandisers (Damon,

2004; PLMA, 2004), resulting in more than \$50 billion of current U.S. retail sales. European private label brands, a much more mature and established industry than in the U.S., represent over 35 percent of European retail sales (PLMA, 2004). Today over 3,000 businesses worldwide offer private label products.

According to the Private Label Manufacturers' Association (PLMA), U.S. shoppers like private label brands, also known as store brands, and accept these products like any other national brand. "In a landmark nationwide study by The Gallup Organization, 75 percent of consumers defined store brands as 'brands' and ascribed to them the same degree of positive product qualities and characteristics – such as guarantee of satisfaction, packaging, value, taste, and performance – that they attribute to national brands. Moreover, more than 90 percent of all consumers polled were familiar with store brands, and 83 percent said that they purchase these products on a regular basis" (www.plma.com, 2004).

Private label brands are becoming the category leaders for milk, cheese, paper napkins, and many other products found in supermarkets, drug store chains, and other retail outlets. Private label sales have grown and outperformed many national brands as consumers are getting used to the cost savings and improved quality of private label brands.

Marc Levinson, of JP Morgan, concluded in an analysis that private label brands in food have gained shares in many categories, at the expense of top brands. The analysis showed total sales in 85 food categories in supermarket and drug channels grew 7.8 percent during a four-year period ending in June 2003. For those same segments, besides milk sales, private label brands gained 11 percent, which is almost twice the rate of branded items. Name-brand products gained share in only 17 categories (Anonymous, 2003).

In the early 1990s, retailers realized not only the importance of managing store brands, but also the importance of building a strong relationship with private label suppliers and manufacturers (Weinstein, 1994). Today's retailers outsource to many suppliers

and distributors to offer their customers the optimal merchandise mix. The use of private label brands is one retail strategy to meet the needs of diverse customers, with retailers relying on private label suppliers to efficiently supply products.

Critical to retail management success is the integration of a total distribution approach or supply chain management. Regardless if one refers to this as supply chain management or efficient distribution, one common thread to success is a focus on the end-user or customer throughout the movement of the product. Dadzie, Chelariu, and Winston (2005) emphasize the importance of customer service to logistics supply chain through web design. Their study found that that only retailers had a significant impact on customer service and loyalty, with other channel members lacking in customer service responsiveness.

Successful organizations focus on customer relations in each critical area of the supply chain. Auroamo, Kauremaa, and Tanskanen (2005) studied the importance of IT in supply chain management, finding that technology improves customer service throughout the channel. Lambert (2004, p. 2) succinctly describes effective supply chain management as: "... executives in leading organizations are recognizing supply chain management as the management of relationships across the supply chain." This includes customer relationship management (CRM) and customer service management (SRM). Lambert's model integrates CRM and SRM throughout the channel of distribution, including the focus on the end-user or the retail customer.

Steve Rubow, having worked in the private label industry for over three decades, states that customer relationship marketing is critical for all levels of the distribution channel (Rubow, 2004). This is more than just using customer data for improving customer relations, but also entails communicating with the customer. Private label are "brands" in themselves, and private label suppliers and manufacturers must manage the brands (Rubow, 2004). Private label suppliers and manufacturers are inextricably connected to the end-user.

Clearly, private label brands are effective in the marketplace. Supply chain management literature tells us that effective supply chain management must include a focus on the end-user of the private label brands. Research is lacking, though, on the customer service responsiveness of private label manufacturers and suppliers. The purpose of this

exploratory study was to determine how responsive private label organizations are to the end-user.

METHODOLOGY

This study was designed to explore the rate of customer service responsiveness among manufacturers and distributors with the end consumer. Private label organizations do not typically deal directly with the public; their growth and primary business is in manufacturing and/or distributing private label products directly to retail outlets. Of course, consumers are the target of these retailers.

Private label organizations were chosen from the 2003-04 Private Label Directory. After choosing the food industry from the multiple categories listed in the Private Label Directory, the researchers compiled a list of possible organizations located within and outside the U.S. Researchers selected 363 U.S. based organizations as well as 152 foreign-based organizations for the study.

In order to ensure consistency and fairness in the study, all selected organizations were sent the same generic e-mail request for information: "I recently came across some information about your products. Could you please tell me what stores and locations have your products available? Thank you. [signed consumer]"

For further consistency, organization responses are tabulated based on the number of business days between the delivery of the original message and their response. Messages that are sent after business hours have ended, based on the location of the organization's operations (domestically or internationally), are tabulated as being sent the following day. These standards allow businesses of all sizes and locations to have equal advantage for responding to a retail customer.

When a response was received, the lapsed time was tabulated. In the event that an organization needed additional information before responding, information from the researcher's fictitious consumer was provided and the subsequent time of response recorded, based on adding the original response time with the number of business days between the delivery of additional information and the organization's final reply. Requested information by various private label organizations included, among other information, location of end user, specific product interest, and knowledge of the organization. The same location of the consumer was provided (the Seattle area) and, when product interest was

requested, a random product was chosen from the organization's product offerings.

Responses were divided into nine basic categories: invalid e-mail address, automated response, response on first day, response on second day, response on third day, response on fourth day, response on fifth day, response within second week, and no response within the time period. Same day responses as well as next day responses are tabulated as first day responses. When an organization sent only one response message, the analysis was measured on that time. If two or more responses were received, the analysis was conducted with a time that is calculated in one of two ways. If the multiple responses are either equal in lapsed time or within one day, the lesser response time was used. If the lapsed times differ by more than one day the average response time was calculated and used in measuring customer service.

If an automated response was received before an actual response, all data was based off the actual response. In the event of an invalid e-mail address, the entry in the directory created for this study was reviewed and compared to the original entry in the 2003-04 Private Label Directory. If a keying or entry error had been made, the organization was once again contacted, this time at the correct e-mail address, with the identical generic consumer message. Response time was based off the new sent date rather than the previous.

Data was also collected for each organization based on product line, advertisement, usefulness of response and perceived attitude. Organizations were categorized by product line: baking and supplies, beverages, bread products, canned items, dairy, dressings and sauces, dry mixes, fruits and vegetables, meats, snack foods and candies, or other/multiple product lines. Organizations with Private Label Directory advertisements are compared with those without advertisements using the organization logo as an identifier.

The analyses of usefulness and perceived attitude were tabulated by the depth of information provided and the language and diction of the response. Usefulness was categorized by not applicable, not useful, somewhat useful, very useful, and extremely useful. Attitude was categorized as not applicable, poor, fair, good, or excellent. These two categories were indeed determined by the researchers' personal opinion, but personal opinion was viewed as valuable to the final analysis of customer service.

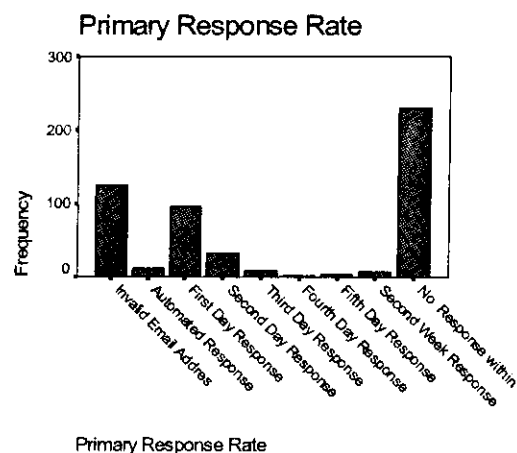
The private label customer service level was measured by region (U.S. vs. foreign organizations) and analyzed based on the same personal opinion standards. The results for each group is measured based on organization location, product line, advertisements, usefulness, and perceived attitude.

DISCUSSION

Primary Response Rate

Of the 515 e-mail requests sent out by the researchers, 231 (44.9 percent) failed to respond within the designated time-out period, as seen in Table 1.

TABLE 1



Approximately 124, or 24.1 percent, of the 515 private label organization e-mail addresses used by researchers appear to be invalid and therefore generated non-delivery reports (NDRs). Of the remaining responses received, approximately 2.3 percent (12) were auto-generated responses sent by pre-configured auto-response software running on e-mail servers. Primary responses generated by a human and received within the first 24 hours totaled 96 (18.6 percent). An additional 32 (6.2 percent) responses generated by humans were received by the end of the second day.

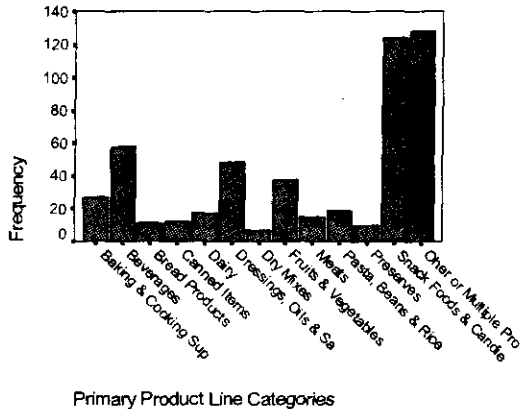
Primary Response by Product Line

The Snack Foods and Candies product line had the highest return rate of an individual product line, responsible for approximately 24.1 percent of the total primary responses, as shown in Table 2. The Snack Foods and Candies product line had a significantly larger percentage of responses than the next best categories: Beverages, with an 11.3 percent response rate; Dressing, Oils and Sauces,

with 9.3 percent of e-mail responses; and Fruits and Vegetables with 7.4 percent rate of e-mail responses. The "Other or Multiple Product Lines" had the highest rate of responses with 24.9 percent. However, this category combines different product lines controlled by one organization and so a direct comparison with single organization product lines may not be statistically accurate. (See Table 2).

TABLE 2

Primary Product Line Categories

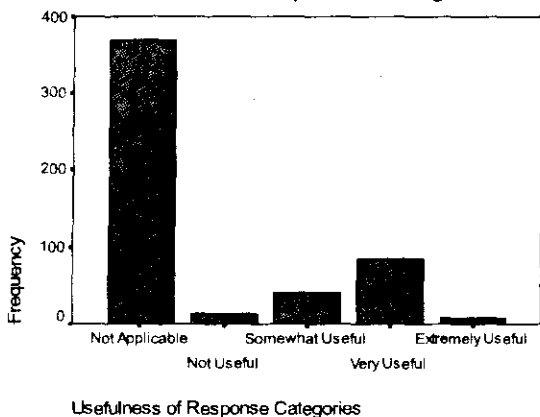


Usefulness of Response Categories

Of the e-mail responses received by researchers, 85 (29.9 percent) had no measurable "Usefulness of Response" value. Combined with both those that never responded and those that did, 369 (71.8 percent) were labeled as not applicable to the end user. Of those rated with some usefulness, 13 responses (2.5 percent) were deemed "not useful" by researchers, 39 (7.6 percent) were "somewhat useful", 85 (16.5 percent) were "very useful" and 8 (1.6 percent) were "extremely useful" (See Table 3).

TABLE 3

Usefulness of Response Categories

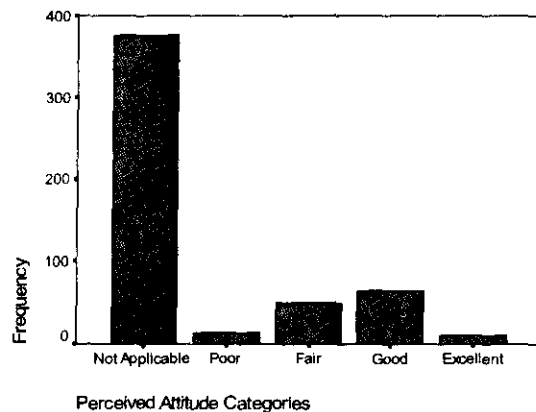


Perceived Attitude

Of the e-mail responses received by researchers, 92 (32.3 percent) had no measurable "Perceived Attitude" value. Combined with both those that never responded and those that did, 376 (73.4 percent) were labeled as not applicable to the end user. Thirteen replies (2.5 percent) were rated to have a perceived attitude of "Poor," 47 replies (9.2 percent) were deemed to have a perceived attitude of "Fair," with 65 replies (12.7 percent) perceived as "Good." Only 11 (2.1 percent) of the e-mail replies were considered to have an "Excellent" attitude (See Table 4).

TABLE 4

Perceived Attitude Categories



Comparison of U.S. and Foreign Private Label Organizations

When categorized by U.S. versus foreign private label organizations, expedient customer service e-mail replies from international private label companies fared better with 19.6 percent of U.S. companies returning a reply within the first five days of the request and 33 percent of the global companies returning a reply within the first five days of the request.

When evaluating the "Usefulness" of the e-mail reply, U.S. private label companies accounted for 18.8 percent on "very useful" and "extremely useful" with global companies at 16.4 percent "somewhat" or "very useful. Both regions had a number of "somewhat useful" and "not useful" reply e-mail (U.S. = 8 percent/ global = 15.8 percent).

When looking at "Perceived Attitude Value" the global private label organizations did better when compared to U.S. organizations. The evaluation of the e-mail on "Perceived Attitude" data from U.S. organization replies indicated that 15 percent of the U.S.

companies replied using a "good" or "excellent" demeanor in their e-mail. Global companies rated at 25.7 percent. Again, both regions had a number of "fair" or "poor" Perceived Attitude reply e-mail (U.S. = 10.2 percent/ global = 17.1 percent). Table 5 highlights some of the reply commentaries.

TABLE 5

Select Replies by Private Label Suppliers

- We are primarily a private label packer. We do sell both Winco and Western Family tomatoes products in your area. It is not clear to me what specific product you have interest. Please be specific in your request for information.
- We sell primarily to manufactures and distributors. Where are you located, and what products are you interested in getting?
- Which products are you interested in? And where did you hear of us?
- Thank you, now tell me who you are and we will be delighted to give a complete list of products and stores.
- Thank you for your inquiry. We sell to the following chains but we are not in all of them: Wal-Mart, Rite-Aid, Target, K-Mart, Office Max, B-J's, and CVS (only under private label). You can also purchase our candy on-line by the following the below instructions.
- We do not have any stores that handle our products in your location. I would suggest you go to our Retail Web site and order from it. Thank you.
- Hello. We received your email. Are you a consumer or a business?
- Try Lawson Creek Red Ale, available at Fred Meyer. I would call ahead for availability. Smooth taste with a robust amber head- very nice brew style. Cheers, XXXX
- We are in numerous stores throughout the Texas and Louisiana. Depending on where you are, you may be able to find us in H.E.B., Market Basket, Sam's Club or Super Wal-mart. If you can provide us with your approximate location, we can give you a better idea of where to find our products. Thank you so much for your interest in Dougel's Rice & Roux. HAVE A NICE DAY!!!
- Thank you for that information. We've checked our records and found that you can buy a nice selection of Sargento shredded and sliced cheese at the following supermarkets in your area. Thank you for your interests in Sargento Foods Inc. and our products. If you'd like to give me your complete postal address, I'd be happy to mail you some recipes and a coupon.
- Thanks for your interest in our products. Our products can be found in just about any health

food store that carries frozen foods, all Whole Food Markets. If you'll send me your zip codes I'll be better able to get a store near you.

- Thanks for the e mail. We occasionally sell these products to Big Lots! Its best to periodically check the nearest location to see if they are in stock.
- The only stores that have placed a recent order with us are: Lake Chelan Winery & Bear foods Market both are in Chelan, WA. Then there's Trader Johns in Entiat, WA. I can send a catalog if you like. Thanks & hope this helps

DISCUSSION

Over 66 percent of organizations researched either failed to respond to the e-mail request for information or had an invalid e-mail address. This becomes problematic in an industry now developing marketing strategy to compete with national brands. Customer service with the end user is touted as one of the elements to strong private label distribution and acceptance (Rubow 2004). Indeed, if the goal is to have communication throughout the supply chain to move private label brands to the customer, such a large failure to respond in a major trade directory does not bode well. Private label suppliers should review their printed and other communication material for accuracy (e.g. e-mail, telephone, web address) as well as review their IT infrastructure for malfunctions (e.g. non-delivery reports – NDRs, database errors, networking errors). Further research is needed to determine why such a high percentage of "failed" responses occurred.

What are the attitudes of the organizations toward customer service responsiveness? The Usefulness of Response Categories suggests that of the few e-mail replies with substance, the private label suppliers are not grasping the use of e-mail communication as an effective tool for generating strong brand loyalty. In fact, of those responding, only 35.2 percent of those private label companies replying to the customer were effective in promoting goodwill or in advising the customer where he/she could locate a particular product in a local marketplace. Of those private label companies replying, 40.7 percent demonstrated a positive Perceived Attitude in their reply correspondence. The Perceived Attitude of those few replies also suggests the private label industry does not understand customer relations. Beyond expressing where to locate a private label product, the tone sets the stage for long term customer relations.

Future research should look at the attitudes of the organizations toward the utilization of e-mail in a business and customer service environment and the

organizations e-mail processing procedures (nonexistent or ineffective)? Perhaps at one time, these organizations believed having an e-mail address that could be used by customers was a good idea. Why then have so many organizations not maintained that functionality? The researchers of this paper are also exploring other areas of private label and the IT component of customer service of private label suppliers using e-mail as a part of their communications mix.

To this end, a recent article in Beverage Industry (2003) exhorts the importance of customer service in private label business. Private label as an industry is aggressively building their businesses, including a customer focus as an important element of their business. Based on the research by Dadzie, Chelariu, and Winston (2005) and this exploratory study, it appears further research is needed in private label manufacturers and customer responsiveness. Additionally more research is needed to better understand the importance and IT functionality of e-mail, web technologies, and general electronic communications throughout the private label supply chain.

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A COMPARATIVE STUDY OF BANGKOK SUBWAY'S EXPECTED AND PERCEIVED SERVICE QUALITY

Daniel Heinige, Graduate School of Business, Assumption University
Bangkok, Thailand: (250) 850-1130, daniel_heiniger@yahoo.com

Sirion Chaipoo Pirutana, Graduate School of Business, Assumption University
Bangkok, Thailand; (662) 275-1320, chaipoo@loxinfo.co.th

Howard Combs, Department of Marketing, San Jose State University
San Jose, California 95192; (408) 924-3501, combs_h@cob.sjsu.edu

ABSTRACT

Bangkok's first subway system (MRT) opened to the public in July 2004. This study is the first comprehensive investigation into the perceived and expected service quality level of both Thai and non-Thai users of the subway. Based on the results of this study, several recommendations for improving service and for marketing the subway system are presented.

Built by Siemens, the Bangkok subway is a world class mass transit system. Covering about 22 kilometers and containing three interchanges with the existing elevated train system (called Bangkok Transit System or BTS), the subway system enables rapid transport around many parts of metro Bangkok. Unfortunately, ridership has been below expectations. One reason for this appears to be the relatively high cost of riding the subway as compared with using alternatives such as buses. Another reason appears to be disappointment in the perceived level of service quality.

For a mass rapid transit system still in its infancy, service quality is a very important component to gaining customer satisfaction. To be successful with the already planned expansion of the subway, Bangkok's subway operator must understand their customers and how they rate the service quality.

The purpose of this study was to measure the service quality of Bangkok Subway from the perspective of Thai and non-Thai customers to see whether there is a difference in expectation and perception. The SERVQUAL instrument was used to measure service quality for 396 respondents using the subway train service. The data was collected in

March and April of 2005 using a closed-ended questionnaire which consisted of demographic characteristics and 22 statements to measure service quality expectation and perception. The results showed that expectation exceeded perception for both groups on several dimensions of service quality.

The smallest SERVQUAL score gap between non-Thai and Thai customers of Bangkok Subway is in the service quality dimension of reliability, followed by responsiveness, empathy, and assurance. The largest gap is in the dimension called tangibles.

The study found a significant difference between service quality expectation and perception for non-Thai as well as Thai customers of Bangkok Subway.

However, the analysis of the service quality for each service quality dimension showed that only the dimension tangibles indicated a significant difference between non-Thai and Thai customers of Bangkok Subway.

From the research outcome it becomes clear that: 1) Bangkok Subway needs a strategy to first improve its service quality and, 2) to find ways to attract more customers as the subway system is not fully utilized. It is proposed that the Bangkok subway system needs to implement an effective public relations campaign to increase subway usage by all groups. Additional research is needed to determine the most effective strategy for improving perceived service on the Bangkok MRT System.

MARKETING FAIR TRADE: THE CASE FOR QUALITY

Carl Obermiller, Chauncey Burke, Gareth Green, and Erin Talbot, Seattle University,
900 Broadway and Madison, Seattle, WA 98122-4340; 206-296-5707

ABSTRACT

"Fair Trade Certification" (FTC) has been used as an emblem for social equity and consumer social responsibility. This paper traces the origins of fair trade, current status of the fair trade movement and consumer perceptions of fair trade coffee. Findings from three consumer studies show FTC is associated with social responsibility and higher prices but not with higher taste quality. Marketing implications with additional research studies are suggested.

The Value of "Fair Trade" and "Fair Trade Certification"

What is Fair Trade?

The origin of "Fair Trade" has been traced to the 19th century in Italy and the United Kingdom. It began as an effort to develop a cooperative trade partnership from raw material production through retail. Agreements on competitive wages and democratic trade policies were the key aspects of early cooperatives. In the 1950s, these cooperatives evolved to Alternative Trading Organizations (ATOs), non-governmental development organizations that promote economic equality in developing countries. To expand the scope and monitor fair trade with universal standards and labels the Fair Trade Labeling Organizations International (FLO) was formed as an umbrella organization in 1997. Fair trade goods that display the FLO inspection label ensure the customer that farmers from developing countries are paid a minimum Fair Trade price and earn a decent standard of living. TransFair USA is the only licensed organization in the US that certifies fair trade products.

To receive the Fair Trade certification growers must meet a set of standards and importers must abide to FLO policies:

1. Producers must be small, family-based growers.
2. Producers must be organized into politically independent democratic associations.
3. Producers must pursue ecological goals by conserving natural resources and limiting chemical input use.
4. Purchases must be made directly from grower organizations using purchasing

agreements that extend beyond one harvest cycle.

5. Importers must guarantee the FLO minimum price (\$1.21/lb for Arabica coffee) and pay a social premium (\$.05/lb) above this minimum, or pay the world market price, whichever is higher; certified organic coffee receives a further premium (\$.15/lb).
6. Importers must offer pre-financing equal to 60 percent of the contract value upon request.

Fair trade produce and significance of FT coffee:

TransFair expects to certify 44 million pounds of coffee in 2005. Other products it certifies include bananas, cocoa, tea, sugar and rice. The coffee volume exceeds the cumulative volume of all other produce by twofold. The growth of fair trade coffee (FTC) is remarkable, 76% growth in 2004 which is consistent with its annual growth since the inception of certification in 2000. FTC is 6 percent of the total US specialty coffee market and contributed \$26.2million income to fair trade farmers.

Challenges to FTC growth:

Unfortunately, there is currently more fair trade coffee being produced than demanded. It was estimated that half of the coffee produced under fair trade conditions was sold in the commodity market in 2004. While this increase in supply is insignificant in the coffee commodity market, it makes for a \$4.5 estimated loss in revenue in the fair trade market.

If the benefits of the fair trade movement are to expand, demand for certified fair trade coffee must be increased. Unfortunately, existing coffee markets provide good substitutes—a wide range of types and quality of coffee, including: instant, gourmet, geographic origin, and organic and ecologically certified. The only additional benefit fair trade coffee can offer the consumer is the knowledge that a larger portion of the proceeds are going to the small producers and their communities. Most fair trade coffee brands are positioned against high quality gourmet coffees, with the added social responsibility dimension, but in the same price range.

Most fair trade coffee has been positioned on the social responsibility attribute, but social responsibility

may not be the key to expanding demand for fair trade coffee. Fair trade coffee also typically competes most closely against gourmet coffees. In part, this is due to the similarity of prices. In part, it may be that the socially conscious consumer segment is part of the larger target for gourmet coffees, given their higher socio-economic status. The bulk of fair trade coffee is imported by countries that are also large importers of high quality gourmet coffee. Gourmet coffee is usually positioned on the quality dimension.

Quality may have several components, including taste, healthfulness, and social-responsibility. Fair trade coffee may be able to differentiate itself on the latter two features, but it faces a challenge on taste, which is probably the dominant component of quality. Consumers appear to have a schema for socially responsible products—that they are somehow inferior, to compensate for their socially beneficial aspects, e.g., the lower strength inferred for products made of recycled materials. Consumers may expect fair trade coffee to taste worse than gourmet brands. Some justification for this *a priori* bias is found in cases of fair trade brands that were objectively inferior, due to poor quality management. Whatever the reason, if fair trade coffees are to expand demand by positioning themselves as comparable or better tasting than gourmets, they must meet the challenge of consumer skepticism.

As mentioned, fair trade coffees are well positioned on the social responsibility dimension. Because many fair trade coffees are also certified organic, they may also stress that advantage. Organics are perceived to be more healthful than non-organics. Consumers are willing to pay more in order to insure their food is free of pesticides and herbicides. Organics are also environmentally friendly compared to non-organics, which is a socially responsible characteristic. Thus, one positioning option for fair trade coffee brands is to emphasize the related benefits of social responsibility and organic growing—doing good for both the growers and the earth while also offering the best in healthfulness. To the extent that consumers are willing to trade off the “do good” attributes for better taste, however, fair trade coffees will fail to expand much beyond the small segment that buys based primarily on the social responsibility aspects. Most consumers who want to buy on the basis of social responsibility already identify fair trade coffee as the front-runner on that dimension. Further expansion may be possible by persuading additional consumers to value social responsibility but not to the detriment of taste. A key marketing question, therefore, is

whether fair trade coffees can benefit more from stressing their social responsibility position or by challenging consumer skepticism about taste.

Within the arena of “social responsibility” Fair Trade Certification faces competing labels that confuse consumers. A recent Wall Street Journal article listed a frequently seen glossary of labels that “suggest you can help others by shopping”: Fair Trade Certified, Fairly Traded, Rainforest Alliance Certified, Certified Sustainable Local, Slow Food Snail. The confusion caused by competing labels likely blunts the effectiveness of social responsibility positioning.

RESEARCH GOALS:

To learn the buying motives and consumer perceptions of Fair Trade coffee we have completed three studies. From our findings we have begun a fourth study to test the relative effectiveness of social responsibility messages with traditional product benefit messages. The following text describes our studies, findings and hypotheses for our advertising message experiment (proposed fourth study).

STUDY #1

This study was done in cooperation with Pura Vida Coffee, a local Fair Trade roaster, with the objective of understanding how consumers use socially responsible label certifications in making coffee purchase decisions. It was also used to test the taste quality of a Fair Trade roast to a well-regarded non-fair trade roast.

To assess the relative quality of Pura Vida coffee, we conducted a “blind” taste test. Two identical canisters of coffee were set up on a table in a high traffic area on campus. One contained Pura Vida, the other contained a well-regarded non-fair trade roast. The containers were labeled “Roast 11” and “Roast 24,” and the research was described as a test of “new coffee roasts.” One hundred and eight respondents participated voluntarily. Order of tasting was arbitrary. Respondents drank 2-ounce samples of each coffee, with no additives, and rated them on a 7-point (terrible-perfect) scale, then completed several questions to indicate their normal coffee consumption, normal additives, and the importance they attached to four attributes—effect of coffee production on the environment, quality/taste of the coffee, safety/health concerns regarding coffee, and price paid to the coffee growers. The Pura Vida coffee was judged to taste somewhat better than the non-fair trade blend (means: 4.20

versus 4.05). Quality/taste of the coffee was rated significantly more important than the other three attributes on three-point scales (very, somewhat, not important)—1.15 versus about 2.0 for the others.

STUDY #2

Study 1 indicated the Pura Vida scored high in blind tests of taste/quality. To determine the effects of a Fair Trade label on perceptions, we conducted a second study in which the coffee was the same but presented under different labels. Respondents (different from Study 1) from four classes, three undergraduate business and one MBA, participated by indicating their coffee drinking and their preference for "Starbucks House Blend" versus "Starbucks Fair Trade Blend." After, they tasted each of two coffees, which were actually the same blend (Appassionato) but labeled as either "Starbucks House Blend" or "Starbucks Fair Trade" (labeled with 8.5 x 11 inch paper sign and 1-pound packages of the beans from Starbucks). After the tasting, respondents rated each coffee on a 7-point scale (terrible-perfect), indicated how much they were willing to pay for Starbucks Fair Trade per pound and per cup (given \$9.99 and \$1 as the standards for Starbucks House Blend) and asked to define the terms "organic," "shade grown," and "fair trade." The test subjects were later informed of the research conditions.

One hundred and nine people participated. Of these, 79 were coffee drinkers (as reported by non-zero cups per day average consumption). Of the coffee drinkers, 58% reported an initial preference for the House Blend. After tasting, however, the ratings of the two coffees were nearly identical ($M=4.49$ for House, $M=4.43$ for Fair Trade). The taste ratings were only slightly affected by the initial preferences. Those who initially preferred House Blend had slightly lower ratings of both coffees, but there was no interactive effect. These results suggest an initial biasing effect of the label, but that bias failed to influence the taste experience.

Sixty-five coffee drinkers responded to the willingness-to-pay measures. Coffee drinkers were willing to pay a premium for Fair Trade coffee—\$10.08 per pound (versus \$9.99) and \$1.23 per cup (versus \$1). We partitioned the willingness to pay responses by initial preference. The 35 people who initially preferred the House Blend were willing to pay an average of \$9.82 for a pound of Fair Trade, but \$1.17 for a cup. The thirty people who initially preferred the Fair Trade coffee were willing to pay \$10.38 and \$1.31.

The labels were not well understood: 75% of the coffee drinkers correctly defined "organic"; 36%, "shade grown"; and 38% "fair trade." (Not much different when non-coffee drinkers were included.)

Conclusions from Study 2

1. Initial preference among the sample was for the House Blend over the Fair Trade Blend. Since both coffees were from Starbucks, this effect appears to reflect a negative bias against Fair Trade coffee.
2. The initial bias in preference did not color the taste experience. Ratings of the tasted coffee were not different.
3. Consumers express a willingness to pay more for Fair Trade coffee, a common result in survey research. That they say they are willing to pay more but also state that they would prefer the Starbucks coffee may be an indication that the willingness-to-pay more is merely a social desirability bias artifact.
4. The labels are not well understood. Organic was correctly understood by 75% of the sample, but Shade Grown and Fair Trade fared much worse.

STUDY 3:

A survey was administered to a convenient sample of the student population to assess the relationship between consumer social responsibility, coffee drinking, and understanding of coffee certification labels—organic, shade grown, and Fair Trade. Surveys were administered in class to 158 undergraduate and MBA students at Seattle University and University of Washington (all different from Studies 1 and 2).

The first section of the survey consisted of twelve items intended to assess consumer social responsibility as a value. Nine of the items were selected from the 40-item Socially Responsible Consumption Behavior (SCRB) scale, developed by Antil and Bennett (1979). The nine items were selected as most relevant to this study; we rejected using the full scale for fear of respondent fatigue. Three additional items were designed to refer specifically to the issue of Fair Trade. The questionnaire concluded with one item to measure daily coffee consumption and two sets of open-ended questions asking for the meaning of each of the labels and expectations for coffee under each of the labels.

Results

The initial analysis confirmed that the twelve items formed a reasonable scale, with coefficient

alpha=.83. The addition of the three items did not significantly affect internal reliability; coefficient alpha for the nine SCRB items was not significantly higher.

The open-ended questions were content analyzed and sixteen variables were created—correct understanding of each of the labels, overall affect reflected toward each of the labels, specific assessments of coffee taste for each label, assessments of the general quality of the coffee for each label, specific assessments of relative coffee price for each label, and statements specific to coffee growers.

Understanding of the labels was coded as correct, incorrect, or no answer/no idea. Overall affect was coded on a 0-5 scale, with 0 indicating no indication of affect; otherwise, higher numbers reflecting more positive feelings. Specific assessments of taste were classified into one of five categories, 0 for no reference to taste, 1 for worse than regular taste, 2 for no difference, 3 for different (with no indication of better or worse), and 4 for better than regular taste. General quality assessments were classified into a similar set of five categories. Price assessments were reflected by three categories, 0 for no reference to price, 1 for lower than regular coffee price, and 2 for higher than regular price. The final variable, references to growers, was coded into three categories, 0 for no reference to growers, 1 to reflect statements that the label made things worse for the growers, and 2 to reflect that the label made things better for the growers.

Findings:

The labels were not well understood: 73% correctly understood "organic," 34%, "shade grown," and 46%, "Free Trade." These numbers are similar to those we found in Study 1. About one-third of the sample reported drinking no coffee (35%), nearly half (48%) reported drinking up to one cup per day, and 16% reported drinking two or more cups per day. Coffee consumption showed a weak relationship with correct understanding of the labels. Across three levels, zero, up to one, and 2+ cups, understanding was 71%, 73%, and 78% for "organic;" 33%, 31%, and 43% for "shade grown;" and 43%, 42%, and 61% for "Fair Trade."

In addition to understanding, the open-ended questions were content-analyzed for several other dimensions—overall affect, taste, quality, price, and references to grower welfare. The results are presented in the Table (#1). Overall affect was coded on a five-point scale, with higher numbers

indicating more positive feelings in response to the labels. As the Table indicates, a majority, but not all respondents, reflected some degree of affect to each of the labels. (Note that affect was inferred by the coder, so a specific reference was not required, which probably explains why the % mentioned values are substantially higher for the affect variable than the other categories.) For each of the labels, the feeling was slightly positive, tending to be more positive toward the labels as they were correctly understood.

The taste, quality, price, and grower benefit categories were mentioned by about a quarter or less of the sample, with the exception of quality in response to the Organic label. Almost all the mentions were positive with respect to taste and quality but more expensive when price was mentioned. The mention of price was notably infrequent in response to the Shade Grown label relative to the other two labels. Finally, there were few mentions of Grower Benefits to any single label, but all were positive. In conclusion, the open-ended responses reflect a weak but generally positive response to the labels with no strong associations except the high quality linked to Organic, along with a weak association to a higher price, except for Shade Grown. The open-ended question responses were crossed with coffee consumption, but no statistically significant differences were found between zero and non-zero coffee consumers.

Conclusions from Study 3

1. Confirmation of the poor understanding of the labels, especially Shade Grown and Fair Trade.
 2. No obvious relationship between CSR and coffee consumption or response to the labels.
 3. Few clear or strong associations to the labels.
- As we expected, some people associate the labels with more expensive, but, in general, the associations were positive.

HYPOTHESIS AND STUDY 4 EXPERIMENTAL DESIGN

The fourth study is an attempt to confirm insights from the previous findings and to guide strategic direction to marketers of Fair Trade coffee. One important insight from our findings is that specialty coffee drinkers do not compromise taste for social responsibility and do have a sophisticated palate to distinguish fine tasting coffee. An additional insight is that these consumers value social justice in their affect for "fair trade" and they express a willingness to pay more for Fair Trade coffee. From these insights we consider "fine taste" a necessary attribute to compete in the specialty coffee market

and "social justice" an attribute to augment quality. Thus the following hypothesis:

Preference for coffee will show an interaction effect between brand familiarity (known high quality versus unknown) and positioning appeal (superior taste versus social responsibility), such that:

- For a known high quality brand, a social responsibility appeal will result in higher preference than a superior taste appeal.
- For an unknown brand, a superior taste appeal will result in higher preference than a social responsibility appeal.

Marketing Implications:

Communication strategies for brand promotion of Fair Trade coffee should acknowledge the research hypothesis. Clearly well-known specialty coffee brands, such as Starbucks, Tully's, and Peet's should position the social responsibility benefits from purchasing their Fair Trade blends. Conversely, less familiar brands should position the superior taste benefits from purchasing Fair Trade coffee.

However the pursuit for long term success of fair trade coffee is contingent on the product quality and channel management decisions that TransFair USA's makes in managing its cooperative fair trade farms. Coffee quality must be managed from bean to cup. This requires selecting the highest quality beans for fair trade customers, imposing quality standards on fair trade roasters, ensuring fresh coffee beans at outlets and coordinating marketing communication, as previously noted. Such strategies are necessary to overcome the inherent "poor quality" bias against socially responsible products and coffee discussed in this paper. Notably, Transfair USA has initiated these practices in its "successful cooperatives means investments in Quality" for its 2005 campaign.

References and appendixes are available from the authors.

THE EFFECTS OF ROLE SELF-AWARENESS EXERCISES ON TEAM SATISFACTION: THE CONTEXT OF MARKETING COURSE PROJECTS

Thomas Boyd, College of Business, California State University Fullerton, 800 N. State College Blvd.,
Fullerton, CA 92834; (714) 278-3197

Matthew Lancellotti, College of Business, California State University Fullerton, 800 N. State College Blvd.,
Fullerton, CA 92834; (714) 278-3788

ABSTRACT

One of the more valuable experiential learning experiences of the business school curricula is the common requirement that students work in teams to fulfill course or even degree objectives. Such teamwork is required for numerous reasons. First, it is widely believed that students benefit from learning to work with others and from exposure to diverse approaches and ideas. Second, teams are conducive to larger and more complex projects providing an enhanced learning experience for students. Third, the business community uses teams in the workplace and it is beneficial for students to have experience in project teams when preparing for their business careers.

Beyond these direct-application benefits, teamwork helps students to improve motivation, and develop skills in communication, cooperation, and leadership. Finally, teams also provide students opportunities to explore their styles of interaction with others and discover their own strengths and weaknesses when working collaboratively.

In spite of the benefits student teams commonly experience conflict between members due to differences in work habits and ideas about how to approach a task. Students also have trouble with the task of approaching team members about their performance and asking them to modify their behavior, a leadership role that is often absent from student team organization.

The objective of this research was to examine whether and how exercises designed to increase students' self-awareness of their role in teams help improve the team experience and satisfaction. The following hypotheses were tested:

- H1:** Individuals who participate in team-based self-awareness and communication exercises will have higher satisfaction (a) with their team, (b) with team interactions, and (c) with team output than individuals who do not participate in those exercises.

METHODOLOGY

A 2x2 design was used in which half the student teams participated in group exercises while half were given class time to work in their teams, with each of the two groups monitored by a different professor.

Student project teams were asked to participate in exercises performed in two stages during the semester. Stage one of the exercises was conducted after students had been put into teams and the project had been described in detail. Students were shown a short humorous presentation describing the different personalities that are common in group work. The presentation was intended to encourage students to reflect on how they behave when in a group setting.

At the conclusion of the presentation, students were asked to think further about how they behave in groups. Students were then told to think about how their personality can sometimes inhibit team progress and, if and when that happens, how they would prefer to be dealt with by their teammates. Group members then shared their feelings about how the team can best deal with them when their personality inhibits progress.

Stage two of the exercises was conducted at the project mid-point. After completing significant project tasks students did a self-rating and then shared with the team suggestions for how to best make them more productive in the team.

RESULTS

The results revealed that participation in self-awareness exercises lead to higher satisfaction with one's team, higher satisfaction with one's interaction with teammates, and to higher satisfaction with the team output (the project itself), than for students who did not participate in the exercises. No effects were found for the students' class or professor, strengthening support for the exercises themselves as the driver of these differences in student satisfaction.

**THE JOY AND THE PAIN OF WORKING IN TEAMS: EFFECTS OF PERSONALITY
CHARACTERISTICS AND STUDENTS' MAJOR ON STUDENT ATTITUDES
ABOUT TEAM PROJECTS**

**Regina P. Schlee, School of Business and Economics, Seattle Pacific University,
Seattle, WA 98119, 206-281-3638, rschlee@spu.edu**

ABSTRACT

Numerous studies have documented the increased use of group projects in the marketing curriculum. A special issue of the *Journal of Marketing Education* was devoted entirely to the topic of experiential learning, usually accomplished through group projects (Frontczak and Kelley 2000). The use of such projects is not an educational fad, but is grounded in pedagogical research demonstrating that students are more likely to understand and retain knowledge learned in class assignments involving collaborative learning and group projects (McAlpine, Maguire, and Lee 2005; Scribner, Baker, and Howe 2003; Yazici 2004). In addition, group projects are viewed as crucial learning experiences by businesses looking for employees who can work effectively in teams (Gardner and Korth 1998; Varvel, et al. 2004). The Association to Advance Collegiate Schools of Business (AACSB), reflecting the importance of adopting appropriate pedagogies for the educational training of a new generation of business leaders has stated that, "Regardless of the delivery mode of the program, students should have opportunities to work together on some learning tasks" (AACSB 2005, p. 53).

Unfortunately, there are numerous studies that have documented that team projects are fraught with personality problems and concerns about equitable contribution. Bacon and Stewart (1998) pointed out that low-contributors to student projects, also called "free riders" or "social loafers," affect the performance of other students who do not want to carry the load for those non-contributors by being "suckers." The effect of low-contributors was also documented by McCorkle, et al. (1999) who found that the presence of "free riders" creates negative attitudes towards teamwork. Ashraf (2004) documented that less motivated students take away from the performance of highly motivated students and indicated that team projects may not always be as beneficial as commonly believed.

The effect of the personality of student members on the attitude of group members, however, has not been adequately researched. Varvel, et. al. (2004) studied the effects of personality on the effectiveness of engineering design teams using the

Myers-Briggs personality dimensions and found no statistically significant differences between the effectiveness of different groups. However, Amato and Amato (2005) using the same personality test to match students into compatible and complementary groups found that student personalities had a significant effect on team functioning for some groups of students. Many research findings on the effects of personality on group effectiveness have not been consistent. Some research indicates that groups that consist of heterogeneous personalities perform better on problem solving tasks (Guzzo and Shea 1992), while other studies have found that groups consisting of people who like one another (high social density) perform better than groups with low social density (Lucius and Kuhnert 1997).

This study focuses on the effects of students' personality and their major on their attitudes towards group projects. The findings indicate that most business students have positive attitudes towards group projects, but are concerned about the equitable distribution of work and usage of time. However, students with personalities that are less responsive or "people-oriented" are less likely to have positive attitudes about group projects. Not surprisingly, students' personality and choice of major are correlated. Students who are less "people-oriented" are more likely to be in the quantitative disciplines of accounting, economics, and finance, while marketing and management majors are significantly more likely to be "people-oriented." Students in the quantitative business disciplines voice the most concerns about such projects and appear to gain less satisfaction from group activities. Conversely, marketing majors have the most positive attitudes towards group projects. Marketing majors believe they learn more on group projects than by studying for exams, they enjoy creative problem solving, and appreciate the camaraderie of the other students on their team. The article includes suggestions on how marketing educators can make team projects more enjoyable for different groups of business students.

REFERENCES AVAILABLE UPON REQUEST

USING MARKETING SIMULATIONS: TEN IMPORTANT QUESTIONS

E. Alan Kluge, George Fox University, 414 N. Meridian Street, Newberg, OR 97132; (503) 554-2823

ABSTRACT

Faculty considering use of a marketing simulation for the first time, as well as faculty who have used marketing simulations for years, are both looking for ways to make more effective use of this learning tool. Used properly a marketing simulation can compress significant amounts of meaningful experiential learning into a short period of time. Used poorly, simulations can lead to frustration and actually become an impediment to effective learning. Based on a literature review and eight years experience using a well known marketing simulation, this article identifies key considerations for effectively using simulations to dramatically increase students' understanding of basic concepts and principles in marketing.

INTRODUCTION

Marketing simulations used properly provide learning opportunities hard to replicate using other modalities. Conversely, marketing simulations used improperly fail to advance learning and can actually lead to a hostile learning environment where students complain that their use is a waste of time. Based on eight years of teaching using a popular marketing simulation, Markstrat3 (Larreche, 1998), this paper attempts to capture and address ten key questions related to the successful use of simulations in the marketing curriculum. Faculty looking to incorporate a marketing simulation for the first time should find this information useful in considering their options. Faculty experienced in using marketing simulations should find this article useful in identifying ways that simulations might provide even greater learning value to their students.

TEN QUESTIONS

1. What unique learning opportunity does a marketing simulation provide?

A truly robust learning environment makes use of all appropriate learning modalities, appropriateness being determined by: the learning objectives to be achieved, the characteristics of the student, the characteristics of the instructor, and the nature of the learning environment.

The objective of providing students with foundational knowledge and an introduction to marketing practice

might most effectively be accomplished using reading, lecture, and testing. In Bloom's taxonomy (Kemp 1977) this relates most directly to the cognitive domain levels of knowledge and comprehension. Advancement to higher domain levels of application and analysis are commonly achieved through the use of case studies and projects that require students to interact with the business community. The highest domain levels, evaluation and synthesis, are hard to accomplish in a non-interactive environment. While other modalities of learning are capable of getting to these levels of learning, the marketing simulation is capable of challenging students to evaluate and synthesize an understanding of marketing at a relatively sophisticated level.

Students who prefer to learn by doing over learning by just studying, faculty who prefer to facilitate learning versus deliver knowledge, and learning environments that stress the integration of theory and practice over the intense study of theory all lend themselves well to the use of simulations as an effective learning tool. Recent studies (see for example Drea, Tripp, and Stuenkel, 2005) continue to demonstrate that active learning activities have a positive impact on student learning, both on student enjoyment of learning and achieving stated learning outcomes.

Integrated marketing. One of the greatest strengths of a well designed simulation is its ability to allow students to experience the interactive effects of the elements of marketing. For example, in the MarkStrat simulation students are forced to consider trade-offs and interactions between advertising and sales force expenditures, learning that these must be considered in tandem with one being used to support or substitute for the other. Such lessons, learned from this experience, are much more likely to stay with the student than having simply read it in a book or having drawn the same conclusion from a case study.

Competitive forces. While case studies allow students to examine marketing decisions in a competitive environment, they fail to provide students the opportunity to experience competition in a dynamic setting. Poor marketing plans in a seller's market can still be successful. Sound marketing plans in a highly competitive market can result in mediocre results. Students learn that their

competitors' actions have as much to do with their results as do their own actions. The simulation challenges students to conduct sufficient market research to generate a minimum level of understanding of the forces in the competitive environment so as to be able to develop plans that incorporate anticipated actions by others.

2. How do you prepare faculty and students for the simulation?

The simulation mechanics. Nothing is more frustrating to students than not fully understanding what it is that they are doing, or why they are doing it. The confidence that students have in the learning experience is anchored by the confidence exuded by the faculty member. Sufficient training and practice needs to take place to get students over the hurdle of the mechanics of the simulation and on to the real purpose of the learning exercise. Students need to perform practice rounds to get the feel of the exercise and learn to appropriately interpret its results. Faculty must be fully trained in the quirks and nuisances of the simulation so to be able to smoothly work through problems as they arise, particularly user interface, data interchange, and report generation problems.

Introducing research tools. Markstrat3 makes extensive use of customer research using three fundamental marketing research methodologies: semantic differential scaling, multidimensional scaling, and conjoint analysis. Training sessions on each of these tools should be offered in advance of using the simulation, starting with generic examples of each tool and then showing precisely how these examples are represented in the simulation. This approach to fully introducing the major research tools of the simulation helps to establish confidence of students in their ability to interpret and draw appropriate conclusions from the research results used to make decisions to successfully compete in the exercise.

3. Should the simulation involve participants from different student populations?

Four different combinations have been attempted using the marketing simulation: undergraduate students in the same class, MBA students from the same cohort (a cohort being a group of students completing a two year curriculum together), teams composed of students from different MBA cohorts, and teams that combined graduate and undergraduate students.

In all configurations attempted the learning and comprehension of marketing concepts appeared high. However, in the latter two configurations where different student populations were brought together, the need to intentionally address team development and group dynamics dramatically increased the learning experience. Given a choice, it is recommended that different populations be brought together and combined on teams to provide a richer learning environment, more effectively addressing the 'soft skills' of marketing management that are required when a team is charged with completing a task.

4. How many people should be on a team?

Prior research (Cosse et. al, 1999), comparing teams of two, three, and four persons in running a marketing simulation found that there was a strong positive relationship between team size and team performance. In their research they emphasized the importance of having equal size teams with teams are competing with each other.

MarkStrat is capable of having four, five, or six teams compete. Consequently the usual configuration has been to divide the class into six equal teams which has resulted in teams ranging in size from three to nine. When the simulation reaches later rounds and the number of products and decisions is greatly expanded, a minimum size team of four to six is desirable to allow reasonable consideration and analysis of the information available. Once a team goes over six or seven, it has been this author's experience that teams become unruly and begin to break down with one or more participants dropping out of active participation. While the specific nature of the simulation will dictate certain constraints, teams of four to six appear to work best.

5. How could student teams structure themselves?

An often lost opportunity of marketing simulations is the conscious self-imposition of an organizational structure on the team. The decision of how teams should structure themselves could be function driven (advertising, sales force, research, product development), product driven (product, brand), or customer driven (market segments, marketing channels). How teams structure themselves will impact how they function and how well they perform. Teams should be required to make a conscious decision of the organizational structure they adopt, and then be forced to hold to it or make a conscious decision to change it. At the end of the simulation,

as part of the debriefing, teams should be required to assess the appropriateness and effectiveness of their organizational structure to the task.

6. How should the simulation be scheduled?

Two delivery schedules have been examined: having students complete one iteration a week for five to eight weeks, and having students complete four to five iterations in one day as an all-day workshop. There are advantages and disadvantages to each format.

Weekly class format. Doing one round of the simulation each week is possible when it is done within a single class. The primary advantages of doing the simulation weekly are that it allows the simulation to serve as a point of discussion related to many topics in the class and it allows adequate time to fully evaluate information for making decisions for the next round. Disadvantages of this format include students losing interest over time, and competing priorities that detract from student focus on the exercise.

Workshop format. Using this format, students are brought together for an all-day workshop and to complete four rounds of competition. This author has found it beneficial to do one or two practice rounds prior to the workshop which facilitates teams getting to know each other, and also allows for restarting the simulation should there be erroneous or critical errors in initial team decisions. The primary advantages to this format are that they allow bringing together students from different populations and they generate a more intense sense of collegiality within teams and sense of competition between teams. Forcing students out of their comfort zone appears to challenge many to take a more active role in the exercise. At the end of each round students are brought together into one room to share the performance results, highlighting the relevant performance of each team. This sometimes "circus like" atmosphere brings much energy and enthusiasm to the exercise which increases effectiveness in achieving learning outcomes.

7. How many iterations of the simulation should be run?

Prior research (Redmond, 1989) reported that learning proceeded at a slower rate after the fifth iteration of the simulation. This author's experience with running the simulation would appear to anecdotally support Redmond's conclusion. Students continue to improve in their ability to manage, and continue to improve their performance,

up to and through the fifth iteration. Going on to a sixth iteration, particularly in a workshop setting where iterations are conducted consecutively, begins to challenge the attention span of the participants. One option, for those students who might be interested, is to allow the simulation to continue on a voluntary basis allowing interested students to continue to engage in the activity.

8. How do you expand learning with each iteration?

Increasing simulation scope. Built in to most simulations is the ability to turn on or off specific features, allowing the faculty member to control the scope of the simulation. In MarkStrat the faculty member is able to limit the number and types of decisions made by teams, the number and type of reports available in order to focus the attention of teams, and the number and types of brands that may be introduced. Limiting access to features in a practice round, or in the first round of the simulation is a good way to ramp up students on the simulation. However, so students have the full experience, it is important that all or most features are available as soon as possible. Otherwise, students feel as though they are being forced to compete as though they had one hand tied behind their back.

Use of queries. At the start of each iteration one technique to infuse new learning is to use queries to cause teams to reassess and reflect on their process and current situation. Based on observations made during the prior round, the faculty member poses rhetorical questions to the teams to think about as they launch into their next round. A number of queries posed in past executions of the simulation included:

- What are you managing best: Production? Market segments? Marketing channels? Marketing mix?
- Do you know: Where you are now (control)? What direction you want to head (tactics)? Where you want to end up (strategy)?
- Is your division of duties effective? If not, are you willing to change?
- What decisions and analyses are best completed by the team as a whole? What decisions are best delegated to subgroups of individuals?
- Which is most effective for your understanding of information, tables or charts?
- Who is driving your strategy, you or the competition?
- How does your team respond to errors in logic or process by individual members?

9. How do you keep the simulation fun?

Competition. Perhaps the most effective method for maintaining enthusiasm and interest for the simulation is to emphasize the competitive nature of the activity. At the end of each iteration a general meeting should be held with all teams present, and the results announced for the first time. To the extent that it does not provide competitive advantage, comparative results are shared to show which teams are excelling and in what ways. Just as in real business, competition challenges motivated students to want to learn from their mistakes and the success and failure of others.

Making awards. Use of a digital camera is effective in capturing different dynamics of team functioning. In the workshop competition where each team has its own classroom to work in, photographs of the whiteboards show different styles in presenting and organizing data. Shared in the general meeting at the end of a round, whiteboard awards have included "best use of color," "straightest columns with the most digits," and "most eclectic." How students arrange themselves in the room is also telling as to their willingness to take control of their environment. Photos of different arrangements have included "six bosses, one slave," "huddled in the corner," and "centered on technology."

Capturing comments. One of the best ways discovered to keep the experience light and fun is to record and feedback actual comments made by participants during the competition. Comments recorded in the past have included "I'm really glad he discovered that, I was reading the report backwards," "which is better, to win or to learn and take big losses," "now this is starting to require math, this is not a good thing," and "it's hard to be the best and remain humble too."

10. How do you assess learning from the simulation?

A difficult task for any group exercise is to meet the criteria for assessing individual learning. While it might be possible to evaluate the team based on relative performance on the simulation, teams who do the best often learn the least (as their initial guesses were good), and teams that do the worst often learn the most (as they struggle hardest to understand what is going on in an attempt to improve the results). A better way to assess learning is to require students to write an individual assessment of their personal performance on the simulation. Three questions that potentially identify advanced levels of learning are: (1) What three

marketing concepts that you understand clearly were best demonstrated by this simulation? (2) What three marketing concepts presented in the simulation do you now know you do not understand as well as you should? and (3) What is your plan for addressing these knowledge deficiencies? This type of analysis forces students to identify their own strengths and weaknesses, and motivates them to accept responsibility for addressing any identified deficits.

CONCLUSION

Marketing simulations offer the opportunity for students, through active learning, to experience the interactive effects of marketing concepts while at the same time develop team and organizational competencies, outcomes not as readily achieved through other modalities of learning. Marketing simulations, used properly, require significant preliminary planning by faculty to be successful. Such planning includes proper consideration of team size, team structure, simulation scheduling, and number of iterations. Marketing simulations often fail due lack of adequate training of both faculty conducting the simulation and students participating in the simulation. Proper use of sophisticated marketing simulations requires a significant investment of time by the supervising faculty member to ensure smooth operation of the experience.

Learning using simulations is most effective when students are enthusiastic throughout the learning experience. The use of management queries during the experience can drive students to constantly look for new lessons to learn from the experience. By capturing pictures and words of teams in action, the experience can also be made to be fun. Presented properly, marketing simulations can be that one learning experience that students identify as the most valuable learning experience of their business program.

REFERENCES – available from author

THE INTERNET AND MARKETING EDUCATION: NOW WHAT?

SESSION CHAIRS AND PRESENTERS

John A. Schibrowsky, University of Nevada, Las Vegas
Alexander Nill, University of Nevada, Las Vegas
James Cross, University of Nevada, Las Vegas
James W. Peltier, University of Wisconsin – Whitewater
Richard Lapidus, University of Nevada, Las Vegas
Gail Ball, Management Consultant
Ruby Lee, University of Nevada, Las Vegas
Micol Maughan, Fort Hayes State University

Over the past ten years, the Internet, as a global communication and exchange medium, has witnessed unprecedented growth. In the United States alone, total Internet driven sales revenues have grown from a negligible amount in 1995 to over \$50 billion in 2004, and are expected to rise at an annual rate of over 20% for the foreseeable future (Direct Marketing Association, 2004). Today, the importance of the Internet to buyers, sellers, and intermediaries across all aspects of marketing.

So what does this mean for marketing educators? In this session, we will discuss the Internet as Marketing topic to be taught, the use of the internet as a teaching tool, and the current and future directions of Internet Research.

First the panelists provide data pertaining to the number of schools teaching Internet marketing (or some closely related course) as a free-standing course. They will also discuss alternative approaches to teaching Internet Marketing and its integration into other courses.

Second, the panelists will provide the attendees with a number ways that the Internet can be used to enhance the learning experiences for students. Example will include the use of web published information as an alternative to textbooks, secondary data readily available online, the use of electronic databases, and a variety of other topics concerning the use of the Internet as a learning tool.

Finally the panel will present a review of the Internet literature employing a content analysis perspective. Specifically, we will review the Internet literature in terms of content, quantity, and publication outlets. In addition, we will identify what we feel to be the most important

trends in the Internet marketing literature and provide future direction, particularly in terms of research gaps and expected topical areas of interest.

Attendees will leave this session with a better appreciation of how to teach Internet marketing, how to use the Internet as teaching tool, and the trends pertaining to Internet research. The session is interactive. The session is designed to be interactive, with the panelists presenting topics, issues, and opinions with the hope of creating an interactive discussion and debate with the attendees. All attendees are encouraged to participate in this session.

SURVEY BUILDER: A FREE EASY TO USE TOOL FOR STUDENTS TO BUILD WEB SURVEYS

TJ Olney, Western Washington University

ABSTRACT

Whatever one might have against fielding surveys on the world wide web, it has become the easiest way to collect a bit of data. Until recently, using it in a class was quite difficult because of the required level of expertise in form building and handling. With the development of Survey Builder and other similar systems, students can now create surveys without having to deal with tedious coding of forms or the intricacies of handling the forms. Survey Builder is a php based online system allows the creation of single page or multi-page surveys with rudimentary conditional branching, simple JavaScript input validation and all the major question types. Optional style sheets are available to change the look and feel of the survey. A discussion of how marketing research classes with limited time can now use various survey tools to automate the creation of surveys and the collection of data so that it can be done within the time frame of an introductory course. Survey builder provides a reasonable means for doing this and it is freely available. Several other possible means to the same end have appeared simultaneously. These freely available alternatives are discussed in terms of their strengths and drawbacks. Survey Builder works as it exists, but as with most software, it could be better. Session participants will be asked for input in terms of the most important directions it needs to go.

TRENDS IN OUTCOME ASSESSMENT PRACTICES AND THEIR IMPLICATION FOR MARKETING EDUCATION

Gary L. Karns, School of Business & Economics, Seattle Pacific University, 3307 Third Ave. W., Seattle, WA 98119, (206.281.2948; gkarns@spu.edu)

Charles R. Duke, College of Business & Public Affairs, Clemson University, Box 341325, Clemson, SC, 29634 (803.656.5296; dcharle@clemson.edu)

Don Bacon, Daniels College of Business, University of Denver, 2101 S. University Blvd., Denver, CO, 80208 (303.871.2707; dbacon@du.edu)

ABSTRACT

Outcome assessment has been a major issue in higher education for several years. Over time the outcome assessment movement has matured from its relatively modest expectations and reliance on student satisfaction oriented measures early on to more rigorous expectations for demonstrating effectiveness. Representative of this new stage of development is AACSB's position statement that "... Assessment programs should include direct measures of learning. Course grades are not program assessment measures." (AACSB web site)

Measuring student perceptions and satisfaction ratings on exit surveys are still useful inputs for program planning, but are clearly no longer sufficient to demonstrate a degree program's effectiveness. AACSB is expecting schools to move toward compliance with this direct approach to outcome assessment so that by 2007, fully functioning direct assessment processes are in place.

This special session addresses this timely and important issue for marketing departments. It is focused on a discussion of the outcome assessment practices of marketing departments, how these practices integrate with the practices at other levels of the university, directions for research on outcome assessment, and methods of learning assessment used in marketing education research more broadly.

The session will address these questions:

- How shall we measure the effectiveness of marketing education practices?
- What outcome assessment practices make the most sense for marketing departments to employ in conjunction with the assessment practices being used at school and university levels?

- What direction is research in outcome assessment taking?
- What affect will outcome assessment practices have on the broader range of scholarship in marketing education? Specifically, what measures of the effectiveness of educational practices will be required for publication in journals of marketing education?

Brief presentations by the panelists will be followed by highly interactive workshop discussion among the session attendees around these questions. It is hoped that best practices will be shared and creativity will be sparked to assist marketing departments in meeting these new AACSB expectations.

MEA: MARKETING EDUCATORS ABSCOND?

Neil Granitz, California State University, Fullerton, College of Business and Economics, Fullerton, CA 92834-6848; (714) 278-3934; Katrin R. Harich, California State University, Fullerton, College of Business and Economics, Fullerton, CA 92834-6848; (714) 278-4674; Sunil Thomas, California State University, Fullerton, College of Business and Economics, Fullerton, CA 92834-6848; (714) 278-3646; Kevin Bao, California State University, Fullerton, College of Business and Economics, Fullerton, CA 92834-6848; (714) 278-3235; Nitish Singh, California State University, Chico, College of Business, Chico, CA 94929-0051; (530) 898-6090.

ABSTRACT

Founded in 1978, the Marketing Educators' Association (MEA) is a non-profit, educational organization dedicated to the development of the marketing professoriate. The organization's mission is to provide worldwide leadership in promoting the development and sharing of scholarship that enhances marketing education and advances knowledge and practice. The Association's principal activities include conducting an annual conference, as well as a publishing conference proceedings and the Journal of Marketing Education.

Marketing educators from around the world are members of MEA. These members come predominately from universities and colleges in the Western region of the U.S. MEA offers individual memberships at \$50 which include a subscription to the Journal of Marketing Education, a biannual newsletter, the biannual directory and announcements of the conference program. Individuals who register for the conference become members.

In the last few years, MEA has been experiencing a declining number of membership renewals and new memberships. Even though efforts were made to boost membership, this trend has been ongoing. MEA needs to gain a better understanding of what its current members desire and how to attract new members.

The objective of this special session is to focus on why current members are not renewing and how MEA can appeal to new members such as new tenure track professors. More specifically, the following questions will be addressed: While membership renewal may be declining due to members not renewing and new members not joining, which is impacting the membership numbers to a greater extent? How did current members first become aware of MEA? Why did current members join MEA? What MEA services or activities do

current members use? What are current members satisfied or dissatisfied with on all that MEA offers? Do current members plan to renew? Why? Why not? What can MEA offer to current members in terms of services and activities to ensure their membership renewal? Were new tenure track faculty aware of MEA's existence? How? If so, why did they not previously attend/join? According to new tenure track professors, what activities and services can MEA offer to attract them as members? Are the current members and new tenure track professors also members of other organizations? Which? Why? On key activities, how do current members and new tenure track professors view MEA versus other competing organizations? How does the marketing mix of MEA compare to that of competitors?

In an attempt to answer the above questions, the panelists will present the results of a recent survey of the current MEA membership. In addition, the latter part of the session will be devoted to a live moderated panel of new tenure track professors.

**SOMETIMES, TWO HEADS ARE NOT BETTER THAN ONE:
LESSONS LEARNED FROM TEAM TEACHING**

Glen H. Brodowsky, Cal State San Marcos, San Marcos CA, 92096 (760)750-461, glenbrod@csusm.edu

Beverlee B. Anderson, Cal State San Marcos, San Marcos, CA, 92096 (760)750-4248
banderso@csusm.edu

ABSTRACT

Perhaps instructors do not team teach more often because team teaching can be annoying, frustrating, and more time consuming than teaching solo. This may parallel some of the frustrations that students have when forced to work in teams. Numerous papers presented at marketing conferences address advantages and drawbacks of student teams (Boyt, et. al 1998, Chapman et. al. 2004, Davis et. al, 2000, Kirchner 1995 & 1996) However, there are few that address the benefits and pitfalls of instructional teams. Most of the literature on team teaching comes from outside of the marketing literature and most paint a rosy picture of how a two-headed instructional team is better than teaching alone. The literature mostly reports positive student responses to team teaching experiences. Whether this is truly representative, or only successful experiences are deemed worth reporting, is unclear. After all, it is more fun to report on successes rather than to reflect on failures, which is the focus of this paper. Although much effort went into team teaching a graduate level business research methods course, the students were highly dissatisfied with the outcome. The authors reflect on the reasons for this dissatisfaction, as well as some important pedagogical and philosophical lessons learned

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www.brandspankinnew.org
**A CASE STUDY IN APPLYING INTERNAL CUSTOMER RELATIONSHIP MANAGEMENT TO
FOSTER A CROSS-DISCIPLINARY STUDENT-OPERATED BUSINESS MODEL**

**Mick Jackowski & Clay Daughtrey, Department of Marketing, Metropolitan State College of Denver,
P.O. Box 173362, Campus Box 79, Denver, CO 80217; (303) 556-3784**

ABSTRACT

The need for marketing education to integrate cross-disciplinary instruction into its curriculum through a student-operated business is addressed. To heighten the likelihood that students will become managers that bring a multidisciplinary approach to new product development, an undergraduate student-operated business needed to expand its operation beyond the marketing curriculum to include a course in industrial design. This case illustrates how in this case study, an internal customer relationship model (IntCRM) measured which relationship criteria is most vital to building effective relationships with key internal stakeholders. The result of effectively managing these relationships was the online retailer, Brand Spankin New (BSN).

INTRODUCTION

Since most marketing students will utilize their knowledge in the non-academic marketplace, instructors should teach skills that address the ever-changing needs of employers. One of the newest innovations prescribed by the business community is the need to bring marketing and design together at the *beginning* of the product development process (Nussbaum 2005; Godin 2003). This collaborative strategy is in answer to the growing viewpoint that American businesses are falling behind their global counterparts in creative innovation, evidenced by the vast majority of new products falling short of their projected Returns On Investment (Godin 2003).

This shortcoming is due to the prevalent management segmentation that fragments decisions into small pieces, each pertaining to its own sub-system, causing managers to lose sight of the ultimate goal of total organizational effectiveness (Ackoff 1999). A more integrative approach to project management was recommended as far back as 1992 by Dale Lunsford and John Henshaw and reinforced by subsequent research in 1999 (McKeage, K., Skinner, D., Seymour, R. M., Donahue, D. W., and Christensen, T.), which stated:

More companies are departing from sequential product development processes

For parallel processes, which allow for persons to cross over into other disciplines and to work together from the beginning rather than passing the project from one function to another as it enters different phases of development (i.e., planning, idea generation, screening, concept testing, commercialization, etc.).

Though the apparent need for collaboration was identified over 10 years ago by practitioners and academics, it appears that much more work needs to be done. According to a Business Week cover story (Nussbaum 2005), the prognosis is reaching critical levels. The article, entitled "Get Creative," detailed the current innovation problems among American companies. It appears that well-meaning cross-disciplinary ideas must become more pervasive in current teaching practice if our students are going to leave school with an integrative philosophy and accompanying skill set necessary to increase the odds that products brought to market will be successful.

Emphasizing the need for cross-disciplinary instruction within a marketing curriculum is the growing perceived importance of this discipline by top-level executives and researchers. "Marketing should be an engine of growth and profitability for the organization" (Wind 2005, p. 863). In the same article, Wind cited a study conducted by McKinsey & Co. that identified three ways that marketing should be the primary means by which an organization drives growth: (a) integrating customer insights more broadly into business functions; (b) integrating business strategies with brand strategies; and (c) integrating marketing and go-to-market execution. As Wind noted, "the common theme is integration" (p. 864). Toward this end, teaming marketing students with product design students is a step towards developing better management practices (Lunsford and Henshaw 1992).

However, once you venture outside the domain of your own classroom, you initiate the need to build and maintain healthy relationships with key stakeholders other than your students. Your chosen method of instruction will determine which linkages must be made before the educational endeavor can move forward. Failure to recognize the importance

of building these relationships could stop your initiative before it begins because you either crossed into another's boundary of responsibility or you did not realize you simply needed help in achieving your goals.

The requisite first step is to build the bridges outside of your classroom, yet still internal to your institution. In short, get permission to teach the way you want to teach. This reality engenders even greater significance when your objective is to establish ties to other disciplines, especially those outside the jurisdiction of your own Dean's Office.

Literature Review

In marketing, a great deal of recent attention focuses on the benefits of employing a customer relationship management (CRM) strategy for building long-lasting connections with customers. However, Frank Eichorn (2004) identified that the same foundational components for successful external CRM programs can be applied to internal relationships between organizational units. This section summarizes the principles on which an internal CRM model is based.

Culture, Leadership & Attitudes

As much as they are a place of production, the people who work in organizations create a social setting with their own "cultures" and "sub-cultures." (Eichorn 2004). Culture can be defined as (a) a pattern of basic assumptions, (b) invented, discovered, or developed by a given group, (c) as it learns to cope with its problems of external adaptation and internal integration, (d) that has worked well enough to be considered valid, and therefore (e) is taught to new members as the (f) correct way to perceive, think, and feel in relation to those problems" (Schein 1990)

An organization's culture affects behaviors and attitudes at all levels and the results mimic those in general society, where biases can determine inclusion or exclusion. Both organizational culture and attitudes evolve over time and are heavily influenced by its leaders (Eichorn 2004).

Systems Thinking and Total Quality Management (TQM)

The premise behind internal customer relationship management is that a holistic approach that recognizes the interdependencies of business processes, business and customer needs, within a customer-centric culture that encourages horizontal collaboration is poised for success. One of the key

contributions of systems thinking in examining organizational integration is to look beyond the hierarchical structures that may be in place and to examine the company as a set of inter-connected processes and network-type operations and communication mechanisms. (Eichorn 2004, p. 127).

Another management system with roots in systems thinking is Total Quality Management (TQM). The four essential dimensions that comprise TQM (Tena, Lluser and Puig 2001) are: (a) to establish a customer focus, (b) implement continuous improvement practices, (c) nurture employee fulfillment, and (d) treat the organization as a total system.

Horizontal Collaboration, Communication and Processes

It is almost self-evident that successful horizontal collaboration is built on the foundation of successful internal relationships. Nurturing internal relationships and information sharing results in a better appreciation of identities, a clearer understanding of business processes and needs, a sharing and understanding of culture, cross-pollination of ideas, and perhaps most importantly, empathy (Eichorn 2004).

Of course, relationships are at the heart of internal customer relationship management. Developing internal partnerships requires establishing, encouraging and nurturing the relationships and the linkages (Eichorn 2004). This will result in improved performance as measured by relevant metrics including ease of communication, process efficiency and effectiveness and impact on improved products and services (Kingman-Brundage, George, and Bown 1995; Langer 2001).

Employee Satisfaction = Customer Satisfaction

It is well documented that satisfied employees perform better and treat customers better, internally and externally, ultimately leading to better overall customer satisfaction (Phipps 2001; Scarpello and Campbell 1983; Zerbe, Dobni and Harel 1998; Tornow and Wiley 1991). This self-reinforcing loop observed between employee satisfaction and internal service quality is the starting point for the Service-Profit Chain. The Service-Profit Chain research conclusively illustrates that improved customer relationship skills applied internally result in improved employee satisfaction, and this causal relationship leads to satisfied external customers and an increase in the bottom-line (Eichorn 2004).

IntCRM Model

The premise of the IntCRM model is that an organization must possess an integrated foundation of capabilities, across the dimensions identified as critical for successful customer service (Eichorn 2004). To date, no research has been conducted that examines student-operated enterprises that include multiple courses outside the school of business. Therefore, the necessary first step is to understand how to establish such an initiative within an institution of higher learning.

This study outlines how these relationships were developed to help launch a specific form of experiential learning, the cross-disciplinary student-operated business and what components of the IntCRM model were most important for their success.

This case study will demonstrate how, in one instance, internal linkages were developed to enable a single-course student-operated business to incorporate two academic departments outside the school of business.

BRAND SPANKIN NEW BACKGROUND

BSN, a student-operated, designer retailer, is the culmination of a joint effort between the Departments of Marketing and Industrial Design at a large urban college in the Rocky Mountains.

The genesis of this brand occurred in the Spring semester of 2004, when a "Seminar in Marketing Management" course was transformed into an operating business model as a method of experiential learning. For three semesters, students were immersed in the planning, implementation and control of an operating business model that generated profits ranging from \$2000 to \$4000 per semester. To further enhance the educational experience, the decision to expand the concept beyond the realm of marketing was made.

Because of the growing need for marketing to be involved at the start of product development, it was decided to develop a design and manufacturing arm for the student-operated business. Additionally, in answer to the growing need for marketers to have online retailing knowledge in a global economy, the development of an e-commerce storefront began. After two semesters of research and testing, students in a "Reputation and Brand Management" course created a brand management plan for an online retailer around the name Brand Spankin New. From that point of beginning, the venture is now the first curriculum-based e-commerce venture in the

country operated where undergraduates design, manufacture and market their own limited edition products.

Two undergraduate courses, "Seminar in Marketing Management," and "Industrial Safety and Production," were used to implement the new product development phase of BSN. Both courses devoted the entire focus of their semester toward developing and marketing new products for the online retail outlet. Both instructors integrated assignments so that students in each section would need to work together to successfully complete their course requirements. The resultant e-teams (named because much of their collaboration took place outside of the classroom) comprised of 1 industrial design student and 1-2 marketing students. The most marketable of these products, as demonstrated through their technical designs and marketing plans, would be chosen by a panel of experts in each discipline for commercialization through BSN. The BSN brand is co-advised by one professor from the Marketing Department and two professors from the Industrial Design Department.

Seminar in Marketing Management is a 16-week senior-level course and marketing minor capstone. From the first day of class, the 25 students enrolled applied marketing concepts learned in previous semesters toward operating this business and building the BSN brand. The course employed a two-prong strategy. The first four weeks of the semester were dedicated to working exclusively with student industrial designers in the development of new products. Each marketing student was assigned a student designer who had a product design idea. The student marketers were then charged with conducting market research to determine whether it would be feasible to continue with the development of the product. Necessary adjustments were made to the product design and at the end of the month, student marketers developed a product feasibility plan and presentation. At this point, e-teams began to design a prototype (industrial design students) and a full-fledged marketing plan for the product (marketing students). This task took the rest of the semester for the Industrial Design students, while the marketing students entered the second phase of their term.

The second prong of the class strategy was to plan and implement a marketing campaign around an existing product already developed by a student industrial designer from a previous semester. The product was a wall-mounted coat rack made with a birch backing, a white convex Plexiglas shield upon which 5 silver metal hooks were attached. For the

next 12 weeks of the semester, student marketers focused on branding the coat rack and its designer, as well as developing and implementing a marketing campaign around the brand. The class was divided into 5 campaign teams, each consisting of 5 students. Each team had its own primary and secondary target markets and designed campaigns personalized for each segment.

After campaign teams were formed, each class (two days a week for an hour and fifteen minutes each session) took the form of a company meeting, where each department gave progress reports and major issues were discussed. As a group, students were required to present and deliver in report form the following assignments: a coat rack research report; a campaign plan for the semester; and a final report on the achievement or non-achievement of the goals of their campaign team. Because everyone in the course was also involved in the actual selling of the product, each campaign team also had sales objectives.

INTERNAL CUSTOMER RELATIONSHIP MANAGEMENT

Before this collaboration could begin, steps needed to be taken to ensure its successful launch. Some of these stages are specific to the business model used in this case, but the underlying concept is to build relationships with those individuals who can either help you to attain your goals, or prevent you from reaching them. Therefore, the focus of this paper is two-fold: (a) prioritize the relationships that instructors should cultivate and maintain to help start a cross-disciplinary student-operated business, and (b) identify the specific components of the IntCRM model that would be best suited to build these respective bonds.

Relationship #1—Your Department Chair

If your chair will not support your vision, you must seriously question whether the sizeable commitment it takes to establish an entrepreneurial teaching model is worth your effort. At this stage, it is key for instructors to understand the Culture, Leadership & Attitudes of their respective departments. As its representative, you must first learn how your department wants to be perceived and whether a cross-disciplinary approach will accomplish the appropriate brand image your department would like to project. In this case, the chair wanted the department to build on its established reputation as a campus leader in experiential learning. Consequently, he was one of the strongest supporters of developing a student-operated

business as part of department curriculum component.

Relationship #2—Key Collaborators

A relationship was forged with two instructors in the college's Department of Industrial Design. Faculty from both departments both understood the need for their students to better understand new product development by learning more about each other's discipline. In this instance, the concept of Horizontal Collaboration, Communication and Processes is most effective. When working with colleagues in other disciplines, it is important to maintain a level of equality since each person can be deemed an expert in their respective areas. Placing greater importance on one aspect of the operation over another could spell the undoing of the project if subservient members do not agree with their status. A more horizontal organization also breeds more empowerment by organizers, which allows for more efficient communication and processes.

Additionally, these relationships bring Employee Satisfaction = Customer Satisfaction to bear. By sharing power on an equal basis, in as much as this model can remain effective, the instructors can enjoy equal credit for the success of the endeavor. This employee satisfaction will transfer to better server, or teaching, to all students impacted by these professors.

Relationship #3—Legal Counsel

Since this educational venture was also a business model expecting to make a profit, an agreement needed to be reached that clearly delineated management and financial responsibilities. Based on these needs, it was agreed that more formal relationships needed to be cultivated.

A meeting was held with the college legal counsel to outline our plan and determine whether a cross-disciplinary e-commerce educational model was feasible. To our surprise, it was easy to organize if we categorized the venture as a student project without any direct affiliation to the institution. The reasoning is that, similar to any student project, the college cannot be held responsible for issues like website content, product quality, etc. If any direct affiliation was made to the institution through use of a school logos, mascots, etc., it would have to be considered an institutional project and with this label came greater constraints and necessary permissions. This logic fits into Systems Thinking and Total Quality Management (TQM). Legal counsel was able to look beyond the hierarchy of the

institution and examine the opportunity as an operation that focused on the customer (students) and nurtured employee fulfillment (professors), two key aspects of TQM.

Counsel was also instrumental in helping us develop contractual agreements between the (a) two academic departments, outlining responsibilities and financial distributions, and (b) both academic departments and the student designer, thus serving to legally network the enterprise. When starting a student-operated business, one of the first relationships to build should be with your institution's legal counsel.

Relationship #4—Experts within the Institution

In our particular case, we needed to construct a website and house it on a server. To discover the best approach we could take to accomplish these tasks, we organized a meeting with the college's director of web development, the person in charge of maintaining all of the websites affiliated with the institution. He too was a wealth of information and even directed us to external sources that could provide more efficient e-commerce functions. Again, this is an example of Systems Thinking and Total Quality Management (TQM) on his part. What is best for the customer is best for the organization.

Relationship #5—Your Dean

One might wonder why this relationship is listed as #5? Many astute educators would observe that obtaining buy-in from your Dean is essential for developing a program that transcends disciplines. Our answer is: It depends on your Dean. Knowing the management style of the leader of your school is imperative in determining when to get him or her involved. Again, this relationship focuses on the Culture, Leadership & Attitudes component of the IntCRM model. The central considerations given this issue are whether involving your Dean will add another layer of bureaucratic supervision to your organizational chart and whether you want or need this. Small start-ups generally function more effectively and efficiently using a horizontal management structure, so the degree to which you involve your superiors is of utmost importance.

In our case, we already had a strong foundation of information where from we knew we could move forward without directly involving his office:

- the Dean was already a strong supporter of the student-operated model when it involved one course in the marketing department;

- the college's Board of Trustees and new President had a very entrepreneurial mindset in terms of education; and
- a school task force had recently reported that more interdisciplinary collaboration must occur in the study of entrepreneurship.

Armed with this knowledge, we proceeded forward without direct involvement from the Dean's Office, but keeping sure we kept him abreast of the concept's evolution. We only decided to involve his office, as well as the Dean who supervises the Industrial Design faculty, when start-up funds were required to complete the development of the e-commerce site.

Based on our previous contacts with them, both Deans were already up-to-speed on our project and had become advocates on our behalf. This made our request for \$8,850 seed money to develop the web site an easier request for them to grant. They even decided to give BSN its own School of Business account, entitled BIG, identifying their hopes for what this venture would become.

The Deans even invited colleagues from the college foundation department to that funding meeting. When these foundation representatives learned about the BSN story, they told it to the foundation board and President of the college, who in turn took the story to the college Board of Trustees. By cultivating strong relationships with our Deans, we generated internal buzz marketing that resonated throughout upper levels of management.

In summation, know the organizational culture in which you are starting your student business and know the extent to which your Deans want to be involved in your business. This alone may help you decide whether you want to proceed.

Relationship #6—College Foundation

By virtue of the relationships we established to this point, we suddenly had a positive relationship with the college development office. We give a note of caution in this area. We felt that it was important to build out our website and show a string of successes *before* we engaged the help of the foundation for more funding. Here lies the key to the entire endeavor—your idea has to work. As with any new business, a level of risk is involved in starting or expanding a student-operated venture and the possibility always exists that the project could fail. Once you become the recipient of donor pledges, it is imperative that the endeavor is already a

smashing success. If it fails after you have already received external funding, you run the risk of permanently disabling your relationship with your foundation, alumni and potential financial backers.

The model component of Employee Satisfaction = Customer Satisfaction is at stake in this relationship, in that now it was our added task to satisfy employees of the college development team, so that they could then move forward in confidence in their efforts to satisfy their specific customers, donors to the institution. In our case, we could not refuse the help once it was offered, but we did not pursue this strategy with great vigor until we felt more comfortable that our model had staying power.

Relationship #7—College President

Your President is a primary promotional spokesperson and fundraiser for your institution. In most organizations, you would like top-down commitment for your initiatives, but in the very bureaucratic environment of higher education, you can often be more successful and get your project going if you slip beneath the radar before officials can say "no" to your initiative. This issue address the need for Horizontal Collaboration, Communication and Processes prior to trumpeting your achievements to higher authorities. Become successful, which is more easily accomplished with a flatter organizational arrangement, before you ask to become part of your President's vernacular. Once your student start-up is running, find ways to make him or her aware of your enterprise, but do not flaunt your triumphs. If you are truly successful, others will do that task for you.

Relationship #8—Ancillary Instructors

For logistical reasons, it is a good idea to keep the contractual relationships to a minimum. This strategy, however, does not preclude you from using other courses to help you achieve the goals of the collaboration. Additional course involvement offers that many more opportunities for students and their instructors to get involved in a "real" project that can be a catalyst for career success.

Here again, the Horizontal Collaboration, Communication and Processes piece is vital. Working with other disciplines and courses in relative equality can bring a wealth of expertise to your project. Additionally, these components of added value identify Systems Thinking and Total Quality Management (TQM). Work supporting BSN was conducted by a "Reputation and Brand Management" course (from a final project in this

class is where the brand name originated) and an Independent Study with a student helped with the development of the brand in its embryonic stages. Both of these courses were taught by one of the authors, but BSN also utilized instructors from disciplines other than marketing or industrial design.

Instructors of BSN developed a relationship with a teacher of an "Identity and Systems Design" course in the college Art Department. His students would develop the elements of the BSN identity, including its brand architecture.

Of course, not all relationships turn out like you planned. Here is an instance where a positive relationship was established, but its outcome was not what we had hoped. Because the focus of the student-operated business is on having student managers, it was believed, even before this project explored opportunities outside of the marketing department, that using a student to design the e-commerce site would be ideal for both philosophical and economical reasons. Thus, a relationship was developed with a web design instructor who allowed students to assign themselves to real projects as part of their course requirements. Soon into the semester, we were contacted by one of his students who began working with us. Unfortunately, this individual dropped the course in the later half of the semester and without giving us any kind of deliverable.

We tried again the following semester. After working with this student for the entire semester, it became apparent that his skill set was not complete enough to successfully finish our project. After working with his instructor, he was taken off the project. It was at this time that the decision was made to outsource the responsibility to a professional in the field.

Relationship #9—Your Students

Last on this list, but certainly not least, are the students who have to turn your vision into reality. Once the project begins, they must become passionate about its success or it will fail. In an interesting twist, the customers of your college become the employees of the student-operated business, where their overall satisfaction with the semester-long project will translate into either marketing success or mayhem. Accordingly, Employee Satisfaction = Customer Satisfaction is of utmost importance in developing excellent relationships with the very people who determine the fate of the operation.

The best means to transfer your passion about the student-operated business onto your newfound employees is to talk about the Big Picture. The Big Picture represents the grandiose mission and vision of how this concern will help them and what it hopes to become many years into the future. Do not project small goals, give them the big dream (e.g., "We can become the largest student-operated retailer in our city. How would you like to someday say you were associated with that at the beginning?"). Make them believe they are part of something very special and they will rise to the occasion and do very special things for you.

CONCLUSION

The observed outcomes extracted from this case study support the notion that developing strong relationships with key internal stakeholders are requisite first steps toward the development of a cross-disciplinary student-operated business. However, numerous other phenomena (e.g., individual personalities, geographic cultures, etc.) outside the scope of this study could also play roles in the establishment of such a program. These additional factors warrant exploration in future studies.

But in this single instance, internal relationship management in this educational model can be deemed a success in the context of marketing education, if for no other reason than it helped allow BSN to become a teaching reality. One case study, however, cannot reliably predict a consistent outcome. This study provides a starting line to conduct more encompassing scientific studies.

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USING SERVICE LEARNING TO ACHIEVE EXPERIENCES IN APPLYING THEORIES IN BUSINESS THROUGH TEAM TEACHING

Emily M. Crawford and Zelma Crump, College of Business, Savannah State University, Tompkins Road, Savannah, Georgia 31404; (912) 356-2834

ABSTRACT

Team Teaching and Service Learning are not usually used in the same context. However, these two concepts can be used to expose students to real life projects. With learning outcomes and rubrics designed in advance, service learning and team teaching can allow students the ability to participate with real life experiences. According to Webster dictionary (2004) team teaching is "a system involving the assignment of a group of staff to be responsible for course teaching so that individual staff receive peer support and particular strengths can be exploited." This exploratory study is designed to show the relative usefulness of partial teaming of instructors in teaching preparation and delivery to achieve integration of business courses in a service learning project.

In Spring 2004 and Spring 2005, the authors of this paper were teaching Governmental Accounting and Professional Selling. The Governmental Accounting course is required for accounting majors. The Professional Selling class is taught primarily to students who major in Marketing. The authors were searching for a medium of instruction that would achieve Chickering and Gamson's (1987) objectives of good practice in undergraduate education. These

objectives are: encouraging contacts between students and faculty, developing reciprocity and cooperation among students, using active learning techniques, giving prompt feedback, communicating high expectations, emphasizing time on task, and respecting diverse talents and ways of learning.

The education industry is currently experiencing greater cultural and educational diversity which requires significant changes in the way business schools conduct business. The traditional method of instruction focuses on individual courses as if they are not interconnected. This exploratory study is designed to show the relative usefulness of partial teaming of instructors in teaching preparation and delivery to achieve an integration of business courses in a service learning project. More specifically, an attempt is made to explicitly show the interrelationship between two courses and its impact on service learning. The overall results suggest that team teaching has potential for integrating business courses and service learning. Moreover, the approach utilized in this study provides students the opportunity of observing decision-making and creating business plans in a real business enterprise.

MBA PROGRAM ATTITUDINAL ORIENTATIONS: A STUDENT POPULATION SEGMENTATION

**Stuart Van Auken, Florida Gulf Coast University, 10501 FGCU Blvd. South, Fort Myers, FL 33965-6565
(239) 590-7382**

**Earl Chrysler, California State University, Chico (Emeritus), 3120 Ridge Road, Spearfish, SD, 57783-6024
(605) 717-3120**

**Ludmilla G. Wells, Florida Gulf Coast University, 1501 FGCU Blvd. South, Fort Myers, FL 33965-6565
(239) 590-7363**

ABSTRACT

This study explores the global attitudinal orientation toward one's MBA education among full- versus part-time MBA students residing in the same program. The use of multiple discriminant analysis revealed a discriminant function comprised of four semantic differential attitudinal pairs that could successfully discriminate between the two student groupings. The results indicate that part-time MBA students have stronger attitudinal orientations. Rationales are presented as to why part-time students perceive their education as being more rewarding, and the implications of this in terms of word-of-mouth communication are developed. The study also develops perspectives as to the validity of knowledge operationalism among part-time students (i.e., a more immediate employer return) and suggests that skills may need to be revisited based on MBA program type (i.e., predominantly part-time MBA programs comprised of older and more professionally experienced students).

MBA PROGRAM ATTITUDINAL ORIENTATIONS: A STUDENT POPULATION SEGMENTATION

An interesting area of inquiry is the extent that global attitudes toward MBA programs vary between part- and full-time MBA program participants. In essence, which group evidences the greater utility with respect to MBA program participation? The question is an intriguing one as the results could suggest the nature of MBA program word-of-mouth communication as well as student expectations. Additionally, the results could help to validate the drivers of MBA program return on investment (ROI) as perceived by MBA alumni.

While program satisfaction has been a common dependent variable along with assessments of the predictor variables that may influence it, Van Auken, Chrysler, and Wells (2005) assessed the instructional area emphases and the teaching methods that influenced perceptions of MBA

program ROI. They found that in a predominant part-time MBA program (78%) that the primary drivers of MBA program ROI, among MBA alumni, were knowledge components and the teaching methods that support their presentation and not skills. Basically, the knowledge components that related to such areas as an understanding of how the functional areas of business relate to each other as well as an understanding of the functional areas of business, yielded a return that was viewed as being quite beneficial to one's current employment. It was further hypothesized that full-time MBA programs with full-time students would find that skills are primary ROI drivers; as skills have been heavily emphasized by MBA program recruiters (Alsop 2004). In essence, different MBA environments may influence the drivers of MBA program ROI as perceived by alumni.

This study thus seeks to assess differences between part-time and full-time MBA program participants in a predominantly part-time MBA program. Given the results of the Van Auken, Chrysler, and Wells (2005) study, one may hypothesize that students who went through their MBA program on a part-time basis while fully employed would derive a greater utility than full-time students. In essence, part-time students would have a greater opportunity to operationalize their acquired knowledge, while full-time students in part-time programs may find lesser interest among recruiters than their counterparts in full-time MBA programs. If this is the case, global attitudes toward one's MBA program would be expected to vary between the two student groups.

METHODOLOGY

The Sample

To expedite the study, MBA alumni from a private New England-based university that was accredited by AACSB-international were surveyed. This involved mailing a survey to 312 alumni that investigated global attitudes, program background

variables, and other variables that could lead to program enhancement. Of this number, 82 alumni responded for a 26.3% return rate.

Global Attitudinal Variables

To assess global attitudes toward the MBA program, semantic-differential pairs were presented to respondents using a seven-point scale. These variables, which contained expressions such as valueless-valuable, ineffective-effective, were varied as to anchor direction and may potentially be aggregated into a common global index. This study reports on four semantic differential pairs and utilizes an individual variable analysis in lieu of aggregation, thus fully capturing each variable's variance.

ANALYSES

Multiple Discriminant Analysis

Since the sample was comprised of 17 full-time MBA participants and 62 part-time students, it was decided to run a multiple discriminant analysis (MDA) using four semantic differential pairs as predictors. In the MDA approach, one can compare the percentage of respondents that were correctly classified with what would be expected through chance alone and one can also assess the most discriminating predictor variables.

The usage of the MDA procedure also reveals a univariate F ratio for each of the variables that is being assessed as to its discriminant power. These values appear in Table 1.

As can be noted, three of the four variables manifest a statistically significant difference between the two student groups. These results reveal that full-time MBA students have poorer attitudinal orientations toward the MBA program. The statistical efficacy of the results also suggests a viable discriminant function. Helping to confirm this is a Wilks' Lambda of .86 and a Chi-square value of 11.12 (4 d.f.), which is significant at the .025 level.

Table 2 reveals the correlations between each of the four semantic differential pairs and the standardized canonical discriminant function.

As can be observed, the highest correlation is with the Valueless-Valuable variable (.84) and the Poor Use of Time – Good Use of Time variable (.70). On balance, these variables denote MBA program utility.

The application of the discriminant function to the sample from which it was drawn reveals that 82.3% of the respondents are correctly classified. These results are seen in the confusion matrix that is presented in Table 3.

Basically, 29.4% of the full-time MBAs were correctly classified, while 96.8% of the part-time students were correctly assigned. The application of the proportional chance criterion (Morrison 1969) reveals that 66.2% of the entire sample would be expected to be classified correctly through chance alone. Despite the 82.3% correct classification rate, the results of applying the function to the sample from which it was drawn is upwardly biased (Morrison 1969). A determination of how well the function can classify based on fresh data is recommended, yet the small sample size associated with the full-time student population prevents such a development. All in all, the two student groups differ with respect to global attitudinal response, yet the shrinkage in assignment value remains unknown. In spite of the latter, a successful discrimination appears to have resulted.

Background Variable Analysis

Additional analyses as to student background variables reveal that full-time MBA students are younger (31.2 years of age) than part-time students (36.1 years of age,) and the observed difference was statistically significant ($t = -2.90$; @ 77 d.f.; $p = .005$). Full-time MBA students also have less professional work experience (2.53 years) than part-time students (6.43) and this difference is likewise statistically significant ($t = -2.60$; @ 76 d.f.; $p = .011$). Analyses of undergraduate grade point average, GMAT scores, MBA program grade average, and length of time from graduation revealed no differences. Performance wise, full-time students do as well academically, yet their lack of experience and their heightened expectations may foster lesser attitudinal orientations toward their MBA education. Additionally, their word-of-mouth communication concerning the viability of their MBA program experience may not be as superlative.

IMPLICATIONS

The overall results help to confirm the efficacy of part-time, fully employed, students as MBA program targets. These are the students that can more readily operationalize their knowledge and the benefit of such operationalism appears to impact one's global attitudinal orientation. Such students, at least in this study, are older and possess more professional work experience than full-time students.

Their more positive attitudinal orientations also suggests more positive word-of-mouth communication concerning their MBA education.

The study results also help to support the findings of Van Auken, Chrysler, and Wells (2005) in that part-time students have their MBA program perceptions of ROI driven by knowledge components in lieu of skills, as the former are more easily integrated into one's current employment. Additionally, older, fully employed MBA students with longer professional work experience may have a lesser need for skill development. Still, skill enhancement is seen as vital in business education (Management Education Task Force 2002), yet the nature of the MBA program (full- versus part-time) may be the key influencer. It is therefore suggested that full- versus part-time student differences be assessed in MBA outcome assessments and that the nature of the MBA program (full-time versus predominantly part-time) be evaluated as to the expected drivers of ROI.

CONCLUSIONS

This study has shown how two MBA student populations (full- versus part-time) differ with respect to one's global MBA program orientation and it has provided insights as to why program satisfaction may vary between them. Hopefully, studies such as this one will reveal a pattern of variables that influence perceptions of MBA program ROI. It may be that predominantly part-time MBA programs have

a utility that has been overlooked in the current quest for skill development among MBAs, as such part-time students may operationalize their knowledge with their employers. At the very least, part-time MBA students manifest stronger attitudinal orientations toward their MBA education and this alone has implications for MBA program marketing viability. All too often such issues have been ignored. Hopefully, this research will stimulate additional thinking about MBA utility and the setting of expectations among MBA candidates.

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TABLE 1

Global Attitudes: A Contrast Between
Part-time and Full-time MBAs

Variables	Means		F ¹	sig.
	Full-time n=17	Part-time n=62		
Poor Use of Time-Good Use of Time	5.06	5.94	5.95	.017
Valueless-Valuable	4.41	5.65	8.67	.004
Useless-Useful	5.29	5.90	3.38	.070
Ineffective-Effective	5.06	5.73	4.90	.030

¹ Degrees of freedom equaled 1 and 77.

TABLE 2

Correlations¹ Between Predictor Variables
And the Standardized Canonical Discriminant
Function

Variables	Correlations
Valueless-Valuable	.84
Poor Use of Time-Good Use of Time	.70
Ineffective-Effective	.63
Useless-Useful	.52

¹ Variables are ordered by absolute size of correlation within the discriminant function.

TABLE 3

Multiple Discriminant Analysis: Confusion Matrix

		Predicted Group Membership		Total
		Part-Time	Full-Time	
Actual Group Membership	Part-time	5	12	17
	Full-time	2	60	62

¹ of 79 respondents, 82.3% were correctly classified.

**THE BROAD MBA VS. SPECIALIZATION:
AN EMPIRICAL ANALYSIS OF EMPLOYMENT ADS AND MBA PROGRAMS**

**Pola B. Gupta, Wright State University, 3640 Colonel Glenn Highway, Dayton, OH 45435,
(937) 775-3046, Pola.Gupta@wright.edu**

**Jeremy Smith, Wright State University, 3640 Colonel Glenn Highway, Dayton, OH 45435,
(937) 231-8804, smith.329@wright.edu**

ABSTRACT

MBA programs have witnessed a trend of offering more specialized programs that tailor a degree within a specific functional area. This paper ponders whether businesses really seek graduates with a specialization in MBA over a general MBA.

The general MBA program tends to focus on core subjects that are aimed at developing knowledge and skills in fundamental management disciplines. The thought is that students can attain a well-rounded overview of basic classes while specializing in a particular field. Many schools have gone as far as offering specific niche specializations to cater to meeting the students' needs. Employers preferred MBA graduates with specializations, according to a study conducted by Hunt and Speck (1986).

Employers continue to value the MBA as a guarantee of all-round business skills and knowledge. The business community seems to be sending mixed signals. They complain that B-schools aren't producing potential leaders, but then they hire MBAs with narrow specializations.

The purpose of this study is to empirically examine whether employers prefer a general MBA or a MBA with specialization. Based on the analysis of 758 employment ads and 27 MBA program offerings, we find a disconnection between what employers want and what B-schools offer.

We performed a content analysis of 758 advertisements in which employers mentioned MBA as one of the qualifications for the advertised position. Approximately 95% of the ads mentioned that a MBA is preferred, which means only 5% of the positions actually required a MBA degree. From the above results, it seems a large number of advertised positions didn't require a specialization in the MBA program at all. However, where special skills were desired for the positions, the employers asked either for a specialization in the MBA program or required a particular major in their undergraduate program. Results of this study suggest that an overwhelming

number of positions prefer or require only a general MBA degree.

Based on the analysis of the top 13 MBA programs in the U.S., all of them are offering specializations. The range of number of specialization across these schools varied from six to eighteen. However, a content analysis of 758 employment advertisements from online newspapers and websites show that the vast majority of employers didn't care about specializations in the MBA degree. The research is completely slanted in favor of no specializations in MBA programs and yet B-schools keep offering more and more niche programs.

Future research should focus on surveying employers to see exactly what they are looking for in potential employees. Research should also be conducted among MBA students to find their views of general MBA vs. MBA with specializations. It is possible that even if the employers are not asking for specializations, students may prefer specializations to update their knowledge in their functional areas. Until we find a clear answer, we believe, B-Schools should continue to offer both a general MBA degree and specializations.

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TOWARD NON-PRESCRIPTIVE ISSUES: A TEACHING FRAMEWORK FOR SELECTING MARKETING DISSERTATION TOPICS

Conor Horan, School of Marketing, Faculty of Business, Dublin Institute of Technology,
Aungier St, Dublin 2, Ireland. Tel: +353 (1) 402 7146. Fax: +353 (1) 402 7198. Email:
conor.horan@dit.ie

ABSTRACT

There is a significant absence in academic literature, textbooks and practical teaching tools for advising or guiding student learning, in a practical non-prescriptive manner, toward dissertation topic selection and development. Prescriptive or rational approaches, taken by many research methods textbooks, are not adequate or sufficient when teaching this important first stage in the research process. Non-prescriptive approaches describing manageable steps should be researched more to fill this pedagogic gap. This paper attempts to promote academic discussion on a pedagogic gap that is broadly overlooked, and to examine how marketing and business academics can better instruct dissertation students in the area of dissertation topic selection. At the end of this paper a teaching framework for dissertation topic selection is presented.

INTRODUCTION AND RATIONALE

It has been recognized that teaching and supervising marketing dissertation students is a complex (McCormack & Pamphilon 2004), poorly understood (Grant 1999) and under-researched pedagogy (Harrington & Booth 2003). With the advent of performance-driven measures in all aspects of teaching and instruction, supervisors and teachers in the area of marketing dissertation research are increasingly coming under pressure to relate their activities to 'accountability and appraisal, excellence, effectiveness and efficiency', as listed in McCormack & Pamphilon (2004). This pressure is coming when opinion suggests that there is a lack of effective teaching tools in this area of dissertation research methods, no consensus to best practice and little empirical research being conducted to rectify this (Harrington & Booth 2003). The motivation for writing this paper comes from a personal interest to improve classroom guidance and diminish student frustration at the commencement of their research process.

Following calls for pedagogic gaps to be filled (Harrington & Booth 2003), this paper attempts to deal with the first stage in the marketing dissertation

process pedagogy: topic selection. There is a significant gap in academic literature, textbooks and practical teaching aids for advising or guiding students in a practical non-prescriptive manner toward topic selection development and rationale. Prescriptive guidelines are listed in textbooks (Saunders et al 2003; Malhotra & Birks 2003; Burns & Bush 1998; Crask et al 1995; Easterby-Smith 1991) but these are quite limited in terms of practical application or direction for the novice student researcher. By developing non-prescriptive techniques the teaching community may be better equipped to deal with what is perceived as a daunting first step in doing research (L'Anson & Smith 2004).

The secondary aim of this paper is to promote and develop academic discussion on a topic that is broadly overlooked; the examination of how marketing and business academics can better instruct dissertation students in the area of topic selection. This paper suggests a framework for developing appropriate teaching methods in the identified pedagogic gap.

ISSUES REGARDING DISSERTATION TOPIC SELECTION

Research Methods textbooks allude to vague guidelines on topic selection by prescribing a course of action i.e. 'you must select a core topic!' or 'you must derive hypotheses!' This approach rarely attempts to explain to students how to actually go about selecting and developing topics further, and how to derive hypotheses and/or research objectives.

Comments such as, 'that's what the dissertation is all about!' and/or 'working in an ambiguous environment prepares you for the real world!' can often be used to 'explain away' rather than tackle the difficulties students encounter at this stage of the research process. The student is left without clear steps to follow wasting valuable time that could be better utilised developing and refining a possible topic. Indeed the very nature of using the above statements suggests that any attempt to improve our pedagogy is futile and any aim to develop non-

prescriptive techniques could paradoxically result in prescriptive guidelines.

From this pedagogical perspective the concept of 'scaffolding' (Collins et al 1989), has been recognised in the teaching of topic selection and development. It promotes breaking down teaching into manageable steps for students (Manathunga 2005). This approach has been referred to as 'scaffolding' While discussing a related issue i.e. supervision', Grant (1999: 6) raises the point that can be used to inform our thinking on the dissertation process pedagogy. Grant states; '*...how to both be explicit enough to guide behaviour....yet avoid being so prescriptive as to create a monstrous bureaucratic framework....*' She concludes her paper with the metaphor of the '*rackety bridge*' implying that the pedagogy, relating specifically to supervision, is a balancing act between the rational and irrational structures. This indeed may also be the case with prescriptive and non-prescriptive approaches toward the pedagogy related to topic selection. Prescriptive or rational approaches, taken by many research methods textbooks, are not enough when teaching this first stage in the research process. Non-prescriptive, including irrational approaches describing manageable steps should also be covered (Manathunga 2005). This is tacitly supported in the literature where the '*actual experiences of participants*' should be focused upon (McCormack & Pamphilon 2004 p32; Johnston 1998).

Using this conceptual framework, this paper attempts to open a debate on some non-prescriptive issues around dissertation topic selection. The issues raised in this section form the basis of some guidelines for teaching and the development of a teaching framework. By teaching the breath of viable dissertation topics, students can become aware early on of the possible relationships and configurations that underpin viable student research. This differs from the idealized, overly theoretical and indeed prescriptive approaches to research that can collapse in the world of student research.

PRESCRIPTIVE DYNAMICS IN TOPIC SELECTION

Many textbooks, referenced above, prescribe a number of issues to be considered when selecting dissertation topics. However little by way of practical advice is offered to the novice researcher on how to use these guidelines for their own research process. Easterby-Smith et al (1991:18) point out that: '*It is very rare for students to have a clear focus from the outset of their research, and yet many find the lack of a clear focus is a major impediment to getting*

started'. Some of these items can include the following (Saunders et al 2003);

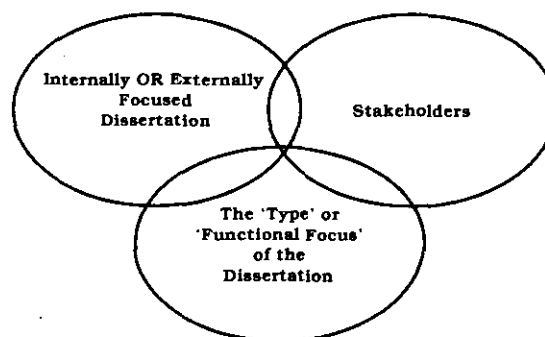
1. You should select a topic of interest.
2. You should select a topic that is easy.
3. Can you gain access for primary data collection?
4. Beware of the resources & time available to you!
5. Select a topic that will get you a job!

While these are just five points, step-by-step guides to implementing them are often absent. One possible reason for this is that textbooks prescribe what is '*academically sound*' or '*ideal*' (Harrington & Booth 2003). Telling students that '*you need to narrow down your topic*' or '*you should be interested in your topic*' is limited in terms of meaningful direction. The ideal research process requires levels of resources beyond that of most individual students. Therefore practical compromises, to be dealt with below, have to be considered when developing research objectives. These compromises have an immediate impact on the chosen topic and the classroom teaching associated with it. An effort must be made now to elucidate the non-prescriptive issues surrounding the teaching of dissertation topic selection.

NON-PRESCRIPTIVE DYNAMICS SURROUNDING TOPIC SELECTION

There are a number of non-prescriptive guidelines that can be used to help students understand 'how' to go about finding a viable research topic. The following teaching framework (Figure 1) is by no means a strict rule or exhaustive list of issues but is presented as the basis of commencing some academic debate. The method of instruction that is recommended is but one method reflecting anecdotal evidence and the authors' own classroom experiences.

FIGURE 1: A PROPOSED TEACHING FRAMEWORK



External versus Internally Focused Dissertations

The Issue: Management literature reflects an internal versus external analysis dichotomy reflecting the pedagogy of many strategic marketing or business policy textbooks i.e. SWOT analysis and Porterian Theory (Porter 1979) etc. Indeed the unit of analysis of 'the firm' underpins much of economics as a discipline.

Dissertation topics can reflect an internal OR an external bias. For example a topic studying resource allocation issues within the firm reflects internal decision-making procedures. This is a different research process to a study on inter-organizational relationships or market dynamics, which are external phenomenon. The body of literature required to study the former is fundamentally different to that body of literature that will be consulted for the latter. Being aware of the unit of analysis is one method that can be used to focus a dissertation topic.

The Academic Questions: The key academic questions a student might address are;
'Is my dissertation topic an internally or externally focused topic?'
'What broad body of literature am I considering?'
'What is my unit of analysis?'
'Does this body of literature broadly focus on one unit of analysis?'

The Recommendation: From a teaching perspective it is recommended, that students tend to focus on either an internally OR externally based topic. A project that tries to attempt to cover both will divide the efforts of a student by splitting coherent research objectives, forcing the student to look at two diverse bodies of literature and potentially multiple units of analysis. This concern often arises with an MBA cohort, who attempts to complete a 'business plan' type research report. This reporting style often covers both internal resource allocation issues and external market analysis, ultimately diluting the research efforts of a resource strapped candidate. In conclusion, proposals that result in a split in literature reviews ought to be avoided. The embedded nature of concepts in the marketing discipline does make the separation of units difficult for students.

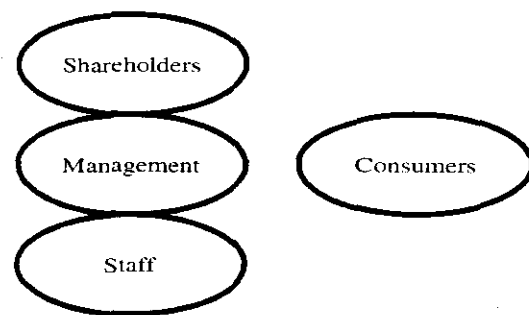
Who, or what stakeholder, is going to be researched?

The Issue: A common requirement for a dissertation is for a stakeholder group to be researched¹. In

¹ Of course there are many exceptions to this proposed guideline including some exceptions in the fields of

marketing there is a particular emphasis on the consumer and consumption behavior (Holbrook 1987). If we try to list the stakeholder groups that dissertations focus on (see Figure 2) we realize that the number of groups is quiet limited from a 'dissertation topic' perspective. Indeed these groups can be aligned with the external and internal focus taken above. A dissertation proposal that focuses on internal corporate issues but then considers researching external consumers is bound to raise concerns for the reasons expressed above. Thus there has to be alignment between the focus of the dissertation; internal or external and the stakeholder group being researched.

FIGURE 2: SAMPLE STAKEHOLDERS



The Academic Questions: Students could ask;
'What stakeholder group do I want/need to collect 'data' from?'
'What are the types of questions I can ask my stakeholder group?'
'Do I intend to ask questions from more than one stakeholder group?'

The Recommendation: The recommendation here is to focus broadly on one stakeholder group. This helps to focus the writing of the research objectives around one group within either an externally or internally focused dissertation. As a consequence of this the literature that the student considers will broadly take on a unified form. Whereas the recommendation is to focus on one stakeholder group there are some examples of research that covers more than one group i.e. opinions of employees and managers. This is a more demanding approach requiring access to two different stakeholders while care is taken to ask the same 'questions' of both groups. Where this

accounting and finance where a database such as DataStream is used, or Content Analysis where a stakeholder may not be the subject of primary research.

happens, for whatever methodological reasons, the student's research skills will be tested further.

What is the 'Type' of Dissertation that will be produced?

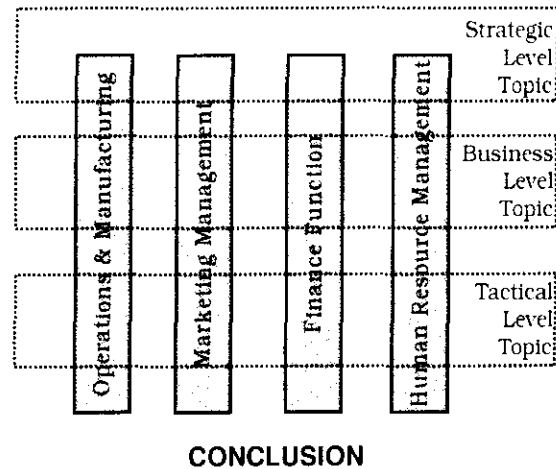
The Issue: A dissertation that is internally focused and with questions directed at internal stakeholders i.e. senior managers will result in becoming a 'strategic' type dissertation. By addressing managers the issues that can be tackled in detail are limited to strategic 'decision making' or 'resource allocation' concerns. This reflects the introductory chapters of most Strategy or Business Policy textbooks e.g. DeWit & Myer (1998). In the same vein, questions that are addressed to shareholders, by their very nature, can only be of financial or strategic nature unless they have a vested interest that can be shown in other non-strategic topics. Indeed the latter (strategic issues) will filter down to financial concerns as the student progresses through the dissertation process.

The Academic Question: The students could ask; *'What type of dissertation do I want to produce?'* *'Do I want to produce a Strategic Dissertation? Who will I be talking to?'* *'Do I want to produce a piece of research that is looking at the behavior and attitude of consumers?'*

The Recommendation: Many students fail to see the broad body of literature and thrust of a potential topic early on (Easterby-Smith et al 1991). By becoming aware of the type of dissertation process one is going to engage it at an early stage a student can avoid locking themselves into a topic they are not interested in. Some dissertation topic ideas are presented in the form of functional specific topics i.e. a study of consumer behavior, which is clearly linked to the function of marketing management (see Figure 3). Indeed this is linked to internally focused topics that look into the mechanics of marketing management issues i.e. decision making or resource allocation issues. An illustration of key areas that can be focused on can be seen in the following organizational chart;

From a teaching perspective it is recommended, that students tend to focus their attention within a broad functional area or on a topic that is strategic in nature. The three pedagogical steps highlighted here are not linear in nature (as illustrated in Figure 1). Some of the issues confronted by the student in the final section may well appear before dealing with understanding the stakeholder or internal/external dichotomy to be studied.

FIGURE 3: FUNCTIONALLY SPECIFIC TOPICS



The above framework represents an expanded approach to teaching topic generation in a non-prescriptive manner. This approach, while not the definitive answer, may be used to highlight the broad structure of marketing management literature, the stakeholders involved in marketing research and the broad types of dissertations that can be produced in management fields. By breaking down the pedagogical steps this paper has attempted to fill in the pedagogic gap surrounding dissertation topic selection that has been highlighted by previous researchers (Harrington & Booth 2003).

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ⁱ Note the emphasis in the literature is firstly on edited books and Learning & Teaching centre articles as opposed to mainstream published journals. Secondly the emphasis in the literature is heavily biased toward issues around 'supervision', rather than classroom pedagogy. In the absence of literature in this area I have tacitly reused these references implying that they have referenced classroom pedagogy. The link between the two is strong as the advice for students would remain the same if delivered in either setting.

ENHANCING CRITICAL THINKING BY IMPLEMENTING DEBATE IN THE MARKETING CLASSROOM — CRUCIAL QUESTIONS AND A BLUEPRINT FOR ACTION

Bart Macchiette, Professor of Marketing, Department of Business, Plymouth State University, Plymouth, NH 03264, (603) 535-2363

Abhijit Roy, Assistant Professor of Marketing, Sellinger School of Business, Loyola College in MD, Baltimore, MD 21210, (410)617-5837

ABSTRACT

The process and challenges of integrating debate as a means of fostering critical thinking in the marketing curricula is proposed for discussion in this session. The following topics are expected to be covered:

A. *Determining the Role of Debate in the Marketing Classroom*

At the outset, it is important to ascertain the level of commitment to the process on "a continuum" in terms of the willingness of time allocation, depth in preparedness of students, percentage of final grade relating to debate, and the level of depth and expectations of students. The various levels are briefly presented and discussed.

B. *Preparing Students for the Debate Process*

Explaining the meaning of debate and principles of argumentation, distinguishing debate from "report writing"-concepts of evidence and refutation, distinguishing Marketing Debate from Traditional Debates. Classroom debate execution-"rules of engagement"- procedures, rules, sequencing of events (procedure) and allocations of specific time will be suggested.

Next we will focus on critical thinking and the scoring of points. What is critical thinking and how can it be recognized and used in the debate process? (The creative use of language, examples, pedagogy metaphors, illustrations, expert quotes, anecdotal and episodic references, thinking "outside the box") and other examples are provided for discussion.

C. *Choosing Issues that Resonate*

Sources and criteria for selection should adapt issues to the student input.

Sequencing and integrating issues with text concepts allows students to see the wide range of issues debated in marketing.

D. *Evaluating and Deriving Lessons from the Debate*

We will also consider student involvement in debate review, particularly their desired learning outcomes (end of decision segment). Finally we present "A Look at Debate in the Classroom- Video Examples" and critique critical thinking episodes from them.

The goal is to engage the participants in a "reality check" discussion concerning the actual design and execution of the debate process. Each of the *four* decision components will be followed by brief "Question and Answer" segment. These represent the most relevant decision areas challenging the marketing professor in this effort.

This will be followed by a *video case* (10 minutes) and discussion of actual issue debates recorded from class examples. A series of brief scenes from the actual classroom will be presented as examples of critical thinking and both great and not so great moments. We then look at the lessons to be learned for implementation. Finally if time permits an "open forum" for free discussion will conclude the session.

EXTENSIONS AND IMPLICATIONS OF 'THE MOTIVATIONAL EFFECTS OF THE CLASSROOM ENVIRONMENT IN FACILITATING SELF-REGULATED LEARNING'

Mark R. Young, Winona State University, Somsen 101B, Winona, MN 55987,
(507) 457-5671

ABSTRACT

Active application-oriented pedagogies delivered by enthusiastic faculty, who provide high interaction, supportive feedback, and clear goals that emphasize learning over grades, will increase intrinsic motivation and the use of self-regulated learning strategies (Young 2005). Thus, the degree to which students deliberately (self-regulate) plan and monitor their learning processes is substantially influenced both directly and indirectly by the instructor. What influence do you have on your students' motivation and use of self-regulated learning strategies? Maintaining students' attention, asking questions, giving feedback, encouraging persistence, and demonstrating skills do not separate faculty who do facilitate self-regulation from those who don't (Reeve, Bolt, and Cali 1999). Do you encourage students with frequent praise and criticism, provide specific directives and consequences, constantly remind students of deadlines and spend most of your class time talking, using questions to engage the students? Or instead, do you spend your class time listening and responding to student questions while refraining from providing specific solutions, provide class time for independent work with few directives, and seek student initiatives and perspectives? A crucial aspect differentiating these two teaching styles is the use and type of feedback provided by the instructor.

Students' perceived autonomy and competence were found to mediate the effect of various feedback from the classroom environment (teaching style, performance criteria, learning climate) on their intrinsic motivation. Increasing students' inherent satisfaction from the learning activity (intrinsic motivation) determined the extent of self-regulated learning. Whereas, doing the activity in order to attain some separable outcome (extrinsic motivation) inhibited the use of self-regulated learning and promoted the use of superficial learning strategies. These findings published in the JME (Young 2005) are consistent with cognitive evaluation theory (Deci and Ryan 1985), which examines how perceived competence and autonomy affect motivation.

An extension of this research involves the examination of how students' beliefs about the nature of knowledge, knowing, and learning, or personal epistemological beliefs, affect their

motivation to learn, choice of study strategies, and perceived academic performance (Young 2005). Results from this study suggest that students with more sophisticated epistemological beliefs tend to be more intrinsically motivated to learn and use higher level study strategies, which are consistent with a greater degree of self-regulated learning. Findings also indicated that students develop their personal epistemological beliefs through educational experiences, which we as instructors influence through our classroom practices. Enhancing these epistemological beliefs may be done by creating opportunities for students to construct knowledge, providing explicit guidance in knowledge organization and integration, and by emphasizing sophisticated epistemological beliefs through spoken and written classroom discussions.

Given the above findings and implications for teaching, the goal of this special session is to generate discussion of current instructional practices and their congruence with facilitating intrinsic motivation and self-regulated learning. An example of a teaching strategy that addresses many of the above guidelines is Just-In-Time Teaching (JiTT). Just-in-Time Teaching is a technology-mediated strategy that provides intensive feedback between student's outside-of-class preparation and subsequent in-class lessons (Novak et al. 1999). Students electronically submit responses to web-based assignments that are due shortly before class. The instructor reviews the submissions "just-in-time" to adjust the classroom lesson to suit the students' needs. Class time, whether interactive mini-lectures or student activities, is designed around the informed analysis of student responses received immediately prior to class and replaces traditional lectures. Details of the author's implementation of JiTT and initial classroom results will be shared in the session in the hope that audience members will engage in discussing the effectiveness of their own teaching strategies and classroom practices.

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INTEGRATING MEASURES OF PERSONALITY IN MARKETING EDUCATION RESEARCH

Chair: Regina P. Schlee, School of Business and Economics, Seattle Pacific University, Seattle, WA 98119, 206-281-3638, rschlee@spu.edu
Christie H. Amato, Belk College of Business, University of North Carolina, Charlotte, Charlotte, NC 28223, 704-687-4414, chamato@email.uncc.edu
Louis T. Amato, Belk College of Business, University of North Carolina, Charlotte, Charlotte, NC 28223, 704-687-4414, ltamato@email.uncc.edu
Dennis Clayson, School of Business, University of Northern Iowa, Cedar Falls, Iowa 50614, 319-272-6015, dennis.clayson@uni.edu
Nancy Frontczak, Marketing Department, Metropolitan State College, Denver, CO, 80217, 303-556-4951, frontczn@mscd.edu
Katrin R. Harich, College of Business and Economics, California State University, Fullerton, Fullerton, CA 92834, 714-278-4674, kharich@fullerton.edu
Shirley Stretch-Stephenson, California State University, Los Angeles, Los Angeles, CA, 90032, 323-343-2968, sstretc@calstatela.edu

Measures of personality have been shown to have a significant effect on how students interact with faculty and other students in the marketing classroom. Research on personality, however, often involves different measurement instruments making comparisons between studies difficult. Each member of this panel has extensive experience with different measures of personality: Myers-Briggs Type Indicator, Social Styles measures developed by Merrill and Reid, Five Factor measures of personality, and VALS. Panel members will compare the advantages and disadvantages of these measures of personality as they are applied to different situations in the marketing classroom.

Regina Schlee will introduce the social style classifications developed by Merrill and Reid which are based on an individual's level of assertiveness and responsiveness. Her presentation will include photographs used by Merrill and Reid to identify body language of each social style. She will also present information based on her research on the effects of social style on preference for professors and team-based learning.

Christie and Louis Amato, will examine the effect of student personality on student performance in large classes. Psychological type has been related to performance in standard-size classes. Since large classes appear to be inevitable in higher education, it is important to understand how psychological type factors affect student performance in large classes and to develop pedagogical methods based on these findings to enhance student learning. In this session we will preview research findings that relate Myers-Briggs type to student preferences for multi-media and web-based learning pedagogies in the large class setting.

Dennis Clayson will focus on the effect instructor's personality on student evaluations. Does the students' perception of an instructor's personality modify the student evaluation of instruction? Studies have utilized a variety of measures of personality to investigate the relationship between perceived instructor personality and the response of students on evaluation instruments. After a brief review of the lecture and issues, a study using the Big Five Theory of Personality will be reviewed in which personality and the evaluation measures were found to be so closely related. Replacing the student evaluation of instruction with a personality inventory would make no significant changes in reliability or validity of the evaluation process. The students' perception of the instructor's personality after less than five minutes of exposure (no syllabus distributed) was significantly related to the evaluations given 16 weeks later.

Nancy Frontczak will examine the effects of a student's personality on his or her receptivity to class assignments, exercises, and exams that are meant to develop critical thinking and analytical skills. In studies of the importance of various skills for marketing graduates, critical thinking and analytical skills rank high. In studies related to critical thinking in marketing education, Frontczak and Daughtrey (2004, 2006) suggested important factors for critical thinking classes, such as letting students struggle and creating disequilibrium while encouraging more student interaction. However, based on characteristics such as personality and learning style, many students dislike a lack of structure in the classroom or any type of disequilibrium in the environment. In both the student-driven syllabus study and the student-driven experiential exam study there were students who were clearly skeptical about the whole process and preferred structure provided by the professor.

MARKETING AND MONEY, A NEW COURSE: STRENGTHENING THE ANALYTICAL SKILLS OF MARKETING UNDERGRADUATES

Gopala "GG" Ganesh, University of North Texas, ganesh@unt.edu
1167 Union Circle #236 Denton TX 76203, USA, (940) 565-3129

A required course, Marketing and Money (M&M), has been added to the core requirements of undergraduate Marketing majors. Currently, it is offered in face to face and web-delivered formats. Students typically take M&M after the required Principles of Marketing core course, but may take it concurrently to facilitate scheduling. However, they must take M&M before advanced classes such as the required Market Research and Marketing Management courses. The impetus for creating M&M was faculty frustration with undergraduates' inability to handle marketing math. The course has been taught face to face since 1999 and starting with fall 2003, in the online format as well. M&M seeks to enhance student abilities in the following areas.

- (a) recognize the need for and then carry out appropriate basic, simple quantitative operations often needed to analyze marketing problems.
- (b) create as well as work with Excel workbooks for marketing decisions.
- (c) sharpen their skills at presenting data by using software to create charts, graphs and presentations..

M and M tries to achieve these objectives using 50-60 one-page caselets over the entire semester. Specific topics covered include interpretation of percentages, weighted average, income statement and balance sheet, channel markups, variable, fixed and sunk costs,

breakeven analysis (simple and incremental), handling the profit objective in breakeven analysis, sales cannibalization, marketing mix analyses: product, promotion, price and place, net present value, and decision making under uncertainty. On the Internet, the course is taught on the WebCT platform, using html PowerPoint presentations as the main vehicle. Other online resources include html Excel and Adobe pdf files, SnagIt screen captures and Camtasia audio+video segments that capture on screen action..

During the semester, M&M students work on three different Excel assignments, each consisting of five caselets. The author supplies the worksheet, but students must write their own formulae. Another major assignment is the Comprehensive Case in which students are (1) asked to first create and then solve their own Excel workbook from scratch and then, (2) prepare a PowerPoint presentation based on it. The semester requirements includes open-book, open notes mid term and final exams.

Over the years, supplementing COBA course evaluations, the author has collected extensive feedback data from face to face as well as online students using an Internet-administered survey that incorporates a custom multi-item scale. The resulting data paints a very positive image of the course and will be presented in detail during the special session at MEA 2006.

**THE WRETCHED REFUSE OF A TEEMING SHORE:
A CRITICAL EXAMINATION OF THE QUALITY OF MARKETING STUDENTS**

**Praveen Aggarwal, Rajiv Vaidyanathan and Linda Rochford
University of Minnesota Duluth, Labovitz School of Business and Economics
110 SBE, 412 Library Drive, Duluth, MN 55812; 218-726-8971**

ABSTRACT

In this study, we examine the quality of marketing majors at the two ends of their undergraduate college program: as they enter college and as they appear for graduate education admission tests. Using a national data base representing students enrolled in five business disciplines (finance, MIS, marketing, management, and accounting), we analyzed the differences across majors on a number of variables used to predict academic preparation. These measures included indicators such as ACT and SAT scores, performance in high school math, science and English courses as well as GPA and a comprehensive merit index that incorporates a number of variables including the rigor of high school courses undertaken by the student. On the other end, we compared marketing majors' performance on the GMAT test to that of other majors.

As educators, most of us have made comparisons among class sections over the years. Often these comparisons unfavorably compare students from the "good old days" with current students that seem to have weaker academic preparation. We also make comparisons within classes, often focused on differences among students across majors. Anecdotally, we believe that many marketing faculty ask the question, "Why is it that the accounting students seem to do so well in my principles of marketing course compared to those with a marketing major?"

The problem of academic preparation among marketing majors is, however, more than anecdotal. The literature on academic preparation for and performance in college by marketing students compared to students in other business and non-business disciplines suggests that not only are business students (and particularly marketing students) among the most poorly prepared, but there has also been a decline in the quality of students choosing to study marketing.

The results of our analysis of a national, representative sample of marketing students are sobering. Compared to other business majors, it appears that marketing is attracting among the lowest quality students on a variety of different measures. On the output side, based on an international sample, marketing majors score among the lowest of all majors on the GMAT. Thus, marketing seems to attract students with a lower level of academic preparation and our students continue to perform at a lower level (in terms of their performance on GMAT) after they graduate. Implications and possible steps to address this discouraging problem are offered including repositioning marketing as a discipline and activities attempting to attract stronger, better prepared students.

ON MARKETING BULL----

Jerry Kirkpatrick, California State Polytechnic University, Pomona; (909) 869-2438
(jkirkpatrick@csupomona.edu)

ABSTRACT

This paper develops a philosopher's analysis of the concept of bull---- (BS) and applies the development to various related marketing concepts, such as spin, positioning, image, puffery, bluffing, and game-playing. The conclusion is that, although many people closely associate marketing and BS, the two concepts are not the same. Upper division marketing students seem able to differentiate the two, but a few students reveal a confusion. Some even agree with the statement "marketing is just BS," which indicates work that still needs to be done by marketing educators.

INTRODUCTION

Princeton University philosophy professor Harry Frankfurt has provided a service for marketing educators. His little book *On Bull----* (Frankfurt 2005), bestseller for twenty-seven weeks on the 2005 *New York Times* hardcover nonfiction list, systematically analyzes the meaning of a concept that many critics, and perhaps even some educators and practitioners, say is the essence of marketing. Indeed, a Google search of the phrase "marketing bull----" recently produced links to 17,800 web pages, indicating how widely the term bull---- (hereafter known as BS) is viewed as being nearly synonymous with marketing. Web pages reported by the Google search ranged from the just-for-fun Marketing Bull---- Generator that combines random verbs, adjectives, and nouns for insertion into marketing plans to the more serious "I quickly need some marketing BS" to use in a variety of ways—in reports, in plans, in presentations to clients, etc. The search also produced pages with the omnipresent "Here is another example of marketing BS."

The phrase "marketing BS," however, does imply that there might be other nouns that can be inserted after the adjective, producing the expressions "marketing honesty" or "marketing straightness." This paper develops Frankfurt's investigation into the nature of BS and applies the results to various concepts used in marketing that are said to be BS. Spin, positioning, image, puffery, bluffing, and game-playing, for example, are considered in relation to BS; the paper concludes that such widespread use of the phrase "marketing BS" does not justify equating the two terms. Widespread BS'ing in the name of

marketing, though, does present one significant challenge to educators, namely to clarify in our students' minds the difference between BS and legitimate marketing. Modest data support the need for this extra effort by educators.

The Nature of BS

Frankfurt carefully distinguishes BS from lying. The essence of the former is phoniness or fakery, misrepresenting who one is or what one's motivation is, whereas lying is the misrepresentation of facts, the assertion of a falsehood (Frankfurt 2005, p. 47; on lying, cf. Bok 1978, p. 13). The BS'er is not concerned with facts or truth, but with making a good impression. The "show" is what counts; the BS'er is an artist. The liar, in contrast, is constrained by the objectivity of facts and truth in order to state the opposite. Liars are more meticulous than BS'ers; they are craftsmen, according to Frankfurt (pp. 51-53). Both lying and BS'ing are forms of misrepresentation, but the difference is one of emphasis: misrepresenting the facts (lying) or misrepresenting the self (BS'ing). It is probably a continuum between the two, although Frankfurt does not suggest this, and to an outside observer it is often difficult to discern which is occurring. BS probably should be classified as a species of lying.

A real estate agent, for example, attempting to sell a piece of property, might say to a prospect that she already has three offers, so the prospect had better make an offer soon lest he lose out on a good deal. If the agent in fact has no offers, she is lying, but she may also be BS'ing. As a BS'er the agent is more concerned with looking good as a successful sales person. Thus, the BS'er does not care whether she has zero, one, two, or even three offers—she is not focused on the facts. She cares only about which number would be impressive to a prospect and three happens to be that number. BS'ing is all about how others view the BS'er, but she is free to improvise, be creative, and use imagination. The liar is constrained by the need to deny what is true. The BS'ers' lack of concern with facts and truth leads Frankfurt to conclude that BS "is a greater enemy of the truth than lies are" (p. 61). "Pretentious, impres-

All subsequent, freestanding page references are to Frankfurt 2005.

sive nonsense" might be the simplest characterization of BS.

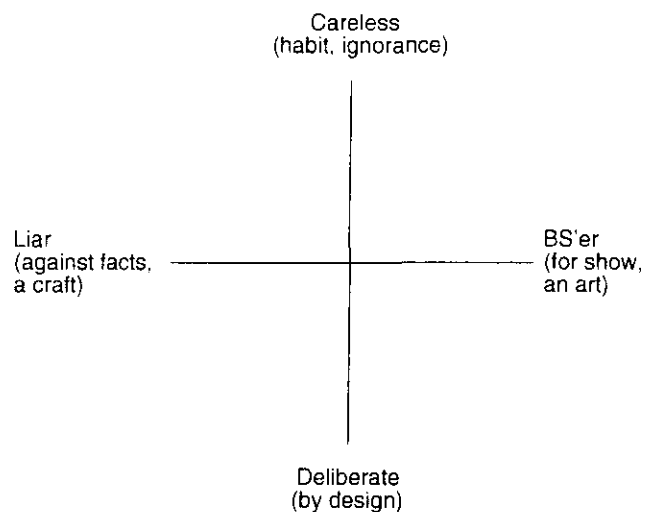
Rather than condemn all BS'ers as unethical, though, a less culpable, careless or ignorant element seems to be involved in the way many act. Relatives of a young man, for example, who has been interviewed by five potential employers, may report to others—to significant others—that the young man received five job offers. An abalone diver, after removing her catch from the shells, may state with authority to an onlooker that ants within twenty-four hours will leave the shells spotlessly clean; a few days later the onlooker notices that the ants are still working and the shells are something less than spotless. In both examples, the relatives and abalone diver are not lying, nor do they seem to be deliberately exaggerating their statements, but they are speaking for effect. They are BS'ing, as Frankfurt would define it.

Bravado or machismo might be other words used to describe the behaviors. Neither is particularly deliberate and both are probably psychological habits of speaking and acting a certain way. Such psychological habits are acquired in childhood and are developed over many years. They are called psychopistemologies (Branden 1971, pp. 98-108) and everyone has them, some more committed to facts and truth, others less. Ignorance, of course, also plays a part in misstatements, and may be operating in the abalone example, but the treatment of ignorance in speech—that is, how one handles his or her own ignorance when talking—determines whether or not BS has occurred. Manner of delivery and tone of voice, such as speaking "with authority" even though one does not really know what is true, can turn a innocuous statement into BS.

Carelessness and lack of deliberateness in many instances of BS suggest a second continuum in addition to the earlier mentioned one based on the character-traits of lying versus BS'ing. This second continuum would range from careless to deliberate in manner of delivery. Figure 1 illustrates the two dimensions and even suggests that they cross each other at the point of origin. The figure shows that there can be careless liars and careless BS'ers, as well as deliberate versions of both, with many complicated interactions in between.

One further issue that Frankfurt only touches on should be addressed. He observes that we tend to be more tolerant of BS than of lying, often feeling a personal affront when subjected to the craft of a liar but sometimes feeling only irritation at the BS'er, sometimes even admiration for him or her (p. 50).

FIGURE 1



Frankfurt quotes a character from a spy novel who gives his son this advice: "Never tell a lie when you can bull--- your way through" (from *Dirty Story* by Eric Ambler, quoted in Frankfurt 2005, p. 48). Presumably, the consequences of BS'ing are less than those of lying. In a recent interview, Frankfurt put the issue more succinctly: "Why is lying regarded almost as a criminal act?," whereas BS "is sort of cuddly and warm. It's outside the realm of serious moral criticism. Why is that?" (quoted in Edidin 2005). Frankfurt does not attempt to answer his questions, but the issue seems most relevant to the field of marketing where many related concepts often fall under the rubric of BS, yet also are viewed with admiration or at least with a twinkle in the eye.

A clue to answering Frankfurt's questions may be found in the attitudes many people have toward sales and advertising, both of which are admired and heartily condemned, although not necessarily by the same people. The admiration derives, no doubt, from the artistic element of marketing—the creativity and imagination that Frankfurt notes is prominent in the skill of the BS'er. The condemnation comes from the less than truthful statements—or, at least, what are perceived to be so—of sales representatives and advertisers, all or most statements of which are assumed to be BS. The clever crook and other anti-heroes of modern culture, especially the ones portrayed as underdogs trying to overcome enormous odds or obstacles, may contribute to a confusion between fiction and BS. In any event, several concepts applied in the sales and advertising areas are used interchangeably with BS. It is to some of these concepts that we will now turn.

Related Marketing Concepts

Spin is perhaps the newest term to be associated with marketing BS. According to public relations consultant Robert Dillenschneider (1998), the term was coined by *Time* magazine in 1988 and originally referred to "the ability of politicians to position themselves cleverly on complex and controversial issues"—positioning, in other words, for politicians. Today, however, spin has come to mean fabrication, the altering of "facts through a deliberate and reckless disregard for the truth. Spin is to public relations," Dillenschneider passionately concludes, "what pornography is to art." The analogy might be extended to include: what BS is to marketing honesty. Today, spin is used to describe many activities of public life, including marketing, and it is deservingly viewed as BS or worse.

Sometimes spin just means understanding, as in the phrase, "What is your spin on things?" When understood in its original sense as positioning in political marketing, spin is harmless, but the term positioning itself, because it is intertwined with the notion of image, is widely misunderstood as a form of BS. Positioning is the management of a product's (or company's) image in relation to the competition (Ries and Trout 1972; Schiffman and Kanuk 1994, p. 11). And image is the set of beliefs that consumers hold about a product. Therein lies the problem. The set of beliefs held by consumers about one's product may or may not correspond to reality; images may be based on facts or they may be phony. Because the latter is possible, it has been a short step for the critics of marketing to conclude that the aim of marketing (and some marketers, possibly including Ries and Trout, may indeed hold this as their guiding premise) is to create phony images (with "perception is reality" being their slogan). Positioning, then, is the means to that end, and the entire marketing endeavor is concluded to be spin and BS.

Frankfurt (in Edidin 2005) commented that the closest similarity to BS in the philosophical literature comes from the work of Socrates, who fought most of his life against the Sophists and their sophistry. Fallacious reasoning, made in a notable and persuasive way to win the listener over, is the essence of sophistry. Advertising is often said to be sophistical, and a species of sophistry is puffery. The two concepts are then used to censure marketing as just a lot of BS. And it is true that there is much sophistry and puffery in advertising, but there is also much confusion over what constitutes good (honest and effective) advertising and what does not. Puffery itself is a term little understood even by marketers and frequently becomes confused with metaphor,

attempts at humor, and the use of other literary devices. See Preston (1975, pp. 13-20). Saying, for example, that "Coca-Cola is the real thing" is just a claim to being the original cola soft drink and that a gasoline puts a "Tiger in your tank" is literary license to claim power in the gasoline. The facts may be challenged, but the slogans themselves are not puffery.

Puffery is extravagant praise and a variation of it is what advertising practitioners call "brag and boast." When it comes to the identification of what constitutes effective advertising, though, David Ogilvy (1963, p. 151) and the direct marketing industry have settled the issue. As Ogilvy put it, facts will always outsell flatulent puffery and direct marketers have long promoted the findings of their split-run tests, which put puff-filled and fact-filled ads against one another, only to show the fact-filled ads outpulling the puff-filled ones every time. (See Caples 1982.) Unfortunately, the message has apparently not gotten through to many general marketers and advertisers, as well as to the general public. Ogilvy's use of the term "flatulence" only underscores puffery's connection to BS.

The one concept that perhaps sums up most people's associations of BS with marketing is what Kirkpatrick (1994, pp. 32-34) calls the "salesman's fallacy," a form of marketing myopia that overemphasizes sizzle and benefits at the expense of product features (and steak, to complete the sizzle metaphor). This type of salesperson often resorts to all of the above BS'ing techniques and his or her motto amounts to: "I can sell anything to anyone" and "no prospect must walk away unsold." High-pressure, promise-them-anything selling of the type associated, rightly or wrongly, with used-car salespersons is what critics would label "typical marketing BS." Salesman's fallacy is also connected to the selling era of marketing history and the selling concept of business management, both frequently discussed in the early chapters of principles of marketing textbooks. The existence of historical periods, however—production, selling, and marketing (based on Keith 1960)—has been disputed (Fullerton 1985; Jones and Richardson 2005). Nevertheless, the concepts that these alleged eras have defined can be applied as concepts to existing businesses and marketers. And the selling concept does, at least in the minds of many critics, take on the appearance of BS.

Yet confusion again arises here. Sales people are often admired for their ability to withstand and overcome repeated objections to persuade the most difficult prospects. And they are admired for their elo-

quent glibness that in American culture probably dates back to the nineteenth century days of tall talk and booster talk. According to historian Daniel Boorstin (1965, p. 290), "No language could be American unless it was elastic enough to describe the unusual as if it were commonplace, the extravagant as if it were normal." Tall talk, not unlike that of some present-day salespersons, "blurred the edges of fact and fiction" and booster talk was a "language of anticipation" where "men acquired a habit of innocent overstatement" (p. 296). Hyperbole and the blending of truth with literary embellishment seem to be an integral part of our heritage. Could this be what makes BS "cuddly and warm," to use Frankfurt's expression?

Last in this catalog of BS-related concepts are two notions that have been applied to business in general, not just to marketing: bluffing and game-playing. Frankfurt (2005, p. 46) states that bluffing is more closely related to BS than to lying. Albert Z. Carr (1968; 1971), however, openly endorses what many critics have all along thought about business, namely that it is just a game and that the rules and ethics of private life do not apply. Thus, according to Carr, bluffing and not telling the whole truth are acceptable practices in the business life. Carr's paper and book have caused much discussion since their publication—perhaps stirring the pot was precisely his motive. The best philosophical critique comes from Sullivan (1984) who reduced Carr's comments to fog and smokescreens, almost, but not quite, calling Carr's work BS.

Nonetheless, the notion of "playing the game" is prevalent, not just in business, but also in academia. The publish-or-perish requirements for tenure and accreditation certainly put an emphasis on quantity over quality (Abelson 1990; Van Wyk 1998), encouraging the development of twenty and twenty-five page vitas, filled with what some colleagues will openly admit is "pretentious, impressive nonsense." As part of playing the academic game, Logue (2004) observes that the need to be cited by others has led to "citation circles," agreements among scholars to reference each other's papers; it has also led to a double standard between students and professors in terms of what is and is not considered plagiarism. Further, the peer review process itself cannot be described as sacrosanct—Socrates, after all, was executed by his peer reviewers, Galileo was put under house arrest by his, and historian of science Thomas Kuhn (1970, p. 5) has observed that one aim of establishment science is to prevent the emergence of new ideas. Marketing scholar Morris Holbrook (1986), highly experienced on both sides of the peer-review aisle, calls this part of the academic

game "sodomasochism." And, finally, there are the obsessions with media rankings that business schools have acquired recently; "looking good," as Gioia and Corley (2002) point out, apparently is better than "being good." BS seems to be essential to the marketing of academics!

Student Perceptions

A discussion of marketing BS would not be complete without a look at how our students understand the two terms. A single item questionnaire was administered in three upper-division marketing classes on the first day of fall quarter 2005 at a California State University. The item reads: "Marketing is just bull----. There is no difference between the two." A five-point Likert-type agree-disagree scale was provided for response, as well as two optional open-ended comment lines. Sample size was 97. Table 1 summa-

TABLE 1

"Marketing is just bull----. There is no difference between the two."

	Strongly Agree	Agree	Neither	Disagree	Strongly Disagree	Total
Count	1	4	19	29	44	97
Percentage	1.0%	4.1%	19.6%	29.9%	45.4%	100.0%

One-Way Chi-Square (equal quintiles): $p = 0.000$ ($\chi^2 = 65.63$)

Skewness = 0.884 (standard error = 0.096)

rizes the responses to the Likert item and Tables 2A and 2B display the open-ended comments. Seventy students were marketing majors, eight were international business, and fourteen were double majors between marketing and international business. (The international business major is housed in the Marketing Department at the author's university). Of the remaining five students, three majored in other business disciplines, one in computer science, and one in hotel and restaurant management.

Table 1 indicates a strongly significant finding that upper division students disagree with the linking of marketing and BS. Tables 2A and 2B, however, present subtler interpretations of the students' responses. (Two additional students wrote comments that were not included in the tables; one, apparently an editor, wrote, "no difference between what two?," and a second wrote the to-be-expected "that statement is bull!!!") The comments in Table 2A are grati-

Table 2A

Marketing is just bull----. There is no difference between the two. Comment? - Positive		
	Count	Pct
Every business uses marketing; it's integral.	10	50.0
Marketing requires research, strategies, theories, positioning; it highlights product quality; it includes psychology.	4	20.0
Other positive comments	6	30.0
	20	100.0

Table 2B

Marketing is just bull----. There is no difference between the two. Comment? - Negative		
	Count	Pct
It is bull, schemes, creating needs and wants, persuading consumers by any means to buy what they don't need.	3	33.3
Some BS in all marketing; half BS, half quality of the product.	3	33.3
I really believe in this bull----. Best way to do sales.	3	33.3
	9	100.0

lying to a marketing educator, but a few reveal a certain amount of inarticulateness and possible lack of full understanding of the difference between marketing and BS. The category of "other positive comments" in particular show this lack of precision. One student said, "Marketing is deep; there are many things about marketing." Another said, "Some of it is common sense and others you have to learn through experience." And still one more said, "Marketing gives you different outlooks on situations. But people can also do very well." Perhaps these comments are made by weaker students, perhaps they are the result of rushing to be done with the questionnaire. The conclusion has to be that not all upper division students can fully differentiate in their minds marketing from its less savory comparisons.

This last point is only emphasized by the comments made in Table 2B. Nearly ten percent of the sample equates marketing to BS. Indeed, twenty-five percent of the sample in Table 1 responded with a "Strongly Agree," "Agree," or "Neither" to the Likert item, indicating if not agreement with the equation of marketing and BS, then uncertainty about what the difference between the two concepts is. Despite the many limitations of this brief survey, the data seem to indicate that most upper division students do understand the fundamental nature of marketing, yet the data also indicate that marketing educators need to work harder at getting through to the minority who apparently find it difficult to associate marketing with honesty or straightness.

Conclusion and Need for Further Research

From the conceptual or theoretical standpoint, marketing can be clearly differentiated from any form of BS. The phrases "marketing honesty" or "marketing straightness" are not contradictions in terms. Indeed, according to Ogilvy and the direct marketing industry, honesty and straight-shooting are essential to marketing effectiveness. What remains unresolved, though, is Frankfurt's puzzle about the "warmth" and "cuddliness" of BS. Why is BS viewed that way? Is it a confusion between fact and fiction? Or a remnant of the American cultural heritage that enjoys tall tales. Surely other cultures share our (slightly naughty?) admiration for BS, but such an investigation, as well as an attempt to resolve Frankfurt's puzzle will have to await another day. The dimensions, and especially the interactions, of Figure 1 pose a considerable challenge to researchers, but they do need to be measured. The results of such a study may then create new understanding of the difference between lying and BS'ing, as well as moral culpability.

As for student perceptions, further research needs to probe the differences between marketing and non-marketing, particularly non-business, majors. The strong hypothesis likely would be far more acceptance of the marketing BS connection among non-marketing majors than among marketing. In addition, finer discriminations should be made among the marketing majors themselves, to discern who pre-

cisely does and does not understand the difference between marketing and BS and how and why they have come to this understanding. Such independent variables as number of units completed, GPA, gender, sales emphasis or not, and ethnic background may shed light on this problem. For now, though, the marketing educator can rest assured that most advanced marketing students hold healthy suspicions of any link between marketing and BS.

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MARKETING CREATIVITY IN THE CLASSROOM

**Denny E. McCorkle, Monfort College of Business, School of Management and Marketing,
University of Northern Colorado, Campus Box 128, Greeley, Colorado 80639; (970) 351-1140**

**Janice Payan, Monfort College of Business, School of Management and Marketing,
University of Northern Colorado, Campus Box 128, Greeley, Colorado 80639; (970) 351-2810**

**Nathan D. Kling, Monfort College of Business, School of Management and Marketing,
University of Northern Colorado, Campus Box 128, Greeley, Colorado 80639; (970) 351-2066**

**James Reardon, Monfort College of Business, School of Management and Marketing,
University of Northern Colorado, Campus Box 128, Greeley, Colorado 80639; (970) 351-1251**

ABSTRACT

As marketing educators, an attempt is made to provide our students with the appropriate knowledge of their chosen discipline based major and the development of the related supporting skills. While much of the focus of our grading and measurement is concerned with a student's use of marketing knowledge and its processes, theories, and practices, we often incorporate the measurement of relevant supporting skills such as communication (both written and oral), teamwork, and technology/research. Inherent within these expectations is that a student should be innovative in their thinking and solutions. Yet, from the authors' classroom experiences and observations, and the popular business press, our marketing and business students may be severely lacking in this important skill area.

The purpose of this paper is to: (1) address the importance of developing creative thinking skills, and (2) suggest future research that will help us to assess whether we do enough to encourage, recognize, develop, and reward creative thinking skills in our marketing students.

Common support skills addressed in the marketing literature include: communication (oral and written), interpersonal/teamwork, problem-solving, leadership, multicultural, creative, and job-search (Green and

Seymour 1991; Porter and McKibbin 1988; Floyd and Gordon 1998; Pica and Detrick 1997). A preliminary review of the marketing pedagogical literature indicates that the development of creative thinking skills has received less attention and research than many of the other support skills.

This paper addresses two important issues concerning the development of creative thinking skills. One, what is creativity or creative thinking? And two, can creativity be taught or nurtured? This paper was written to help identify the above important issues and propose research to address these issues. Important questions from a student's perspective include: How do they define creativity? How important is creative thinking to their future career? Do they realize the important role of research in providing focus or support for a creative solution? Do they consider themselves more creative than other business majors or less creative than students in the more creative disciplines such as art, music, theatre, etc.? Are creative thinking and innovative ideas encouraged, recognized, and rewarded in their course work by their fellow team members or by their professors?

The authors conclude that research that attempts to find answers to the above questions concerning creativity and creative thinking will lead to improved skill development in this important area.

AN ASSESSMENT CASE STUDY: IMPLEMENTING DIRECT ASSESSMENT IN AN ADVANCED MBA MARKETING COURSE

Gary L. Karns & Jeffrey Van Duzer, School of Business & Economics, Seattle Pacific University, 3307 Third Ave. W., Seattle, WA 98119, (206.281.2948; gkarns@spu.edu)

ABSTRACT

AACSB is requiring schools to implement direct

The Marketing Analysis course was selected to

ADDRESSING AACSB GLOBAL AND TECHNOLOGY REQUIREMENTS: AN ASSESSED MARKETING MANAGEMENT ASSIGNMENT

Scott Greene, Department of Marketing, California State University at Fullerton, P.O. Box 6848, Fullerton, CA 92834-6848; (714) 278-3645

Kevin Bao, Department of Marketing, California State University at Fullerton, P.O. Box 6848, Fullerton, CA 92834-6848; (714) 278-3235

ABSTRACT

Businesses competing in the global arena seek new hires with knowledge of international markets, along with technology skills. AACSB standards mandate coverage of global and technological issues. Simultaneously, organizations hiring business school graduates and taxpayers supporting public universities expect accountability for what students learn. This article's assessment of an international, Internet assignment distinguishes this pedagogical tool by accounting for skills improvement among students completing the assignment. For consistency, all possible questions employed 10-point bipolar or semantic differential scales. These self-assessment measures essentially estimated the assignment's skills improvement in seven areas, most of which focus on two required areas of coverage by the AACSB, global issues and technological issues. The instrument additionally determined four areas of perceived complexity or sophistication and general satisfaction with the assignment.

Specifically, the **skills improvement** items measured:

1. increased familiarity with electronic information sources,
2. increased familiarity with foreign market research using electronic information sources,
3. increased awareness of the amount of valuable information on the targeted country available through electronic information sources,
4. increased awareness of situational facts about the targeted country,
5. increased understanding of applying the concepts of segmenting and targeting the global marketplace,
6. increased knowledge of how to do business (at a fundamental level) with a foreign market,
7. increased interest in further study of or a career in international business.

Plus, for credibility purposes for item 2 (above), another question measured increase of electronic information research skills on foreign markets (Churchill 1999, p. 408).

The four areas of **perceived complexity or sophistication and general satisfaction** specifically measured:

1. diversity of information sources,
2. hours spent on the assignment,
3. search hours invested on the Internet,
4. degree of general satisfaction with the assignment.

All skills areas assessed demonstrated meaningful improvement, with some showing remarkable enhancement. Sophistication measures indicated significant student effort on the assignment, considering its focus on only a few concepts and skills in the context of such a comprehensive course. All students consulted the Internet extensively, plus a majority utilized at least one other source. Over 80% were at least somewhat satisfied with their return on effort.

Although some measures may be suspect due to being self-assessments, they strongly corroborate instructors' learning quality assessments from tests and from overall assignment evaluations. The assessment offers valuable insight into specific skills, knowledge and awareness learned, along with sophistication, extent of student effort and satisfaction with the assignment. As a result, faculty may feel more confident that knowledge of and interest in international business desired by firms engaged in that arena, and student skills including technology proficiency mandated by the AACSB, improve significantly from utilizing this type of assignment in a comprehensive marketing management class.

AN ASSESSMENT CASE STUDY: IMPLEMENTING DIRECT ASSESSMENT IN AN ADVANCED MBA MARKETING COURSE

Gary L. Karns & Jeffrey Van Duzer, School of Business & Economics, Seattle Pacific University, 3307 Third Ave. W., Seattle, WA 98119, (206.281.2948; gkarns@spu.edu)

ABSTRACT

AACSB is requiring schools to implement direct assessment of learning in addition to indirect satisfaction and perception measures. This paper describes an implementation of embedded direct assessment of critical thinking, writing and teamwork skills in a marketing course.

Outcome assessment is an evaluation feedback loop beginning with setting learning outcomes, aligning curricula with the pursuit of these outcomes and then devising assessment protocols for measuring achievement. These measurements become feedback to guide planning and operations. Indirect assessments include surveys and focus groups, for example. Direct assessment measures students' mastery of learning outcomes.

Grading rubrics are major contributors to effective direct assessment. Rubrics are composed of the factors indicative of the learning students are expected to demonstrate on which a set of performance ratings are made. Rubrics clarify student understanding of what is expected, promote self-assessment, and foster inter- and intra-rater reliability. Rubrics help instructors overcome complaints about the fairness of grades. They provide more constructive feedback in a time efficient manner. The data is also very useful for program level assessment. On the negative side, students need help understanding their usage. Further, developing an effective rubric takes some faculty effort.

CASE STUDY

This case study is set in an AACSB accredited, private, religiously-affiliated university in the Northwest with about 150 MBA students who are almost all working-professional, part-time, evening students.

Much earlier, a set of learning outcomes were established. A few customized scoring rubrics had been developed as well.

The Marketing Analysis course was selected to assess the critical thinking, writing and teamwork learning outcomes. The burden for assessment was spread across all the required MBA courses.

A case analysis report was the subject of the embedded assessment of critical thinking and writing. The teamwork learning outcome was assessed through a separate group project. The rubrics were distributed at the start of the course.

Students' case reports were rated by the instructor and the marked rubrics were returned with additional feedback, including positive comments.

A grade book and an assessment log were kept. The rubric scores were weighted and summed for case grading. The program level assessment log recorded student performance as satisfactory or unsatisfactory on each of the factors. This information was shared with the faculty at its primary planning retreat at the beginning of the next academic year.

Planned improvements include providing more instruction on the purpose of the embedded assessment and on the scoring rubric. The case assignment will be modified to better assess some factors. As for the overall program, wider usage of case studies across the MBA curriculum is being explored. The assessment process itself will see the use of improved rubrics replacing the ones used in this implementation. All faculty are being encouraged to use these rubrics and a training workshop on using them is being planned. Going forward, the students' scores on each of the factors will be recorded in the assessment log.

IMPLICATIONS

Embedded direct assessment is advised for its advantage of accommodating to a program's learning objectives. Adjusting existing assignments

STUDENT-DRIVEN EXPERIENTIAL LEARNING EXAMS

Nancy T. Frontczak & Clay Daughtrey, Department of Marketing, Metropolitan State College of Denver,
P.O. Box 173362, Campus Box 79, Denver, CO. 80217; (303) 556-4951, frontczn@mscd.edu

ABSTRACT

This study describes an experiential learning exam designed by students in a Consumer Behavior course. The paper presents a methodology to develop experiential exams and student feedback on the process and the experiential exam itself. Overall, students thought the experiential exam they created was a beneficial learning experience. Some recommendations are offered regarding altering the process.

INTRODUCTION

The marketing education literature is filled with numerous studies supporting the trend toward active, experiential learning. The Karns (2005) study of marketing student perceptions of learning activities shows strong support for a variety of experiential learning activities, such as internships, field trips and student-operated businesses. Typically most all experiential learning activities are *project-related*. For example, Drea, Tripp and Stuenkel (2005) developed an in-class game called *Who Wants to be an "A" Student?* and Jackowski and Daughtrey (2005) suggested the creation of a student-operated business in order to enhance student problem-solving skills. There has been very little discussion of *experiential exams* used by marketing educators. Frontczak (2005) discussed an alternative exam called the Six Flags exam, where students were provided with a creative, experiential exam experience, instead of a traditional exam. Results in that study showed the experiential exam was successful in terms of development of problem-solving skills, openness to new ideas, and facilitation of learning.

This study is an extension of the experiential assessment exam where instead of the professor creating the experiential exam assignment, the students in class designed the exam. According to critical thinking theory in the marketing education literature, *student-driven* activities and assignments where the educator is less of an authority figure are often quite successful (Frontczak and Daughtrey 2004). The focus of this research is not whether to use an experiential exam, but whether or not to have students design the exam.

Assurance of learning is an important aspect of marketing education today. Several studies have looked at the significance and challenges of assessment today (Bacon 2003; Eastman and Allen 1999; Hartley, Cross and Rudellus 2000; Linrud and Hall 1999; Misra and Morgan 2003), however, there are no set standards for assessment in marketing education. As educators seek new approaches to effective and meaningful assessment they hope to favorably impact student learning.

This paper will: (1) discuss alternative forms of assessment, (2) present a process for developing student-driven experiential learning exams, (3) analyze results of the effectiveness of this experiential exam, and (4) offer recommendations to those considering use of such an exam.

ALTERNATIVE FORMS OF ASSESSMENT

Assessment is not only a means of evaluating student learning, but it is often used as a method to revise and improve an entire marketing program (Dudley and Marlow 2005). Hartley, Cross and Rudellus (2000) provide an excellent overview of the multitude of rationales for assessment today. One of the primary motivations in terms of assessment revolves around legislative and university mandates to assess educational programs. The trend in business and education toward continuous improvement has also meant that changes must be measured. Dudley and Marlow (2005) discuss the two consistent threads running through all definitions of assessment: (1) assessment focuses on desired learning outcomes and (2) data from assessment is used to improve the student learning process. A seemingly endless variety of assessment techniques exist. More traditional exams, such as essay exams and multiple choice exams, typically assess content/knowledge acquisition, while performance measures such as presentations, written projects, case studies or simulations assess skills development. The primary categories of assessment tools considered by Dudley and Marlow (2005) were tests, portfolios, surveys of students and alumni, and performance in a capstone course in marketing. Their comprehensive assessment program provides valuable processes for marketing departments to consider using for assessment purposes. This study recommends an alternative

assessment measure for marketing educators to use.

PROCESS FOR DEVELOPING STUDENT-DRIVEN EXPERIENTIAL LEARNING EXAMS

Frontczak (2005) developed a creative, experiential alternative method of assessment called the *Six Flags* exam. After visiting a Six Flags amusement park and observing the behavior of park visitors, each student wrote an exam relating their observations at the park to consumer behavior concepts and theories. For this study, instead of a professor-driven experiential exam, a student-driven experiential learning exam is proposed. The process for creating a student-driven experiential exam was as follows:

1. All students in one section of Consumer Behavior were given an assignment (see Figure 1). Students were informed they would be doing an "alternative exam" for their second exam in the course.
2. On the designated date, all students brought enough copies of the experiential exam which they had created for every other student in class. We passed out a copy of each exam to all classmates so each person received 28 different exams.
3. No names were on the assignments so that each student could remain anonymous and exams would not be judged based on the author.
4. Students read all exam ideas.
5. A general discussion followed on what should be some of the broad constraints needed for a successful experiential exam. (Again, the goal was to have a student-driven process and exam.) For example, the students decided:
 - A. The experience should occur on a class day and at class time.
 - B. Students could not do the experiential exam alone without any other students from class. They determined a process to exactly select one of the 28 exams.
6. The class decided that each student would pick their top three exam concepts. They also said you could select your own idea.
7. The professor put all 28 concepts on the board. Students came up to the board row by row and marked their three choices. (One student put two "checks" on one option and another student quickly said something).
8. The top choices became clear with five exam concepts receiving the most votes.
9. More discussion on the top choices followed.
10. Students decided that there would be another vote where each student could vote for one of the top five exam options.
11. There were two clear winners in the final vote.
12. Since one of the comments on the original exam assignment stated "class will select one exam (or two options, if two are voted on equally)," the class decided that the top two exam alternatives would be selected. Therefore, students could choose from one of two experiential exam options.

Overall, this process for selecting a student-driven experiential exam went fairly well. More specific findings on how students evaluated this process will follow in the next section of the study. The final two options included going to either a nearby farmer's market or the main downtown shopping mall. The exact assignment written by students was followed, even though the instructor might have altered it somewhat. In addition, the farmer's market exam was written by two classmates together, which was allowed according to the original assignment statement, "you may work with one other person to create the exam." One last part of the process once the two options were voted on is that a "straw vote" was taken on which option they would likely select. The number was fairly equal for the farmer's market and the outdoor shopping mall. Students said there would be no need to have two options if very few were to pick one. Again, the experience itself was to be "interactive" according to the instructions.

Following the selection process, the instructor reminded the class about the general topic areas to be considered for the experiential exam: opinion leadership, personal influence, perception, learning, involvement and personality. At the end of that class period, students signed up for one of two options.

RESULTS OF THE EFFECTIVENESS OF THE STUDENT-DRIVEN EXPERIENTIAL LEARNING EXAM

Following the farmer's market or mall experience and completion of an individually written exam, several measures of the effectiveness of the assignment were implemented. The first part of the student's evaluation of the entire exam experience was based on a form developed by Sandler and Kamins (1987). Students were asked to respond to 17 statements on a nine-point rating scale, where 1 equals strongly disagree and 9 equals strongly agree. Items related to student learning,

involvement, enjoyability, and satisfaction with the exam. For the second part of the evaluation process, students were asked eleven questions related to the process for selecting the exam concepts and their recommendation on using this sort of experiential exam in future classes. The final sample size was 29. Again, 28 exam alternatives were submitted with one exam being written by two co-authors.

Overall, student evaluations for both the farmer's market and the mall experience were extremely favorable. Mean values for all 17 statements for each group along with the overall mean are presented in Table 1. Interestingly, students who went to the farmer's market rated 14 of the 17 statements slightly higher than the mall group did. Although the difference is small, there may be an explanation for the overall more favorable ratings by those in the farmer's market group. The farmer's market is a smaller more contained area than the downtown mall which extends for about seven large city blocks; therefore, students may have had more opportunity to interact with others in class at the farmer's market. The second alternative reason for the more favorable ratings is that the classroom professor went to the farmer's market and was able to interact with the students there. Since both experiences took place on the same morning during class time, the professor was only able to attend one.

For the second part of the student evaluation form students responded to 11 questions revolving around the exam experience and the process used to select the exam. Results are presented in Table 2. In general, students experienced the farmer's market or the mall with 2-3 other students. Students preferred a student-designed exam rather than a professor designed exam. Students seemed to enjoy experiencing the exam with other classmates. Again, students turned in an individually written exam following their experience at the farmer's market or the mall. Overwhelmingly, students preferred this experiential exam to a traditional exam. They were generally not disappointed their exam was not selected for the class. Most students thought that two options was a good number, although some would have preferred more. 100% of the class thought that this type of exam should be used every semester.

In addition to these eight straightforward questions asked about the experiential exam process, there were three open-ended questions included. A summary of responses for the three questions follows:

(1) "Comment on/evaluate the process we used in class to decide on the exam to use":

Overall, student's comments about the process were favorable. They liked the fact that we allowed everyone to contribute their opinion on the process and exam concepts. They also liked the voting aspect of the process, although some would have preferred confidential voting. Most thought it was democratic and fair. The main problem mentioned is that the process took too much time. Many would have preferred a more efficient, organized and simpler process.

(2) "How would you change that process":

Most students enjoyed the process and would not change anything. An option proposed by several students is that the professor would select the top 4 or 5 ideas, then the students could vote on their top choice. Along with this suggestion, the professor could eliminate geographically unrealistic options and ideas that did not fit the time constraints. The educator could also eliminate any duplicates. A few recommended voting by raising hands or ballots instead of going to the board to vote. The other suggestion was that students should electronically submit exam ideas in advance, so all ideas could have been carefully read beforehand. Overall, students liked the fact that they were allowed to provide input into the process and the exams selected.

(3) "Any further comments on Exam 2":

Most students had no further comments. Many said that this creative exam was a lot of fun and a great experience. They liked doing something more active and interesting than most traditional exams. Also, many said this was a great way to be able to apply concepts learned in class. They thought they probably learned more by discovering and observing real life examples of the classroom theories. One student mentioned that they were not a "shopper" and would have enjoyed an experience such as the zoo or a sporting event more than the options selected. Interestingly, of the final five options, three were non-shopping experiences (zoo, movie, brewery tour). The top two selected, farmer's market and mall, happened to be more "shopping" venues, even though students were not required to buy anything.

Although the students overwhelmingly rated this student-driven experiential exam as more interesting, highly involving, enjoyable, and worth the effort, a few disadvantages to this exam may

exist. This process for developing a student-driven experiential exam may be somewhat frustrating for students with a low tolerance for ambiguity. Many students are most comfortable with and used to a professor-directed class. Also, the experiential exam requires students to stretch their critical thinking and creativity skills in an uncontrolled environment, in this case the farmer's market or the mall. From the classroom educator's perspective, this experiential exam is somewhat more time consuming both in the experiential activity and the grading. Also, due to the nature of the assignment, there may be greater subjectivity in the grading.

RECOMMENDATIONS FOR EDUCATORS CONSIDERING USING A STUDENT-DRIVEN EXPERIENTIAL EXAM

Educators considering use of a student-driven experiential exam might use the general process proposed in this study and then expand and alter it according to their course and personal ideas. An experiential exam would be appropriate for a variety of marketing courses, such as Services Marketing, Sports Marketing and Retailing. Given some of the student feedback during this process the following changes would be recommended: (1) have students submit their exam concepts in advance of the class discussion so all students would have the opportunity to carefully read each idea, (2) during the class discussion where all ideas are reviewed, maintain an orderly discussion where only one student is talking at once, (3) for the first vote, rather than having students walk to the board to place their vote, either have a show of hands or a written ballot, (4) again, instead of item 3, the professor could narrow down the concepts *if* the class decided on this, (5) stick to either one exam for everyone or two alternative choices, otherwise, the class would be too dispersed (unless there is a fairly large class); the benefit of one option is that the professor can then interact with all students during the experience, (6) keep in mind that the whole experiential exam process is a learning experience for both students and educator, so learn from what works and what did not, and finally, (7) have fun with the experience and enjoy reading the creative exams. In general, the process should be agreed upon by the class since both the process and the exam are student-driven. For faculty unwilling to give up some of their "authority and control" this type of exam may not be preferable. But for those willing to consider something new, this will likely be an effective and fun additional method of assessment to use for marketing courses.

Table 1
Overall Evaluation of Experiential Exam
 (9-point agreement scale: 1=Strongly disagree and 9=Strongly agree)

	Farmer Market n=16	Mall n=13	Overall n=29
1. This Experiential exam was helpful to me in understanding Consumer Behavior	7.06	6.77	6.93
2. This exam make the course more interesting	8.75	7.15	8.03
3. This exam allowed me to apply what I learned to real life situations	7.88	8.00	7.93
4. I was satisfied with my work on this exam	8.00	7.85	7.93
5. I learned a lot about Consumer Behavior from this exam	6.94	6.85	6.90
6. I was highly involved with this exam	7.75	7.46	7.62
7. This exam was enjoyable	8.13	7.54	7.86
8. This exam promoted better student/professor relationships	8.69	6.38	7.66
9. I believe this exam is valuable as a measure of my learning	7.69	7.08	7.41
10. This exam was not boring.	8.25	7.62	7.97
11. I enjoyed working on this exam more than most	8.63	7.15	7.97
12. I would recommend this type of exam to other marketing students	8.63	7.38	8.07
13. This exam was worth the effort	7.88	7.54	7.72

14. This exam suggests the professor cares about me learning Consumer Behavior	8.25	8.15	8.21
15. This exam provided me with a more interesting learning situation than a standard exam	8.31	8.31	8.31
16. This exam required more work than a standard exam would have	4.50	5.92	5.14
17. Overall, this experiential exam was a better learning experience than a standard exam	7.81	7.23	7.55

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SNARED ON THE WEB: THE LEGAL RAMIFICATIONS OF INTERNET MARKETING TACTICS

Paul Christ, West Chester University of Pennsylvania, West Chester, PA 19383, (610)425-5000

Sean P. Melvin, Elizabethtown College, Elizabethtown, PA 17022, (717) 361-1280

ABSTRACT

Many marketers who have shifted to the online business world have done so with enormous enthusiasm, an appreciation for the power of technology, and a good feel for how this medium is offering advantages over traditional business practices. Unfortunately, many are also entering with little understanding of potential legal implications of their actions.

This special session examines five important legal issues threatening to spoil even the most successful Internet marketing venture. The session will take a two-prong approach in its coverage. First, an Internet marketing tactic will be presented with an explanation and examples of how the tactic is designed to help the marketer achieve their objectives. Next, the legal perspective of the tactic is examined and examples presented suggesting both positive and negative consequences of each tactic.

Issues covered in the special session will include:

Marketing Methods

Smart marketers are continually devising what they believe are new ways to carryout business activity on the Internet. Other marketers see value in replicating what competitors or other websites have done and often implement many of the same techniques originated by others. Yet many marketers have been surprised to learn that methods they use to operate activities on their website are potentially infringing on patents held by someone else. A patent on how a business activity is done is a relatively new legal hurdle facing many Internet marketers. Business method patents are discussed in terms of the legal capital they offer the patent holder while posing potentially significant costs for those found to be infringing.

Website Content and Design

Provides an overview of techniques, methods and resulting benefits marketers receive from crafting strong content-oriented websites. These content and design issues are then evaluated against

applicable copyright and trademark laws as well as examining recent regulatory trends.

Domain Name Acquisition

Starting an Internet marketing venture often begins with the registration of a site domain name. The right name can prove beneficial in creating a brand and also building site traffic. Yet registering a domain name without careful investigation can lead to legal disputes. For this topic the legal ramifications of domain names are examined including various alternatives for resolving such disputes.

Keyword Advertising

Internet marketers have embraced keyword advertising as an effective means of reaching a highly targeted audience. In particular, search engines provide excellent tools for creating and delivering such advertisements. Yet using text ad tools may create legal problems especially in terms of trademark infringement.

Market Locations and Legal Jurisdiction

The Internet is a communication and distribution channel that offers local marketers the ability to quickly become a global marketers and, by doing so, expand their potential target market to many times its current size. Yet few Internet marketers understand how local laws may impact their business. In this part of the special session, coverage is given to the Zippo test that is used to determine whether a website owner is subject to the jurisdiction of a particular out-of-state or federal court.

THE DARK SIDE: 'UNCOMFORTABLE' MOTIVATIONAL TASK CHARACTERISTICS AFFECTING PROCRASTINATION

David Ackerman and Barbara Gross, College of Business and Economics, California State University, Northridge, Northridge, CA 91330-8377, (603) 535-2363

ABSTRACT

There clearly exist behavioral impediments to starting and completing tasks, both for students (Ackerman and Gross 2005) and for faculty (Ackerman and Gross 2006). Ackerman and Gross (2005) found that, for students, task factors such as interest, rewards, clarity of instructions, and interdependence of needing to complete one part of an assignment before starting another all influenced whether they procrastinated.

In this special session, we explore motivational characteristics of assignments that evoke discomfort and therefore are expected to affect procrastination. We suggest that this discomfort often leads to delay, but sometimes it may actually elicit a quicker response in starting. We identify several types of motivational task characteristics that may affect procrastination.

First, and probably most important, is the degree of change a task would bring into a person's life. Change is difficult. We rely on habit and well-rehearsed scripts to get us efficiently through most of the tasks we perform on a daily basis. Such routine is necessary because thinking through simple tasks (e.g., brushing one's teeth, preparing breakfast) each time they are to be done would take far too much time and energy. Making a change in the way one routinely does something is uncomfortable, and so may be procrastinated.

In an educational context, instructors might want to influence and change their marketing students' study routines, styles of writing, and ways of approaching assignments for purposes of enhancing learning. For the student, however, such departures from practiced routines and patterns may engender procrastination and poor performance. If, for example, students are used to quietly sitting in class and listening, they may procrastinate or even not do at all assignments that require them to raise questions and actively participate in discussion.

A second factor is familiarity with the task. Students are likely to procrastinate tasks requiring unfamiliar activity. Unfamiliar tasks require learning, which in turn requires time and effort. For example, depth

interviewing may be a research technique quite different and unfamiliar to many students. Marketing students are generally more familiar, and thus more comfortable, with research involving closed-ended survey questions. If students feel uncomfortable conducting lengthy interviews, their first reaction may be to want to slip back into conducting survey-type research. A common reaction is to put off the assignment until the last minute and then rely too much on familiar research techniques.

A third factor, perceived risk, may also be a major task variable influencing procrastination. Perceived risk associated with a task can lead to delay. This risk may be monetary. For example, students often delay purchasing expensive textbooks, and may postpone registering for classes, especially if the expense of tuition is theirs rather than parents' to pay. Perhaps conducting expensive mail surveys required for a research assignment may be delayed for this reason as well. Perceived risk also can be psychological. A student will likely procrastinate a task that s/he dreads or simply hates to do, such as reading class material anticipated to be difficult or boring, or writing the first draft of a paper. Similarly, fear of failure can be a potent psychological barrier to beginning a task or assignment. The perceived risk may also be social. If an assignment is perceived as embarrassing or there is a norm that 'no one does it,' then students will likely procrastinate. Lastly, though not common in marketing, students may procrastinate starting an assignment if there is perceived physical risk to doing it.

Perceived risk associated with inaction may also influence procrastination. Students may start an assignment earlier if they perceive risks in delaying it. Ackerman and Gross (2005) found that fear, rather than leading to paralysis, decreased the time between when an instructor gave an assignment and when students started it. The fear measured in the study was a general emotion regarding the task, but several types of perceived risk could have elicited it. For example, norms among student team members may affect individual student behavior regarding team assignments through perceived social risk of inaction. Students who procrastinate in a group assignment

where the norm is to complete work on time may face ostracism or worse. Similarly, if the perceived risk to grades or the psychological risk of being forced to complete work at the last minute can be made more salient, students may be less likely to procrastinate in starting assignments.

If students are working outside their comfort zones on assignments, they are more likely to procrastinate. We propose that the above three factors – the degree of change, familiarity with the task, and perceived risk – can elicit a degree of discomfort that affects student motivation and thus procrastination. Given the research findings in Ackerman and Gross (2005), we as instructors can structure assignments so as to help students to start and complete work on time.

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**FROM TREE HUGGER TO TRIPLE BOTTOM LINE:
BRINGING SUSTAINABILITY INTO THE MARKETING CURRICULUM**

**Wendy Wilhelm, Sandra Mottner, TJ Olney, Western Washington University, Bellingham, Washington,
98225-9073; (360) 650-3000**

Claudia Bridges, California State University, Sacramento, Sacramento, CA (916) 278-6419

Brian McKenzie, California State University, East Bay, Hayward, CA 94542 (510) 885-2858

Eric Soares, California State University, East Bay, Hayward, CA 94542 (510) 885-3586

ABSTRACT

We believe that we are in the midst of a Sustainability Revolution and that it is very important that we, as marketing educators, begin to integrate sustainability concepts and practices into our courses. As added incentives, AACSB guidelines are calling for more emphasis on teaching ethics and corporate social responsibility. Many firms, realizing that sustainable practices are in fact business opportunities, are operating sustainably now (e.g. Royal Dutch/Shell, Ikea, Apple, Nike and Patagonia). Further, there are at least 50 million "cultural creatives" in the U.S. alone that can be considered sustainability advocates, a market segment worth \$230 billion and growing rapidly worldwide (Ray and Anderson 2000). We can't afford NOT to be teaching our students about sustainable business practices!

The concept of sustainability dates back to the 1972 United Nations Conference on the Human Environment in Stockholm, Sweden, and gained prominence in the 1987 Brundtland report, "Our Common Future." Though including aspects of social movements, sustainability is more akin to a revolution because it has wider objectives, is led by a large and diverse number of individuals and has a new value system, consciousness and worldview. What are these values? They include: (1) Environmental sustainability, or the long-term health and viability of our ecosystem; (2) Economic sustainability or the provision of secure, long-term employment without jeopardizing ecosystem health; and (3) Equitable distribution of resources (food, affordable housing, health care, education, job training) for ensuring the long-term viability and well-being of a community or society.

This special session is conducted as an interactive workshop in which presenters share their syllabi, classroom experiences and other resources they have used when teaching undergraduate and MBA courses on Marketing and Its Environment, Environmental Marketing and Non-Profit Marketing. Case-based, service-learning and project-based approaches are discussed and specific resources

shared with the audience. We also provide an overview of U.S. business school courses and concentrations that focus on sustainable marketing practices

Empirical findings from a survey of marketing students regarding their knowledge of sustainability concepts like "ecological footprint" and "triple bottom line" are also presented. Students' knowledge and comprehension of such concepts is low, perhaps because there is more academic research in sustainability within the management discipline (e.g., Prahalad 2005). Another potential obstacle explored in a session presentation is how war metaphors, such as target, guerilla marketing, frontal assault, flanking strategy and others put students into a mindset that makes it very difficult to think about doing business as a means to sustaining life on the planet. Alternative metaphorical formulations for the business of marketing that encourage students to think in terms of cooperation and sustainability are explored.

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THE IMPACT OF GRAY MARKETING ON TEXTBOOK PUBLISHING

SESSION CHAIR

James Cross, University of Nevada, Las Vegas

PRESENTERS

John A. Schibrowsky, University of Nevada, Las Vegas

Alexander Nill, University of Nevada, Las Vegas.

Greg Bowman, Irwin-McGraw Hill Publishing

More and more textbooks are being purchased online by students due in large part to the multi-channel availability of books via the Internet. Many students are finding books at a greatly reduced rate from a variety of websites. Students typically quote price reductions of 40 to 60% compared to the campus bookstore price. Of these purchases, an increasing number are coming from "gray market" sellers.

The net result is both financial and a loss of control within the distribution channel by the publisher. In general, the publishers see this as a negative development. Along with financial issues associated with lower prices, the book representatives do not get a commission or other credit for selling the books. On the flip side, students view this as a positive result of the multi-channel availability of product thanks in large part to the World Wide Web.

This session explores the gray market processes, how it works, and its implications for the textbook industry. This is an important for marketers for three reasons. First, this issue is likely to change how the textbook business emerges in the future. For most marketing educators this is a significant issue. Second, this is an important topic for marketers interested in the study of gray markets. Third this is an excellent opportunity to provide students with a personal example of multi-channel marketing and gray markets.

In this session, the presenters will provide an overview of the theory and practice of gray markets and how they work. They discuss the conditions for the emergence of gray markets and why textbooks are good candidates. Next, the global perspective on this issue was reviewed, especially EU, Eastern Europe and Canada. Both legal and cultural issues are discussed.

Next the presenters discuss this development from the students' perspectives and provide specific examples. Finally, the presenters explore the publishers' viewpoints. While at first glance this

appears to be a negative development for publishers, there also appears to a number of potential positive ramifications from this activity. One important issue is how to deal with this development.

Hopefully, attendees will walk away with a better understanding of the textbook business (whether they are recommenders of books or potential authors) and will develop a better understanding of how gray markets evolve and impact the marketplace.

USING AN INDEX OF LEARNING STYLES AS A TOOL TO DEVELOP CLIENT- BASED PROJECTS FOR MARKET RESEARCH STUDENTS

Mary T. Galvan, Department of Management and Marketing, North Central College, 30 North Brainard Street, Naperville, Illinois 60565; (630) 637-5473

ABSTRACT

For many years the Market Research course was taught as a lecture-based course. Case studies were used to illustrate how market research tools applied to hypothetical business situations. Course evaluations suggested that students were not grasping the market research techniques, and they were uncertain of their ability to use the tools in subsequent research endeavors.

Over a two-year period the Index of Learning Styles (ILS) was administered to 90 market research students. The printed version of the ILS questionnaire consisted of 44 incomplete sentences to which an "a" or "b" response could be selected to finish the statement. The survey took roughly 10-15 minutes to complete. The responses of students were submitted on-line and a profile for each student was returned with scores on four learning dimensions: active-reflective, sensing-intuitive, visual-verbal, and sequential-global.

Frequency distributions for each dimension were generated and analyzed. Data overwhelming showed that students preferred a teaching environment that favored active, sensing, visual and sequential learning. The traditional Market Research course had been taught using teaching strategies that favored the reflective, intuitive, verbal, sequential student learner.

In particular the data showed that of the 90 respondents, 28.3 percent represented a preference for strong active learning while no one fell into the strong reflective learning category. In the sensing-intuitive dimension 29.4 percent of the students recorded a strong sensing preference while 1.5 percent indicated a strong intuitive learning preference. The visual-verbal dimension showed the largest percentage favoring the visual learner. Of the 90 students 36.8 percent indicated a preference for strong visual while only 2.2 percent indicated a preference for strong verbal. In the sequential-global dimension 31.4 percent of the students were strong sequential and 1.1 percent of the students were strong global. Due to space limitations the mild and moderate categories for each learning dimension are not recorded here.

Setting aside the case study approach, the Market Research was organized so that students would work for a business client on a real world market research issue. Of particular interest were research projects that allowed students to write the survey instrument, collect and analyze primary data, and present their findings to the business client at the end of the term. Businesses were typically selected from the local community and varied in size from small entrepreneurs to large corporations. Both profit and nonprofit companies were used.

Feedback from students and business clients was the only means of evaluating the success of this style of teaching market research. Course evaluations indicated that students as well as business clients were very pleased with the results.

Limitations to this study were a small sample size and the fact that the only statistical procedure used to analyze the data was frequency distributions. Future research in the area of learning styles will focus on using regression and correlation analysis to analyze the data in more detail.

REPORT OF AN EXPERIMENT IN REFLECTIVE TEACHING THROUGH THE DEVELOPMENT OF A CONSTRUCTIVIST CURRICULUM IN ENVIRONMENTAL MARKETING

Brian McKenzie, Department of Marketing and Entrepreneurship, California State University, East Bay, 25800 Carlos Bee Blvd., Hayward, CA 94542; (510) 885-2858

ABSTRACT

This paper outlines the author's experience in reflective teaching practice. A literature review suggested an alternative to the controlled teaching classroom setting is the model of cooperative investigation. This approach embodies the principles of constructivist education. In 2004 and 2005, the author assisted undergraduate students in their development and application of a curriculum in environmental marketing. Students developed their own curriculum and unique outcomes assessment. This constructivist curriculum design encouraged reflection on the fundamental elements of teaching and provided a strong learning platform both for the students and for the instructor. Implications for students and for faculty are discussed.

INTRODUCTION

The 1997 Boyer Report suggested the need for overlap in "the scholarship of discovery, the scholarship of integration, the scholarship of application and the scholarship of teaching" (Glassick *et al.*, 1997, p.9). However, most professors find practical application of this suggestion difficult. Too often, research constrains the time available for development of course syllabi and professors build their course structures around the outline of the prescribed textbook. In contrast, Schèon described the kind of thinking that characterized many successful professionals as "reflective practice" (Schèon, 1983). Reflective practice in the classroom can be seen as looking at our teaching from the students' point of view (McEntee, 2003, p.xiii). Good reflective practice should mirror overlap of the four types of scholarship referred to in the 1997 Boyer Report.

This paper outlines the author's experience in an interesting experiment in reflective practice. In both 2004 and 2005, the author assisted undergraduate students in their development and application of a curriculum in environmental marketing. The paper proceeds as follows. First, pedagogical theory surrounding the development of student-centered learning is discussed. Then, the field experience is

reported. Conclusions are made from the experiment and the implications of this exercise are considered.

PEDAGOGICAL THEORY

Active learning has generally been accepted as learning which includes hands-on activity. Bruner, Dewey, Kolb, Piaget, Montessorie and Vygotsky posit that activities lead to concepts. In this view of learning, students engage in classroom activities which lead them to acquire new conceptual knowledge and develop new skills.

The challenge for educators is the need to learn to teach in ways that are different from the way they were taught as students (Hargreaves, 2003, p.24). Smith and Van Doren outline six reasons that tend to keep professors using lecture the traditional format: familiarity with the method; lack of collegiate rewards for innovative teaching; lack of a customer focus in collegiate institutions; lack of support by colleagues, resistance to change and fear of failure (Smith & Doren, 2004, p.69). However, Boice reports evidence from faculty development studies that tenure track faculty who perform at high levels in their early years have developed a practice of reflective preparation (Boice, 2000, p.20) and delegation of responsibility (Boice, 2000, p.76). Reid has argued that the development of rigid curriculum was a part of the institutionalization of learning inherent in a literate society (Reid, 2004, p.91). Joseph has shown that the many variations in curricula occurring in today's society reflect the many differing forms of inquiry inherent in postmodern culture (Joseph, 2000, p.25).

Curriculum can be seen to express the planning of the learning process (Reid, 2004, p.1). Buckley *et al* note that course syllabus is the document which outlines or summarizes the course curriculum and acts as the course management system most frequently utilized by instructors (Buckley *et al.*, 2004, p.139). Poerksen tells us:

The first and perhaps most important reorientation of a constructivist university teacher is to replace the teaching paradigm by the learning paradigm. (Poerksen, 2005, p.472)

Inherent in this advice is the relinquishing of control over the course management system. Poerksen suggests that an alternative to the controlled teaching classroom setting is a model of cooperative investigation in which the professor acts as the expedition leader for the learning experience of both students and the professor (Poerksen, 2005, p.479).

FIELD EXPERIENCE

In 2004, the author was asked to teach an undergraduate course in environmental marketing. It appears that the notion central to most environmental marketing texts was either that of apology or perception change. The underlying question that remained after much research into the topic was "what is environmental marketing?" The author chose to pose this question to his students in the form of a constructivist approach to curriculum creation.

Constructivist education was introduced to the students in the first class of each course through a brief history of the development of universities in the twelfth century. The opposing models of University of Bologna in Italy and the University of Paris in France were described. The author then suggested to the students that most or all of their previous courses followed the Parisian model. However, this course was going to follow the Bolognese model. Students were to develop their own curriculum and could decide whether or not to keep the author as their professor.

An unexpected difficulty was encountered in overcoming the student's apparent lack of belief in their own empowerment. Students reacted with demands like: "we don't want any exams" "we don't want to have to buy a textbook". The author's reaction to these demands was "sure if you don't want exams (textbooks) then we won't use exams (textbooks)". However, the author countered with the challenge of forcing the students to state what they did want. The answer to this question was surprising: the students wanted discussion, field trips and guest speakers. After three class sessions, the syllabus was drawn up, voted on and accepted by all students.

In both years the author has taught this course, the student syllabus consisted of discussion and weekly research for discussion, weekly learning journals, participation in a class leadership exercise and participation in a presentation describing fieldwork. Discussion was focused around weekly topics, such as, what is environmental marketing; the history of environmental marketing; current business

environment; core values of environmental marketing; creating environmentally friendly products; strategic environmental marketing; societal marketing; and applying environmental marketing. Each student agreed to post information that he or she had researched to a discussion board on the Blackboard course management site. Students also agreed to post weekly learning journal entries to their professor. This use of Blackboard democratized the traditional autocratic use of course management software, reflecting the students feeling of empowerment. The author was surprised to discover that students assigned themselves writing and research load equivalent to 40 pages of text in a ten week term. Each week, a group of students took on leadership of classroom discussion. The format of classroom discussions ranged from traditional lectures to open ended discussions. Students used a Blackboard forum to organize field trips. These field trips ranged from a visit to the district Environmental Protection Agency branch to a tour of a local automaker.

Students developed a unique outcomes assessment. For example, in the second years of the author's facilitation of this course, assignments were classified into two groups: core assignments and scholarly assignments in recognition that there were two types of students in the class: those who just wanted to pass and those who wanted to get "A" grades. The core requirements were made up of attending all Monday and Wednesday sessions, completing all discussion submissions, completing weekly learning journals, participation in a class leadership exercise and participation in a presentation describing fieldwork. The scholarly requirements were made up of attending Friday sessions and the development of four research briefs. The grading scheme is shown in Table 1.

TABLE 1 GRADING SCHEME

Grade	Requirements
A	Student meets core and scholarly requirements to an excellent level.
A-	Student meets core requirements to an excellent level and meets scholarly requirements to a satisfactory level
B+	Student meets core requirements to an excellent level or meets scholarly requirements to a satisfactory level
B	Student meets core requirement to a level above satisfactory but below excellent
B-	Student meets core requirements to a satisfactory level.
C+, C or C-	Student fails to meet core requirements.
F	Who was that student?

Student assignments were graded on a scale of (E) excellent, (S) satisfactory and (U) unsatisfactory.

In both years, the students performed at a better than satisfactory level, both in terms of the grading scheme they developed and in comparison to comparable Marketing classes taught by the author. Class averages stood at the C+ to B- range found throughout the College. Student evaluations for the quality of instruction in course were 1.23 and 1.03 on a scale where 1 is the highest evaluation possible and 5 is the lowest evaluation possible.

The author found the teaching of this course to involve a great deal of work. The grading of the student-designed curriculum involved more written work than this professor would usually assign. Preparation time for the course and for each class was equal to or greater than a traditional course. However, the author would caution others who attempt this experiment that it requires a great deal of courage to enter a classroom without any formal preparation. In this situation, the professor must rely on the goodwill of his or her students.

CONCLUSIONS

The author's experience in this experiment in reflective practice shows that important new insights can be gained from questioning the fundamental precepts of teaching. Moreover, the author's experience shows that a constructivist approach to curriculum design works...not just once, but as an ongoing method of teaching. Change of any kind is difficult. Constructivist curriculum design is inherently risky, since the outcome of a group decision is unpredictable. In addition, the risk brings with it the promise of great reward. The constructivist curriculum has proven to provide a strong learning platform both for the students and for the instructor.

IMPLICATIONS

The experiment reported in this article has implications for students and for professors in Marketing and in other disciplines. The primary implication for students is that a constructivist approach to curriculum design can be an effective learning aid in a course that involves conceptualization and skill building. Today's students have access to a great deal of information and are extremely adept at the acquisition of this information. However, it would appear that today's students feel a need to discuss and filter the information that they find so readily available. A secondary implication for students is that advances in technology, such as Blackboard, appear to be very effective in

democratizing the classroom. As the dissemination of information becomes more freely available, students can play an increasingly important role in finding and sharing the information contained within a curriculum of studies.

The primary implication for instructors is confirmation of Boice's advice to new faculty members. Reflective preparation and reflective teaching appear to give faculty members valuable new insights both for teaching and for research.

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MULTI-CHANNEL LEARNING: INTEGRATING ONLINE AND FACE-TO-FACE LEARNING ENVIRONMENTS IN A PROJECT BASED COURSE

Thomas W. Porter, Cameron School of Business, UNC Wilmington
601 S. College Road, Wilmington NC 28403; (910) 962-7466

ABSTRACT

This article introduces an approach to structuring learning activities in marketing courses involving a meaningful semester-long project. The multi-channel learning activities occur both in a group and individually, online and offline. Mixing these modes and environments of learning allows the instructor to allocate class time appropriately to foster effective student learning. The approach involves working collaboratively with a group online using asynchronous discussion board technology to plan the project and make key decisions and then working individually to create the final "product." By shifting some learning activities online instructors can devote additional class time to skill building exercises.

This Multi-Channel learning process was developed utilizing Bloom's Taxonomy (Bloom et. al. 1956) as an organizing framework. Bloom's Taxonomy is a model that attempts to systematically classify cognitive operations. Recently, Anderson and Krathwohl (2001) updated Bloom's Taxonomy with the goal of making it more useful to educators. A major point of emphasis in the revision involved highlighting the different types of knowledge, including factual, conceptual and procedural. In order to effectively to complete an application oriented exercise, students must have each of these different types of knowledge. They must understand basic course terminology and facts (factual knowledge), be able to meaningfully relate this factual knowledge to the project (conceptual knowledge) and have the skills necessary to complete project tasks (procedural knowledge).

The learning activities described in the full paper have been designed to promote cognitive processing and learning at each of the levels of Bloom's Taxonomy. By designing learning activities to promote specific and higher levels of cognitive complexity students should learn more effectively. A key aspect of the approach is a semi-structured series of required posts that must be made on an online discussion board. Students are given clear requirements and deadlines indicating what and when they must contribute.

- **Initial Posts:** In this task, team members are given a set of application oriented questions that relate to the unit's content material..
- **Response Posts:** In the response post team members are asked to identify the concepts from one another's posts that best address the topic in order to begin creating a unified "team" response.
- **Team Leader Summary Draft:** A team leader takes the individual responses of their team members, applies their own insights and crafts a "team" response.
- **Team Member Critiques:** Team members critique the report with the goal of finding substantive means of improving the write-up.
- **Team Leader Final Draft:** The team leader must evaluate the appropriateness of their teammates' feedback and make decisions about how to best address that point in the team's response.

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COMPARING FINNISH AND US ONLINE SHOPPING BEHAVIOR AMONG UNIVERSITY STUDENTS – THE FIVE STAGE MODEL OF CONSUMER BUYING PROCESS

Charles Comegys, Girard School of Business & International Commerce, Merrimack College, 315 Turnpike Street, North Andover, MA, 01845-5806 USA; (978) 837-5409
Mika Hannula, Institute of Business Information Management, Tampere University of Technology, P.O. Box 541, FIN-33101 Tampere, Finland; +358 3 365 2679
Jaani Väisänen, Institute of Business Information Management, Tampere University of Technology, P.O. Box 541, FIN-33101 Tampere, Finland; +358 3 365 2679

ABSTRACT

This study investigates the online purchase behavior of a key segment of the population, the "Net Generation" university-aged student, from two of the world's most advanced IT nations with the greatest potential in e-commerce: Finland and the United States. Information about the online shopping behavior in 2002 is compared to 2004/2005 for the two countries. The research also answers the question whether online shoppers from the two countries approach the Consumer Buying Process differently over time.

The use of the internet has rapidly grown from its early years, thanks to the so-called 'Net Generation' (NG). The NG is said to consist of young people and adolescents born between 1977 and 1997. These people have been using the latest information technology devices almost throughout their entire lives, which makes them highly literal in online activities. This paper is focused on the online shopping characteristics of a key segment of two of the world's most advanced IT nations: Finnish and US university students according to the World Economic Forum in 2004. Although there has been plenty of discussion and criticism about using university students as test subjects, they fit well for this study since university students in the target countries need to utilize computers frequently in their studies, which would leave us to assume that problems regarding computer use do not prevent the respondents from participating in this study.

Information about this segment has been gathered at two points in time; in 2002 and 2004 in Finland and in 2002 and 2005 in the US. The focal point of this study is to compare the differences and relations between the two samples and the two nations. Among different models about consumer behavior perhaps the most popular is the five-stage model which describes the consumer purchase event as a process which starts long before the actual purchase has been made and continues after the purchase. This model is the

backbone of this research, as the changes in the process and the factors that underlie them between the samples are depicted. The results give marketers an insight into how the Finnish and US online marketplace has changed in the past two years in the customer's eyes, along with some implications of where it might be in another two years.

MARKETING STRATEGIES OF PHILIPPINE FAST FOOD RESTAURANTS: THEIR INFLUENCE ON CUSTOMER SATISFACTION, CUSTOMER LOYALTY AND ORGANIZATIONAL IMAGE

Imelda L. Frencillo, Adamson University, 900 San Marcelino St.
Ermita, Manila, Philippines; (632) 5242011 loc. 202

ABSTRACT

This study was an attempt to establish the relationship between the marketing mix and the resulting benefits, particularly customer satisfaction, customer loyalty, and organizational image of selected fast food restaurants in Metro Manila, Philippines.

Included in this study are 344 customers of the Jollibee Foods Corporation, Wendy's, and McDonald's from outlets in three cities of Metro Manila.

The dependent variables in this study are indicated by the level of satisfaction and the degree of loyalty of the customers. The independent variables considered in this study are the marketing strategies such as product variation, pricing, location selection, promotional techniques, and quality of services provided.

The questionnaire was the major data-gathering instrument and was supported by interviews and observations. Frequency, percentage, mean, and standard deviation were the descriptive tools in presenting the perceptions with regards to the status of the variables investigated. To determine the predictive influence of the marketing strategies and the selected profile variables on the level of satisfaction and the degree of loyalty of customers, stepwise multiple regression analysis was used.

The result of the statistical treatment revealed that customers are generally satisfied with the services offered by the fast food restaurants. Contributors to this condition are taste and quality of food served, adequacy of product choices, decency of ambiance, and peace and order situation in the area.

Loyalty of customers is at a moderate extent as evidenced by the way they promote the brand through word-of-mouth and the frequency of their visit that averages once a week.

The significant predictors of the level of customer satisfaction are product variation, pricing, promotional techniques, and quality of services offered.

The same variables significantly predict the degree of loyalty of the fast food customers.

The profile variables that significantly influence the relationship between the marketing strategies and the dependent variables – level of satisfaction and the degree of loyalty of customers – are age, gender and family income.

INTRODUCTION

Because of improving incomes and the increasing need for convenience, urban dwellers are dining out more often to enjoy quality food. As a consequence, rapid growth continues in the fast food chains which include many American franchises as well as several purely Filipino chains

The restaurant industry covers fine dining and specialty restaurants, fast food outlets, canteens, and food courts. Fine dining and specialty restaurants offer a wide variety of international cuisines. Eat-all-you-can buffets are very popular and are offered in reasonable prices. Hamburger outlets are still the most popular fast food chains. Most hamburger chains have diversified their menus to include spaghetti, chicken, salad, pasta and various meals for breakfast and lunch.

There are players in the local fast-food industry. As reported by Labita (1999), U.S. firms have a very strong presence in the Philippine food industry. The world's biggest fast food chain, McDonald's Corp., is expected to firm up control of its Philippine operations after it obtained the Department of Trade and Industry permit to engage in local retailing under the retail trade liberalization law. Such a move by McDonald's has bolstered speculation that the American fast-food giant had long wanted to have direct control of the Philippine business and beat Jollibee Food Corp., with more than 400 outlets, for dominance in the industry.

If businesses have learned one thing in the recent economic overturn, they must forge even tighter relationships with their customers to drive customer satisfaction. Along with this emphasis comes a need to develop a business environment at the core of which are customer relationships, rather than just

delivery of products and services (Zencke, 2001). Nowadays, many fast food chains, both foreign and Filipino in origin, give emphasis on quality in almost every facet of their existence. Gachalian (1996) opined that the fast-paced advances made in information technology brought faster and dynamic changes world wide in viewing quality and its practice.

This study is an attempt to establish the relationship between the marketing mix and the resulting benefits, particularly customer satisfaction, customer loyalty, and organizational image. Specifically, this paper presents:

1. Perceptions of customers on product variation, pricing, location selection, promotional techniques and quality of services provided by fast food restaurants.
2. The level of customer satisfaction with the services of the fast food restaurants.
3. The degree of loyalty of customer to the fast food restaurants.
4. Marketing strategies that predict the level of satisfaction and the degree of loyalty and organizational image.
5. Profile variables that moderate the relationship between independent and dependent variables.

Customers of the selected fast food restaurants were tapped to participate in the survey. This study adopts the notion that within the complex interaction in the market environment, there are several factors that are found to influence customer satisfaction, customer loyalty and organizational image. The impact of the company's marketing strategies is derived from the product mix, prices offered, outlet locations, and promotional tools. One key element of marketing is satisfying the customer's needs and wants for high quality products and their superb value over other products, highlighting best product at best price, best profits, best promotional value, and best places where these are made available and visible all the time, anytime. The belief of the consumer on the perceived product mix, quality, price, and where these products are sold becomes the basis for his satisfaction or dissatisfaction, which either induce him to make a repeat patronage or a total disregard of the business enterprise.

In the Philippine fast food business, the various products and combinations offered to customers constitute the product mix. Different product formats could provide the customers a wider choice to meet different tastes varied preferences, unlimited

impressions, and differentiated perceptions and feelings. In this study, product mix refers to product lines offered, product varieties, and available choices of product combinations.

Pricing decisions are usually influenced by the nature of market demand, product costs, market appeal, market characteristics income distribution pattern and product costs. Price is generally determined by estimating how much people will be willing to pay for them. If people think that the value of the product is high, they will pay higher prices. The price decided to be charged for the products and the reasons for selecting those prices are determined by the expectations of the people chosen as target. However, they are also influenced by the corporate objectives, competition, the cost of the product and external factors such as the economic climate prevailing. This study was an attempt to know perceptions of customers as regards to prices of product combinations offered.

One strategic decision being adopted to meet a distribution strategy is through a franchise agreement, where an enterprise agrees to participate in the distribution process. Perceptions of respondents on outlet locations were based on nearness to place of work, school, alternative choices of restaurants, commercial area frequently visited, accessibility to most public conveyances and safety of community where outlet is located.

Promotion is concerned with telling the target market or others in the channel of distribution about the right product that includes personal selling, mass selling, and sales promotion. Perceptions of respondents with regards to promotional tools used by fast food restaurants focused on customer appeal, packaging designs, trademarks, and differentiation on brand names, price discounts offered on product combinations, free food items given, non-food items added to selected products at same prices, gifts, complements, and prizes offered on some occasions.

METHODOLOGY

Descriptive method was used to describe the nature of a situation as it exists at the time of the study (Keiso, 1996). A questionnaire was adopted to deal with the various issues that are covered in this study. Unstructured interviews were conducted at random among respondents to elicit more information, which supplemented the responses that were gathered by the questionnaire. The researcher conducted daily ocular inspections at all selected outlets in order to get the feel of the business

environment and get a first hand view of the marketing practices in the respective branch.

Percentage was adopted in the presentation of the responses regarding the profile of the respondents. The arithmetic mean describes the nature of responses that were collected from each of the selected customers. Regression was used to measure the relationship between variables.

FINDINGS

In general, the customers of the fast food restaurants are people of all ages. Males dominate the females when it comes to eating at the fast food outlets. The fast food restaurants serve customers from all income groups although 73 percent of the market are people earning from a basic salary to P25,000 a month.

The customers of fast food restaurants agree that the product mix sold is diversified covering hamburgers, fried chicken, soft drinks, salads, and deserts to name a few. They are offered in product varieties and combinations to fill a specific demand. Prices of product combinations are assessed expensive where only a few product mixes rated just right. Outlets are strategically located near place of work, usually in a commercial area that is accessible to most customers. Packaging designs, trademarks, brand names, and price discounts are adopted as promotional tools. Premiums are added to basic product to spice up competition. There is a general belief that other services are adequately provided. They come in wash area, accommodations for special occasions, assistance in food delivery, and parking provision.

There is homogeneity in the findings where the customers are satisfied with the services offered by the fast food restaurants. The taste and quality of products sold, adequacy of product choices, pleasant and decent ambience, hot foods are served hot, and peace and order situation in the area are the services that were given primary consideration. Quick food service, parking provision, prices offered, and availability of play area are services that are given less emphasis by the customers.

Loyalty of customers is to a moderate extent and can be seen in the way they promote the brand through word of mouth, in the frequency of repurchase, or in the frequency of their visits. Reflective of the image of the outlets, they are focused on products that are developed according to customer taste, clean and sanitary facilities,

pleasantness, decency of ambience and adequacy of lighting and ventilation. Emphasis is less on the degree of sanitation and on the adequacy of parking spaces.

Services provided and promotional tools used are top predictors of customer satisfaction taken individually. Similarly, product mix sold and outlet location also serve as predictors of customer satisfaction.

The top two predictors of the extent of customer loyalty are promotion tools used and services provided. Outlet location and product mix are two other predictors of decreasing magnitude.

The age of respondents appears to influence the relationship between the independent variables and the level of customer satisfaction. Gender influences the relationship between the independent variables and the level of customer satisfaction. Family income is another variable exerting influence on the relationship between the two variables concerned and the extent of customer loyalty. It further indicates that the male customers are generally more difficult to satisfy than their female counterpart.

CONCLUSIONS

With the exception of pricing, strategies adopted on product mix, outlet location, promotion tools used, and services provided, singly and/or in combination, are predictors of both the level of customer satisfaction and the extent of customer loyalty. Customers are generally satisfied with the services offered by the fast food restaurants because marketing strategies appear to meet the needs of the customers.

Personal profile variables, such as age, gender, and family income pose significant influences on the relationship between the independent variables (i.e. promotion mix, outlet location, promotion tool, and services provided) and dependent variables (i.e. level of customer satisfaction and extent of customer loyalty).

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**PRIVATE LABEL BELIEFS AND PERCEPTIONS:
A COMPARISON OF CHINESE AND AMERICAN UNIVERSITY STUDENTS**

**Robert A. Lupton, David R. Rawlinson and Lori A. Braunstein, Department of Information Technology and
Administrative Management, Central Washington University, 400 E. University Way, Ellensburg, WA
98926-7488, 509.963.2611**

Kathie Riker, Anhui Agricultural University (Anhui Nong Ye Daxue), Hefei, Anhui Province, China

ABSTRACT

Private label products have enjoyed market expansion in the U.S. and Europe the past few decades. Consumers appear to be accepting of private label brands as an alternative to national brands. Indeed, private labels have received more attention and credit as consumers feel they are just as good as national brands without the high retail price. China is currently moving into a market driven economy with an emerging middle class. The literature, however, reports little on the attitudes and perceptions of private label branding versus national branding in China. Ironically, China produces much of the private label products for large western retailers

such as Wal-mart, Target, and others. This exploratory research contributes to the marketing education literature demonstrating that significant cross-national differences exist regarding students' beliefs and perceptions of private label branding. This study compares U.S. and Chinese university business students in three areas: a) important attributes on food-related products, b) beliefs about private label brands and price loyalty, and c) perceptions on private label brands. A total of 1070 usable surveys were collected in the U.S. and 252 in China. Statistically significant differences are presented, followed by discussion and implications.

EXTENSION AND DISCUSSION OF "AUTONOMOUS VERSUS MERGED MARKETING DEPARTMENTS: THE IMPACT OF CURRENT DEPARTMENT STRUCTURE AND PREVIOUS RESTRUCTURING EXPERIENCE ON FACULTY PERCEPTIONS." (JOURNAL OF MARKETING EDUCATION, VOL. 27 NO.3, DECEMBER 2005: 219-238)

William T. Neese, Stephen S. Batory, and Albert L. Fundaburk, Bloomsburg University of Pennsylvania, 256 Sutliff Hall, Bloomsburg, PA 17815, (570) 389-4765

ABSTRACT

Our original study compares marketing faculty perceptions concerning such issues as collegiality or student success among individuals who directly experienced combining marketing with a separate academic discipline, who directly experienced splitting marketing into an autonomous administrative unit, and who never experienced departmental restructuring. We found that faculty members currently working in autonomous marketing departments and those who never experienced an administrative change are most satisfied with their department structure, whereas individuals with merger experience and those in combined departments are least satisfied. However, in our *Limitations and Future Research* section, we state that "job satisfaction is a multidimensional construct that should be explored in much greater depth across the test categories established here (p.237)." We also identify the need to address issues related to department chairs and promotion and tenure decisions in future research. *Our special session will provide preliminary results from a new study designed to address these concerns.*

Based on the sales literature referenced below, we adopted thirty items representing seven job satisfaction factors for a follow-up survey to be conducted via the Internet. Our research is designed to capture overall job satisfaction among marketing faculty members, as well as satisfaction with co-workers and department chairpersons. Issues related to the college and dean (e.g., equity across departments) in addition to satisfaction with pay, promotion and tenure are explored. Finally, marketing faculty satisfaction with students is captured.

We also point out in the original article that "defensive reactions to organizational change can be classified as either maladaptive, resulting in resistance to change, or adaptive, which lessens resistance to change (Bovey and Hede 2001). Initial maladaptive reactions to restructuring in the workplace may soften over time, as individuals settle in and more adaptive, positive feelings begin to

emerge (Allen et al. 1995; Allen et al. 2001)(p.222)." *Our follow-up survey is specifically designed to capture any longitudinal change in post-merger faculty job satisfaction.*

The technical work required to administer our survey on-line has been completed. We have also obtained approval from the Bloomsburg University Institutional Review Board to conduct our survey, which we plan to initially distribute during the fourth week of January, 2006. A first reminder will be sent out two weeks later and if necessary a final request for participation will be distributed two weeks after that. March and April are allocated for data analysis and presentation preparation.

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**RECRUITING FOR THE MARKETING DISCIPLINE:
IS IT MERE HUMANS NEED NOT APPLY OR WILL A HUMAN PLEASE APPLY!**

**Shirley M. Stretch-Stephenson, California State University, Los Angeles
H. Rika Houston, California State University, Los Angeles
Richard Kao, California State University, Los Angeles
Tyrone Jackson, California State University, Los Angeles
Olga Di Franco, California State University, Los Angeles
5151 State University Drive, Los Angeles, CA 90032-8127; (323)343-2960**

ABSTRACT

Over the last few decades, employee talent pools both in the corporate and academic arenas have been shrinking. Yet the retirement of baby-boomer employees has created and will continue to create shrinking employee-bases for the next several years. For some Business Colleges and Marketing Departments, the ability to recruit successfully in forthcoming years will be an integral part of their professional success activities. However, as academic recruiting started at AMA this summer, there were more marketing academic position openings than Ph.D. candidates. With the Ph.D. candidates being encouraged to seek positions both inside and outside academics and being encouraged to seek academic positions only at Ph.D. granting institutions offering lucrative starting salaries with numerous research related perks coupled with AACSB requiring academically and professionally qualified Ph.D. faculty, recruiting and retention will be problematic for primarily teaching, non-PhD. granting Marketing Departments across the nation.

Articles from the 80's cited the shortage of new doctorates to fill faculty positions (Whalen, 1984). The problem in finding candidates with sound academic qualifications and credible to the faculty and administration was noted as a major challenge in a system that rewarded inadequately and reflected cynicism regarding the promotion system (Tyson, 1988). These 1980's recruitment challenges are still with us. However, during the intervening time, the formalized recruiting process as well as performance appraisal and promotion process has evolved steadily to create additional recruiting challenges.

Comments in Gilliot, Overlaet and Verdin 2002 article, "Managing Academic Personnel Flow at Universities" served as the stepping off point for discussing creative recruiting and departmental restructuring techniques to increase the potential of successful recruiting and retention efforts. Unique, innovative ideas to enhance recruitment practices, to enlarge (or trying to enlarge) the recruitment pool, to improve employee integration, to provide a stimulating work environment and to develop

diversified and dynamic career options at the departmental level from a) the faculty (full-time, tenured, full-time tenure track and part-time) and b) the departmental administration perspectives were discussed. In addition, ideas for creating and using objective measures to aid the recruitment process as well as clarify the retention requirements for the newly hired faculty were discussed. Overall, management strategies to successfully search globally yet retain local human capital while creating a more stimulating work environment to enhance retention of existing and new marketing academic human capital were presented.

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**EXTREME MAKEOVER: B-SCHOOL EDITION
REDESIGNING AN MBA PROGRAM**

**Gaylen K. Bunker, Westminster College, Gore School of Business, Salt Lake City, UT 84105
(801) 832-2616**

**Kimberly Dodson, Westminster College, Gore School of Business, Salt Lake City, UT 84105
(801) 832-2639**

**Brian Jorgensen, Westminster College, Gore School of Business, Salt Lake City, UT 84105
(801) 832-2650**

**Georgia Kenyon White, Westminster College, Gore School of Business, Salt Lake City, UT 84105
(801) 832-2647**

ABSTRACT

Westminster College was its market leader in offering a flexible evening MBA program for working professionals. Westminster's high price point was congruent with this differentiated product. This marketing strategy remained unchanged until the college experienced a two-year enrollment decline that resulted from changing market conditions. The most important challenge stemmed from the entry of several competitors into the market, a few offering a flexible (not lock step) programs that competed directly with that of Westminster. The Bill and Vieve Gore School of Business (GSB) at Westminster College faced a choice of whether to reinvent a program or harvest a declining product offering. A first step was taken during the 2002-2003 academic year, when the GSB extended the MBA product by offering an MBATM (Technology Management) degree providing management education for professionals with technical undergraduate degrees.

While the launch of the MBATM at Westminster's GSB was a small-scale success, administrators and MBA faculty of the GSB determined that it was time to take on the greater challenge of fundamentally redesigning the MBA product offerings. The redesign process involved the participation of a number of key stakeholders. Several working sessions with an advisory board consisting of local and nationally-recognized business professionals convened for a needs assessment workshop to identify characteristics sought when hiring and promoting

MBA graduates. Current students and recent graduates took part in several focus groups. An environmental assessment was conducted. Armed with this information, the MBA faculty began the redesign process during a two-day offsite retreat. The faculty continued working throughout the year to develop an outcomes-based education model.

The resulting products (MBA, MBATM, and graduate certificates) maintained the feature that originally differentiated the program, flexibility. All classes are offered in a 7-week format enhanced by online participation through WebCT. All classes were reengineered, eliminating redundancies in topics and integrating disciplines. While the GSB kept its high price point, it began to offer a one price bundled program option.

After one semester of the new program, enrollment is up. Awareness of the new program in the community is appears to be growing due to the GSB's primary and most effective marketing tool—word of mouth promotion. And while current students have expressed some frustration with the seven-week model, the MBA faculty continues to closely monitor student opinions and tweak the program to meet student needs while maintaining integrity of outcomes. Overall, faculty, students, and the public are considering this extreme makeover a huge success.

**IMPLICATIONS OF EUROPEAN UNION MEMBERSHIP FOR THE DEVELOPMENT
OF MARKETING CURRICULA IN EU TRANSITIONAL ECONOMIES:
A FRAMEWORK FOR ANALYSIS**

Ed Petkus, Jr., Mary Baldwin College, Staunton, VA 24401; 540-887-7067

ABSTRACT

After discussing issues germane to marketing curricula in transitional (formerly socialist) economies, this paper addresses issues germane to a "second transition" for these countries: membership in the European Union. The re-definition of the meaning of "marketing," increasing sophistication of marketing operations, and an alteration of the role of marketing in society are identified as dimensions of marketing curricula that could be affected by EU membership. Preliminary research propositions and data collection issues are identified.

INTRODUCTION

This paper represents the preliminary stage of a long-term research agenda designed to investigate how marketing curricula have developed and evolved in the transitional economies of the European Union. The research overall seeks to explore the historical evolution of marketing curricula, the current status of marketing curricula, and the implications for future development of marketing curricula in these formerly socialist markets.

The ultimate purpose of the long-term research agenda is to generate a descriptive analysis of the relationship between European Union membership and the nature of the marketing curricula in institutions of higher-education in transitional economies. The specific purpose of this paper is to develop a broad, general framework for an analysis of this dynamic relationship.

**MARKETING CURRICULA IN TRANSITIONAL
ECONOMIES**

In general, a transitional economy is an economy which is in the process of changing from a planned, socialist economy to a free-market, capitalist economy. While different countries obviously can be at different stages of this type of transition at any given time, for purposes of this paper "transitional economy" will refer to any country whose economy is at any stage in the process of this transition.

Given the significant changes in business operations in general, transitional economies present special challenges in curricular reform for all business disciplines. In an analysis of higher education reform in transitional economies, Hall and Thomas (1999) discuss the importance of integrating curricular reform with changes in institutional values and beliefs, and reform in institutional bureaucracy. These higher-level changes should then translate into reform in other aspects of the learning experience, such as technology resources, assessment, and attention to student learning styles, all of which would be particularly relevant to business disciplines (Thomas 1998).

With respect to marketing in particular, transitional economies have several special characteristics: (1) a re-definition of the meaning of "marketing"; (2) increasing sophistication of marketing operations; and (3) an alteration of the role of marketing in society. Each of these characteristics, and their relation to marketing curricula, are discussed in the following sections.

Re-Definition of the Meaning of "Marketing"

In transitional economies, the basic meaning of the concept of "marketing" also undergoes a transition. The transition to a market economy, particularly in its earliest stages, creates challenges at the ideological level and at the operational level, in that people are unfamiliar with the "Western" concept, functions, and terminology of marketing (Lauter 1971). Indeed, the understanding of the concept of marketing in a transitional economy faces the difficulty of overcoming decades of research, teaching, and practice in a system that was diametrically opposed to the capitalist definition (Weinberg, Spieker, and Schmidt 1991).

In the same way that citizens and marketing professionals have to learn a new system of consumption patterns and marketing operations, marketing educators have to make a conceptual shift from a production orientation to a market-orientation (Kerr 1996). These challenges are reflected in the fact that marketing was almost always absent from the business curricula in Socialist economies (pre-transition) even in cases

where accounting, human resource management, and leadership studies were taught (Weinberg, Spieker, and Schmidt 1991). Clarke and Flaherty (2003) found that marketing educators teaching in newly emerging markets (including transitional economies) needed to explain the benefits of marketing and to overcome attitudinal barriers to the acceptance of marketing as a critical aspect of business.

Despite the challenges, the shift to a market-orientation has important (if not particularly surprising) implications for marketing success. Hooley et al. (2000) found a strong correlation between market orientation and marketing performance of firms in the transitional economies of Poland, Hungary, and Slovenia.

From this, we should expect that marketing curricula in transitional economies would reflect a shift from production concept to marketing concept in the actual business world. Also, as marketing becomes more important, we should see an increase in the importance (and thus presence) of marketing in the overall business curriculum.

Increased Sophistication of Marketing Strategy and Operations

Following a re-definition of the concept of marketing, transitional economies experience a commensurate increase in the sophistication of marketing strategy and operations. This includes product and services development, pricing, distribution, sales, and marketing communication (Hooley et al. 2000; Kerr 1996; Lauter 1971).

Again, these shifts translate into challenges in the development and delivery of marketing curricula. Lesakova (2003) calls for an increase in the breadth and sophistication of marketing research methods courses, and for the presence of such topics as database marketing, relationship marketing, and CRM in the marketing curricula in the Czech Republic. The website of the European Marketing Academy (EMAC) includes a teaching portal that recently identified the need for increased translation of marketing practice to marketing education in Poland, Hungary, and Slovenia. Clarke and Flaherty (2003) call for marketing educators to understand the level of local sophistication of marketing mix variables in newly emerging markets.

An analysis of marketing curricula in transitional markets should thus include a consideration of both the breadth and the depth of marketing curricula. In addition, specific indicators of marketing strategy

and marketing mix sophistication, such as degree of quantitative content and integration of technology, and the connection between theory and practice, should be addressed.

Alteration of the Role of Marketing in Society

Given the well-established relationship between marketing and external environmental factors, and the general sensitivity of marketing to environmental change, it is unsurprising that such factors are particularly important in transitional economies (Clarke & Flaherty 2003; Lauter 1971). Such factors as the political-legal environment (Priovolos 1998) and social responsibility (Lesakova 2003) are seen as important aspects of the marketing curricula in transitional economies. Given the general lack of environmental concern that was endemic to the Socialist economies (Kronenwetter 1991), the degree to which environmental responsibility is specifically addressed in marketing curricula becomes an important issue as well.

In addition, as the presence of marketing in the wider socio-cultural realm (e.g., increased prevalence of advertising and promotions, increased materialism and commercialism, etc.) increases, the degree to which these socio-cultural dimensions are addressed in marketing curricula becomes more interesting. The role of marketing as the interface between business organizations and the citizenry raises myriad issues regarding how marketing curricula address this factor.

In sum, this discussion has identified seven analytical dimensions of marketing curriculum content that are particularly relevant to transitional economy status:

- market-orientation
- relative importance of marketing and integration with other business disciplines
- breadth and depth of marketing content
- relationship between theory and practice
- quantitative content and integration of technology
- political, legal, and social/environmental responsibility issues
- socio-cultural dimensions

A "SECOND TRANSITION": EUROPEAN UNION MEMBERSHIP

There are eight countries that represent transitional economies *and* are current European Union members: Poland, Hungary, Czech Republic, Slovakia, Slovenia, Lithuania, Latvia, and Estonia. All became EU members in May 2004. For

purposes of this paper, these countries will be referred to as EUTES (European Union Transitional Economies).

Given their transitional economy status, the EUTES represent a special group within the EU. While a comprehensive discussion of the economic benefits of EU membership is beyond the scope of this paper, in sum, the EUTES are now able to take advantage of: duty-free trade among EU members, rigorous anti-trust and trademark laws, free movement of capital and labor, a common value-added tax, common agricultural and fisheries policies, and other aspects of economic and market integration. The EUTES are now part of a huge economic system that has been characterized as a "counterweight" or balancing force with U.S. economic power (Reid 2004).

However, EU membership for these countries represents more than just the removal of tariffs and access to wider competitive markets. EU membership also represents a symbolic acknowledgement of the progress that these countries have made toward market reforms.

Consequently, EU membership can be seen as a "second transition" for the EUTE countries. The new set of parameters within which business in general, and marketing in particular, is conducted in these countries creates a new context for marketing education. Based on the analytical dimensions discussed earlier, these parameters can be organized into three areas: marketing orientation, strategy, and marketing mix; external environment and social/environmental responsibility issues; and socio-cultural dimensions. In the following sections, propositions relating EU factors to transitional economy marketing curriculum dynamics will be developed for each of these areas.

Marketing Orientation, Strategy, & Marketing Mix

In becoming integrated into a "single market" of over 450 million people, EUTE organizations are faced with many new marketing challenges, and these challenges should be reflected in the marketing curricula of their higher-education institutions. Having instituted market-oriented reforms as a crucial aspect of transitioning from their Socialist orientations, the EUTES must now extend that market-orientation in order to deal strategically with the significantly increased market competition endemic to EU membership (Johansson 2005).

European Union membership has changed the dynamics of balancing localized versus pan-

European market segmentation strategies for EUTE organizations. Products and services, pricing, distribution, and integrated marketing communication decisions must now be made in the context of managing this balance. Marketing course content, in both theory and practice, must address the challenges of assessing pan-European consumer needs and implementing strategies developed therein. For example, market research efforts must address more sophisticated technology, and account for differences in language and receptivity to surveys (Dalgic 1992; Johansson 2005).

The following proposition reflects these dynamics:

P1: Marketing curricula in EUTE countries will demonstrate general enhancement and increased sophistication in the following dimensions:

- a. Market-orientation
- b. Relative importance of marketing and integration with other business disciplines
- c. Breadth and depth of marketing content
- d. Relationship between theory and practice
- e. Quantitative content and integration of technology

Political, Legal, and Social/Environmental Responsibility Issues

Organizations in EUTE countries also face new challenges regarding political and legal issues. They are subject to broad political dynamics and trade policy decisions that must account for and consider the interests of all EU countries (Gilbert 2003; Reid 2004). In addition, many specific EU laws directly and indirectly affect marketing operations. According to the official European Union website (europa.eu.int 2005), examples of such EU legislation include laws regarding economic and monetary affairs, external trade and customs, common organization of agricultural product markets, research and innovation, transportation, and communication.

Organizations in EUTES also face new challenges regarding social and environmental responsibility. Consumer protection is an important aspect of EU policy, with laws covering issues such as consumer security and privacy, consumer information, and the protection of consumers' economic and legal interests. Environmental issues are also well-established in EU policy and are particularly relevant to EUTES given their history of relatively lax environmental regulation. Indeed, the EUTES have passed national laws that implement the strict EU environmental directives, but significant challenges in both investment and bureaucracy remain (Burke 2004).

Given these necessary considerations of political, legal, and social/environmental responsibility, it should follow that:

P2: Marketing curricula in EUTE countries will demonstrate general enhancement and increased sophistication in:

- a. consideration of political and legal aspects of the external environment
- b. consideration of social and environmental responsibility

Socio-Cultural Dimensions

While much of the increase in the degree to which marketing became part of the socio-cultural dynamics of everyday life in the EUTEs came from their transition away from a socialist economy, EU membership should change the overall nature of the socio-cultural dimensions of marketing.

Commensurate with a trend toward pan-European products and services, advertising, and promotion (Johansson 2005), the pan-European nature of the socio-cultural dimensions of marketing should increase:

P3: Marketing curricula in EUTE countries will demonstrate increasing levels of integration of pan-European themes in their treatment of the socio-cultural dimensions of marketing.

SUBSEQUENT RESEARCH AGENDA ISSUES

This research is ultimately designed to investigate the historical evolution, the current status, and the implications for future development of marketing curricula in EUTEs. In addition to extending the time frame and longitudinality of the work, primary and secondary data will be collected to examine the propositions. Also, cross-national comparisons and contrasts within the EUTE countries will be addressed.

(References available upon request)

DESIGNING PROGRAMS TO INTERNATIONALIZE MARKETING STUDENTS: RESPONDING TO LESSONS FROM THE LITERATURE

Michael J. Swenson, Marriott School, Brigham Young University, Provo, UT 84602, (801) 422-2799
W. Burke Jackson, Marriott School, Brigham Young University, Provo, UT 84602, (801) 422-2394

ABSTRACT

Because of the complexity of conducting business in the global marketplace, business educators are increasingly aware of the need to prepare students to better understand customers and competitors within the context of their environment. More than 30 years ago, the American Assembly of Collegiate Schools of Business called for an increase in the international business content of the curriculum for business schools. Since that time, studies have examined the "internationalization" of the business curriculum from three important perspectives—practitioners, academics, and students.

The purpose of our paper is to present programs for internationalizing business school students by creating and providing cross-cultural opportunities and experiences.

The foundation for the cross cultural initiatives at our business school is the student body. Students enrolled in the Marriott School at Brigham Young University are unique in several global dimensions. Over 82 percent of the students have spent 18 to 24-months as missionaries for the sponsoring church. A majority of the students have lived abroad and speak more than one language. Nearly 80 percent of Marriott School students have advanced ability in a second language and about 20 percent speak a third language. Thirty-one different languages are represented. Students' language skills are excellent. In addition, their knowledge of various cultures tends to be higher than for students enrolled in other institutions simply because they have experienced two years in another culture.

Given the literature on cross cultural business education and the foundation at the Marriott School, we designed and implemented three programs to internationalize our business school students—business language skills, foreign business excursions, and study abroad.

In order to strengthen and build upon the language skills of our students, a series of business language courses has been created for Spanish, French, German, Portuguese, Japanese, Chinese, Russian, and Korean languages. Two courses for each language are offered. Business Language 1

emphasizes business concepts, practices, and case studies including conversing, reading, and presenting, while enriching business vocabulary. Business Language 2 focuses on expansion of business vocabulary. Approximately 15 percent of the MBA students and approximately ten percent of the undergraduate students enroll in these courses.

Many executive MBA programs today involve an international travel component. The basic premise underlying such programs is that an international experience enables students to gain firsthand knowledge of a culture's business practices. In 1989, we developed a foreign business excursion to supplement the executive MBA program. Three trips are offered each year—Asia, Europe, and South America. The quality of company visits continues to be a strong component and is combined with seminars with top executives from global companies and entrepreneurs from smaller ventures.

Given the results and success of the short courses in international venues, we felt the next logical, incremental step for expanding our international program was to pursue an extended stay, study abroad program. We selected undergraduate business students as the target group for this initiative and Europe as the location. We also decided on a broad, multi-country experience for students rather than an in-depth single country experience. We selected Salzburg, Brussels, and London for our base locations. In addition, we added short trips to Vienna, Prague, Budapest, Munich, Paris, and Stratford-upon-Avon. The model for this program includes course work, business visits, and cultural excursions. The duration of the program is seven weeks.

Our experience represents efforts to build on existing programs and resources based on the findings from academic and practitioner research. Although we believe we have made progress in this area, much work remains to be done. While the approach to global business education may vary by business school, there is much to be learned by exchanging ideas and approaches. Thus, we encourage a dialogue as we move forward.

**TEACHING INTERNATIONAL MARKETING TO CHINESE STUDENTS:
EXPERIENCE FROM THE UNITED KINGDOM**

**Jie Liu
Manchester Metropolitan University
Department of Business and Management Studies
Crewe Green Road
Crewe
Cheshire CW1 5DU
Tel: 00 44 161 247 5281**

ABSTRACT

Many British universities have experienced a significant increase in the number of Chinese students studying in their systems during recent years. The impact of the growth on academic work is significant, in particular in subject areas popular with Chinese students such as business and management notably marketing. It is important that research shed light on understanding the relative influence of the learning characteristics of Chinese students on studying marketing using British learning and teaching conventions.

The traditional Chinese way of learning has long been seen by many as content-based, tutor-centered and passive. Some compare Chinese students to empty vessels to be filled up with the knowledge of teachers (Friere, 1972). Students' experiences are devalued since it operates on a clear distinction between the knowledgeable (teachers) and the ignorant (students) (Sinclair, 1997). The major problems caused by the Chinese learning style include lack of student participation in classroom activities, limited use of management training techniques such as case studies, and inefficiency of group discussions as a result of face and shame (Bu and Mitchell, 1992; Chan, 1999). The problems form a sharp contrast with the skills and knowledge requirement of today's marketing students. It was pointed out the differences in learning must be addressed if Chinese students are to reach their full potential on courses offered by the British universities (Nield, 2004).

This research is a small-scale exploratory enquiry using questionnaires and focus groups for collecting both quantitative and qualitative data from the Chinese students studying international marketing at Manchester Metropolitan University Cheshire. A total of 35 completed questionnaires were analysed using a simple percentile method producing a dataset of 945 pieces of information (35 respondents x 27 questions). Two focus groups were conducted in addition to the questionnaires.

Results from this study show that while the Chinese students studied do respond well to structured learning, they have started to appreciate and in many cases are making a significant transition from their memory-oriented and tutor-centered passive learning approach to a more student-centered and process-based active one as a result of their exposure to the marketing education conventions in the United Kingdom. However, the transition is not obstacle-free as many are still held back by their cultural background and in particular lack of confidence with their English language abilities. These findings appear to conflict the traditional view of Chinese students as passive learners and consolidate the use of active learning in teaching marketing to an increasingly diverse student audience in the United Kingdom.

REFERENCES

Available upon request.

UNLOCKING THE POTENTIAL OF MARKETING ELECTIVE COURSES

Stephen P. Hutchens, College of Business and Economics, Department of Finance & Marketing,
Western Washington University, 516 High Street,
Bellingham, Washington 98225-9073; (360) 733-3568; steve.hutchens@wwu.edu

ABSTRACT

While electives can enrich the Marketing curriculum in many ways, they can also fall well short of their potential. This article will look at ways an industry-related elective course can boost both the learning experience and the teaching experience using as an example an elective course that proved especially effective.

The course used as an example incorporates findings of course-related research. It uses experiential activities to increase student learning (Hamer 2000) and build skills (Peterson 1996). Written communication and presentation skills are emphasized with multiple projects that also include development of PowerPoint presentations, all of which are graded to enhance the learning experience (Arora and Stoner 1992; Smart, Kelley, and Conant 1999). Research suggests that students learn effectively from successful professionals (Katzenstein et al. 1994), and guest speakers were included in select fields.

The example course was on the topic of Tourism Marketing. This article will closely examine the reasons this course proved to be successful in order to build a model to help both the author and others duplicate this success.

STUDENT ENTHUSIASM FOR SUBJECT

Why was Tourism Marketing a subject that kept students interested and invigorated when an earlier elective on Multi-Channel Marketing, also developed by the author, proved ho-hum? Obviously one topic is associated with fun and adventure while the other subject looks good for you, the curriculum equivalent of oatmeal. Most students notice a lively subject, but fewer grasp what a Multi-Channel Marketing course is, let alone how they might benefit from it.

For success an industry-related elective course needs students to register and walk in the door with the expectation of an interesting, even fun class. This might be seen as pandering to students, but it is not. Rather it is part of creating an environment conducive to a deeper level of learning. Using this model, it is

desirable to find topics that have appeal to young adults; for example, Sports Marketing, Muscle-Powered Recreation Marketing, and Music Marketing.

INSTRUCTOR ENTHUSIASM AND SUBJECT KNOWLEDGE

Suppose that the Marketing Department has decided to inaugurate a new elective on Marketing Popular Music and had asked this author to develop the course. This is not a good idea; the author has not listened to popular music since the young Elvis decades ago. He would find himself reaching for ear-plugs during student presentations. Popular music is not a subject the author has any enthusiasm for, despite its logical appeal to students. The subject of tourism marketing, on the other hand, has a mutual enthusiasm shared with the students. Finding the best fit between prospective elective courses and the knowledge and enthusiasms of faculty then is a factor in developing successful electives. The intersections of faculty and student interests, hobbies, and avocations is an ideal starting point.

Enthusiasm only goes so far, however. In the case of the Tourism Marketing course, the author also has interest and knowledge through a fair amount and variety of personal travel experience, as well as several years experience of maintaining a top-rated web site on travel planning. The site is designed to help tourists interested in visiting Churchill, Manitoba, a small town on the Hudson Bay in Canada known as the Polar Bear Capitol of the World. Churchill is the most popular destination for eco-tourists who want to see polar bears. The site's upkeep has involved years of corresponding with prospective tourists and with those in Churchill who meet tourist needs.

A SUBJECT THAT LENDS ITSELF TO DISCUSSING MARKETING CONCEPTS

Obviously not every popular subject will be well suited to development into a course. A good subject will be broad enough to lend itself to discussion of many applications of core marketing concepts. The structure of the course should introduce core concepts and help students see how the concepts

are applied in the industry. The subject should also lend itself to class projects that give students practical experience using the core concepts themselves. Ideally, the subject would also be important to the economy.

Tourism proved to be a good topic in this regard because it has significant national, regional, and local impact. In many parts of the nation, including the area in which the author teaches, the hospitality industry is a major factor in total economic activity. Nationally the hospitality industry generates over \$163 billion in payroll income and more than 7.3 million jobs (TIA, 2006). The industry also generates billions from foreign travelers, introducing an international aspect to a Tourism Marketing course. Other possible industry-related elective course subjects should be evaluated as to whether they lend themselves to teaching Marketing concepts and have significant economic implications.

A SUBJECT WITH A VARIETY OF RESOURCES AVAILABLE

Another consideration is whether appropriate and adequate resources are available for a potential subject. Resources are abundant in the field of tourism. Readily available resources are both comprehensive and varied. They include a wide choice of texts, guest speakers from various segments of the industry, video resources, television programs dealing with travel (even a channel dedicated solely to travel), books, travel guides, and industry literature.

Texts

There are two types of texts that may be available when teaching on a subject concerning a specific industry, although both types won't be available for every industry. Some texts have a marketing function style of organization and are organized in a similar way to a marketing principles book. The primary difference is that all of the examples relate to some aspect of the specific industry. An example of a tourism marketing text that fits this model is *Hospitality and Travel Marketing* by Alastair Morrison. The chapter organization in this text follows a familiar (to marketing professors) 4-Ps presentation.

The other type of text has an industry function style of organization. Such texts are organized according to the functional areas of the specific industry. The examples within chapters are of the ways in which different segments of the industry apply marketing concepts. On the subject of tourism, these texts feature chapters organized by topics on industry

functions such as transportation, accommodations, food and beverage, attractions, and destinations. An example of a tourism text that fits this model is *Tourism: The Business of Travel* by Roy Cook, Caura Yale, and Joseph Marqua.

Whether organized by marketing concept or industry function, these texts each have advantages and disadvantages. Texts organized from a marketing standpoint are familiar to students who readily recognize the format, which is itself both an advantage and a challenge. On the one hand students can use the book as a review of basic marketing concepts comfortably applied to a specific topic. On the other hand students may, and in my experience often do, see this type of text as repetitious of material to which they've already been exposed. Such a negative reaction can short-circuit their excitement with a new course and limit their ability to get full benefit from the text.

Industry function texts focus student attention on various segments of the industry rather than on a particular area of marketing. The reality of this style of text is that virtually all aspects of marketing are applied in each chapter because each segment of the industry has applications for all areas of marketing. Some students, however, may be distracted by the approach and miss the marketing aspects of these less conventional texts unless the instructor is aware of the issue and makes a point of teaching towards the marketing content.

Guest Speakers

Each community has its own unique mix of potential speakers in various industries. In a major urban business center, for instance, financial services marketing courses would have access to many speakers from all segments of that industry. In the Midwest, courses on agricultural marketing would have similar access. To the extent that the hospitality industry is an important part of a community, as it is in the author's case, guest speakers are readily available. Indeed, many appear to be eager to share their enthusiasm for their work with students.

Speakers are generally able to address not only specific aspects of the hospitality industry but also various parts of the marketing mix and marketing strategy. For example, tourism bureau speakers, who are often charged with promotion of conference, convention, and tourism business in a specific geographic area can share their marketing strategies for reaching various segments of the travel market.

Travel agencies can provide professionals who are knowledgeable beyond mere trip planning. They can give interesting perspectives on how the industry is changing as it is impacted by external factors in the environment that are beyond their control such as the Internet, terrorism, fuel costs, etc.

Managers of convention and conference centers, hotels, and motels add yet another perspective because each manager deals with a different target market. Many of them have experience with a full range of marketing challenges relating to their market segment and have developed comprehensive and well-developed marketing strategies. In addition, speakers are available to address aspects of marketing such as chains and franchises.

Video Resources

Videos are available featuring many industries. Some of these are prepared for public television, others as documentaries on network TV. In the tourism marketing course videos were particularly successful in both holding interest and serving as illustrations of marketing concepts in action. One of these dealt with a major national bicycle event that annually attracts almost ten thousand participants for a week-long bicycle festival and generates millions of dollars for the communities it passes through. The other successful video was obtained from the Disney organization and targeted senior citizens with the concept of taking their grandchildren to one of the Disney properties. Discussing the market segmentation obvious in this video and the appeals that were made to the segment generated good discussion of how Disney used various appeals to reach seniors. Students watched each video with a viewing guide that focused their attention on important marketing aspects of the video (Hutchens 2005).

Television Resources

Television provides numerous resources and, whether live or taped, has programs pertaining to many industries. In the case of the travel industry, two popular programs on public television that can be used to illustrate various aspects of tourism and hospitality are *Rick Steves' Europe* and *Smart Travels--Europe with Rudy Maxa*. While the programming is targeted at individuals who like to travel, discussing the various aspects of marketing involved can lead to significant discussion since all aspects of marketing are represented. There is also a major travel network, the Travel Channel, with good resources. Internet resources are easily integrated

with topics mentioned in programming to help tie it all together.

Literature and Magazine Resources

Books, magazines, and various types of literature are available on most industries. Travel guide books and travel magazines present various destinations and types of travel. Literature about tours, resorts, and cruise lines offer colorful and stimulating material for discussion of how firms in the industry identify market segments, target them with promotional material, and position their offerings as having the benefits the segment seeks.

Resource Summary

Ample use of outside resources brings courses alive for both students and instructors. In the author's case, teaching a Tourism Marketing course at a university in a city that is a tourist destination itself and is located near even larger tourist destinations, made finding guest speakers relatively easy. Many of the other resources used would be available anywhere.

COURSE STRUCTURE: CORE CONCEPTS AND PROCESS

Core Concepts

Marketing electives can play a number of roles in a marketing curriculum and can take a number of forms. They can focus on a single part of the marketing mix (Petty, 2000) or they can be adapted based on the needs of the external business environment (Young and Murphy, 2003). Their impact can be on students, faculty, and the curriculum itself. For all of these, a common benefit is freshness. Applying marketing concepts in a specialized area can stimulate student enthusiasm for marketing and enrich a faculty member's experiences in course development and teaching. The concepts focused on in the tourism marketing course were:

- Adoption cycle
- Consumer buying behavior
- Environmental considerations
- Ethical concerns
- External environment
- Globalization
- Market segmentation
- Marketing concept
- Marketing mix
- Marketing research
- Positioning
- Product life cycle
- Target marketing

Process

The process model of this course was to first elicit a highly motivated student involvement with an approachable assignment and then build on student success with a focus on applying core concepts in written, oral, and PowerPoint formats. The model allowed students some degree of choice and flexibility while taking them to depth in applying core concepts. Especially important was giving students a choice of projects.

The initial assignment in the tourism marketing course was to have students plan various types of vacations and trips they might like to take. Then the students took their work further by presenting their travel plans in full detail to the class with an emphasis on evaluating the *marketing* of the firms that target the particular travel types or destinations they researched. After these assignments it was quite helpful to have students plan trips and events for customers who were of a target market *different* from that of the student. This assignment forced them to do research from the perspective of a professional serving a customer. Another approach used was to impose time and/or budget constraints that would focus on different aspects of the travel market. In all cases students were required to present and critique the marketing efforts of the hospitality firms they used in meeting the assignment.

Marketing educators realize that developing communications skills is important (Smart, Kelley, and Conant 1999), and this course placed significant emphasis on both developing both written and oral skills. PowerPoint presentations required developing visual presentation skills as well. It was satisfying to the author to see students applying core concepts with improving communication 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.

SUMMARY

Using the experience of developing and teaching a particularly successful industry-related elective course as a model, key features in planning elective courses can be identified. Prerequisites to success are student enthusiasm for the subject, and instructor enthusiasm and knowledge of the subject. In order to insure that the course is not only popular but also substantive, additional features are important. These features are a subject that is well suited to discussing marketing concepts and a subject for which a wide variety of enrichment resources are available. To fulfill its initial promise an elective needs to provide

assignments that involve flexibility and student choice, as well as a clear focus on core marketing concepts.

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ENTERTAINMENT MARKETING: A NEW INTEGRATIVE ENTERTAINMENT MARKETING COURSE

Iris Mohr, Tobin College of Business, St. John's University
8000 Utopia Parkways, Jamaica, NY 11439; (718) 990-7307

ABSTRACT

Entertainment has seen major technological advances causing the lines between media, products, and services to increasingly blur. The paper proposes a new, broader, and integrative way to teach the field of entertainment marketing. First, a discussion addresses the academic and strategic issues in entertainment marketing. Next, the paper addresses the evolution and current practice of entertainment marketing. After, the paper proposes a new course in "Entertainment Marketing," which embraces an integrative approach and reflects on entertainment marketing practice today, with the goal to better equip marketing students for the background and tools to succeed in the entertainment industry.

INTRODUCTION

There is much evidence to suggest that in entertainment, academia is far behind practice. This is reflected in the scant research articles that embrace a broad and integrated perspective to entertainment, the relatively few courses in entertainment marketing to equip students for a career that will span a full spectrum of entertainment products, and the lack of an academic journal on entertainment marketing. Drawing from marketing practice, it is clear that a broad and integrated approach to teaching entertainment to prepare students for the crossover is necessary. Movies as a product are linked to other entertainment products, from music to theme parks to sports to clothing with the list extending onward. Further, entertainment is increasingly an integral part of marketing strategy used not only by Los Angeles, the center of the world's entertainment industry, but by all businesses as a means of differentiation in today's competitive environment.

Marketers worldwide recognize the importance of entertainment as an integral part of marketing strategy. Consider in movies, how for the release of "Shrek 2" on DVD in November 2004, DreamWorks Home Entertainment lined up promotional partnerships in its largest, most aggressive DVD marketing program ever. In sports, Super Bowl is linked to celebrities like Janet Jackson and Paul McCartney. In retailing, the trendy upscale fashion brand Juicy Couture is promoted by

celebrities wearing the brand. On Broadway, Chitty Chitty Bang Bang performs in the Hilton Theater, linked to Hilton hotels. In cruises, Cirque de Soleil partners with Celebrity Cruises using Las Vegas entertainment on a boat. In TV, Oprah promoted Pontiac with her highly publicized Pontiac giveaway on national television.

Given that entertainment products are no longer stand-alone enterprises, the author makes a case for developing a new course in entertainment marketing that focuses on the performance of marketing activities, which span across the entertainment industry. The proposed course would adopt an integrative approach to entertainment which bridges all facets of entertainment, including movies, TV, home video, publishing, Internet, interactive games, recorded music, publishing, toys, radio, travel, casinos, clothing, theater, museums, theme parks, concerts, sports, fashion, fast food, and more.

The article opens with an academic and strategic perspective to entertainment. Following this, a broader approach to teaching entertainment marketing is proposed, rooted in the digital revolution, the wide range of entertainment and media choices, and generation shifts. Finally, the author proposes a new course in entertainment marketing reflecting marketing practice today.

AN ACADEMIC PERSPECTIVE

Entertainment marketing is a broad field that bridges all areas of entertainment. While the marketing of stand-alone entertainment enterprises (e.g., recorded music, theater, sports, toys) is nothing new, marketing them together is. The definition of entertainment marketing that defines marketing in the broadest sense is rooted in the new definition of marketing recently released in August 2004 by the American Marketing Association (AMA), which represents marketing professionals in the United States and Canada. In light of changes in technology, and an increased awareness of customers and long-term relationships, the new AMA definition is:

Marketing is an **organizational function and a set of processes** for creating, communicating and delivering value to **customers** and for **managing**

customer relationships in ways that benefit the organization and its stakeholders (Marketing News, September 15, 2004).

Under this new definition, marketing reinforces the idea of integration. Entertainment is an evolving industry where the lines between entertainment products increasingly blur. Recorded music as a product, for example, is linked to other entertainment products, from movies to theme parks, consistent with the expansion of media companies. Marketers must be prepared for this crossover by adopting a broader view to entertainment and embracing the new definition of marketing, which relies on integrated approaches.

A review of the literature on entertainment marketing reveals with few exceptions (e.g. Dekom and Sealey; Wolf 1999), little has been done to address entertainment as a broad discipline where subfields are merged together. The academic literature reveals that topics most widely addressed include: sports management (Burton 1999; Mason 1999; Raymond 2001), movie screen management (Swami, Eliashberg, and Weinberg 1999), cofinancing and risk management (Goethler and Leslie 1995), critics' reviews (Basuroy, Chatterjee, and Ravid 2003; Cameron 1995; Caves 2000; Desai and Basuroy 2005; Eliashberg and Shugan 1997; Holbrook 1999), star power (Desai, Kaushik, and Basuroy 2005; Da Vany and Walls 1999; De Silva 1998; Holbrook 1999; Litman and Ahn 1998; Neelamegham and Chintagunta 1999; Ravid 1999), legal and ethical issues (Chiou, Huang, and Lee 2005; Grier 2001; Hemphill 2003; Kaplan 2005; Kranenburg, Van, and Hogenbirk 2005; Ravid and Basuroy 2003; Wang 2005), motion picture management (Sawhney and Eliashberg 1996; Jedidi et al. 1998; Radas and Shugan 1998; Swami et al. 1999; Swami and Khairnar 2003), entertainment and experience (Holbrook 1999; 2000; Schindler and Holbrook 2003a; 2003b); performing arts (Bennett 2005; Putler and Lele 2003; Reddy, Swaminathan, and Motley 1998; Richards 2002); internet, interactive TV, and media related studies (Elpers, Wedel, and Pieters 2003; Fattah 2001; Spain and Vega 2005; Thompson 2003; Zeisser 2002), entertainment and shopping (Lotz 2000; Sit, Merrilees, and Birch 2003), films (Ravid 1999), trade shows (Penaloza 2000), children and youth (Grier 2001; Fattah 2001; Weissman 1999); etc.

Clearly, the academic discipline in marketing treats entertainment as the sum of its parts (e.g., sports marketing, movie marketing, event marketing, hotel marketing) rather than one broad discipline which merges all facets of entertainment. Consistent with

this, there is no journal with entertainment marketing in the title, but instead focusing on entertainment-related topics, including *International Journal of Sports Management and Marketing*, *International Journal of Sports Marketing & Sponsorship*, *Journal of Hospitality and Leisure Marketing*, *Journal of Travel and Tourism Marketing*, *Journal of Vacation Marketing*, *International Journal of Arts Management*, and more.

From a teaching perspective, the approach adopted by most universities nationwide is to break entertainment down into subfields and offer courses in areas like sports marketing, movie entertainment, event marketing, hotel management, and others, rather than teach it as one broad discipline, which merges these areas together. As the boundaries in entertainment become seamless, it is necessary to teach entertainment subfields together under the umbrella of "entertainment marketing." Movies, sports, concerts, retailing, leisure, theme parks, home video, interactive games must be studied together with publishing, toys, radio, theater, food, events, and other entertainment products.

A STRATEGIC PERSPECTIVE

Entertainment marketing as an integrative strategy is rooted in product placement and merchandise tie-ins. In a world where technological advances occur in breakneck speed, it is important to understand the origins of entertainment marketing to fully appreciate how it evolved and shapes the industry today.

Product Placement

While many Americans believe entertainment marketing is rooted in the little boy who demonstrated the power of Reese's Pieces to attract a friendly extraterrestrial in 1982's "E.T. The Extra-Terrestrial," earlier examples of product placement could be traced to Lever Brothers' Sunlight soap in 1896, appearing in multiple films distributed throughout the world. Examples of product placement in movies in the early 1930s include "Scarface" where actor Paul Muni smoked a cigar in the film and the producers auctioned off the merchandising rights to tobacco companies, and, "Gold Diggers" and "A Night at the Ritz" which both featured Buick cars. In the 1940s, in movies like "You'll Never Get Rich," Fred Astaire, a spokesperson for Chesterfield Cigarettes, included an elaborate tap-dance while smoking a cigarette; and "That Uncertain Feeling" where the DeBeers company allowed Hollywood to use their diamonds as part of a very successful strategy to increase

diamond sales in post-depression America.

After World War II, TV broadcasting exploded resulting in huge opportunities for marketers. Early TV programs often blurred the line between the program and the advertising—Andy Griffith's affinity for Sanka coffee from General Foods on the *Andy Griffith Show* being one early example where actors promoted products as part of the programming. Similar to radio, the companies that sponsored early TV shows placed brand names in the title. "Philco TV Playhouse," "Texaco Star Theater" and "Kraft Television Theatre" were among the most prestigious shows of the '50s. Also common was integrating sponsors either in the beginning of a show, during a commercial break, or at the end of the show. In the TV show "I Love Lucy," Lucy and Desi cartoon characters promoted their sponsor, Phillip Morris, as an introduction to the show. In another show, Lucy and Desi drove a Pontiac on the George Washington Bridge singing "California Here I Come."

Merchandise Tie-Ins

The historical roots to tie-ins could be traced to "Howdy Doody" in TV and "Star Wars" in movies. When "Howdy Doody," a kids show that lasted from the late '40s into the '60s, was on television, there were no VCRs, no DVDs, no video games, no Internet. In the late 40s came the modern lunch box, where kids tuning in to their favorite TV shows would be able to partner with their TV heroes at school. Lunch box lineup included The Lone Ranger, Howdy Doody, Mickey Mouse and Donald Duck, and three Davy Crockett kits.

Beginning with Magilla Gorilla in 1964, it became increasingly difficult to tell a TV cartoon from a toy line, especially since toys and toons would debut close together, and cross-promote each other. Toys like *Care Bears*, *My Little Pony*, and *Rainbow Brite*, and then *He-Man & the Masters of the Universe*. In 1982, half of all toys introduced at the annual Toy Fair were associated with a licensed character. In 1984, the sales of licensed toys were greater than all 1978 toy sales combined. By 1987, licensed products accounted for 80 percent of the toy business.

The "Star Wars" series coincided with a technological explosion in distribution channels, allowing Lucasfilm to sell the brand over and over. The movie "Star Wars" spawned a number of characters -- Han Solo, Luke Skywalker, Princess Leia, Obi-Wan Kenobi, Yoda, and Darth Vader -- that would all become action figures. The Jedi

Knight light sabers were quickly turned into toys and widely marketed. The action sequences were tailor-made for video games. The land speeder chariot race in 1999's "Episode I: The Phantom Menace" appeared to be lifted directly from a video game. With the movie "Star Wars: Revenge of the Sith" in 2005, it was the first time "Star Wars" characters appeared outside the film environment, or its fictional equivalent, interacting with humans in commercials. In a Cingular Wireless ad, for example, characters were growling into a microphone in a recording studio the perfect ring tones for the company's cell phones.

The practice of tie-ins continues today, but extends into media and merchandise. Shows like "Yu-Gi-Oh" are linked not only to toys and lunchboxes, but costumes, apparel, costumes, toothbrush, cereal, collectible cards, movies, spin-off shows, comic books and an avalanche of video games. Movie series like "Harry Potter," "Spiderman," "Batman," "Star Wars," and others capture marketing dollars by creating an emotional connection to the point that consumers buy anything that connects them to the franchise. Successful shows like *Extreme Makeover* demonstrates what brands can do together in a partnership between Sears and ABC.

AN INTEGRATIVE APPROACH

The movement toward integrative entertainment marketing is rooted in the digital revolution, the wide range of entertainment and media choices, and generation shifts.

The Digital Revolution

Today, the digital revolution of the marketplace allows not only greater entertainment options but for integrating entertainment modes together. The Internet's capacity to carry live video and audio directly to modem-equipped PCs is responsible for this new mode of media transmission, which is used by broadcasters, the recording industry, and independent Web sites.

Wide Range of Choices

Nowadays, electronic offerings such as DVDs, personal video recorders, video-on-demand and MP3 players have vastly altered the way consumers enjoy entertainment. People could pick and choose according to their preferences which or what media to tune into. In light of the digital revolution, one issue affecting the entertainment and media is control. No longer could television and radio programmers expect audiences to sit through ads or

a new generation of marketers must be trained in strategies and relationships that span across entertainment products. Thus, it is becoming increasingly important to offer an all-encompassing entertainment marketing course, which is designed to help prepare students for marketing careers in entertainment.

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Available upon request.

**RESEARCH BASED CASES:
A TOOL FOR CURRENCY, CREATIVITY, INFORMATION
SEARCH, AND VALUE IN MARKETING EDUCATION**

**Lars Perner, San Diego State University, Imperial Valley Campus, 720 Heber Avenue,
Calxico, CA 92231, (760) 768-5614, lperner@mail.sdsu.edu**

ABSTRACT

Today's business environment has amplified many of the problems inherent in the traditional case study method. Product life cycles are becoming progressively faster, and the business environment is changing at such a pace that it is no longer reasonable to believe that a retrospective analysis of past events will yield insights that are applicable to students' future managerial experiences. "Solutions" to textbook cases are now readily available on the Internet. At the same time, students have unprecedented access to secondary information from library databases. This provides an opportunity to depart from the model where it is assumed that all the information needed to make appropriate decisions on a marketing problem can be found in a provided twenty-five page document. Research based cases—cases built on the situation or a "target" firm mentioned in a popular business or trade periodical—allow the student determine the priority of information needs and to pursue up-to-date information based on research needs identified. Benefits and challenges of this approach are discussed, and it is compared to traditional cases, simulation, and "live" consulting cases.

INTRODUCTION

The case study method has long been a staple of American—and, more recently—international business schools (Jennings 2002). Although an emphasis on case studies has been subject to criticism on a variety of fronts (Rippin et. al. 2002), this approach to business education has served as a sort of "reality check" which arguably helps assure, at least to some extent, that business schools address issues that are applicable to real world firms. Although the writing of cases may be done with certain pedagogical objectives in mind and a subsequent revision of actual data (Rippin et. al. 2002), real world cases introduce some of the complexities and questions of priority that are less likely to be emphasized in the academic's more "sanitized" models.

Several realities of today's business and educational worlds have amplified problems that are common to traditional cases. As the speed of product lifecycles has increased dramatically over the last two decades,

obsolescence of cases poses a more serious threat to their applicability to the business settings that students will face in the future. It can no longer be readily assumed that events that took place in the past still reflect the same types of phenomena and involve the same types of analytical issues that are relevant today. Advances in information technology pose two separate challenges to traditional cases. First, examples of "ideal" solutions—often based on the hindsight of a class discussion—are likely to abound on the Internet, both for a fee from "paper mills" or free in the forms of papers and notes posted by past students. Secondly, technological advances have made an increasing amount of information available to students. It is absurd to imagine a manager being handed a twenty-five page document containing all the information needed to make relevant decisions and, quite possibly, even the questions that should be addressed. Instead, managers today will need to face choices with respect to the priority of issues for research and critical judgment about the credibility of data available. Unlike information presented in cases, external sources of information vary in their credibility and currency.

Research based cases—using articles from the popular business and trade press as the "setting" for a case study—preserve some of the strengths of traditional cases while potentially alleviating some of the problems discussed above. I have used this method—both at the graduate and undergraduate levels—in international marketing, consumer behavior, and marketing channels courses. In this paper, I discuss opportunities for assigning research based cases and analyze some inherent strengths and weaknesses. I suggest that, even in keeping with the limitations of this approach, its use may contribute substantial "marginal utility" as a novel approach in the business education environment that tends to emphasize other methods. Limitations of the research based case model are also acknowledged.

THE RESEARCH BASED CASE

A research based case involves the assignment of an article from the current popular or trade press for case analysis. Since articles often address situations

facing several firms, one firm is chosen as the “target” firm—the firm that has hired the student as a consultant to provide research, analysis, and advice. It is important to make it clear that they are doing this case *for*—not “on”—the firm in question. To emphasize this distinction, I have often found it useful to name the assignment “Memos to Management.” This is intended to stress to students the idea that they should be researching what is affecting the firm—competitors and other elements of the environment—rather than the firm itself. It is, after all, not useful for a firm to be told what it is already doing.

Students are assigned to (1) read the article, (2) identify issues raised, (3) select one or more of the more important issues to address, (4) use library databases to find information needed to analyze the selected issues, and (5) write a “consulting report” to the management raising issues for decision making, identifying options available and their relative advantages and disadvantages, and additional primary research that would need to be performed to resolve the issues raised.

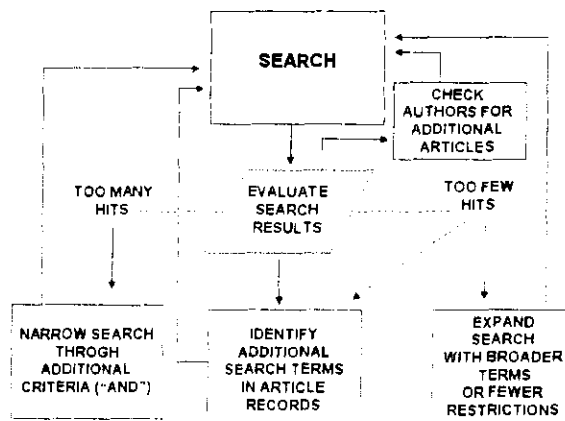
My thinking on these assignments have been influenced a great deal by my readings on law school pedagogy. In his book *One L*, Scott Turow (1988), indicates that the best answers to “issue spotter” exam questions typically only identify some 20-30% of the actual issues relevant to a given case scenario. Further, one justification for the large size of many law school course sections is that it is important to have a large number of individuals—and hence, perspectives—for the group to be collectively able to identify ideas needed to solve a given problem. Therefore, I strongly emphasize to the students that no one individual is expected to come up with all the ideas identified in the class and that the *marginal value* to an employer of ideas not identified by others is arguably greater than an analysis similar to that provided by others.

Performing secondary market research through library databases is an important part of the research based case process. Although an increasing number of students by now have had some experience with online databases such as Lexis-Nexis, it is highly recommended that students be given more specific training, either by the instructor or by a guest speaker librarian. If the Business & Industry database is available in the university library, this is especially recommended since articles here have been manually indexed by librarians against established library terms and categories in addition to search terms. This makes it possible to specify geographic region (country or region), industry, and marketing concept (e.g., market research, brand equity).

The explicit indexing of an article against established concept terms helps avoid false negatives that occur when key words used in a full-text search occur in a context which is not relevant. Such indexing also helps avoid “false negatives” where articles are missed because the author uses terminology that is slightly different from that expected by the researcher. For example, although subtle differences in meaning may exist between concepts such as “brand equity,” “brand leverage,” and “brand strength,” articles using any of these terms are likely to be similarly relevant. As illustrated in Figure 1, once a promising article has been found, it is possible to examine its descriptor terms and use this “snowballing” method to expand the reservoir of articles. If too many articles are found, the search may need to be narrowed by specifying additional terms or concepts that must be present or by excluding articles with descriptors that make them irrelevant (e.g., to use Boolean logic, “pricing NOT securities,” to specify articles dealing with pricing but *not* within the context of securities). For more information on search strategies, see Perner and Payne (2005).

Today’s students are often entirely too comfortable relying on information found in private and commercial web sites through Internet search engines despite the questionable quality of many of these sources. It is important to sensitize students to concerns about objectivity—the reality that most firm web sites are, in final analysis, essentially glorified advertisements—and questionable quality of such sites. My syllabus explicitly states that only sources from the U.S. Government, World Bank, or reputable periodicals are acceptable.

FIGURE 1
THE SEARCH PROCESS



Adapted from Perner and Payne (2005)

The research based case has potential to effectively prepare students for addressing current challenges facing management. Unlike the traditional case where most of the relevant information is automatically provided to the student in a written case, the student is expected, here, to find and identify the relevant information. Although executives in high level management positions may have a great deal of information and preliminary analysis provided by staff and lower level management, graduates are likely to have to start their careers in low to mid-level management where it is unreasonable to expect to have had others collect all relevant information. College students typically have free access, through their institutional libraries, to several commercial databases such as Lexis-Nexis, Factiva, and Business & Industry. Firms using these databases for commercial purposes, however, will usually have to considerable hourly charges for access, and experience that leads to fast and effective searches is therefore quite valuable.

The research based case inherently vests the student with greater responsibility for the managerial process in requiring that he or she (1) identify relevant issues, (2) prioritize issues for research and analysis, (3) perform needed secondary research, (4) analyze information, (5) identify alternative options and strategies available, (5) identify the advantages and disadvantages of available options, and (6) identify additional primary research that would need to be performed to support more definitive conclusions and recommendations.

CHALLENGES OF RESEARCH BASED CASES

Research based cases present a number of challenges to both the instructor and the student. Some of these challenges reflect the difficulty of performing a task that arguably simulates more closely the reality of current management tasks. Research based cases, in some ways, are somewhat less "efficient" than are traditional cases in that, for example, students must spend time searching for information rather than going straight to the analysis task. This inefficiency, however, must be measured against the potential skills that are gained in the process.

For faculty, the use of research based cases inherently involves more work than do traditional cases. Unlike cases made readily available from publishers, current source articles have to be discovered by the instructor. To maintain the promise of currency, new relevant and meaningful cases will

usually have to be discovered and adopted every term. This involves the time to find relevant articles; additional time for preparation by the instructor is to be expected, especially since there is no benefit of instructor notes provided by a publisher.

Grading research based cases is likely to be more complicated, time consuming, and open to question than is the case for traditional cases. Because students—encouraged to identify relevant issues, perform appropriate information search, and develop ideas and choices based on these tasks—have more latitude to meaningfully produce more heterogeneous work, more time is needed to analyze and evaluate their performance. Because the student is responsible for more discrete steps in the evaluation process, understanding the context of his or her performance is more challenging and time consuming. This, in turn, makes the grading of the paper appear somewhat more subjective, increasing the possibility of student challenges to the grading.

In terms of providing feedback to students, more extensive and elaborate comments may need to be made on each paper, and this feedback may be needed in a greater number of areas—e.g., problem identification, prioritization of problems for analysis, information search strategies, and idea evaluation.

The instructor may need to spend a considerable amount of time clarifying the expectations for the project and approaches to the process. In addition, class time may have to be devoted to the use of library databases for information search.

For students, a research based case is likely to be much more difficult. Although expectations for a complete analysis of ultimate data may be somewhat more lax, the student is inherently responsible for more tasks. To even begin on this new task, the student will need to understand the nature of its assignment and its expectations.

For some students, particularly at the undergraduate level, the greater ambiguity and absence of structure will be a source of frustration. Providing this challenge, however, is the whole purpose of this type of assignment. Thus, many students will resist this approach but may ultimately benefit more through the mastery of skills that have been so up to this point have been left relatively unexplored. It may be argued that this method is inherently more elitist—that the better students will "get up to speed" more quickly, potentially leaving others behind. However, it has been my experience that although there are often serious deficiencies in many of the papers submitted,

most students gradually pick up on the method with a resulting increase in the quality of their work.

Logistically, it may be more difficult for students—particularly non-traditional students who may have large work commitments in addition to their academic workload—to conveniently access library databases. However, many university libraries now offer database access for currently registered students through the Internet.

EVALUATING MERITS OF RESEARCH BASED CASES

Jackowski and Daughtrey (2004) compare the merits of two alternatives to traditional cases: “live cases” and simulation. Here, “live” cases refer to consulting assignments wherein students are expected to tackle the real problems faced by actual firms. Simulation, in contrast, refers to simulated competitive games such as MarkStrat™ wherein students are expected to learn about a “market” based on the analysis of knowledge of certain market characteristics, their own performance, and that of competitors. Jennings (2002) found that students exposed to traditional cases, “action learning,” (which closely resembles Jackowski and Daughtrey’s “live” cases), and simulation perceived the latter as most effective. However, Rippin et. al. (2002) found that students, in reflecting on the diversity of cases they had completed within the business school curriculum, viewed cases more favorably, reasoning that principles from the diversity of settings studied would find application in future business challenges.

Jackowski and Daughtrey evaluate “live” cases and computer simulation in terms of coverage of problem identification, problem delineation, information gathering, idea generation, idea identification and refinement, and idea implementation. Their analysis summary is reproduced in the shaded region of Table 1. As indicated, they find both “live” cases and simulation to address identification, delineation, idea generation, and evaluation/refinement, although the former method is not concluded to ensure correct conclusions or decision. Only simulation is found to include implementation, and neither method is found to significantly involve information gathering.

TABLE 1
“LIVE” CASES, COMPUTER SIMULATIONS,
AND RESEARCH BASED CASES

Creative Problem Solving (CPS) and Related Processes	“Live Cases”	Computer Simulation	Research Based Cases
Problem Identification	Yes, but is it correct?	Yes	Identification of selected problems
Problem Delineation	Yes, but is it correct?	Yes	Tentative
Information Gathering	No	No	Yes
Idea Generation	Yes	Yes	Yes
Idea Evaluation and Refinement	Yes, but is it correct?	Yes	Tentative evaluation; refinement considered premature in papers but may occur to some extent in class discussions
Idea Implementation	No	Yes	Tentative
Identification of Additional Information Needed	No	Not available within framework	Yes
“Objective” feedback	No	Yes	No

Adapted from Jackowski and Daughtrey (2004). The shaded part of the table is from these authors.

Table 1 adds the criteria of the identification of additional primary research needs and opportunities for “objective feedback” and an evaluation of research based cases on Jackowski and Daughtrey’s criteria. Since information gathering is a main priority in research based cases, this method clearly emphasizes this step. Problem identification and delineation are addressed somewhat more tentatively in part because these steps are, to some extent,

contingent on insight from additional information to be gathered and are subject to some refinement. Idea generation appears comparable to other methods. Idea evaluation and refinement is seemingly more tentative in the research based case setting. To some extent, however, this perception may be based on explicit acknowledgement within the research case based framework that ultimate decisions must be based on market research that a firm with large resources and full time staff and executives, but not a student spreading his or her time among several classes and projects, would be able to undertake. Although strategies for idea implementation are considered, these will, for the same reason, remain more tentative. The research based case is ordinarily the only one of the three approaches that will identify needs for additional research. Although computer simulation may be able to provide "objective" feedback in terms of performance measures, the two case methods share in common an inability to result in objective feedback to students. This, however, is not unlike the business setting where performance measures and the perception of an individual's performance are often confounded by imperfect information, selective perception, and the difficulty in "decomposing" the relative influence of simultaneous causes.

A reviewer insightfully pointed out that articles that form the basis for research based articles often do not include information necessary to perform certain analyses. Even if information in a case is dated, the inclusion of relevant data allows—and even challenges—the student to perform "timeless" analyses such as marginal costing. In research based cases, finding such information—if it can be found at all—is likely to be a time consuming endeavor. Further, because students have so much choice in the issues that they can pursue, they may choose to "opt out" of questions with which they are not comfortable, emphasizing instead their strengths. Clearly, then, traditional cases may offer a more efficient way to introduce such challenges. Unlike textbook problems where the information is supplied with the question, the student will at least have to locate relevant information within the case. Simulations arguably represent an even more efficient way for students to gain experience working with actual numbers. However, traditional cases may be effective when it is desirable to spend less time than would be required by a complete, multi-period simulation. A mix of traditional and research based cases is an intriguing possibility, but this approach may prove too confusing.

CONCLUSIONS

Research based cases represent an alternative to traditional cases that may help alleviate problems associated with retrospective analysis of past behavior and the implicit assumption that relevant information for decision making is readily provided. Implementing this instructional method does involve serious challenges and is likely to involve significantly more work. The process and outcome of this method are more difficult to predict as was dramatically illustrated when, once, a target firm was literally acquired by another two weeks before the case was scheduled for discussion. Overall, the use of research based cases may hold the greatest value when they are adopted by a select number of more innovative instructors who expand the diversity of students analytical experience. This is likely to result in high "marginal value" provided to students, and a valuable skill of information search through library databases is developed.

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**REEXAMINATION OF ROGERS' THEORY OF DIFFUSION OF INNOVATION:
A COMPUTER SIMULATION**

**Akinori Ono, Keio University, Tokyo, Current availability, Marketing Department,
Haas School of Business, University of California-Berkeley, Berkeley,
CA 94720-1900, 408.835.8675 Akinori@fbc.keio.ac.jp**

**Kenneth C. Gehrt, Marketing Department, College of Business,
San Jose State University, San Jose, CA 95192-0069
408.924.3534 gehrt@cob.sjsu.edu**

ABSTRACT

Competing models have made important contributions to understanding the manner in which new products are adopted. Existing research related to the diffusion of innovation generally takes a macro-view and examines adopter categories that are largely driven by the passage of time. Existing research related to consumer innovativeness generally takes a micro-view and examines factors such as characteristics of products and consumers related to the propensity to adopt a product. Using a simulation model, this research takes a step toward integrating individual consumer factors of the micro-view with the time-driven process of the macro-view in an effort increase understanding of the diffusion of innovation process. Specifically, the simulation tests the extent to which the diffusion of innovation process, as outlined by Rogers, represents the manner in which the adopter categories sequentially acquire a product. Rogers' model describes the individuals from various adopter categories in various terms including level of risk perceived and the extent to which they are likely to receive and/or provide information. It is assumed that perceived risk can curtail the diffusion of innovation process and that information can help to overcome perceived risk.

The simulation was run assuming a community consisting of Innovators (2.5%), Early Adopters (13.5%), Early Majority (34%), Late Majority (34%), and Laggards (16%). Perceived risk and information transmission characteristics were mathematically operationalized, consistent with Rogers' description. Simulation results show that the points in time at which the various adopter categories first begin to adopt a product generally follow Rogers' sequence. The same is true for the points at which the various categories complete adoption. Contrary to Rogers' conceptualization, however, the simulation shows that the adopter categories do not adopt in neatly segregated, mutually exclusive spans of time delineated by vertical lines; rather the categories overlap. The results also show that, contrary to the original conceptualization, the overall diffusion of innovation curve is not symmetric. Relatively more adoption activity transpires on the early, left-hand side of the diffusion curve. Thus, the results demonstrate a need to modify Rogers' model. The results also suggest that further understanding may accrue by simulating additional descriptors that have been used by Rogers and other researchers to characterize the adopter categories.

TESTING DIRECT MAIL, TELEPHONE, AND WEBSITE PROMOTIONAL DESIGNS: A CASE EXAMPLE

Joseph L. Orsini, Ph.D., Professor of Marketing California State University,
Sacramento, CA 95819-6088 [tel] 916-278-6992
Miguel de Anquin, VP of Marketing, Premier Power Renewable Energy Inc.

ABSTRACT

The testing of direct marketing promotional designs is the marriage of traditional market tests with scientific experimental methodology. It is a powerful tool that allows the direct marketer to choose, with a known degree of statistical certainty, the most profitable mailing package or website design. This paper discusses the use of experimental designs in the testing process, and provides an example of a simple fractional factorial design, which may be used in a classroom demonstration or student assignment.

BACKGROUND

As has been pointed out in numerous venues, rapid advances in technology have been a driving factor for business at the dawn of the 21st century. In particular, with increases in computer database storage capacity and the development of the internet, marketers have had available opportunities to measure the effects of promotion on an individual level, in the form of responses to direct mail, telephone, or business website. These, in turn, led to the development of the subdiscipline of direct and interactive marketing.

Testing Promotional Designs

Basic Testing

The basic test in direct mail promotion has been the "A/B Split". In this form of test, two competing versions of the promotion are distributed to random samples of the market. The responses of each group (A or B) can then be compared, costs and profits of each computed, and the best option used in the full market promotion. The A and B version may differ in only one aspect, or **factor**, of the promotion (e.g. a price of \$7.95 vs. a price of \$8.49), or may differ on many factors at once.

Testing Using Full Factorial Designs

The immediate need of the direct marketer is to develop a promotional package that works. Because there is usually not sufficient time to sequentially test all of the variables that may effect the profitability of the campaign, simultaneous testing of several promotion factors is desirable. The principles of design of experiments can be fruitfully employed to

increase the efficiency of promotional tests. The application of these principles is relatively new to the field of direct marketing, but they have already proven their profitability by using more efficiently designed tests.

When more than one promotion factor is utilized in a given test, information is obtained which would be difficult or impossible to obtain even in a long series of the simple "A/B Split" tests. In addition to testing several factors at once, there is the prospect of **interaction** effects among the items tested (i.e. a "synergy") which should be considered. Interaction effects may lead to a case, for example, in which individual testing of lists identifies list X (e.g. moderate income prospects) as the most profitable, and individual testing of price identifies price Y (e.g. a high price) as the most profitable, but the *combination* of moderate income list X and high price Y is not the most profitable combination of list and price because of the "synergy" of those two factors. Understanding this interaction effect can be very important in determining the best overall combination of factors.

A **factorial design** permits the researcher to evaluate not only the main impact of each test factor, but this "synergistic" or combined effect of two or more factors. When all the possible combinations of all the factors being tested are included, the design is called a **complete factorial design**. Unfortunately, the number of tests required increases quickly as the number of factors, and levels (or categories) of each factor increases. However, methods have been developed which substantially reduce the number of different test conditions required, while retaining important information.

Testing Using Fractional Factorial Designs

When there are many factors being simultaneously tested, it is desirable that the design will consist of fractions of the full factorial design; otherwise, there are simply too many combinations of levels of factors to carry out the experiment in reasonable time and at reasonable expense. These are called **fractional factorial designs** – designs in which only a portion, or fraction, of all of the possible combinations of factors are included. While these methods have not previously been widely used in marketing research,

they have a long history of application in the physical sciences, and are more recently being used in website and database testing.

This type of design works by simply not testing every possible combination of the full factorial design. While some information is indeed lost by using fractional designs, careful design will not lead to the loss of important information. What managers often consider unimportant is what statisticians call **higher-order interactions**. These are interactions resulting from combinations of three or more factors, above and beyond the effect of each factor itself or the effects of each two-factor combination.

Experience indicates two important aspects of higher order interactions that allow us to successfully utilize fractional designs. First, in the real world the occurrence of *significant* higher-order interactions is infrequent. Second, higher-level interactions are very difficult to interpret, and for most managers do not form a very comfortable basis for action.

If the higher-level interactions occur infrequently, and when they do they are not particularly useful, then it does not seem worthwhile to spend time and money to measure them. Managers do want information about the effects of the main factors themselves, however – the effect of price differences, the effect of different graphic backgrounds, and so on. It is also typically desirable to have information on the two-factor interactions, which occur reasonably frequently in the real world and are useful in determining promotion design.

The advantage of the fractional factorial approach, therefore, especially for designs with more than three factors, is that they do not lose much useful information, while maintaining their cost savings. The trick is to design fractional factorial experiments that unambiguously measure the basic impact of the main factors themselves, and as many of the two-way interactions as the manager wishes, while not testing the higher-order interactions.

A Direct Mail Case

Premier Power Renewable Energy Inc. provides solar power systems for residential, agricultural and commercial applications. Located in a major metropolitan area of northern California, the company has been in business for over twenty years.

One of their promotional methods is the mailing of flyers to consumers, where the company frequently performs the "A/B Split" type of testing. The factors

and alternatives they were interested in evaluating for this test were as follows:

- Flyer headline: *antipathy* toward paying high electric bills vs. presentation of a *new product* (solar tiles)
- Type of graphic used: photograph of satisfied *customers* vs. photograph of the *product*
- The "next step" for an interested customer: obtaining a more detailed *brochure* vs. arranging a *site survey* for a solar tile application.

The Research Design

Rather than performing three separate "A/B Split" testing efforts for each factor, for a total of six test conditions ($3 \times 2 = 6$), the company considered a factorial research design. A full factorial design would require eight tests: one for each unique combination of the three factors at two alternatives each ($2 \times 2 \times 2 = 8$). For example, one of the tests would be a flyer with the *antipathy headline*, with a graphic showing satisfied *customers*, and indicating how a *site visit* could be obtained as the next step in the search for the product. All other aspects of the flyer would be the same for all tests.

The advantage of a full factorial design is that it would not only test each factor, but also test the effects of the three pairs of factors in combination with each other, and the effects of all three factors combined. The disadvantage is cost: eight tests vs. six tests. Desire for appropriate statistical accuracy indicated that each test would require 2,500 mailings; therefore the three A/B Split tests would require a total of 15,000 mailings, while the full factorial design would require 20,000 mailings.

An alternate and somewhat more elaborate design was considered: a one-half factorial design using the three factors with two alternatives for each factor (described above). While not providing all the information of a full factorial design, it would provide more than the three A/B Split designs, including each of the three test factors and the combination of the three pairs of factors. Also it would be cheaper, requiring only four tests, or 10,000 mailings.

The direct testing of a 3×2 half factorial design produces confounded results, where each of the main effects (factors 1, 2 or 3) is confounded with one of the two way interactions, and the three way interaction is a constant. However, the three 2-factor tests are full factorial 2×2 designs. For a more complete discussion see Montgomery 2001.

The fractional factorial design was selected and implemented. The four test flyers were prepared and

printed, and the flyers randomly distributed to the list of 10,000 potential customers and mailed (2,500 receiving each flyer). Response to each of the alternatives, through return mail or website access, was kept track of through the use of four separate flyer test codes: 101, 102, 103, and 104.

Findings

The response rates (percentages) are indicated in the table below; actual numbers are disguised for confidentiality; see the Appendix.

<u>Test</u>	<u>Response</u>
101	1.2%
102	7.2%
103	4.0%
104	2.8%

Average 3.8%

Figure 1 of the Appendix illustrates the fractional factorial design. In a full factorial design each corner of the cube would represent a test condition; e.g. Test 101 would be a flyer containing an antipathy headline, a graphic illustration of satisfied customers, and the next step of requesting a detailed brochure. Because a fractional design was used, only the four indicated corner combinations were tested.

Figure 2a shows a complete full factorial 2 X 2 design, analyzing headline and graphic. In effect, the three dimensional cube has been collapsed on the next step variable; similar collapsing for analysis is illustrated in Figures 3a and 4a. The results of the analysis of Figure 2a are shown in Figure 2b: there are significant main effects of each variable (p = .05), but no significant interaction. Figure 3b shows the results of the headline X next step analysis, indicating there are significant main effects of headline, no significant main effects of next step, but a significant interaction between the two variables. Similar results are found in Figure 4b for the analysis of graphic X next step: significant main effects of graphic, no significant main effects of next step, but a significant interaction between the two variables.

Analysis of the results of the "three variables" trial (headline, graphic, and next step) illustrates the benefit of performing a factorial design in direct market testing. If the typical "A/B Split" test was performed for different headlines, and the background for both test versions was the site visit alternative of next step (Fig 3b), then there would have been no significant difference between the two

headlines; a similar result would have been found for a test of the two types of graphics (Fig. 4b).

However, if the background for both tests was the brochure alternative of the next step variable, rather than a site visit, then there would be significant differences in the headlines used (Fig 3b), and significant differences in the type of graphics used (Fig 4b). By simultaneously testing the next step variable in conjunction with headline and graphic, the interactive effects between next step and headline, and between next step and graphic, were discovered. In other words, there were synergistic effects of the combination of next step with both headline and graphic. The site visit had a suppressive effect on the attractive alternatives of both headline and graphic, yet the difference in the next step alternatives (site visit/brochure) did not, by itself, appear significant. These results would have also been discovered in a full factorial design. However, a full factorial design would have required sending out a mailing of 20,000 brochures, while the fractional factorial design used in this test required sending only 10,000 brochures, even less than the three A/B Split tests. This substantial savings can be applied to future testing.

Conclusions

While making conclusions based on one test must always be approached with caution, the following may be inferred. First, the type of headline does seem to have an impact on the response rate. Second, given that this is a relatively new product class on the market, an ad showing the product appears to provide more useful information than seeing apparently satisfied customers. Third, and perhaps most important, the market appears to want the "low risk" next step of seeing a more detailed brochure on the product rather than having a salesman call (site visit).

However, further analysis on the purchase rate for each next step group would appear to be warranted. It could be, for example, that the purchase rate for those wanting a site visit is much higher than those wanting a brochure. Thus, it could be more **profitable** to use the site visit alternative in the promotion even though the initial response level is not as high as the brochure alternative.

(References available upon request)

Appendix - Design and Findings

Figure 1

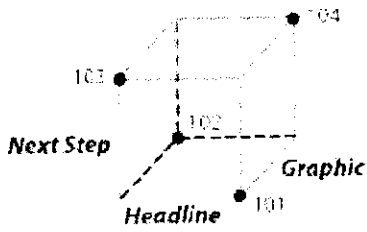


Figure 2a Headline & Graphic

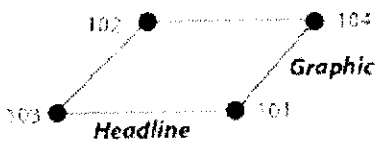


Figure 2b

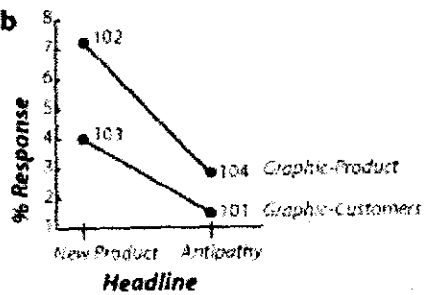


Figure 3a Headline & Next Step

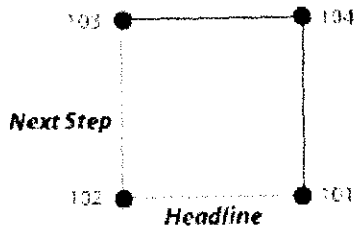


Figure 3b

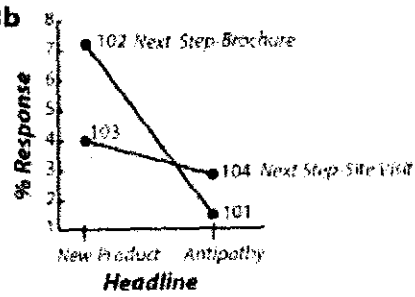


Figure 4a Graphic & Next Step

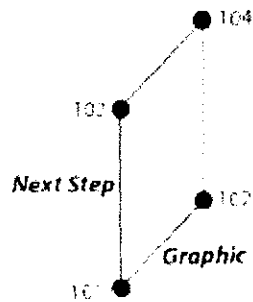
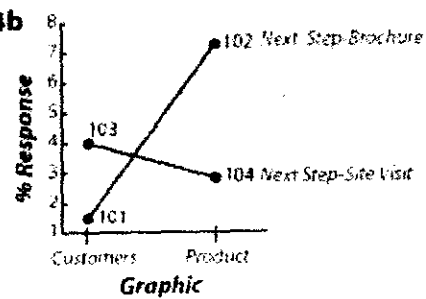


Figure 4b



ECHO BOOMERS IN THE CLASSROOM: TRIUMPHS AND TRIBULATIONS OF TEACHING MARKETING TO GENERATION Y

Helena Czepiec, Patricia Hopkins, Frank Marvasti, Juanita Roxas, California State Polytechnic University, Pomona, College Of Business Administration, Pomona, CA 91768; (909) 869-4532 Debra Haley, Southeastern Oklahoma University; Dennis Vredenberg, Southern Utah University; Chong "Joanna" S.K. Lee and Brian McKenzie, California State University, East Bay

ABSTRACT

"As Generation Yers (aka Echo Boomers) continue to flood the nation's colleges and universities, they remain a puzzle to many of the faculty and administrators who try to teach them." (Windham, 2005).

Generation Y students, who were born between the late 1970s and the mid-1990s are 60 million strong. They challenge academicians because of their defining characteristics, which include: 1) their confusion of input (what they do) with output (what they achieve); 2) their lack of need to benchmark against their peers and their greater need to be motivated by personal fulfillment; 3) their pursuit of majors based on employment possibilities not passion; 4) their "tendency to prioritize according to individual demands at a particular moment rather than considering the long-term importance of such demands" (Hill, 2002).

Moreover, generation Yers have different learning styles from previous generations. They are kinesthetic learners, i.e. they learn by doing. It is a post-literate generation. They learn better through stories, music, visual aid (McCordle, 2005).

This session participants discuss Generation Y's impact on marketing education and university administration. It provides an overview of Generation Y characteristics and compare how the students in our classes compare to the national average. Marketing educators share how they have tried to bridge the gap between Generation X professors and Generation Y students.

They're Here: Echo-Boomers, the New Marketers' Dream - Juanita Roxas, California State Polytechnic University, Pomona

Dr. Roxas profiles the Echo Boomers or Generation Yers. According to Sixty Minutes, "They are used to home computers and 500-channel television sets. They are great at multitasking, though their schedules have been controlled by their parents. More than a third of them are non-white. They have a reputation

for being team players, not overachievers. They turn less to violent crime, tobacco and alcohol than their parents did. They get their information from the "buzz" -- the Internet, text messages and cell phones. Most have never ridden a bike without a helmet. They grew up belted into car seats. They never get near peanut butter. And they have a reputation for being naive and even clueless about life in the world." (Deseret News, Salt Lake City, Utah: June 6 2005).

Measuring Characteristics of Cal State Echo Boomers: Lifestyles vs. Learning – Styles - Helena Czepiec and Frank Marvasti, California State Polytechnic University, Pomona

Drs. Czepiec and Marvasti analyze to what extent California State university students possess the characteristics that are most frequently ascribed to Generation Y. This is based on surveys administered to marketing students at Cal Poly.

Update on Echo Boomers (Generation Y) on the College Environment: Expectations and Behaviors as They Impact on Classroom Interactions -Delores Barsellotti, California State Polytechnic University, Pomona

Dr. Barsellotti discusses the impact Generation Yers have on traditional teaching methods. On the plus side, Generation Yers are comfortable with technology and expect the very best. They can multi task. Yet with their over exposure to the media their ability to concentrate has been shortened and they expect to be entertained while they learn. This has had a profound impact on how to structure our own teaching styles to enhance their learning styles.

Are All Echo Boomers Created Equal? – Dennis Vredenberg, Southern Utah University

Dr. Vredenberg describes the extent to which marketing students in other states resemble the Generation Y stereotype and discuss how their teaching methods have changed to bridge the generational gap.

How to Motivate Echo Boomers in marketing classrooms: Teaching Methods and Assignments that Reflect The Characteristics of Generation Y Students – Chong “Joanna” S.K. Lee & Brian McKenzie, California State University, East Bay

Dr. Lee and Dr. McKenzie present alternative ways to improve students’ involvement in marketing classes. They discuss the benefits of the proposed methods as they relate to the defining characteristics of the students. They report some empirical evidence that supports the effectiveness of the proposed methods in enhancing students’ motivation in the marketing courses.

Impact of Generation Y on University Administration - Patricia Hopkins, California State University, Pomona

Dr. Hopkins, a former associate vice president of student affairs, discusses steps the university has taken to deal with Echo Boomers and their parents. Parents of Echo Boomers are more involved in the day to day lives of their college children than in previous generations

Moreover, Echo Boomer students need a lot of feedback and expect to be treated as special. They are adept at using the internet and have their own websites. Opinions on the internet in the form of blogs can undermine businesses in the marketplace. Universities should act to head off potential problems in the future.

Echo Boomers and the Millennials: Adaptations and Expectations of Corporate Recruiters – Debra Haley, Southeastern Oklahoma State University

Dr. Haley discusses corporate recruiters’ experiences with recent grads that have changed their approach to the “millennials” born between the early 1980s and 2002. Recent articles in the Wall Street Journal suggest that these grads place a greater emphasis on

job security, structure, well-defined policies and responsibilities. They simultaneously demand greater flexibility in a work-life balance which combines to create distinctive challenges in recruiting grads in corporate America. Other characteristics include their expectation of frequent feedback, praise for their accomplishments and having recognition for a job well done. Such traits manifest not only in the classroom and at graduation, but also impact on the recruitment of marketing majors within a school of business.

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