MARKETING EDUCATORS' ASSOCIATION
2011 Annual Conference Proceedings

CROSSING BORDERS IN MARKETING EDUCATION

EDITORS

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San Diego, California
April 21-23, 2011

Marketing Educators' Association

Advancing the Practice and
Scholarship of Marketing Education

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

The Articles of Incorporation approved by the IRS and the State of California were signed by the following MEA representatives:

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

PREFACE

This volume contains the proceedings of the 35th Annual Conference of the Marketing Educators' Association (MEA) held in San Diego, CA, USA, April 21-23, 2011.

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

These conference proceedings include competitive papers/abstracts and special session abstracts. Each competitive paper was double-blind reviewed and authors provided a 4-page paper or an abstract for publication. An editorial committee evaluated special sessions and authors provided an abstract for publication. Competitive paper authors and special session authors and session chairs represent a geographically diverse group from twenty-five U.S. states and the nations of Canada, France, Ireland, New Zealand, the Philippines, Portugal, Russia, Spain, and the United Kingdom.

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

• Curriculum Development
• Technology in the Classroom
• Classroom Management
• Faculty Development
• Teaching Specialized Courses
• International Marketing Education
• Developing Student Projects
• Online Teaching
• Innovative Perspectives in Learning
• Graduate/MBA Marketing Education
• Social Media
• Teaching Tools

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

ACKNOWLEDGEMENTS

We would like to thank **our sponsors** who are the key to insuring that MEA provides a conference of high quality. We gratefully acknowledge the following organizations, whose specific contributions are as follows:

• California State University, San Marcos College of Business Administration for the Awards Banquet, Program and Name Badges
• San Diego State University for sponsoring the bus to the Friday Night Networking Event
• California State University, Fullerton for sponsoring the Conference Bags
• *Journal of Marketing Education* – Outstanding Article of the Year Award
• Chapman and Associates – Exhibitor and Special Session presentation
• SAGE Publications - Saturday breakfast
• Wessex Publishing – Marketing Educator of the Year Award

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

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

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GENDER DIFFERENCES IN PERSONAL SELLING ETHICS EVALUATIONS: DO THEY EXIST AND WHAT DOES THEIR EXISTENCE MEAN FOR TEACHING SALES ETHICS?

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ABSTRACT

Sales career opportunities are growing at a 9% rate through 2016, and the number of women in sales and related occupations is nearing the fifty-percent mark (Bureau of Labor Statistics, 2010). However, positive impressions of sales have not kept pace with the growth, and the sales area is widely considered to be a prime arena for ethical abuse (Luthy, 2007; Ramsey, Marshall, Johnston, and Deeter-Schmelz, 2007). Although females are generally more sensitive to ethical issues in business, there is little research reviewing the relative ethical sensitivities of males and females in sales situations (O'Fallon & Butterfield, 2005). Since women are now heavily represented in sales organizations, an understanding of the manner in which each gender evaluates personal selling ethics is required.

The current study seeks to further this understanding through testing gender responses to ethical sales situations and through suggesting possible reasons behind the differences. Findings may be useful for the preparation of pedagogical methods and ethical codes within academia and industry.

The paper begins by reviewing past research on gender-specific ethical evaluations. Particular attention is paid to idealism and relativism since the two constructs are hypothesized to influence the manner in which individuals respond to sales ethics scenarios. Next, male and female responses to various ethical situations in sales are tested. Results are compared with a simultaneously administered moral relativism/idealism test (Forsyth, 1980) to help uncover possible reasons behind the gender divide. The paper concludes with pedagogical recommendations.

To test whether an ethical gender divide exists in sales situations, an updated version of Dabholkar & Kellaris' (1992) personal selling ethics scale (PSE) was used. The new scale is referred to as PSE-2 (Donoho and Heinze, 2011). A modified version of Forsyth's (1980) EPQ was used to test whether moral idealism and relativism may influence gender evaluation differences. Data was collected from sales and marketing classes at two public universities in the West. The survey was administered via an on-line survey tool. Taking an average of 15 minutes to complete, the survey was completed by 279 students.

A preliminary analysis of sales ethics evaluation differences found that gender differences exist (see TABLE 1). Women tend to view ethically problematic sales scenarios as less ethical than their male counterparts. Both moral idealism and moral relativism affect ethical evaluations. Though both idealism and relativism affected female evaluations, only idealism affected male evaluations. Idealism and relativism, however, do not entirely explain the differences in sales ethics evaluations. The gender effect remains once idealism and relativism covariates have been entered, suggesting the presence of additional causal constructs. Uncovering these constructs represents an opportunity for future research.

TABLE 1

Model	Variable	Std. Beta	t	Sig
Male	Idealism	-.265	-3.298	.001
	Relativism	.011	.141	.888
Female	Idealism	-.255	-2.688	.008
	Relativism	.220	2.627	.010
All	Idealism	-.269	-4.667	.000
	Relativism	.108	1.877	.062

In light of the growth in sales career opportunities and the number of women pursuing those opportunities, educators must adequately prepare both men and women for facing today's ethical sales dilemmas. Although moral idealism and relativism influence the gender difference, they do not entirely account for it. Future research should examine

additional causal factors. While including utilitarian perspectives, today's educators should primarily emphasize moral idealism when teaching sales ethics. Educators can be aided in this effort through using ethical codes and situation-based frameworks such as the PSE-2.

NONPROFIT MARKETING EDUCATION IN THE UNITED STATES:
A DISCUSSION OF BACKGROUND, CURRICULA PATTERNS, AND FRESH THINKING

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ABSTRACT

This special session presentation is intended to be a forum for discussing the state of marketing education for the nonprofit sector – specifically focusing on charity and social marketing pedagogy, theory, and techniques. Additionally, this presentation will reveal, research findings, curriculum approaches, and new thinking to better prepare and educate undergraduate and graduate students given the dynamic nature and the growth in the nonprofit sector.

INTRODUCTION

Numerous data sources help give a framework for the nonprofit sector but it is a worthwhile venture to understand and assess the history, terminology, and educational needs of this important sector. According to the *Chronicle of Philanthropy*, the growth of the nonprofit sector in the United States is staggering. The number of nonprofits has doubled over the last 15 years. Nearly one in every ten working Americans is working for a non-profit. There is $300 billion dollars donated internationally each year to nonprofit causes and there are over 70,000 foundations, the largest being the Gates foundation.

BACKGROUND

There are considerable academic journal, trade articles, and books on philanthropy, nonprofit organizations, and non-government organizations. Generally, nonprofits are typically organized by size and donor dollars into the following broad categories: healthcare, social services, education, arts and culture, public affairs and policy, and civil and human rights - healthcare being the largest category. There are text books, and journal articles and research done about nonprofit management and nonprofit marketing. What seems to be limited is a comprehensive review and analysis of the type of pedagogical approaches being used in university courses and how those approaches directly or indirectly guide and impact the nonprofit sector – specifically the charity and social marketing areas of the sector.

Nonprofit management education is a rich area for graduate education and a variety of courses and programs offered. According to Kathleen M. Fletcher in her 2005 article in the *Nonprofit and Voluntary Sector Quarterly* entitled "The Impact of Receiving a Master's Degree in Nonprofit Management on Graduates' Professional Lives", specialized degrees in this area have a positive perception and are valued by organizations and the graduates. This article and others supports the need and value of specific education relating to the nonprofit sector. There is very little literature or discussion found on nonprofit marketing education.

In the pioneering article on this topic which appeared in the *Journal of Marketing* written by Philip Kotler and Gerald Zaltman in 1971, entitled "Strategies for Introducing Marketing into Nonprofit Organizations", they develop the initial ideas for how nonprofit marketing strategies and practices are a distinct application area within general marketing theory. Later assessment from others questioned the ethics and accountability of marketing social causes and the background connected to social advertising but this continues to be an important area of discussion for marketing educators.

TERMINOLOGY

The topic of nonprofit marketing and nonprofit education is plagued by ongoing terminology confusion. Referring to the marketing of social causes, Kotler and others use the term social marketing but have and encourage different meanings for it. Alan R. Andreasen points out in 1994 in his article in the *Journal of Public Policy & Marketing* entitled "Social Marketing: Its Definition and Domain", the terminology used in academic journal articles is quite diverse and often incorrect – leading to confusion in the marketplace and the academy. Terms such as cause marketing, social marketing, nonprofit marketing, charity marketing, all need to be clarified and used correctly. New cultural shifts and the contemporary use of the word "social" are starting to confuse this topic further.

CULTURAL AND SOCIAL CHANGE; FRESH THINKING

Discussion of this topic includes the need to understand the contemporary views and changes in the nonprofit sector which are both culturally and

socially relevant. This leads to a nonprofit marketing educational strategy to anticipate and guide the thinking and knowledge in this space to ensure higher education is pro-active rather than reactive, which is often the case. There seems to be room for improvement.

In one research study published by *Nonprofit World*, a picture emerges which questions whether marketing professionals are actually doing marketing in a broader, strategic context or simply executing marketing communication tasks – whether there is a narrow and limited definition of marketing due to a lack of education and proper recruitment and transition into this sector. Are the salaries so much lower that well-educated students would not consider a career in this sector? Are there nonprofit employees making strategic decisions that don't have the background or experience to be doing so? This again supports the need for a more detailed review of pedagogical approaches and their impact or lack of impact on the industry.

In a recent award-winning book entitled, <u>Uncharitable</u>, author Dan Pallotta addresses five restraints on nonprofits which undermine their potential and ability to succeed with their overarching goals. Two points tie to nonprofit marketing education. One is the ability for nonprofits to attract and retain well-educated talent. According to Mr. Pallotta in his book, "It is obscene that our society would prohibit a charity from paying a fraction of a CEOs salary to the people who might be able to help us end world hunger or cure AIDS. How can we possibly get top talent with that kind of attitude?" Second, Mr. Pallotta speaks about the ability for marketing and advertising to be used without restraint to build awareness and funds for a social cause. He asks critical questions on why it is allowed that for-profit businesses can spend in order to reap the benefits of strategic marketing and advertising but nonprofits are chastised for it. There are numerous new ideas and fresh thinking on the topic of nonprofit management and marketing which are worthy of debate and discussion.

RESEARCH NECESSARY

The prevalence and consistency of nonprofit marketing education in the United States is not clear and needs to be examined. Understanding and analyzing the curricula variations, pedagogical methods, and overall aims of the courses and programs is necessary to further the development of world-class marketing education in this growing and dynamic segment.

References available on request

PARTNERING WITH THE INDUSTRY: INSIGHT ON THE AEF VISITOR PROFESSOR PROGRAM

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ABSTRACT

A key challenge in teaching marketing courses is to bridge theory with practice, to stay current in terms of industry practices, and to reflect in our curriculum what the industry considers important and valuable. Consequently, finding ways that bring together marketing professors with industry practitioners are of great value.

The Advertising Educational Foundation's (AEF) Visitor Professor Program is a great resource for marketing professors. The program places professors with advertising agencies, primarily in New York City but also in other major cities, for a two-week period during the summer.

A preliminary analysis of sales ethics evaluation differences found that gender differences exist (see TABLE 1). Women tend to view ethically problematic sales scenarios as less ethical than their male counterparts. Both moral idealism and moral relativism affect ethical evaluations. Though both idealism and relativism affected female evaluations, only idealism affected male evaluations. Idealism and relativism, however, do not entirely explain the differences in sales ethics evaluations. The gender effect remains once idealism and relativism

Overall, this is a great resource that allows professors to partner with the industry and benefit from this interaction.

REFERENCES

http://www.aef.com/on_campus/professor/vpp/3001

HOW TO WRITE YOUR OWN MARKETING EBOOK

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INTRODUCTION

eBooks are hot. Tablet computers like the iPad make it easy for students to download and read a .pdf ebook. This paper outlines the steps a marketing educator can follow to write their own ebook.

EBOOKS

As eBook sales continue to break new records, it is important for students to understand how to incorporate ebooks into their marketing education.

Furthermore, it is important for students to understand how ebooks are created so that they feel comfortable with this new type of media.

What content creation, content management, and content distribution tools are going to dominate in a post-Microsoft world? Google, Apple, Automattic, Adobe, and other companies are now setting the pace of innovation.

GATHERING CONTENT FOR THE EBOOK

There is a fire hose of teaching material out there. Sifting through this large amount of information can be done with an rss reader such as Google Reader.

When you find a blog post, website, video, or other content that you think should be included in your class, the content's url can be bookmarked. The social bookmark service Delicious makes it easy to manage and to organize your bookmarks.

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After sufficient bookmarks have been accumulated in a certain tag category, the bookmarks can be grouped together and presented to students in a blog post. Free blogging services such as WordPress, Tumblr, and Blogger can be used to compose a rough draft on the weekly topics that you are going to present to students.

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At the end of a semester you can evaluate how each week went, think about what new content should be added to your eBook, how to redesign the look and layout of your eBook, and even think about adding audio or video content to your eBook for the next semester.

GENDER BIAS IN CONSUMER PERCEPTIONS OF SALESPEOPLE

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ABSTRACT

From the last quarter of the twentieth century until today, there has been a massive influx of women into the labor for in the U.S. and Europe (Comer et al. 1998; Piercy et al. 2003). In marketing, one issue of particular concern is gender stereotyping in personal selling. Research has shown that salespeople are perceived differently depending on their gender, and also depending on the gender of customers. While attitudes toward women in sales have become more equitable, women are still not entering professional selling in the same proportions at which they are entering the work force in general (Comer et al. 1998; Russ and McNeily 1988). Gable and Reed (1987) suggest that gender role stereotyping may be one of the major reasons for the slow pace of change. Women may still be thought of as retail sales clerks and professional selling may be perceived by some as a "man's job." The primary purpose of this paper is to examine and compare the stereotypes that people have toward male salespeople, female salespeople, and salespeople in general.

In this study, through a thought-listing task and evaluative scales, we have been able to generate the following conclusions about content, positivity/negativity, quantity, and homogeneity of stereotypic elaborations for salespeople. One important finding from this research is that the contents of the three stereotypes—saleswoman, salesman, and salesperson—are quite different.

Our study shows that strength and P/N analyses do not capture the same properties of stereotypes. For example, females do not have the strongest stereotypes for salespeople, but they rate them the most positively, perhaps because of the gender-free connotation. These findings indicate that these measures cannot necessarily be assumed to be negatively correlated. Also, stereotype studies should use both types of analyses to make stereotype assessment as robust as possible.

The implications of this study for stereotype researchers are that all four aspects of stereotypes—content, positivity/negativity, quantity, and homogeneity—should be studied. There are also important implications from this study for practitioners. Our findings indicate that saleswomen are viewed more positively than are salesmen amongst the respondents used in this study. This finding goes against past evidence that sales managers themselves are of the opinion that customers are negatively biased toward female salespeople. There is evidence that this perception has led to not only fewer women being hired for professional sales positions, but also at lower salaried and with less opportunities for advancement. Our results suggest that making the assumption that all customers will have a negative attitude toward female salespeople would be a serious mistake. Attitudes toward salespeople will depend on the customer since young respondents or female respondents may have very positive attitudes toward female salespeople. In addition, the overall stereotype for saleswoman is held more weakly than the stereotypes for either salesperson or salesman. Thus, the long-held bias against incorporating women in professional sales forces may be relatively easy to overcome.

IMPROVING STUDENT LEARNING IN SERVICE MARKETING: BETTER BUSINESS BUREAU CUSTOMER SERVICE AWARD

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ABSTRACT

By their very nature service marketing courses lend themselves to experiential learning. Most often, students are both service consumers and service employees providing them with significant opportunities to understand how their own experiences relate to course concepts and tools (Gremler et al. 2000). Experiential learning capitalizes on existing student experiences to enhance student engagement and participation in the learning process. Bobbit et al. (2000) suggest that instructors should create a learning environment in which students actively participate in the learning process. Application projects supply such an opportunity. This paper describes an experiential team project that has students work with the local Better Business Bureau (BBB) to assist businesses in completing an application for their Excellence in Customer Service Award (EICS).

WHAT IS THE EXCELLENCE IN CUSTOMER SERVICE AWARD?

The BBB established the Excellence in Customer Service award to honor the best customer service programs in their region. The local program is a comprehensive exercise for applicants to analyze and enhance their customer service initiatives and promote the adoption of a continuous improvement philosophy throughout their organizations. The award uses rigorous evaluation criteria based on the prestigious Bald ridge National Quality Program.

STUDENTS' ROLE IN EICS

The student's role in this program is to serve as consultants to complete a service audit based on the EICS Award criteria as part of a services marketing course. Students spend considerable time interacting with managers to help understand, clarify, document, and recommend improvements in service execution. Students share examples of best practices and recommend processes to assist the applicant businesses.

IN-CLASS SUPPORT FOR EICS

Student effort is organized and facilitated through a formal action plan that has students work with clients to answer questions related to the award criteria. In addition, class time is allocated for the exploration and application of service tools and concepts. Each week in class the students complete an exercise directly related to the individual service audits. These exercises reinforce the link between the course and the project.

VALUE TO STUDENTS AND BUSINESSES

The key benefits both students include: a) experience applying service marketing concepts in real world setting, b) opportunity to interact as consultants with business managers at a higher level in the organization, c) development of analytical, critical thinking, and problem solving skills, d) opportunity to network with business leaders in client companies and BBB, and e) experience management culture first hand.

For businesses the key benefits are: a) objective outside examination of service operations, b) analysis, documentation, and recommendations on service operations, c) opportunity to explore new ideas and tools in customer service, and d) assistance in areas of business where business lacks expertise.

References available on request

INTERNATIONAL MARKETING PEDAGOGY IN THE AGE OF SERVICE DOMINANT LOGIC: UNDERMINED BY RESEARCH AND EXTANT LITERATURE?

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ABSTRACT

The significance of the service sector globally, by national GDP contribution and employment, and its growing prominence in world trade, would seem to make marketing services internationally an attractive academic research topic, reflected in pedagogical sources. However it remains neglected despite studies that have alerted academe to a fundamental research deficiency impacting marketing pedagogy. The objective of this study is to determine which manufacturing-based principles apply to outbound people-processing service exporting, using depth interviews of experienced executives of a single service classification. Results suggest that many may not apply, and unknown how they would apply to other service classifications.

BACKGROUND

The growth and significance of the service sector in the world economy now more than 70% of OECD aggregate GDP and employment (OECD 2008) in developed countries, and increasing in developing countries as well. The service sector constitutes 25% of world trade, 50% of foreign direct investment (FDI) and growing faster than international trade in manufactured products (Wilson et al 2008). Thereby it seems logical that marketing services internationally would be an attractive academic research topic. Yet, perusal of international business (IB) literature reveals published research and pedagogical texts that remain mired in manufacturing experience. A review of more than 70 JIBS articles pertinent to this research from 1970-2110 in The Journal of International Business Studies (JIBS), deemed the most influential of international business journals (Griffith, Cavusgil, Xu 2008) revealed scant attention to services. Why is this the case? It isn't for failure to alert the academic community to the need for research on the topic (Knight 1999). Little has changed since, as the global marketing of services continues to be under researched (Fisk et al, 2008; Javalgi and White, 2002) with consequent impact on international marketing pedagogy.

MANUFACTURING AND SERVICES LITERATURE

There is need for marketing to change its lexicon. According to Vargo and Lusch (2007b, p. 30), the logic and vocabulary of mainstream marketing theory were "   …developed for another time and a somewhat different and limited purpose…" which today   are "…confining, if not inappropriate." The characteristics of intangibility, inseparability, heterogeneity, and perishability (Parasuraman, Zeithaml, and Berry 1985)   rationalize services marketing being different from marketing physical products (goods). Grönroos (1982) and Lovelock (1983) further   opined internationalizing services decision- making to be significantly different from manufacturing-based (goods) firms, making unlikely general transfer of marketing experiences from manufacturing to services. White et al (1999), McLaughlin and Fitzsimmons (1996) and Clark et al (1996) found scarce "mainstream academic marketing" literature (Shankar, 2009) that systematically and empirically investigated the phenomenon. However Boddewyn et al (1986) had stated that with limited exception, "no special FDI-MNE theories for international service firms are necessary." Although Blomstermo et al (2007) and Terpstra (1987) proposed that hard services, e.g. packaged software, R&D services, architectural services, etc. could be exported in the manner of manufactured goods, Erramilli (1989) described soft services, e.g. health care, hospitality, management consulting, etc., that cannot be exported in this way. Various international marketing studies include a mix of such "hard" and "soft" services, thus involving more than one service classification (Javalgi et al, 2003; Eriksson et al, 2000; White et al, 1999; Erramilli and D'Souza, 1995; Erramilli and Rao, 1993, etc.). Failing to treat research "in context," too often such academics have erred by including services that are not comparable, resulting in findings that conflict with other studies. There is strong evidence from such conflicting results, e.g. Blomstermo et al (2006), that accurately defining globalization practices by service classification is essential to develop a meaningful marketing framework for service businesses.

However it also reminds us of a caution expressed by Vernon (1966) that "In an area as complex and "imperfect" as international trade…one ought not anticipate that any hypothesis will have more than a limited explanatory power." Research must be fundamentally transformed (Vargo and Lusch, 2007a) and classification specific (Lovelock and Yip 1996) to develop appropriate marketing concepts, theory and constructs (Knight, 1999), closing the academic deficit, and that existing between academic and practitioner communities (Baker, 2010).

A most notable classification schema (Lovelock and Yip, 1996) identified people-processing, possession-processing, mental stimulus, or information-processing services. Among them, inseparability is central to people-processing services, wherein customers and providers are present together in the "service factory" (Chase and Garvin, 1989) for the service to be provided and experienced. Such services are directed at customers' bodies, requiring their presence during the service process, as portrayed in the Servuction system (Eiglier and Langeard, 1987), e.g. dental services, personal transportation, hotel & restaurant services, fitness centers, hair salons, etc.. These contact-based services (Clark et al, 1996) can't be manufactured in one country, boxed and shipped to international markets. Contrary to exporting options available to manufacturers, Fisk et al (2008) claim there are only two options for such services: inbound exporting (customers engage the service domestically, e.g., inbound tourism) or outbound exporting (locating the service in export markets).

PEDAGOGICAL MARKETING LITERATURE

Lee and Hubona (2009) would be likely to suggest that both marketing literature overall and for international services marketing have been guilty of the "fallacy of affirming the consequent" (p. 237) – familiarity with certain fundamental principles – being based on long established manufacturing experience. Few marketing texts integrate service marketing effectively and remain stubbornly focused on manufacturing business experience and examples. Only Armstrong and Kotler (2011) and Kotler and Armstrong (2010) treat services formatively, in chapters devoted to "product, services and brands," although little attention is directed to services thereafter, i.e. in chapters devoted to pricing, international marketing, etc.. More commonly services marketing content is superficial (Levens, 2010; Mullins et al, 2008; Perreault et al, 2008) or found in a chapter late in the text (Winer and Dhar, 2011; Grewal and Levy,

2010; Marshall and Johnston, 2010; Solomon et al, 2009; Peter and Donnelly, 2007).

Being virtually alone in detailing strategy and implementation differences in multinational enterprises (MNE) or large-scale enterprises (LSE) from that of small and medium enterprises (SME), Hollensen (2007) may represent the most comprehensive text treatment of services in international marketing. Czinkota and Ronkainen (2007) substantively address services in a global context, albeit in a chapter late in the text; otherwise attention to marketing services internationally tends to be superficial (Keegan & Green, 2011; Kotabe and Helsen, 2010; Johansson, 2009; Gillespie et al, 2007) or lacking (Albaum and Duerr, 2008).

RESEARCH METHODOLOGY

Exploratory theory-building case studies are considered appropriate where the existing knowledge base is poor and available literatures can provide no conceptual framework or hypotheses of note (Yin, 1994), or where limited previous academic research and theory development exist (Perry, 1998), e.g. international services marketing. Case research seeks to investigate a contemporary, dynamic phenomena and its emerging body of knowledge (Yin, 1994; Eisenhardt, 1991, 1989) using interviews, observation and other sources of empirical data (Eisenhardt,1989; Perry, 1998) to address "how" and "why" questions (Perry, 2001). Theory emerges from "patterns of relationships within and across cases and their underlying logical arguments" (Eisenhardt and Graebner, 2007, p. 25). Four to twelve cases are generally deemed sufficient for most case research purposes (Eisenhardt, 1989; Hedges, 1985) given a chosen unit of analysis appropriate to the research undertaken, e.g. knowledgeable business executives.

This classification-specific research of people-processing services companies having engaged or now engaging in outbound exporting, involved in-depth personal/telephone interviews with executives most knowledgeable for foreign market entry/operations decisions, including CEO/CMOs, using a semi-structured questionnaire in both Ireland and the USA; narrative responses were recorded and later transcribed for analysis. Centralized business decision-making in the service industries represented unavoidably results in a small sample size. Consistent with Eisenhardt (1989) and Hedges (1985) the study included six Irish and six U. S. businesses, including well-recognized international hotel chains, independent hoteliers, limited food service companies, and wholesaler/retailers to

address three key management issues experienced by practitioners: (1) motivations and barriers to exporting; (2) choice of market(s); and (3) market entry mode. The study is unique in being the first to concentrate on a single service classification in more than one country, providing a starting point to more accurately understand the differences between the extant literature and the experiences of senior managers engaged in outbound exporting of people-processing services.

FINDINGS AND CONCLUSIONS

Motivations and barriers to internationalizing (exporting) cited in extant IB literature are numerous. Study respondents cited CEO drive as the foremost factor influencing decisions to internationalize (export), consistent with Dahringer (1991), Czinkota and Johnston (1981), Wiedersheim-Paul et al (1978), and Weinstein (1977). Opportunity was also identified as important, consistent with Winsted and Patterson (1998), Reid (1983), Bilkey (1978), and Johanson and Vahlne (1977). Respondents rejected home market competitive intensity as a primary motivation, contrary to assertions of Alexander and Lockwood (1996). Although competition abroad was recognized as a constant, contrary to Madhok (1996), competitive forces were not dominant in their foreign market choice decisions, as motivation or barrier. A key finding was a dismissive if not arrogant view of host-country competitors; their attitude is best summarized by one executive who said "the competition is there to be beaten and that's what we do."

Responses about factors considered export barriers were more explicit and many of those suggested in the extant literature were either rejected or considered of little significance, e.g. lack of experience (Vernon, 1966) or knowledge (Bilkey, 1978, Johanson and Vahlne, 1977; Johanson and Wiedersheim-Paul, 1975), psychic distance (Zimmerman, 1999; Johanson and Wiedersheim-Paul, 1975), Ownership, Location, Internalization (OLI) advantages (Dunning, 1998), insufficient finances (Bilkey,1978) etc.. Respondents didn't consider lack of   experience to be a barrier to internationalize – they were confident in their inherent culture and capabilities to overcome any concerns to proceed. One respondent said, "we didn't have any experience at the outset, but that wasn't going to stop us."
As described in IB literature (e.g. Dunning, 1998; Reid, 1981; Kotabe and Helsen, 2010; Cateora et al, 2009), study respondents agreed that market selection to be crucial. Numerous issues have been identified for selecting markets, e.g. market

similarity, size and growth, competition, price levels, etc.. Market size was agreed by respondents as very important or important, as had been suggested by Erramilli (1991), Davidson (1980), Johanson and Wiedersheim-Paul (1975). However contrary to assertions of psychic distance being principal among determinants (Erramilli, 1991; Dunning, 1988; Papadopoulos and Denis, 1988; Reid, 1981; Davidson, 1980; Johanson and Vahlne, 1977; Johanson and Wiedersheim-Paul, 1975; Wiedersheim-Paul, Welch, and Olson, 1975), respondent market choices agreed with Sharma and Johanson's (1987) assertion that psychic distance does not play role in international entry of service firms. Respondents found some of the suggested market selection criteria important, e.g. market size (Javalgi et al 2003; Dunning and Kundu, 1995) and market growth. However, since people processing services exporting involves establishing the Servuction system in the chosen market, operations issues must be assessed as well. Various respondents told us of locations that were attractive from a marketing perspective, but rejected for operational reasons, e.g. lack of suitable locations/premises, local management/staff, operating regularity, laws and regulations, etc. A market is only attractive for such people processing services if both market and operations issues are positive.

Few texts suggest market selection methodologies, e.g. Albaum et al (2008); Hollensen (2007), as proposed by Papadopoulos and Denis (1988), etc.. However respondents rejected use of structured country selection methodologies, instead describing country selection as "opportunistic," as posited by Papadopoulos and Denis (1988). Although none had a formal market selection process such as a written rating checklist, most respondents had very clear ideas on what constituted an attractive market.

Erramilli (1991) declared mode of entry decisions to be crucial. Internationalization of firms has been widely described as a process of trial and error, gradual process, in which learning about opportunities and problems that exist abroad is important (Vernon,1966) and learning based models supported by Erramilli and Rao (1993, 1990), Johanson and Vahlne (1977), Johanson and Wiedersheim-Paul (1975), Wiedersheim-Paul, Welch, and Olson (1975). By such studies, businesses are believed to inexpensively try passive market entry options such as trading companies or domestic based agents, and if the results are favorable, move to more extensive and costly forms of market development. International marketing texts

commonly address potential market entry methods from such indirect to direct hierarchical modes.

Virtually all respondents had difficulty understanding the aforementioned gradual market entry, e.g. the Uppsala model; only two considered them to be relevant in some degree to their companies. Since people-processing services involves locating the Servuction system in export markets (Fisk, et al 2008), they are capital intensive and risky, unsuited to a gradual entry process; they require more commitment at the outset than for manufacturers, e.g. to establish a new hotel. One executive put it succinctly: "it's all or nothing for us, and so an expensive and risky decision," echoing Ekeledo and Sivakumar (2003).

Market entry choices for people-processing services engaged in outbound exporting are thereby limited to: (1) Foreign Direct Investment, (2) Franchising, (3) Acquisition / Merger, or (4) Strategic Alliances, e.g. joint venture, management services contracts, etc..

Consistent with gradual market entry models evolving to ownership positions, and Transaction Cost Analysis (TCA) advocates, Erramilli (1991) proposed that as a company gains international experience, desire for control via ownership is also increased. Anderson and Gatignon (1986) share this view, observing that "the more experienced firm is confident, assertive, desirous of control, and willing to take risks to get it," i.e. by adopting ownership modes of entry such as FDI (Agarwal and Ramaswami. 1992; Gatignon and Anderson, 1988; Reid, 1983; Davidson, 1982, 1980; Dunning, 1980; Weinstein, 1977). However most respondents in this study adopted modes of entry other than outright ownership, i.e. FDI.

Study results indicate that many of the accepted principles and theory associated with "exporting," either do not apply to outbound people-processing services, or only in degree. Respondents expressed a need for more inclusive insights that reflect the substantial differences between existing literature and their services experiences. While some of the motivations and barriers to exporting indentified in extant literature are found to also apply to the people-processing service industries in this study, others do not. Major differences are indicated in both market selection and mode of entry. It is clear that transformational thinking is needed in services globalization research and pedagogy.

PEDAGOGICAL IMPLICATIONS

Our research identifies the need to more accurately portray the motivations and barriers to exporting, as well as issues concerning market selection and mode of entry decisions, i.e., in pedagogy, and to develop methodologies beneficial to managers in making decisions appropriate to their service businesses. Absent IB/IM literature to address the various differences such as those reflected in this study, what are those that teach international marketing and related courses to do? Remaining current in the discipline is commonly expected for tenure and promotion purposes, thereby it is imperative for teachers as scholars to investigate and apply extant services literature to enhance pedagogy. While more extensive services internationalization research is needed, however extant services literature does address many of the issues of concern.

LIMITATIONS AND FUTURE RESEARCH

This study focused on one of four classifications identified by Lovelock and Yip (1996), involving three service enterprises: hoteliers, limited food service, and wholesaler/retailers. Thereby opportunity abounds to develop the body of knowledge for possession-processing, mental stimulus, and information services, as well as other countries and services enterprises involved in this research.

References available on request

NURTURING STUDENTS WITH BUSINESS INCUBATORS: EXPERIENCE IN RUSSIAN UNIVERSITIES

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ABSTRACT

This article describes the development of the Business Incubator in Russian universities. It begins by describing the principles of Business Incubators and then follows a description of the major experience and relationship between Business Incubators and higher education for the last decades. Russian universities have taken specific measures in order to increase the economic and social impact through Business Incubators. The research provides the results of the survey and the benefits of participation in a Business Incubator for both faculty and students.

THE PRINCIPLES OF BUSINESS INCUBATORS

To understand the role and principles of Business Incubators in higher education, we would like to identify the definition of this term. The National Business Incubation Association (NBIA) is the world's leading organization advancing business incubation and entrepreneurship. According to NBIA, Business Incubation is a support process that accelerates the successful development of start-up and fledgling companies by providing entrepreneurs with an array of targeted resources and services (NBIA website). Barrow (2001) identified the Business Incubator as a facility that provides small, entrepreneurial businesses with affordable space, shared support and business development services. Historically, the first Business Incubator was established in North America in 1959, but the fast growing period of the Business Incubators was 1985-1995.

Critical to the definition of an incubator is the provision of management guidance, technical assistance, and consulting tailored to young, growing companies. Incubators usually also provide clients access to appropriate rental space and flexible leases, shared business services and equipment, technology support services, and assistance in obtaining the financing necessary for company growth (Molnar et al., 1997). Among the range of available economic development program tools, the process of business incubation and the development of facility-based business incubators

have been a growth industry over the past two decades. In the early 1980s, there were at best only a few dozen programs worldwide that would have met the definitional criteria of a business incubator. Among the first generation of incubators, the majority focused on relatively low technology businesses, typically in the service and manufacturing sectors. Gradually, the incubation industry expanded in the size and sophistication of businesses represented among client companies. Currently, the National Business Incubation Association provides international membership for those professionally associated with business incubation and enterprise development. NBIA has about 2,000 members and represents approximately 600 incubation programs (NBIA website). Typically, these incubators have tenant or affiliate companies with products or services deriving from information technology or advances in the biological sciences, although the technological concentrations have changed along with advances in the underlying science (Avnimelech et al., 2007).

Based on the current economic situation, we can say that Business Incubators assist new businesses to grow and survive during the early stages, when a business is most vulnerable. So the recent principle of the incubation concept is that premature companies require temporary support to gain strength and become more efficient. Based on this concept, the role of Business Incubators is to provide a supportive environment, where new entrepreneurs receive training and assistance in business management and marketing, and various other business services (Peters et al., 2004). Barrow (2001) suggested areas where Business Incubators create value: business plan development, marketing assistance, business networking, technical support, funding for start-up and maintenance, customer service, hiring and managing employees. Other research indicates that Business Incubators reduce the risk of small business failure and offer a valuable comparison; 66% of all firms that started the businesses as incubators survived at least two years, and 44% survived at least four years (Molnar et al., 1997).

THE RELATIONSHIPS BETWEEN THE BUSINESS INCUBATOR AND UNIVERSITIES

Growing in importance and impact is the subgroup of incubators focused on new, technology-based companies. Many of these have affiliations with major research universities (Tornatzky et al., 1997; Tornatzky et al., 2002), federal laboratories, and research facilities. About 25% of the American Business Incubators are sponsored by academic institutions (Barrow, 2001).

Each university builds its own Business Incubator model and relationship with client companies. Just a few examples of the successful Business Incubators in American higher education include the following:

- The University of Central Florida Technology Incubator serves more than 30 companies of central Florida with locations in the Central Florida Research Park. The Center's mission is to provide early-stage technology companies with the enabling tools, training, and infrastructure necessary to create financially stable high-growth enterprises.
- The Technology Innovation Center in Wisconsin is a Business Incubator with four academic affiliates: Marquette University, the Medical College of Wisconsin, Milwaukee School of Engineering and the University of Wisconsin at Milwaukee. These tend not to be research-intensive (the exception being the Medical College), so there is little direct technology transfer in the usual university-incubator manner. However, many graduates of these schools have ended up in the incubator.
- The Center for Emerging Technologies in Missouri has 14 client companies, with 90
- networking assistance;
- access to Internet/ IT services;
- linkage to the strategic partners;
- business plan assistance;
- marketing assistance;
- linkage to university R&D services;

The Business Incubators have a good representation in the Global Market. In Europe, the majority of Business Incubators are organized as Business Innovation Centers and are supported by regional or city governments. In practice, one European Business Incubator includes from 20 to 30 firms. The average size of the facility varies greatly from country to country. For example, the average size of the business incubator facilities in China is 10,000 sq. m., in Australia is 1,500 sq. m., and in Europe is from 3,000 to 4,000 sq. m. (Markvarta, 2006).

percent having technology roots at Washington University and client companies have raised more than $200 million in investment over the course of the program.
- The Ceramics Corridor Innovation Centers in New York have access to resources at New York State College of Ceramics and Alfred University are major keys to the success of the Business Incubator. Graduates of Alfred University operate some of the client companies in the incubators, and others represent faculty-based start-ups.

Much research shows that the majority of the Business Incubators that affiliate with universities and colleges build the program with technology-based client companies. Our research indicated a few universities with business service-based client companies. For example, the Baton Rouge business community and leadership of Louisiana State University embraced the business incubation program. One of the benefits of the relationship with the College of Business is the assignment of graduate students to the incubator to work as consultants for client companies. Under the direction of the incubator staff, students assist in developing business plans, marketing plans, and financial statements. Metropolitan State College of Denver has organized the Innovation Center to increase entrepreneurial activities for students and faculty by providing educational, management, and marketing services for client companies. Tornatzky et al. (2002) identified the list of major services university Business Incubators provide for client companies:

- help securing student internship/employment;
- management team development;
- financial management assistance;
- intellectual property assistance; and legal services.

THE BUSINESS INCUBATORS MODEL IN RUSSIAN HIGHER EDUCATION

Currently, the Russian government established the Federal program and regulations to support small and medium sized businesses. One part of this Federal program is to establish the Business Incubators. Now 120 Business Incubators with 500 companies were opened in 60 regions of Russia. The Federal Program provides the supportive environment for the Business Incubators in higher education. The Business Incubators in higher education are federally funded with $270 million for

the next three years. The first Business Incubators in Russian universities were established in technical universities. Now, dozens of universities nationwide have opened the Business Incubators, as innovation and technology centers, engineering centers, certification centers, technology transfer centers, techno-parks, and consulting centers. The Business Incubators were opened in the Higher School of Economics, Moscow Technical State University name of Bauman, Moscow Physics and Technology University, Moscow State University of the international relationship, Agriculture Academy, Russian State University of Tourism and Service, and others.

Our research introduces the experience of the Business Incubator in the Russian State Commercial and Economic University. Since 2009, the external and internal circumstances of the Business Incubator in this university have been changing rapidly. As a consequence, the university changed its organization by transforming facilities, curriculums, faculty, and administration staffs into the Business Incubator model. Though the Business Incubator in this university is in a development stage, the faculty, students, and staff are defined as having an entrepreneurial attitude at all levels. Based on the Business Incubator model, the university has established a marketing consulting service company with student involvement.

Capturing the students' attitude toward to the University Business Incubator, we conducted the student survey. The data were collected from a convenience sample of 70 students taking undergraduate and graduate marketing courses in Spring 2010. There were a total of eleven classes in three marketing topics that were included in the sample – Introduction to Marketing, Introduction to Management, Entrepreneurship, and Marketing courses. The results of the survey indicate that 72% of the participants would like to become entrepreneurs after they graduate with the business degrees. About 63% of the participants would like to participate in university Business Incubators, particular a marketing consulting service company. Our research also has identified the list of the businesses in which students would like to participate, as following: retail - 18.5%; advertising and promotion - 17.2%; service, in general - 13.8%; restaurant business - 9.2%; cosmetic industry - 4.7%; and hotel industry - 3.4%. For the university-incubator model, these businesses will be client companies. The research shows that only 23.9% of the respondents have the business ideas they would like to develop through the university-incubator. The result also indicates the low student motivation and beliefs in the university Business Incubator model. Students begin to participate in the university

Business Incubator in their second year of study at the university and climb up a career ladder (Figure 1).

Figure 1
Student career ladder in Business Incubator

The major benefits of participation in a Business Incubator for students are as follows:
- student is able to study in a more entrepreneurial way, becoming more creative and innovative;
- encourage and help students to start their own firms;
- transfer academic knowledge to the business experience; and
- receive the business experience to work on small innovative businesses.

The major benefits of participation in a Business Incubator for faculty are as follows:
- excellent business experiential learning model for faculty research with students participation;
- increase opportunity for different findings, including the variety grand findings;
- improve the financial position by performing contract teaching, contract research, and consulting (income from external sources);
- give opportunity to emphasize research, since part of the funding for the university Business Incubator is directly related to research quality; and
- transfer business knowledge to the community (faculty expertise) and enable entrepreneur transfers business knowledge to a newly founded company.

These benefits can be explained in terms of the growing market for university Business Incubators in Russian higher education and the favorable entrepreneurial climate.

CONCLUSION

Research suggests that not all academic institutions are proficient in Business Incubators. For example, more than eight years of research on university-industry technology transfer conducted by the Southern Technology Council (Tornatzky, 2000) shows that only a small number and fraction of universities have achieved a reasonable level of performance in creating start-up companies based on faculty inventions. Tornatzky and et al. (2002) found that universities that appear adept in taking an entrepreneurial approach to technology transfer seem to have the following elements in common:

- a set of policies and procedures that enable would-be faculty entrepreneurs to become involved in start-ups;
- an organizational culture and internal reward system that reinforces entrepreneurial development;
- novel approaches to injecting debt, equity, and grant financing into the development of start-up companies; and
- a very significant factor, an almost universal inclination to manage, link to, or utilize the services of technology business incubators.

Our research identified the problems that decelerate the development process of the university Business Incubators in Russia. They can be summarized as follows:
- The Russian market does not have recent laws which regulate and protect intellectual property;
- the government only supports the Business Incubator in areas such as an electronic equipment, computer technology, and industrial product innovations;
- the university has the limitation to use the income received from Business Incubator activities;
- the university Business Incubator is a low profit business;
- the university has limited facilities and equipment for the Business Incubator; and
- not all faculty and staff support the Business Incubator idea.

The faculty recognized that working under the university Business Incubator is a totally different experience. One of the faculty mentioned, "I do everything that regular faculty do, but I do it by working with industry. No one can question the quality or the productivity of what we have done. But it is a different approach to doing it, and I think the success will speak for itself."

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PORTUGUESE PUBLIC UNIVERSITY STUDENT EXPECTATIONS: A STAKEHOLDER THEORY BASED APPROACH

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INTRODUCTION

In accordance with the importance that the student stakeholder represents to universities, the objective of this research project was to identify and classify the leading expectations of students at Portuguese state universities. In order to achieve this, the study adopted both the premises of Stakeholder Theory and the approaches of earlier studies on the management of university stakeholders.

The identification of student demands within the scope of Stakeholder Theory has not been a common theme in the literature. There are only a handful of studies raising these issues. In these few studies, student demands are normally approached from the perspective of university managers and not the students themselves (Chapman et al., 2010). Thus, we opted to look at the expectations of students within the scope of Stakeholder Theory.

LITERATURE REVIEW

Stakeholder Theory
As Clement (2005) stated, modern organisations are placed under ever more pressure to respond to distinct groups of stakeholders. Clarkson (1995) had already pointed out how the survival and success of an organisation depended on the capacity of its managers to generate wealth, value and satisfaction for its stakeholders. Similarly, Cummings and Doh (2000) attribute the competitiveness of a company to its capacity to relate with its stakeholders. Its multiple roles, representing an important factor in the analysis of the company's chain of value, contribute with the information, resources and competences necessary for organisations to cope with uncertain and turbulent environments. Preston and Donaldson (1999) argue that stakeholder management may boost the wealth of the organisation and that economic benefits derive

from positive relationships between an organisation and its stakeholders. The authors necessarily include the determination and evaluation of service value perceptions held by stakeholders, including facets such as the sharing of knowledge, complementary resources, capacities and patterns of cooperation.

University Stakeholder Management
Conway, Mackay and Yorke (1994) highlight how higher education contains multiple stakeholders, simultaneously complementary and contradictory. The different desires and needs of these distinct stakeholders may sometimes enter into conflict and throw up difficulties to strategies designed to meet their needs effectively (taking into consideration the expected results) and efficiently (utilising the minimum level of resources). According to Bertrand and Busugutsala (1998), universities should, beyond actually identifying their respective stakeholders, recognise the different expectations and needs (demands) present in each case. Their approach divided the demands up into three different categories: (i) non-student demands, such as scientific fields, professional entities, employer associations and society as a whole, (ii) the demands of students as individuals, and (iii) the demands of the target group of students who have particular characteristics and for whom universities should provide specific and carefully defined services.

Furthermore, higher education institutions should develop their capacity to manage the pressures applied by the different stakeholder groups as well as the tensions in the co-existence of competition in cooperative regimes. The importance of identifying and guiding stakeholders in accordance with the strategic objectives of the institution needs to be one of the key steps in setting out and implementing a stakeholder management strategy. In order to nurture the development and effectiveness of such strategies, universities should create specific

structures for managing their stakeholder relationships (Jongbloed, Enders and Salerno, 2008).

Each university, in order to be competitive, has to carefully evaluate the challenges and threats posed by the environment, understand stakeholder needs, attract and consolidate resources, face up to external changes and resolve internal problems. The capacity of a university to react to the prevailing environmental threats, to meet the needs of its publics and to resolve internal problems determines the institutional stakeholder orientation (Clarke III, Flaherty and Mottner, 2001, Tam, 2007).

RESEARCH METHODOLOGY

Taking into account that the research objective incorporates the quantification of the perceptions of expectations held by the student stakeholder with the goal of confirming and classifying such demands, this research made recourse to a descriptive-quantitative methodology (Hair Jr. et al., 2003). A descriptive approach was necessary so as to describe the reality analysed from the student point of view. However, the study was also quantitative given the objective of quantifying student perceptions and undertaking statistical confirmation of the results obtained. This objective explains the deployment of the methodology adopted given that it seemed most appropriate to attaining the aforementioned goals.

The target population of this research was made up of all students (irrespective of their level of study) in attendance at eleven of the fifteen Portuguese state universities. The project had received 1,669 correctly completed questionnaires (a total of 163 questionnaires were excluded on found to be incomplete), which enables the statistic validation of the data collected, with the final error determined as 2.43%, a level of significance lower than the maximum rate of 5% as set out by Malhotra (1999). The final response rate stood at 1.29%.

Given the lack of known research identifying student expectations, the questionnaire set out required prior research, of an exploratory nature, for obtaining the evidence necessary to test on the final sample. Hence, we carried out a series of ten interviews with university students. Following content analysis of interview responses, we obtained an initial list of 36 expectations that were subsequently grouped into 25 given the similarities existing between some responses. The data obtained in the exploratory research provided the grounds for the research questionnaire. The characteristic features of this

questionnaire are self-applied, structured and non-disguised (Hair Jr. et al., 2003). The first part of the questionnaire detailed a brief description of the research objectives and its target audience. There then came questions referring to student expectations before proceeding with some questions designed to characterise respondents.

Following the completion of data collection, we proceeded with a range of quantitative analysis tests. The first corresponded to the characterisation of respondents, analysing diverse aspects, with the objective of detecting eventual trends that would compromise the analysis.

First, the data was subject to analysis through descriptive statistics, such as averages, standard deviations, variances, among others. Then, the data was subject to multivariate analysis through multiple linear regression (Hair Jr. et al., 2006). The dependent variables were the general expectations of students about their degree and their university. Meanwhile, the independent variables were the 25 expectations that were subject to evaluation in terms of individual expectations.

In order to classify expectations, the main objective of this study, we adopted the method set out by Garver (2003) and its approach to evaluate the importance of attributes (in this case, student expectations), utilising the results of the perceptions declared by respondents and the statistically calculated importance via multiple linear regression:
- Expectations obtaining higher than average rankings and also attaining statistical significance in regression are considered "key",
- Expectations obtaining lower than average declared rankings and that do not attain statistical significance in regression are considered "secondary",
- Expectations obtaining higher than average rankings but which do not attain statistical significance in regression are considered "basic",
- Expectations obtaining lower than average rankings but which did attain statistical significance in regression are considered "amplifiers".

Based upon this methodology and the analysis described in this section, it was possible to attain the research objectives: the confirmation and classification by importance of the expectations identified in the exploratory research.

DATA ANALYSIS

For each one of the 25 expectations tested, the student was requested to provide their level of agreement with options ranging from "totally disagree" through to "totally agree". Analysis of results finds firstly that all expectations returned averages in excess of three meaning and that all expectations tested for were included among student expectations, desires and needs prior to entering university. The importance of measuring expectations after having begun their studies is that prior to embarking upon them, there is neither the perception nor the understanding as to the reality of university. Only after utilisation of the organisational services is the student able to compare that expected with that received and hence ensuring the opportunity to determine the expectations the student brought into the university and when the reality becomes clear (Mainardes, Alves and Domingues, 2009).

In general terms, the student nurtures greater expectations on entering the university in relation to the degree (an average of 3.90, which practically corresponds to the highest level of expectation), even while expectations in relation to the university are also relatively high (3.75). Hence, prior to beginning university, the student, in various different ways, has high expectations, especially that: on graduation he/she will carry value in the employment market (average of 4.53), that the university has good infrastructures (average of 4.45), that the course content will be up to date (average of 4.45), that the university runs good services (average of 4.44), that both the degree and the university hold strong links with the job market (average of 4.41), and that on graduation the student is able to attain a good job (average of 4.40). In summary, these are the greatest expectations of students on entering university and clearly without overlooking the 19 other expectations, which were all confirmed by students with 17 of the 25 expectations getting average figures in excess of 4, which represents high expectations in relation to all seventeen. Furthermore, we may state that in general terms, the main expectations declared by students, on entering university, focus on the subsequent professional opportunities (value in the job market, a good job, connections with the job market), in degree content (updated course content) and the university in itself (infrastructures and services). These are the points around which students focus their greatest attention and hence deserve attention by the university management, a factor also found by Mainardes, Alves and Domingues (2009) in a similar research project undertaken in Brazil.

Furthermore, the lesser student expectations according to their own opinions relate to participation in voluntary social work (average of 3.07), learning to manage their time (average of 3.36) and accessing university financial support (average of 3.47). That is, despite displaying positive expectations as regards this aspect, the other expectations prove more important and more susceptible to dissatisfaction. Therefore, these aspects with lesser averages may be factors that came as a surprise to respondents as they had no particular pre-established position on them.

Nevertheless, the averages are fairly high in overall terms and this may pose certain difficulties to university managers in their efforts to focus upon the expectations of this stakeholder as recommended by Stakeholder Theory (Clarkson, 1995). Hence, it is necessary to discriminate between the expectations declared by students in accordance with the importance attributed (Mainardes, Alves and Raposo, 2010). To this end, one useful option is the model by Garver (2003), as explained above. Model implementation requires the application of multivariate analysis, multiple linear regression.

This analysis was carried out for two different situations. Firstly, general student expectations were considered in relation to the degree as a dependent variable. Afterwards, the same process was undertaken in relation to general student expectations in relation to the university. Hence, expectations were classified as follows:

- Core expectations (high average declared values and multiple linear regression statistical significance): Level of study demand, Level of university connections with the job market, Personal fulfilment, Pleasant and safe university environment.
- Basic expectations (high averages in the attributed importance and not statistically significant in terms of multiple linear regression): Get a good job after finishing studies, Up to date study content, Good university infrastructures, Good university services, Good coordination between lecturing staff, Motivating classes, University agile and adapting to student needs, Modern university technological structures, Freedom of student thinking and expression, New life experiences, Relationships with other universities, Student value in the job market, Events related to the degree.
- Amplifier expectations (low declared expectation averages and multiple linear regression statistical significance): financial support,

- Secondary expectations (low declared expectation averages and not statistically significant in terms of multiple linear regression): Making new friends and a lively academic social life, More practical than theoretical classes, Lecturers available to students, Carrying out scientific research, Clear and well defined bureaucratic processes, Voluntary student participation in social causes, Learning how to manage one's own time.

We may consider that the classification obtained represents the types of student expectations, needs and desires. This classification serves to guide university management in developing their relationships with one of their key stakeholders, the student.

CONCLUSIONS AND RECOMMENDATIONS

Taking into account that the objectives of this research were to identify and classify by importance student expectations, on completion, we perceive that even while students represent a traditional university stakeholder some findings show that universities are at fault in the level of attention paid to this stakeholder. Drawing upon a diversified sample, with data on the various participant universities and with respondents covering the three cycles of higher education and the respective fields of study, with a range of ages and experiences, we may conclude that the results obtained represent a significant proportion of the reality of higher education taking place in these university organisations. As the data collection process was broad reaching, this correspondingly opens up a wide array of opportunities for future comparative research, deepening the discoveries made here, and providing the first recommendation of our study. In accordance with our findings, it is clear that there is a need to improve the relationship of partnership between students and universities, something that shall be to the benefit of both parties (Arnett, German and Hunt, 2003).

In order to raise the quality of this relationship, stakeholder requirements (expectations, needs, desires), in this case of the students, have to be understood. To this end, the expectations generated by prior qualitative research were tested and confirmed. The 36 initial expectations were reduced to 25 before then being incorporated into the questionnaire. Following analysis of the results, we identified the leading effective student expectations as linked up with the results produced by studying (subsequent professional opportunities), university

infrastructures and services and suitably up to date study content. Of less importance to students are issues such as voluntary social work, time management skills and financial support for studying. These represent the initial findings and similar to those returned by Mainardes, Alves and Domingues (2009).

Furthermore, due to the sheer number of expectations, one fundamental factor is to highlight their respective level of importance. After due analysis of the general student expectations towards their degree and their university (with the results unified due to the level of correlation) via multiple linear regression and the application of the Garver (2003) methodology, we found the most important (key) expectations to be the level of course demand, university connections with the job market, student personal fulfilment and the university environment (pleasant, safe). From the outset, these expectations prove fundamental for the student to establish a strong relationship with the university. Complementarily, university financial support for students emerged as an amplifier. Other expectations proved to be basic across both levels. These results show the alternatives that university management might opt between should they wish to raise the standard of their relationships with this stakeholder (Clarkson, 1995, Polonsky, 1995), one of the guidelines implicit to Stakeholder Theory.

This means universities should focus upon meeting these student expectations and direct their actions towards the key and basic expectations (McCollough and Gremler, 1999). The results obtained for the course of study and for the university provide indicators for the development of the relationship between the university and its students, a leading stakeholder as observed above. The construction of a strong and committed relationship between the university and its students positively contributes towards the development of not only the organisation but also the students themselves (Arnett, German and Hunt, 2003). This process inherently involves actions targeting the core, basic and amplifier expectations and resulting in the most effective benefits without the wasting of resources. In summary, the broad range of research presented here seeks to provide another step forward in the construction of a new university management model based upon Stakeholder Theory. Focusing university actions and policies on meeting stakeholder expectations may result, in practice, in greater university efficiency and effectiveness.

References available on request

THE CULTURE OF RESEARCH IN UNIVERSITIES AND COLLEGES IN MEGA MANILA

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ABSTRACT

This paper investigates the culture of research in selected universities and colleges in Mega Manila taking the viewpoint of faculty members. While research has now been part and is being practiced by Higher Educational Institutions (HEIs), there are some hindering factors that discourage the faculty to do research on a more regular basis touching on their concept of research, motivation to do research, skills to do research, time, and personal life interference. Administrators continue to motivate their own respective faculty to conduct research since this is good for their personal advancement in their academic career and likewise crucial to the attainment of higher school accreditations, but until such time they are able to overcome these hindering factors will they be more confident and attuned to doing the same.

INTRODUCTION

Research is one of the major pillars in any academic institutions. It plays a major role in determining quality and excellence in higher education. It also contributes to the development and improvement of various institutions of learning.

In order to enhance research culture among individuals in an institution, it is important for the organization to understand the diverse and complex theories of organizational culture. The most widely used organizational culture framework is that of Edgar Schein who adopts the functionalist view and described culture as a pattern of behavior and thought that characterize individuals and the groups with which they are associated with. It focuses on values, attitudes and beliefs of members. Cultural variations are often the causes of major understandings as groups come into conflict with one another (Schein, 1998). Professionals understand that culture can easily limit much of what we need to do. Because culture is hard to pin down in practical terms, let alone to effectively change for the better, it remains a baffling issue (La Guardia, 2008). Organizational culture, however, is simpler than our personal cultures, and it is much easier to change than what people imagine .It is a significant parameter to consider in the enhancement of research culture in academic institutions.

Hence, a collaborative study was undertaken to look into the difficulties encountered by faculty members in Mega Manila of the Philippines to conduct research. It zeroes in on the levels of agreement of faculty members in conducting research in their institutions. The areas of consideration are: a) Their concept of research; b) Their motivation to do research; c) Their skills to do research, d) their time for research, and their personal life interference. Specifically, the study aimed at fostering a "culture of research" in the Colleges and/or Universities in the Metro Capital of the country so that these Higher Educational Institutions will attain better levels of accreditation from the Philippine Commission on Higher Education.

THEORETICAL & CONCEPTUAL FRAMEWORK

Cultural evolution theory of Broas et.al fosters significance in the study since various factors are enumerated in the study, which are parameters to identify cultural variations among academic institutions in Mega Manila in terms of the conduct of research undertaking. Likewise, the Maslow's Hierarchy of needs was also used in the study. The basis of Maslow's theory of motivation is that human beings are motivated by unsatisfied needs and that certain lower needs should be satisfied first before higher needs can be addressed.

Management and cultural theories inspired the conceptual framework of the study. Different parameters in the enhancement of research culture among schools in Mega Manila were considered as illustrated. These parameters were used to identify the degree of research culture among schools in Mega Manila taken from the viewpoint of the faculty members. The goal is a higher level of school accreditation and an assurance of quality.

Motivational Factors

Concept of Research

Skills

Enhancement Of Research Culture

Personal Life Interference

Time

Level of Accreditation

Quality Assurance
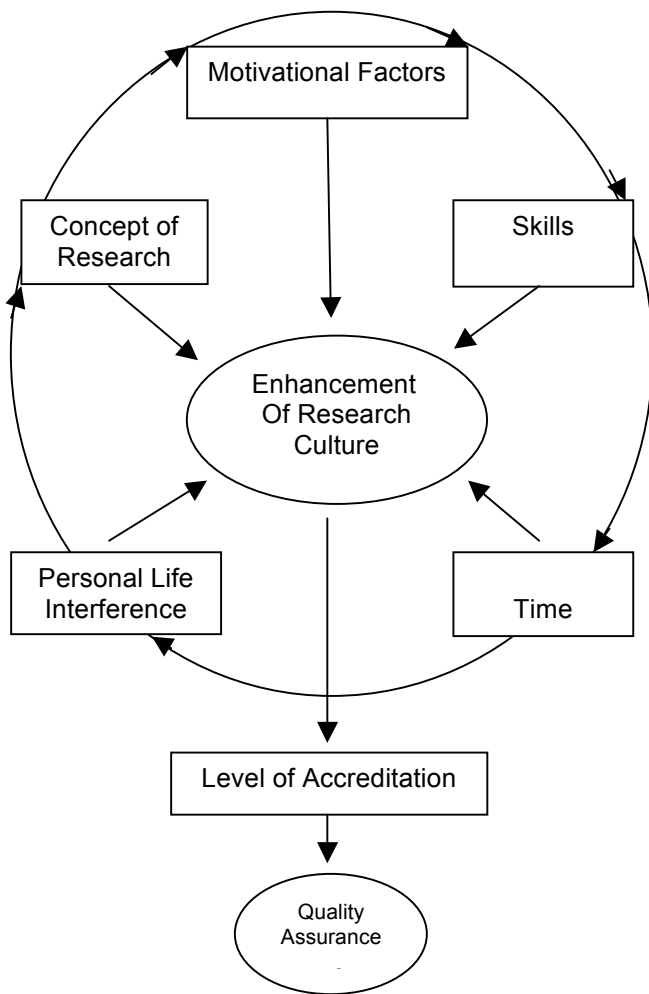
METHODOLOGY

This paper basically aims to gather insights, define, present, interpret and analyze data in the context of determining research culture in universities and colleges in Mega Manila using five variables, namely: research concepts, motivational factors, skills, time frame, and personal life interference. The research design used in the study was descriptive and utilized survey questionnaire using Four Point Likert Scale. In presenting, interpreting and analyzing the data gathered, weighted mean and ranking were used.

CONCLUSIONS

1. Faculty members are aware of the concept of research. They have enough background and orientation on research, familiar with the standard/recommended format, and can work on research topics in their area of specialization. They noted, however that they need further orientation to gain expertise.

2. Incentive schemes have markedly improved as CHED and management support faculty members who conduct research and more particularly true if their papers get published in national and international journals.

3. While they admit that they have the basic skills in conducting research, they likewise accept that their limitation is knowledge of statistical software and methods to evaluate the findings of their study. The internet has, however, assisted them in facilitating the conduct of research.

4. Time is a hindering factor since they have heavy workloads in school and need further deloading of subjects to be able to concentrate on their research projects. It is getting more difficult to gather data and meet deadlines.

5. Faculty members believe that they can both tackle doing research in school and attend to their personal tasks at home. They possess the discipline to conduct research but need financial support to do papers of bigger magnitude that will merit a journal publication.

RECOMMENDATIONS

1. Research enhancement seminars and training programs are strongly recommended by inviting experts to provide faculty members further insights.

2. Continue to motivate teachers to do research by sponsoring accepted papers to be presented in national and international conferences. Make it a school policy to promote teachers whose papers are accepted in refereed journals.

3. Provide statistical assistance to business and marketing faculty whose discipline is doing research but not necessarily becoming research statisticians themselves.

4. Make it a research "culture" of deloading faculty members whose research proposals are accepted for implementation. Provide monetary benefits, if possible, and student/faculty assistance.

5. Reward faculty members whose papers are accepted abroad by providing financial assistance for their travel needs and accommodations.

References available on request

RISKY BUSINESS? WHAT MARKETING EDUCATORS SHOULD KNOW ABOUT WRITING REFERENCE LETTERS FOR STUDENTS

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ABSTRACT

As marketing educators and employees of higher education institutions, we have two responsibilities and objectives: educate our students and provide industry with a competent and skillful workforce. Employment references are an important tool that benefits employers with their hiring decisions and assists them to predict the future level of performance for their prospective employees. References also help them in obtaining additional information about job candidates, which cannot be retrieved from any other source. Over the past two decades, the demand for letters of reference has increased considerably. Approximately fifty to ninety percent of employers ask for them and utilize them (Ziegler, 2000). Employment reference information requested generally includes: (1) the applicant's prior employment and educational background; (2) assessment of the applicant's personality and character; (3) assessment of the applicant's work skills and capabilities; and (4) whether or not the reference providers would hire or continue to employ the applicant. Not only employers are asked to provide reference letters but also university professors and other educators are frequently called upon to furnish student reference letters to employment recruiters. Candid and truthful references by professors to potential employers of students serve the dual purpose of assisting a deserving student to get a desired job as well as helping the employer to make the right choice of applicant for a particular position. However, authors of letters of references have been subject to a variety of legal actions by both students and their prospective employers. While honest and forthright references serve the best interest of the society, the authors can face litigation by students on claims of defamation, violation of privacy, and misrepresentation of facts.

Educators and other authors of reference letters who may have attempted to circumvent the potential for lawsuit by providing references bare of basic information, or who have provided glowing recommendations that inflate the status of a poor student, have not escaped liability. Such wrongful actions have been subject to claims by the hiring institution for negligent referral and intentional misrepresentation [987 P.2d 1172, Davis v. The Board of County Commissioners of Dona Ana County. While a reference letter that appears neutral on its face may seem to reduce the risk of potential legal action for the author, it can have an adverse effect for the potential employer and on the competency level of employees within the workforce. For example, if a school district hires employees with neutral references, it can be subject to a claim of negligent employment if the person hired demonstrates serious misconduct while on the job. A neutral recommendation could also undermine sought after personal assets such as intelligence and work ethic of a deserving student, and make him appear to be unworthy. Professors are challenged to author meaningful letters of recommendation that serve the best interest of both their students and the prospective employers. This challenge is thwarted by the specter of legal action.

To date, limited academic research is available to aid professors in the process of writing recommendation letters (Barr and Mcneilly, 2002). Brief guidelines on the specifics of writing reference letters are available in trade journals, professional magazines, popular press (e.g., Schneider, 2000; Weiss, 2004), and more recently, through online resources. These resources focus mainly on how to write an efficient recommendation letter. Other research has focused on the legal aspects of writing (or not providing) reference letters (Compton and Scribner, 1990; Dannin, 2004; Hirschfeld, 2004; McRae, 2007; Peschiera, 2003). To aid marketing educators further, the authors examine and conduct an analysis of the formal defenses of Absolute Privilege to defame and Qualified Privilege to defame that can protect the author of a reference from lawsuit. Additionally, issues relating to the potential for recovery based on Invasion of Privacy and the concern for student confidentiality are explored.

INITIAL STUDENT DELIGHT AND THE FINAL EVALUATION OF TEACHING

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ABSTRACT

What happens to the final evaluation of a class when the students' initial expectations are met or exceeded? This exploratory study investigated this issue and found that initial expectations do influence the final evaluation, but the most positive outcome occurred when the initial expectations were met, not when they were exceeded. Implications for the evaluation process and for the understanding of students as customers are explored.

INTRODUCTION

More than half a century ago, Solomon Asch (1946) showed how first impressions can influence later perception. When a person was described as envious, stubborn, critical, impulsive, industrious and intelligent, rather than intelligent, industrious, impulsive, critical, stubborn and envious, the second order produced higher personal ratings than the first. In some cases, a brief first experience seems to create a perception that is only slightly modified by further interactions. When we are first introduced to another person, we make judgments of attractiveness, likeability, trustworthiness, competence, and aggressiveness within $1/10^{th}$ of a second. Surprisingly, it has also been shown that more extended exposure (beyond ½ of a second) simply boosted the confidence of judgments (Willis & Todorov, 2006). These findings are examples of the *primacy effect* and refer to the process by which early information may alter the perception of subsequent information. This is especially true if the initial information has high relevance, but is less true if subsequent information is stronger, the situation is more structured, or if subjects have higher cognitive sophistication (Haugtvedt & Wegener, 1994; Krosnick & Alwin, 1987).

Moreover, observers have a tendency to look for, and remember information that fits their preconceived expectations, while contradicting information may be dismissed, ignored, or distorted. This *confirmatory bias* was found in early studies by Wason (1960). He showed that subjects seemed to offer only positive tests for their hypotheses, and did not attempt to falsify their rules. In other words, the subjects chose to select evidence that would confirm a prior hypothesis rather than disconfirm it. Later research found that the retrieval of confirming

evidence actively inhibits the retrieval of disconfirming evidence, further strengthening bias (Davies, 2003). Rabin and Schrag (1999) found that initially being wrong often only strengthened the original hypothesis, and that people could believe with near certainty in a false hypothesis despite receiving an infinite amount of information.

These findings suggest that the early first impressions that a student makes of an instructor and class may be long-lasting and influence their final evaluation of a class. Widmeyer and Loy (1988) conducted an experiment in which students were exposed to the same guest instructor, but before the class began half received descriptions of the instructor indicating that he was "warm," and the other half that he was "cold." After the instructional period, not only did the students in the "warm" group rate the instructor higher on positive aspects of personality, they also rated the instructor previously defined as "warm" as having more "teaching ability." Other evidence indicated that many students appear to form an opinion of a class and the instructor very early in a course, and subsequent class and learning experiences may not have the power to completely modify that opinion (Feldman, 1977; Ortinau & Bush, 1987; Sauber & Ludlow, 1988).

Since almost all business schools use some sort of student evaluation of teaching (SET) (Clayson, 2009), and in many cases, these instruments can influence tenure, promotion, and merit pay decisions, any factor that can influence the outcome becomes of interest to teachers and administrators.

RATIONALE

One interesting relationship between primacy and SET has not been studied. Does the customer satisfaction findings in marketing relate to how students evaluate classes and instructors? Customer satisfaction is defined as "the individual's perception of the performance of the product or service in relation to his or her expectations" (Schiffman & Kanuk, 2004). It is generally thought that satisfaction occurs when customer expectations are met. On the other hand, the term "customer delight" is typically utilized when customers are pleasantly surprised when expectations are exceeded (Kumar, Olshavsky & King, 2001; Patterson, 1997; Weeks & Chonko, 2010).

Delighted customers are better than satisfied customers, the reasoning goes, because they buy more, complain less, spread positive word-of-mouth and exhibit other profitable behaviors (Keiningham & Vavra, 2001).

These studies would seem to suggest that if a student was pleasantly surprised by a class early in the term, then the same student would possibly give the class and the instructor a better evaluation at the end of the term. No literature could be found relating primacy, customer delight, and SET. Consequently, the following can be seen as an exploratory study which attempts to answer two questions.
1) *Will early expectations in a class influence the final evaluation of that class?*
2) *Will students give a higher final evaluation to a class and an instructor that initially exceed their expectations?* In other words, will initial "delight" influence the final evaluation of a class?

METHODOLOGY

This study was made possible by mining an existing database. Previously, students in Principles of Marketing and Organizational Management classes were followed for an entire semester. Data was gathered about the students and their perceptions of the class and instructor periodically over the time period. Within this data were measures of student perceptions before instruction actually began, the same measures one week later, and corresponding perceptions in the last week of the semester. These measures could be compared to investigate the questions raised in this study.

The instructors in 11 sections of these introductory, undergraduate business courses gave permission for the study to be conducted in their classes over the period of a semester. On the first meeting of the class, the instructors introduced themselves, turned the class over to a researcher, and left the room. At this point, students had not seen the syllabus, and had an average of about five minutes of exposure to the instructor. Due to the nature of class schedules and the physical facilities, a student could be exposed to the instructor for no less than one minute and not more than ten, depending upon how early the student arrived. Students who signed a consent form were then asked to complete a questionnaire. Pertinent to this investigation, the class sections were evaluated again one week later and then again at the end of the sixteen-week term. The questionnaires were identical to the one given before the class began except that no demographic data was gathered. Not every question was answered by each student, and not all students completed their enrolled course. Consequently, the sample size for this study consisted of 388 students who completed all the questions pertinent to this investigation. A validity check found no significant differences in the final evaluations between this group and the total sample.

Several demographics were gathered at the first class meeting. The student's gender (*Sex*: male = 49%, labeled as 0; female = 51%, labeled as 1, utilized as a dummy variable) were self-reported. In addition, the actual cumulative GPA of each student at the beginning of the class was obtained by student permission from the university registrar (*GPA*: average = 3.03 (0.48)). Students reported whether they had heard anything about the instructor's grading policy before the class began (*Heard*: 0 = not heard, 70%; 1 = heard, 30%).

Student evaluation of the instructor was measured on a GPA scale by using the five questions on the student evaluation of teaching (SET) instrument actually used by the university. These five measures, related to both the class and the instructor, were summed and averaged (Cronbach's alpha were: First Evaluation, 0.97, Second Evaluation, 0.90, and Final Evaluation, 0.92) to create the SET evaluation measure.

RESULTS

Delight was operationally defined as the change in the first week's evaluation from the evaluation given before the class began, i.e., *Delight = Second Evaluation – First Evaluation*. None of the demographics were significantly related to Delight: Sex, $t(385) = 0.134$, $p = 0.894$; previous knowledge of the class, $t(384) = 0.030$, $= 0.976$; and GPA, $r = -0.102$. Delight was separated into three groups corresponding to the direction of change found within the first week of the term. Sixteen percent of the students lowered their evaluations, while 32% kept them the same, and 52% raised their evaluations. The means of the final evaluation for each of the 3 Delight groups are shown in Figure 1.
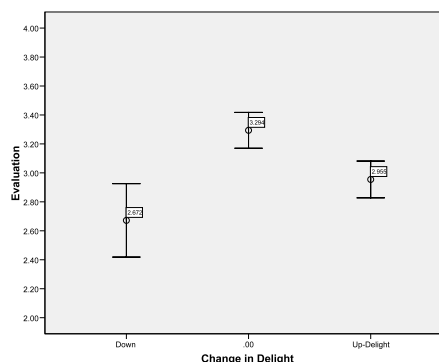
Figure 1

The differences in the final evaluation created by these conditions is significant ($F_{(2,322)} = 12.01$, $p < 0.001$), and a post hoc test showed that the mean for zero change was significantly different from both the group that lowered their evaluations and those who raised their evaluations. The group that was most delighted (evaluations went up) had a final evaluation significantly higher than the group that had evaluations going down, but also significantly lower than the group whose evaluation did not change during this interval. The final evaluation by Delight, controlled by the student demographics, class sections, and the curvilinear aspects are shown in Table 1.

Table 1

Regression: The Effect of Initial Delight on the Final Evaluation

Variable	B	t	Sig.
Delight	0.249	**3.06**	.002
Delight X Delight	-0.102	1.80	.073
Sex	0.155	1.80	.073
GPA	0.031	0.33	.739
Heard	-0.077	0.80	.424
Dummy variables controlling for class sections …			
Constant	2.528	7.50	.000

$R^2 = 0.316$ $F_{(15, 9.08)}$, $p < 0.001$

DISCUSSION

The two exploratory questions can be addressed.

1) *Will early expectations in a class influence the final evaluation of that class?* The change in the evaluations from the initial impression to the students' perception of the class and instructor after one week were significantly related to the final evaluation of the class and instructor. Given that students had not yet received any feedback on grades, and had no opportunity to evaluate their own learning, this finding reinforces the contention that the evaluations are contaminated by factors not commonly associated with good instruction.

2) *Will students give a higher final evaluation to a class which initially exceeds their expectations?* The answer to this question is more complex. The linear regression, shown in Table 1, indicates that students who had their initial expectations exceeded gave higher final evaluations 15 weeks later, but the highest *average* evaluations were given by those students who had their expectations confirmed, not

exceeded. Neither the students' sex nor GPA influenced the final evaluation, indicating that both good and poor students (measured by GPA), and both men and women reacted much the same.

Possible Explanations

 While positive change in the initial Delight is related to positive differences in the final evaluation, it was also found that the largest mean evaluation was given when students' expectations were merely met rather than exceeded. There are several possible explanations for these findings.

1) Research has shown that students give the highest evaluations to classes that are not too easy or too hard (Marsh & Roche, 2000), and students will try to take instructors and classes that give the highest grades (Johnson, 2003; Wilhelm, 2004). Students appear to be searching for the lowest effort to reward ratio and may also be seeking a certain degree of security in that assessment. A new study, for example, found that students reacted more negatively to extensive feedback on assignments than to less feedback (Ackerman & Gross, 2010). A class and instructor that meet expectation might be considered superior to one that presents surprises, either positive or negative.

2) The paradigm may not be appropriate. There has been an active debate about whether students are customers in the usual sense (Bay, 2001; Clayson & Haley, 2000; Eagle & Brennan, 2007; Franz, 1998). These findings may simply be an indication that the student/customer orientation is inappropriate. Irrespective of the cause, it appears, at least in this sample, that exceeding the students' initial expectations does not result in higher evaluations. Rather, an instructor seeking better evaluations would do well to conform to the students' early expectations.

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UNINTENDED CONSEQUENCES OF GROUP GRADED ASSIGNMENTS

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ABSTRACT

Published academic research on group assignments focuses on their intended consequences in the form of a range of benefits that accrue to students. While a few researchers have raised negative consequences such disparity in learning due to unequal participation (Batra et al. 1997) or specialization of labor (McCorkle et al. 1999), little attention has been directed at formally investigating the ways in which group assignments can result in negative or unintended consequences. In addition, Peter and Olson's (2008) consumer analysis framework suggests that, similar to marketing strategies, a comprehensive understanding of pedagogical strategies requires a thorough analysis of how they affect cognition, affect, and behavior. Therefore, the purpose of this study was to explore the unintended cognitive, affective, and behavioral consequences of group assignments experienced by undergraduate business students.

The discovery-oriented method of grounded theory was used (Strauss and Corbin 1998). A homogeneous sample of 31 subjects was selected from two sections of an upper division Marketing Research class. Data collection combined the Zaltman Metaphor Elicitation Technique (ZMET) (Zaltman and Coulter 1995) with an in-person semi-structured interview. All 31 interviews were audio recorded and transcribed which resulted in approximately 400 pages of single-spaced interview data that were open coded.

Results reveal four salient behavioral consequences of group assignments. First, as students progress in their academic program they tend form and activate, when possible, a group-specific social network. The group network consists of a set of individual students whose connections are based on beliefs about trustworthiness. Students form beliefs about other students' trustworthiness through prior direct experience and by observing their behaviors and physical cues. Second, division of labor is an inevitable aspect of group assignments and labor is divided in several different ways, two of which facilitate specialization of labor. Third, students provide labor by performing as one of five common group member types: the leader, the "hamster," and the "closer," and those who create inequity and those who deal with it. Finally, while evaluating their peers, subjects in this study tend to bias their evaluation responses in three primary ways.

Results also indicate that students commonly associate group assignments with the concepts of autonomy, learning constraint, grade boost, and injustice. These cognitive associations then appear to stimulate common negative emotions of anxiety, frustration, stress, disappointment, and anger. The negative emotions can manifest prior to group formation and continue throughout the group assignment. Relief is the one positive emotional consequence that clearly emerged in this study. Relief commonly occurs upon project completion when students no longer anticipate future "misfortune" in the form of negative emotions they felt while completing the group assignment.

An overarching rationale for the integration of group assignments into undergraduate business curriculum is that they benefit students by enhancing learning and preparation for the world of work. However, given that the value of an educational experience is a tradeoff between the total benefits received for the total costs incurred (Zeithaml, 1988), greater research attention should be given to fully understanding the extent to which the costs of group assignments offset the benefits and for whom the costs are the greatest. The extent to which negative emotions are experienced may, in itself, be a reason to seriously consider the benefit-cost tradeoffs. The seriousness was raised by one student who explained that he had difficulty remembering the prior semester's course content but found very interesting how he could vividly explain the "emotional scars" that were left behind by his group assignments.

USING OPEN SOURCE AND/OR LOW-COST SOFTWARE FOR STUDENT PROJECTS: COMPARING ALTERNATIVE SURVEY PACKAGES

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ABSTRACT

This workshop is dedicated to identifying software and services that enable online surveys; discussing the advantages and disadvantages to specific packages; and outlining how surveys have been integrated in multiple courses in the marketing curriculum. Participants will learn how marketing professors at a small University in the Pacific Northwest have used publicly available survey software (SurveyMonkey, Zoomerang, and Google Docs) in service learning situations for client-based projects in the undergraduate marketing curriculum including the courses Marketing Research, e-Marketing, Marketing of the Arts, and Sustainable Marketing. This workshop should appeal particularly to professors who include survey projects in their teaching as well as those interested in lower-cost approaches for their own research.

AACSB accreditation standards are shifting from input quality to learning outcome measures (Judge and Elenkov, 2007). New AACSB standards promote active learning, and encourage continuously monitoring and improvement of learning outcomes (Miles, Hazeldine, and Munilla, 2004). Analytical skills, use of information technology, reflective thinking skills and statistical data analysis and management science to support the decision-making process are formulated as learning experiences (AACSB, 2006; Samson and Betters-Reed, 2008). Exercises or assignments allow students to apply particular statistical techniques (Pirog III, 2010); however, a better understanding of the application and implication of statistics often requires integration of multiple areas of study (Corner 2002). Survey projects allow students to take a project from problem identification through data collection and analysis applying marketing theory to real-world situations. Using statistical packages to analyze survey data allows students to demonstrate not only their knowledge of the software, but also their understanding of statistics in an applied situation. Responsibility for survey design and data collection allows students a very real understanding of some of the complexities of online surveys. Service learning research projects are often undertaken on behalf of non-profit organizations or small businesses—neither of which typically has a budget for research efforts. Therefore, free or low-cost survey options are essential.

In the workshop the panelists share their experiences and examples of guiding students through the process of conducting online marketing research studies. Assuming availability of the Internet in the conference facility, the panelists will demonstrate building the survey online and accessing data for analysis.

References available on request

APPLIED MARKETING PROJECTS UTILIZING DATABASES

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ABSTRACT

Doing marketing research and marketing projects has evolved and changed drastically with the advent of several databases and the increased number of data sources available online. Knowing what the databases are plus what is available online is often a challenge in and of itself. Given many of the databases were designed to address other business functional needs before marketing functional needs, learning challenges exist that marketing faculty are often not willing to address to become effective user and thus proponents of the database(s) usage by their students. The technological expertise as well as non-marketing functional knowledge required to utilize the databases often outweighs the benefits of developing the proficiency to incorporate and require students utilization of certain databases to complete marketing curricula related projects.

The purpose of this special session is to address the teamwork that has been done to between Cal State LA's Marketing Department and Library to educate both faculty and students regarding different databases that are relevant to conducting marketing projects, activities and/or research. The session will be an interactive session sharing how to inform the marketing faculty and students of the various databases, the type of information available in the database(s), and how to use the database(s) that have marketing discipline relevance. Two specific activities will be presented during the session. First, there will be a discussion on developing and using "LibGuides" for marketing classes. Secondly, a select database, SimplyMap, especially relevant to the marketing discipline, will be presented with information on how it has been used for several marketing class projects and student competitions. Classes to be discussed will include retailing, consumer behavior, marketing management, and introduction to marketing.

"LibGuides" have taken the library community by storm. It is basically a content management system provided by Springshare that allows librarians to create and manage research and course guides through Web2.2 technologies, all through a web browser (Brandon, Sattler and Tobias, 2011). Michael Germano, business librarian at Cal State LA, will discuss the concept and show examples that he has created for several marketing classes. All panel members will discuss how they as well as their students have benefited from the use of "LibGuides" for their marketing classes.

The database SimplyMap is a GIS (Geographic Information Systems) "consumer based" database designed to enable the non-technical user, which most marketing students are, to quickly become proficient in its utilization. GIS (Geographic Information Systems) have been cited as one of the new promising technologies that can be used in business and marketing curricula (Miller, Mangold, and Holmes, 2006; Miller, Holmes, and Mangold, 2007). The authors agreed with the promise of GIS usage in the business and marketing curriculum. However, the technological expertise as well as functional knowledge required to utilize "ArcGIS", the specific software cited for usage, was found to be less suited for marketing students who tend not "excited about GIS" and who are usually not highly "technology savvy". Since this describes most marketing students, SimplyMap offers a nice alternative. SimplyMap's innovative and user-friendly interface lets non-technical users intuitively generate robust detailed reports quickly for the numerous marketing projects and activities.

The session will specifically address how SimplyMap has been used to meet unique marketing discipline learning objectives via various projects. A quick demonstration of SimplyMap will be included if time permits and internet connection is available.

Specific examples of projects utilizing SimplyMap will be shared as well as how they have been designed and utilized to ensure student competence in utilizing the databases. Data will be shared in how student competence carried over to other marketing/business classes the benefited from SimplyMap database utilization where no database guidance or usage assistance was not provided. The audience will be encouraged to share their personal experiences with the various databases as well as identify ways they have worked with their campus library representative to ensure students utilize databases in their marketing discipline related projects/activities and graduate with the database capabilities that will enhance their career opportunities.

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FAILURE TO VERIFY IDENTIFICATION OF ONLINE STUDENTS: ADVANTAGES, COSTS, AND CONSEQUENCES.

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ABSTRACT

Leading Universities are increasingly coming under scrutiny regarding not only the quality of the online classes they offer but whether classes are even completed by the individual of record. Without verification of identity and monitored testing, universities are not able to state with any degree of confidence that the grade was earned by the officially registered individual. In 2010, the NCAA banned online courses from BYU and the Illinois-based American School due to cheating online of which the institutions were apparently unaware.

Policies regarding verification of identity have taken a back seat to ease obstacles facing online students. Although universities may benefit in the short term by increased FTE and corresponding cash flow, in the long term they place their programs and the quality of those programs at risk by being perceived as a paper mill.

It is in the best interests of universities to develop verification of identity policies that address the needs of a variety of stakeholders rather than wait for legislation or accrediting board reactions. Many stakeholders will benefit including: employers, taxpayers, current and future students, alumni and ultimately the university itself.

It is the purpose of this panel to further examine the problems raised by widespread usage of on-line instruction, including student verification, learning assurance, and evaluation of instruction. Difficulties, both philosophical and practical, will be explored and, with other MEA members, practical solutions suggested.

TEACHING FACE TO FACE VS ONLINE: AN EMPIRICAL COMPARISON

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ABSTRACT

Marketing and Money (M&M), an undergraduate course, is part of the core requirements of undergraduate Marketing majors at the lead author's university. Students typically take M&M, offered in face to face and web-delivered formats, 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. Through a four year period, more than 1,000 students have completed the course in traditional face to face and online formats.

During the typical semester, in class and on the web, the author discusses about 50 one-page mini cases, drawn from a resource base of well over 200 problems. The author typically incorporates 5 to 10 specific questions at the end of each mini case, leading to the solution, "step-by-step." These mini cases cover a wide variety of topics as indicated in the following table:

interpreting percentages correctly
weighted average
income statement and balance sheet
Channel markups
fixed, variable and sunk costs
contribution analysis
simple breakeven analysis
simple breakeven, with profit
incremental breakeven analysis
incremental breakeven, with profit
cannibalization of sales
marketing mix: product
marketing mix: price
marketing mix: promotion
marketing mix: distribution
net present value
decision making under uncertainty

All the mini cases are easily modified by, (1) changing the company name, or (2) changing key numbers, and/or (3) changing the problem itself by borrowing ideas from the pool, affording infinite permutations for future semesters.

Over a four-year period, supplementing COBA course evaluations, the authors have collected self-reported attitudinal data about the course, the usefulness of its content, how well it compares with other courses and its value. At the proposed MEA 2011 special session, the authors propose to present analysis of the data comparing the face to face and online formats, whether and how the perceptions of the two groups of students differ and how these impact overall attitudes about the course. The results of this study should provide additional insights on the effectiveness of online teaching relative to traditional course delivery format.

SELL BENEFITS, INCREASE BRAND AWARENESS, AND SLEEP BETTER - OFFER AN ONLINE DEGREE

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ABSTRACT

Just like in 2009, diminished funding for higher education continues to drive the move towards increased class delivery efficiencies: i.e., more online courses. The ever-increasing use of online delivery continues to put pressure on faculty to maximize efficiencies vis-à-vis information technologies, while maintaining or exceeding course quality. This special session poses the question, "How can your department, college or university sell benefits, increase brand awareness and sleep better? Offer an online degree!

Offering some online courses to students might be beneficial, but the ITAM Department at CWU went one step further and developed an online degree – and at a time of budget cuts, added 4 new tenure-track and 2 new non-tenure track positions to the department.

According to the Washington State Board for Community and Technical Colleges (SBCTC), "about 10 percent of the 7,000 [yearly] graduates with Technology-based associate degrees transfer to baccalaureate programs. This study finds that a transfer rate of about 30 percent would better meet student and industry needs" (Baccalaureate Enrollment, 2005). The SBCTC indicated the following fields have a high need for this new pathway: Accounting and mid-management, education, social/legal paraprofessionals, engineering and information technologies, marketing/sales, and public safety.

According to A Skilled and Educated Workforce, "Employers have become increasingly selective and are choosing to hire those workers who present a mix of deep technical knowledge in a given area and a set of more general or transferable skills in the areas of management, communication, and team-work."

This successful model – which has resulted in an additional 200 students in the ITAM Department over the last 3 years – can be duplicated by marketing educators!

This special session presents anecdotal experiences and findings from faculty teaching online, hybrid and traditional courses and offers insights into the process and success of offering a new online degree at a traditional liberal arts university.

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ONLINE PRETESTING ENGAGES STUDENTS EARLIER AND IMPROVES EXAM PERFORMANCE: PRELIMINARY RESULTS FOR A PRINCIPLES OF MARKETING COURSE

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ABSTRACT

An introductory course in marketing is a requirement for most business degrees regardless of major. Engaging students early on is imperative if they are to maximize their understanding of the material. For a variety of reasons, many students do not read the text until preparing for the first exam. This paper examines the improvement in test scores when online quizzes were required prior to covering the material in class.

Engaging students in course material from the beginning of the term can be a challenge when faced with the amount of material to be covered and the limited number of class meetings. Several textbook publishers now offer online components that allow instructors to offer tests, quizzes, assignments, and supplemental materials. This study is the result of adding a required weekly quiz in a Principles of Marketing class. The quiz was based on new chapters not yet introduced in class. The expected result was an increase in test performance over previous classes that did not require the quizzes. An additional desired benefit (unmeasured) was increased engagement of students in classroom activities. Students in a Principles of Marketing class were required to take weekly quizzes online that covered the chapters for the following week. Each quiz was comprised of ten multiple choice questions with a 15 minute time limit. The sum total of quizzes was equal to a single exam. Not all students participated in the quizzes and not all participating students took all the quizzes.

Exams were scheduled approximately every five weeks and consisted of 60 to 70 multiple choice and short answer questions. The results were compared to five classes from previous semesters who did not take quizzes prior to their exams.

The following two hypotheses were tested:

H1: students who were pretested (took quizzes) score higher on exams

H2: students in the pretest section score higher if all six quizzes were taken.

The results for H1 showed a mean of 167.93 for the quizzed students versus 153.17 for the control group. The t test gave a value of 2.696 and significance of 0.009. Regression analysis for H2 resulted in 0.262 significance. Based on these preliminary and limited results, it appears that students in the class who were required to take quizzes did better than other sections. However, whether a student took six of the quizzes versus less than six was not statistically significant.

A HYBRID EDUCATION MODEL: EXPERIMENTAL RESULTS USING INTRODUCTORY LEVEL MARKETING COURSES

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ABSTRACT

The primary goal of this study was to develop a standardized and effective education model that includes both teaching and mentoring components based on the Hybrid Education Model (HEM). This study was designed to test (1) if the HEM could serve as a department store for lecturers, and (2) if a rebuilt model could perform effectively in both education and mentoring during introductory marketing or business courses. Experimental results using an introductory business course indicate that the application of the HEM resulted in a significant increase in knowledge acquisition when compared to student performance in previous course offerings.

INTRODUCTION

Instructors face various challenges in order to increase levels of student satisfaction and engagement (Tinto, 1993; Pascarella & Terenzini, 2005). This can be even more challenging for instructors who are constantly teaching introductory marketing or business courses.

We have made and presented a standardized and effective education model that includes both teaching and mentoring components, especially for introductory level courses. We call the model as the Hybrid Educational Model (HEM).

This time, our objectives are to test (1) if HEM could serve as a department store for lecturers, and (2) if the model we rebuilt could perform effectively, in both education and mentoring, in introductory marketing or business courses at a small liberal arts college.

In order to test the model's impact on educational performance, the authors' chose three educational goal areas. The first area is *education performance*, where students are expected to learn basic knowledge, technical skills, basic application expertise, and a complete process of business and marketing (J.D. Day & Cordon, 1993; Stephani, 1998; Trotter, 2006; and Jeltova, et al., 2007). The second area is *mentoring performance*, where students are expected to establish appropriate relationships with their instructors, while maintaining "personal level communications" with the instructors (Light, 2004; and Cox & Orehovec, 2007). The third area is *student satisfaction*. The authors propose that satisfied students will enjoy improved learning experiences throughout the course, positive attitudes and behaviors towards advanced business courses in general, increased retention, and "shorter time to degree." (J.D. Day & Cordon, 1993; Jeltova & et al., 2007).

BLENDING EDUCATION AND MENTORING FOR INTRODUCTORY BUSINESS AND MARKETING COURSES AT LIBERAL ARTS COLLEGES

Gillmor (1999), Vinten (2000), and Chew and McInnis-Bowers (2004) found that persons who have sufficient liberal arts education, or "blending" education, tend to show strong competitive advantages in managerial flexibility in constantly changing marketing environments.

Chew and McInnis-Bowers (2004) pointed out that the "blending" education would enhance students' capability to utilize various information (applicability) acquired through liberal arts education, once employed. Specifically, the authors postulate that blended education can ease the development of basic managerial skills, including observation, assessment, flexibility, adaptation, learning, emotional intelligence, leadership, and effective communication.

Cox and Orehovec (2007) pointed out the importance of mentoring and educational interactions between faculty members and students, in order to enhance learning performance from "blending" education.

Light (2004), believes successful mentoring relies not only on mentors, but also on mentees and their respective attributes. According to Light, students should be certain about the academic and personal "meanings of learning" first and foremost. Secondly, they should possess basic and effective time management skills, allowing them to have sufficient time to work on their tasks. Thirdly, they should be able to appreciate the benefits of delayed gratification, and the positive impact from both short-term and long-term perspectives.

HYBRID EDUCATION MODEL (HEM)

HEM contains various preconditions in making education and mentoring effective in the related introductory courses. The authors believed HEM could continuously synchronize both the blending education and mentoring components throughout an introductory course. Interestingly, this synchronization has also been suggested as an integral part of marketing education standards by the Texas State Board for Educator Certification (Texas Board for Educator Certification, 2003).

The mentoring components of HEM focus on supporting and increasing both the students' self-efficacy with this subject matter, and their learner satisfaction with the course experience as a whole. These components also aim at accelerating the student learning progress, via the relative benefit of the four levels of interaction explored in the data, especially through the in-class and out-of-class group activities with instructors. Specifically, both the out-of-class mentoring and the out-of-class group activities, promise to be very effective (Smart, Kelley, & Conant, 1999; Hernandez, 2002; Laverie, 2006; Boud & Falchikov, 2006; Bicen & Laverie, 2009).

We redesigned this course in order to apply the HEM education model and subsequently test its effectiveness in blending education and mentoring. The HEM application included one "ice breaking" activity, two research projects, four in-class workshops, two out-of-class workshops, and a final comprehensive exam. The ice breaking activity was the first group activity, using cross-disciplinary teams, and theoretically helped create a comfortable environment in support of good rapport between participants and instructors (Hunt & Laverie, 2004;

Yong, 2005; Laverie, 2006; Wheatley, 2006; Bicen & Laverie, 2009).

METHOD

Data was collected through fifteen questions, utilizing a standard Likert scale (1-5). Additionally, the authors used both summative and formative forms of assessment to explore the relationship between project performance and exam performance. Questionnaires were considered a formative tool, while the final exam was considered a summative tool (York, 2003; Bloxham & West, 2004).

Data was analyzed using a pooled-variance t-test, to examine the difference between two mean values from the two separate sections (Berenson, Levine, & Krehbiel, 2006; Wagner, 1992).

Since the t-test simply measures the compared mean values of section one and section two, with the absence of any predicted direction, a two-tailed non-directional analysis, employing both 0.05 and 0.01 levels of significance, was chosen. In addition to the t-test, the observed significance level of our mean values was also explored. This level could be measured by p-value. Our critical p-value was 0.05 given sufficient evidence existed to conclude that the mean value of the first section is not equal to the mean value of the second section, especially if the p-value is smaller than 0.05 (Berenson, Levine, & Krehbiel, 2006; Wagner, 1992).

RESULTS

As tables 1, 2, 3, and 4 indicate, our students in both sections self-reported high levels of learning, relative to market research and business development planning. In addition to their self-reported learning performance, they reflected confidence in their market research outcomes. Their business development plan confidence has high, but did not reach statistically significant levels.

The researchers believe the students realized the importance and meaning of market research projects and related business development planning. They reflected reasonable gains in confidence with further applications of learned knowledge, in market research and business development planning, as applied to varied situations. Such confidence is likely to evolve from their recognition of the practical (applied) usefulness of the class-related experiences to their future career(s). In fact, multiple student comments encouraged the instructor to keep these projects into the next semester.

While our education model, within the HEM framework seemed to perform well, some concerns about the benefits from the cross-disciplinary team activities, and acquisitions of technical knowledge and skills, emerged. The students were highly satisfied with two workshops for each project. However, they were less than fully satisfied with the out-of-class workshops.

Although not statistically significant, the authors believe they have evidence reflecting a student preference for the in-class workshops. Anecdotally, the researchers received numerous student e-mails and office visits expressing concern about the out-of-class workshops. Almost all of the concerns surrounded a preference to perform all workshops during the class, and if the instructor could change the out-of-class workshops to the in-class workshops. The researchers noticed that the students struggled with making arrangements for the out-of-class workshops, especially because the cross-disciplinary teams required extra coordination. Since team members were in different departments, they had different time schedules, making it very difficult for both the students and the instructor to make coordinated arrangements for the out-of-class workshops.

Learning through cross-disciplinary team activities is considered one of the primary "student-focused" advantages of business education at smaller liberal arts colleges. While the authors did not statistically confirm these benefits, from the cross-disciplinary team activities this time, the students reported enjoying their experiences with cross-disciplinary teams and related activities.

While the students reflected confidence in their acquisition of basic technical knowledge and skills, via market research and business development planning, the authors were unable to statistically confirm these results. Concurrently, the authors needed to confirm any increase in the students' level of learning these business related concepts. In order to see this, average scores of the final comprehensive exams were reviewed by comparing the two sections to previous exams in the same class. The experimental sample of students reflects increased knowledge acquisition, when compared to students in the past semesters. The average score of the first section was 89, while the average score of the second section was 93.15. These average scores reflected increases when compared to scores of 80.81 and 82.21, respectively, in the fall semester of 2007, with scores of 89.14 and 84.39 in the spring semester of 2008, and 84.21 and 86.67 in the fall semester of 2008.

The results confirmed that students generally comprehended instructor expectations, shared information with team members, established personalized levels of communication with the instructor, and were satisfied with the projects. Although not statistically confirmed, the students also seemed to be continuously motivated. Lastly, the results confirmed that the students strongly recommended keeping the same projects and methods of instruction for future semesters.

SUMMARY

The authors believe a principled argument has been made in supporting the HEM framework as a valid educational model, when applied to business and marketing educational environments in small liberal arts institutions. Furthermore, the model satisfies both educational and mentoring requirements in the small liberal arts college environment. However, caution should be taken given the authors' experience with the practical difficulties with out-of-class workshops and cross-disciplinary team activities. Instructors should be encouraged to develop their own style in creating "personal level" communications in class. Additionally, they should monitor cross-disciplinary team activities to assess students' real-time level of satisfaction and engagement.

APPENDIX

Table1: Results of the pooled-variance t-test for the project 1

Questions	T-stat 0.05	T	P	T-stat 0.01	T	P
Final	1.986	-2.71*	0.008*	2.631	-2.71**	0.008**
Learned basic process of market research (E)	1.986	-3.11*	0.002*	2.631	-3.11**	0.002**
Understood the instructor's expectations to this project (M)	1.986	4.609*	0.0000*	2.631	4.609**	0.0000**
Learned technical knowledge and skills of market research (E)	1.986	-0.821	0.4137	2.631	-0.821	0.4137
Gained confidence in your market research (E)	1.986	-2.036*	0.0446*	2.631	-2.036	0.0446
Get motivated for this project (M)	1.986	0.3753	0.7082	2.631	0.3753	0.7082
Enjoyed personal level communication with the instructor (M, S)	1.986	3.8059*	0.0003*	2.631	3.8059**	0.0003**
Information sharing among team members (M)	1.986	3.998*	0.0001*	2.631	3.998**	0.0001**
Understood value and meaning of market research (E)	1.986	3.733*	0.0003*	2.631	3.733**	0.0003**
This project should be kept for the next semester (E, S)	1.986	2.93*	0.0042*	2.631	2.93**	0.0042**
All out-of-class workshops should be done in class (E, M)	1.986	0.085	0.9323	2.631	0.085	0.9323
Enjoyed working with my cross-disciplinary team members (E)	1.986	-1.174	0.2431	2.631	-1.174	0.2431
This project will be useful in my career (E)	1.986	-2.752*	0.0071*	2.631	-2.752**	0.0071**
Satisfied with workshops (M, S)	1.986	-4.037*	0.0001*	2.631	-4.037**	0.0001**
Satisfied with this project (S)	1.986	2.799*	0.0062*	2.631	2.799**	0.0062**
Gained confidence in another market research (E)	1.986	-4.541*	0.0000*	2.631	-4.541**	0.0000**

Note. E = Educational performance; M = Mentoring performance; S = Learning satisfaction
*p = .05 (Two-tailed). **p = .01 (Two-tailed).

Table 2: Descriptive statistics for project 1

Questions	Sample	Mean	SD	Kurtosis	Skewness
Final	44	89	6.8318	2	-1.3896
	48	93.15	7.77	1.42	-1.46
Learned basic process of market research	44	4	0.5888	1	-0.5325
	48	4.4	0.64	-0.56	-0.59
Understood the instructor's expectations to this project	44	5	0.7624	2	-1.4838
	48	4.33	0.63	-0.61	-0.39
Learned technical knowledge and skills of market research	44	4	0.685	-1	-0.6161
	48	4.13	0.82	3.14	-1.22
Gained confidence in market research	44	4	0.8053	-1	-0.3026
	48	4.35	0.84	5.07	-1.9
Get motivated for this project	44	4	0.7721	-1	-0.1574
	48	3.94	0.76	-0.42	-0.2
Enjoyed personal level communication with the instructor	44	5	0.7313	2	-1.4947
	48	4.44	0.68	-0.44	-0.82
Information sharing among team members	44	5	0.5865	0	-1
	48	4.44	0.74	1.26	-1.25
Understood value and meaning of market research	44	5	0.6647	0	-0.9953
	48	4.5	0.62	-0.23	-0.84
This project should be kept for the next semester	44	5	0.5865	0	-1
	48	4.6	0.71	3.39	-1.9
All out-of-class workshops should be done in class	44	3	1.025	-1	0.3937
	48	2.98	1.21	-0.66	0.27
Enjoyed working with my cross-disciplinary team members	44	4	0.9732	2	-1.5386
	48	4.25	1.06	1.22	-1.42
This project will be useful in my career	44	4	0.7537	0	-0.5343
	48	4.42	0.71	-0.56	-0.81
Satisfied with workshops	44	4	0.68	2	-1.0133
	48	4.56	0.65	0.37	-1.21
Satisfied with this project	44	5	0.5906	0	-0.7095
	48	4.63	0.67	1.15	-1.57
Gained confidence in another market research	44	4	0.6954	0	-0.8318
	48	4.6	0.57	0.37	-1.13

Table3: Results of the pooled-variance t-test for the project 2

Questions	T-stat 0.05	T	P	T-stat 0.01	T	P
Learned basic process of business planning (E)	1.986	4.282*	0.0000*	2.631	4.282**	0.0000**
Understood the instructor's expectations to this project (M)	1.986	4.565*	0.0000*	2.631	4.565**	0.0000**
Learned technical knowledge and skills of business planning (E)	1.986	2.291*	0.0242*	2.631	-2.291	0.0242
Gained confidence in your business planning (E)	1.986	-1.567	0.1205	2.631	-1.567	0.1205
Get motivated for this project (M)	1.986	-0.211	0.8327	2.631	-0.211	0.8327
Enjoyed personal level communication with the instructor (M, S)	1.986	3.771*	0.0002*	2.631	3.771**	0.0002**
Information sharing among team members (M)	1.986	-1.915	0.0586	2.631	-1.915	0.0586
Understood value and meaning of business planning (E)	1.986	4.708*	0.0000*	2.631	4.708**	0.0000**
This project should be kept for the next semester (E, S)	1.986	2.927*	0.0043*	2.631	2.927**	0.0043**
All out-of-class workshops should be done in class (E, M)	1.986	-0.231	0.8176	2.631	-0.231	0.8176
Enjoyed working with my cross-disciplinary team members (E)	1.986	-1.172	0.2441	2.631	-1.172	0.2441
This project will be useful in my career (E)	1.986	-2.563	0.012*	2.631	-2.563	0.012
Satisfied with workshops (E, M, S)	1.986	-4.054*	0.0001*	2.631	-4.054**	0.0001**
Satisfied with this project (S)	1.986	3.415*	0.0009*	2.631	3.415**	0.0009**
Gained confidence in another business planning (E)	1.986	4.044*	0.0001*	2.631	4.044**	0.0001**

Note. E = Educational performance; M = Mentoring performance; S = Learning satisfaction
*p = .05 (Two-tailed). **p = .01 (Two-tailed).

Table 4: Descriptive statistics for project 2

Questions	Sample	Mean	SD	Kurtosis	Skewness
Learned basic process of business planning	44	4	0.5865	-1	-0.4478
	48	4.54	0.62	0.06	-1.01
Understood the instructor's expectations to this project	44	5	0.6287	0	-0.882
	48	4.38	0.67	1.86	-1.05
Learned technical knowledge and skills of business planning	44	4	0.7338	1	-0.9037
	48	4.35	0.73	0.95	-1.01
Gained confidence in business planning	44	4	0.7078	-1	-0.5484
	48	4.27	0.92	3.04	-1.62
Get motivated for this project	44	4	0.9103	-1	-0.5732
	48	4.04	0.9	1.04	-0.82
Enjoyed personal level communication with the instructor	44	4	0.6988	-1	-1.0707
	48	4.42	0.77	-0.7	-0.89
Information sharing among team members	44	4	0.685	-1	-0.6161
	48	4.31	0.85	0.46	-1.09
Understood value and meaning of business planning	44	5	0.627	0	-1.068
	48	4.29	0.8	-0.04	-0.85
This project should be kept for the next semester	44	5	0.7309	2	-1.579
	48	4.56	0.71	2.77	-1.71
All out-of-class workshops should be done in class	44	3	1.1281	-1	0.0395
	48	3.06	1.34	-1.16	-0.01
Enjoyed working with my cross-disciplinary team members	44	4	0.9783	2	-1.3693
	48	4.25	1.06	1.22	-1.42
This project will be useful in my career	44	4	0.7338	1	-0.7142
	48	4.4	0.76	0.74	-1.12
Satisfied with workshops	44	4	0.6249	0	-0.6288
	48	4.54	0.65	0.18	-1.13
Satisfied with this project	44	5	0.57933	1	-1.2197
	48	4.56	0.65	0.37	-1.21
Gained confidence in another business planning	44	5	0.6283	0	-0.973
	48	4.46	0.65	-0.36	-0.81

References available upon request

SCHOLARLY NETWORKING: DISCUSSION BOARD ACTIVITY AND OUTCOMES IN AN INTRODUCTION TO MARKETING COURSE

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ABSTRACT

Do online discussions enhance student learning and academic outcomes? In this study we examine the relationship between the *type* of online discussion-board usage in an introductory marketing course and academic performance. We also examine student social networking site (SNS) membership and usage to determine if there is any difference in academic outcomes. If SNS usage is related to lower grades (Karpinski & Duberstein, 2009; Kirschner & Karpinski, 2010), yet discussion boards or online forums are related to higher grades, then perhaps the difference between social and scholarly online interactions is an important area for further inquiry.

This study was conducted from Fall 2008 through Spring 2010 in five sections of an introductory marketing course taught in a lecture hall at a large public university. Data from 526 business majors were analyzed. The same marketing professor taught this course across the five semesters. To encourage participation both in the lecture hall and outside of the class, an online discussion board was created utilizing the WebCT online-platform supported by the university. The professor set up the discussion board with threads that covered various class components and monitored the discussion regularly. In addition to data from the use of the WebCT platform, we also collected data from students regarding usage of SNS and gender.

The primary independent variable is the *type* of discussion board activity. WebCT usage data include data on postings read (the number of times a person clicks on discussion threads) and posts (how many times a person contributed in writing to a discussion on the discussion board). The dependent variables include final grade, individual grades (pop quiz and average grade across 7 online exams) as well as grades on two group assignments (a situation analysis and a marketing plan).

Reading the Discussion Board and Outcomes: There were significant effects of gender and major in the amount of discussion board reading. Specifically, females read more posts than males (F=27.413, p<.001). This is consistent with the findings of DeNui and Dodge (2006). While the number of posts doesn't vary by major (F=.785, *ns*), the number of posts *read* does differ by major (F=2.624, p<.01). Students majoring in Accounting or Finance read more than other students. It is important to note that those two majors are the only two business majors with GPA entrance requirements at the study site. Of greatest interest is our finding that those who read more posts earned higher final grades in the course (F=1.394, p<.005).

Posting and Outcomes: Those who posted more earned higher grades on their pop quizzes (F=2.010, p<.01), their situation analyses (F=1.620, p<.05) and their final grades (F=3.093, p<.001).

Social Networking Sites Membership/Usage and Outcomes: When examining SNS membership and outcomes, we found no significant association between whether a student belongs to a social networking site and final grade, nor the grades earned on individual or group assignments. We did find a significant relationship between belonging to an SNS and the student's major (F=2.235, p<.05). SNS weekly usage rate showed no significant relationship with gender (F=.687, *ns*) nor grades (F=1.312, *ns*) and only a slightly significant relationship with major (F=2.073, p=.052).

Our findings show that scholarly discussion board activity is significantly related to course grades. It is

encouraging to note that when the discussion board activity is structured, scholarly networking leads to better student performance. In contrast to Karpinski and Duberstein's (2009) findings, there was no significant relationship between academic outcomes and SNS usage. Of concern however are the gender differences found in this study and previous studies.

Our findings show that males do not use the discussion board as much as female students and therefore do not derive the same academic benefits. Faculty who incorporate these pedagogical tools in their courses should be encouraging students to use them.

TRANSITIONS IN CLASSROOM TECHNOLOGY

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ABSTRACT

Previous research finds that there are many advantages to enhance teaching effectiveness using Course Management System (CMS) despite the difficulty entailed for an instructor to begin using CMS. There are differences in perceptions between faculty and students. Students seem to adapt to classroom technology faster than instructors and perceive classroom management software to be easier to use, but some instructors hesitate to adopt CMS for their teaching. However, there is lack of investigation questioning why one use or not use CMS as an instructor. The purpose of this study is to investigate faculty perceptions when adopting and using a CMS in their teaching and how their perceptions impact on the effectiveness of using CMS. The findings will explain faculty perspectives in terms of CMS and provides suggestions for facilitating effective CMS usage.

A survey was conducted to investigate faculty perceptions toward CMS among higher education instructors. Among 75 participants, 8 respondents answered that they have never used a CMS. Sixty-seven respondents indicated that they have used a CMS. The non-user part of the survey questions included perceptions such as *appeal of CMS,* the *perceived difficulty of adopting CMS*, the degree of ambiguity, using CMS and overall tendency to procrastinate. For those who have used a CMS, several close-ended questions concerning *difficulty to use, usefulness, favorability,* and *perceived effectiveness of CMS* were asked.

The findings reveal that instructors who have never used a CMS express highly favorable attitudes toward CMS. However, they are not clear about how to use CMS and feel ~~as~~ it may be difficult or time-consuming to implement. They are interested in and see the benefits of using a CMS such as "management of paperwork," "Provides timely feedback and communication with students," "provides sense of satisfaction from mastering technology," and "helps integrate information technology."

People who use a CMS have a favorable attitude overall and their perceptions in terms of the usefulness of CMS are strongly related to the effectiveness of using CMS. These findings also suggest that the difficulty of CMS for an instructor is inversely related to its perceived effectiveness. Instructors who find CMS more difficult to use may not be benefitting from its more helpful features. Recently, various CMSs have been introduced and sometimes a faculty member will have to learn a new CMS system. Among CMSs, the transition to Moodle might be among the more challenging in terms of difficulty. Fewer participants found the more difficult features such as online exams/quizzes and interactive features helpful. This suggests that giving technical support in these areas to instructors who are already using CMS for their courses would be helpful.

The research implies that the usefulness of a CMS and a favorable attitude toward a CMS both correlate with benefits in terms of time and work management, teaching, and sense of satisfaction. Given that everyone finds CMS to be appealing to some degree, why are there differences in adoption and usage? More research needs to be done in this area to fully understand the reasons instructors procrastinate in using only part of or all of a CMS.

References available on request

A STUDY OF ADOPTION OF ELECTRONIC TEXTBOOKS IN MARKETING CLASSES

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ABSTRACT

INTRODUCTION

For a long time, classroom instruction in higher education has been complemented by additional tools, such as textbooks, handouts, and recently, by electronic media content. Of all the alternatives, electronic textbooks represent an attractive compromise between the resources to be spent to access textbook content and the usefulness of that content. However, a substantial replacement of traditional paper textbooks with e-textbooks is less likely to happen unless users generate a mass adoption of e-textbooks. Using Davis' Technology Acceptance Model (TAM) as a theoretical foundation, this study addresses the question of e-textbook adoption in marketing classes.

REVIEW OF LITERATURE

As information technology developed, many publishers attempted to offer reading content in digital format. Users' adoption of digital reading content has been examined in several studies, which showed that usage has increased over time as user interfaces improved, and that, generally, business, economics, and computer science content areas were the most popular.

Electronic textbooks offer flexibility in accessing textbook content, visual appeal, potential to include supporting content, cheaper cost, and environmental friendliness. However, they are also characterized by several drawbacks, such as the need for the user to own or access a computer, skimming behaviors of users while reading, searching for specific keywords, and in general, interacting differently with a e-textbook than with a traditional paper textbook.

METHODOLOGY

In this study, an extension was made to the original TAM, which is normally based on perceived usefulness, ease of use, attitudes, and intentions, by adding the construct of perceived innovativeness toward information technology. Data was collected in September 2010, mostly from currently enrolled students at a small, private university from the Southwestern U.S. A total of 185 completed responses were retained for analysis (response rate = 31%).

RESULTS AND CONCLUSIONS

First, a confirmatory factor analysis (CFA) was conducted to validate the psychometric properties of the instrument. The measurement model had adequate fit, with a $\chi^2(125)$ of 275.81 (p < .001) and χ^2/d.f. = 2.21. Then, structural equation modeling was employed, and the structural model resulted in good fit ($\chi^2(130)$ = 313.34 (p < 0.001), χ^2/d.f. = 2.41, GFI = .80, AGFI = .85, TLI = .93, CFI = .94, and RMSEA = .08).

All the proposed hypotheses have been supported, indicating that students with positive attitudes toward e-textbooks (as a result of their perceptions of usefulness, ease of use, and innovativeness) also develop high intentions to use e-textbooks. Thus, this study presents a major contribution, that it, it provides a theoretical framework that facilitates the examination of technology adoption in academic instruction.

References available on request

WHAT MARKETING PROFESSORS SHOULD KNOW ABOUT E-PUBLISHING: WHERE ARE WE TODAY A LEGAL UPDATE

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INTRODUCTION

Basic Copyright. Congress has the power "… to promote the progress of science and useful arts, by securing for limited time to authors the inventors the exclusive right to their respective writing and discoveries." (U.S. Constitution, Article I, 8, ch. 8).

Original Works – *Copyright protection exist in original works of authorship fixed in a tangible medium of expression, from which the work can be perceived reproduced or communicated. Works of authorship include literary works.*

Exclusive Rights – *Under Section 106 of the Copyright Act, Copyright ownership provides the owner of the literary work with exclusive rights: (i) to reproduce the work in copies or phonorecords, (ii) to prepare derivative works based on the work, (iii) to distribute copies by sales, ownership transfer, rental, lease or lending, and (iv) to perform and publicly display the copyright work.*

Tasini, et al v. New York Times Company, Inc., et al 533 U.S. 483 (2001)

1. In 1993 six free-lance authors brought suit against The New York Times Company, Newsday, Inc., (print publisher), University Microfilms International and Mead Data Central Corp. (electronic database publisher)
2. The print publishers licensed rights to copy and sell articles to LEXIS/NEXIS. The Times also had licensing agreements with UMI to reproduce the Times materials on two CD-ROM products, one text only and one image based. These two products were searchable in manner similar to LEXIS/NEXIS*; importantly, retrieved articles were published and accessible on a standalone basis with no links to other articles, graphics or format appearing in the original print publications in which the articles appeared.*

3. The agreement by which the print publishers contracted with the author for their articles did not transfer copyright or grant the publishers the right to publish the articles in their electronic database.

4. The authors filed suit alleging their copyright were infringed when as arranged and fostered by the print publishers, LEXIS/NEXIS and UMI placed the articles in their electronic databases.

5. The defendants claimed they were permitted to electronically reproduce the authors' work under Section 201© of the Copyright Act, which provides as following:

   Section 201(c) – Contribution to Collective Works. Copyright in each separate contribution to a collective work is distinct from copyright in the collective work as a whole, and vests initially in the author of the contribution.

6. The Court held that Section 201(c) did not permit the copying – the electronic publishers infringed the authors' copyrights by reproducing and distributing the articles in a manner not authorized or the Copyright Act. The Court stated that Section 201(c) serves to restrict the publisher's copyright in its collective work to enable a writer to retain exclusivity over the copyright in his/her original work and thus further exploit it.

7. The Court's majority opinion, presciently, also stated that authors and publishers may "enter into an agreement allowing continued electronic reproduction of the Authors' work; they and if necessary the courts and

Congress, may draw on numerous models for the distributing copyrighted work and remunerating authors for their distribution.

Another case **Faulkner, et al. v. National Geographic, et al., 409 F.3rd 26 (2nd Cir. 2005)**

1. In 1997 National Geographic produced "The Complete National Geographic" (CNG); this was a CD ROM set containing each monthly issue of the Magazine, as originally published from 1888 through 1996.
2. Faulkner and other freelance photographers and writers sued National Geographic and other parties on the grounds that the CHG electronically reproduced the print magazines that had included their work, without their permission or consent.
3. Based on CNG using the same selection, coordination and arrangement of the individual contributions as displayed in the original print works and what the user sees is an electronic replica of pages of the Magazine, in this case the court determined that National Geographic use of the plaintiffs' work was privileged under Section 201(c).

Random House, Inc., v. Rosetta Books, LLC, 283 F.3rd 490 (2nd Cir. 2002)

1. In this case the court ruled in favor of Rosetta Books and denied Random House's request for a preliminary injection. Relying on the language of the contracts and basic principles of contract interpretation, the found that the right to "print published and sell the work(s) in book form" in the contracts at issue did not include the right to publish the work in the format that has come to be known as the "e-book." "To print, publish and sell the work in book form" is understood in the publishing industry to be a "limited" grant. The "new use" – electronic digital; signals sent over the Internet – is a separate medium from the original use- printed words on paper.

2. This case looked at Rosetta Books contractual agreement with several authors to publish certain parts of their work in digital format over the Internet. Random House alleged that the phrase in it form agreement "in book form" means to faithfully reproduce the author's text in its complete form as a reading experience and that, since e-book concededly contained the complete text of

the work, Rosette could not also possess those rights.

HISTORY

Works are given copyright protection the moment they are written. There may be no way to find authors to seek their permission to republish their material. The penalties for infringement are high. Therefore, there is a lot of material that cannot be republished because the authors are essentially not locatable. That is, the cost to locate them, if they can even be located is often too high to justify the use of the work. Factoring in the term of copyright protection (life plus 70 years), a large amount of work is likely to be unrepublishable for over a hundred years and possible lost altogether.

FAIR USE – WHERE ARE WE TODAY

There is no need to utilize the fir use defense unless there is copyright infringement. Copyright holders must show ownership of a valid copyright access by the defendant, and copying in the secondary work of protectable matters from the original work *(substantial similarity).* Attribution is no defense.

FAIR USE IS AN AFFIRMATIVE DEFENSE TO COPYRIGHT INFRINGEMENT

In the literary context, substantial similarity between an original work and the secondary (allegedly infringing) work, is analyzed under one of two standards

1. Comprehensive non-literal similarity *(overall similarity in structure and organization)*
2. Fragmented literal similarity *(detailed similarity is specific language).*

HOW DO WE BALANCE PUBLIC INTEREST AND COPYRIGHT MONOPOLY

There must be a constitutional balance between the respective First Amendment and Copyright Clause interests in order for the two to co-exist. The use of free speech is a necessity for democracy. The balance is based upon the distinction between an idea, and the expression of that idea.

1. Idea = free speech *(ideas are not protectable under copyright law)*
2. Original work of authorship fixed in a tangible medium = copyright expression *(protectable under copyright)*

Fair use attempts to balance one's use of another's protected copyright expression in order to advance

one's idea. This balance is very difficult, so is fair use.

ELECTRONIC BOOK PUBLISHING

Google Copyright Litigation and E-Books and Author Contracts. The author Guild, Inc., Herbert Migang, Betty Miles, Daniel Hoffman, Paul Dickson, Joseph Goulden, The McGraw Hill Companies, Inc., Pearson Education, Inc., Penguin Group (USA), Inc., John Wiley & Sons, Inc., Simon and Schuster, Inc. and Association of American Publishers, Inc. v. Google.

E-Book Publishing has grown and will continue to grow in the near future. The author publishing agreement should reflect a publisher's editorial and distribution models and stay updated to address electronic publishing issues. There are new delivery methods being used and advanced each day, from video books to smart phones.

The settlement clause in the Google case consisted of publishers and authors – Consisted of "In Print" books and display user. The display use includes "*Access Uses*," "*Preview Uses*," "*Snippet Display*," and "*Display of Bibliographic pages*." When it came to "Out-of-Print Books and Display Use" these would automatically be included in the Google Book Search program. The revenue generated from Display User will go 63% to *Rightsholders* and Google will retain 37%. This is unless a *Rightsholder* expressly opted out of the agreement. Since the agreement there have been amendments to the settlement, both parties agreed to revise the settlement when new avenues or revenues models arise. This could include print-on-demand, PDF files, and consumer subscription (http://www.googlebooksettlement.com).

COPYRIGHT CLAUSES

There should be clauses in e-book publishing agreements that may be impacted by electronic publishing:

    a.   Grant of rights
    b.   Royalties
    c.   Updates and revision
    d.   Out-of-print
    e.   Permission
    f.   Author marketing responsibilities

The author publishing agreement should reflect a publisher's editorial and distribution models and stay updated to address electronic publishing issues. Clauses in the book-publishing agreement that may be impacted by electronic publishing are the listed

above. **Grant of rights clause** specifics the rights granted by the author to the publisher and their scope may vary widely. The publisher's use of a right that goes beyond the author's grant places the publisher at risk for copyright infringement and breach of contract. Many pre-1990 contracts did not grant the publisher electronic rights. These contracts would require an addendum for the publisher to use the rights. The grant of rights clause should not be ambiguous.

When a publishing contract contained an ambiguous clause, and if the media/technology was invented at the time the contract was executed, the new media/technology should be recognized as being included in the grant of rights. In Bartsch v. Metro-Goldwyn-Mayers, Inc. (1968), there was a grant of motion picture rights 40 years earlier included television rights.

The rights to "print publish and sell the work(s) in book form "did not include the rights to publish the work(s) in "e-books" format. To print publish and sell work(s) in book form is understood in the publishing industry to be "limited grant." The "new use" – electronic digital signals sent over the Internet is a separate medium from the original use (print words on paper).

GRANT OF RIGHT RECOMMENDATIONS

Present contracts should include a grant of electronic rights, which is (i) non-ambiguous, (ii) as broad in scope as possible (reasonable), and (iii) include a "future technology clause." The grant should at a minimum provide the publisher with the right to: Prepare, reproduce, publish, distribute, transmit, and display all electronic versions of the authors work in all physical media, computer systems and networks.

What are the royalty percentages an author should receive on e-book sales?

Print Book Royalties usually are fixed or escalating royal percentage. When it comes to e-book royalties the author may receive the same fixed or escalating royalty percentage that is received fro a print copy. Many publishers pay authors a higher royalty percentage on e-book sales. A 25% royalty on e-books sales is not uncommon and appears to be becoming a standard rate. Many agents/authors believe that these royalty rates are too low and they are activity pushing to obtain a higher royalty rate for e-books sales.

Website Royalties is an issue that when the publisher wants to use an author's work for other than promotional purpose on the publisher's

website. There are possible clauses that can be included to handle this problem. The author could permit the publisher to use the author's work on the publisher's website (i) without additional payment for all usage, (ii) Without additional payment when the word count from the author's work is less than "X" words or (iii) with additional payment when the word count from the author's work is more than "X" words. Payment in such clauses could be a "flat fee."

Revision and Updates clause has usually only applied when the publisher determines that the author's work needs to be revised. Electronic publishing may provide the publisher and author with additional revenue when the subject matter of the author's work changes frequently. An agreement between publisher and author could have periodical updates between revisions (example, quarterly or semiannually). The author should review any backlist and forthcoming new titles to see if electronic updates are possible for some of your titles. Revise the publishing contract to handle this new source of revenue.

Out-of-Print is when the author's work is out-of-print and is only available as an e-book. The out-of-print clauses typically cover the situation where the author's work is no longer available in the print format and/or is distributed via specified channels. An updated out of print clause should recognize that the author's work will be considered "in print" based upon the following conditions: (i) work is available through regular publishing methods, publish on demand, and as an electronic book.

When comes to **Marketing Your Book**, the electronic media provides the publisher with an opportunity to have the author become more activity engaged in the promotion of the author's book. This could be accomplished by having the author do the following, (i) have a website that contains content nd information about the author's book and has links to the publisher's website to facilitate the purchase of the book, (ii) establish a blog to interact with purchasers and potential purchasers of the book, and use other social media as deemed appropriate.

CONCLUSION

Electronic rights and electronic publishing have created opportunities for revenue streams for marketing professors as authors. Business and legal dynamics have created new business models that need to be incorporated into today's author publishing agreement to ensure successful execution of these new models. Proactive contractual agreements can address all these issues and this can be a win win-win for the publisher and author.

A LOOK AT THE PEDAGOGICAL DIFFERENCES BETWEEN THE PROJECT-BASED MBA AND THE TRADITIONAL MBA

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ABSTRACT

This special session examines the pedagogy of a project-based MBA program design as compared to that of a traditional MBA program, looking specifically at the ability of each to foster the multidisciplinary skills needed to be successful in today's business world. In traditional programs, students are primarily taught in a lecture/classroom format. They then demonstrate understanding of concepts on exams or papers that are primarily theoretical in nature. In contrast, project-based programs focus on students' demonstration of the ability to apply concepts in real-world situations. To facilitate this, a project-based MBA faculty member's role shifts from professor to coach. The chart to the right highlights some of the basic differences between project-based and traditional pedagogies.

Crucial to this session's discussion are the three central tenets that form the foundation of project-based programs: no grades, no classes and no tests. At first blush these might seem antithetical to what is normally thought of as "higher education." Grades and tests are ordinarily thought to be required for a program to be considered rigorous. Looking more closely at each, however, we find solid pedagogical reasons why they do not make sense for a project-based program. Further, we find that a project-based program can be rigorous without them.

A basic question that must be asked about grades is "what do they mean?" Does a "C" in a course mean that the student doesn't understand very well, but enough to pass? A project-based program replaces traditional grades with one of the following: "Exceeds," "Meets," or "Does Not Meet." To receive a "Meets," a student must show mastery of the competencies associated with the project. However, a student does not need to achieve this evaluation on first attempt; rather, the faculty coach continues to work with the student until mastery is achieved. Tests can be very limiting in their ability to evaluate the high level of learning that students will need to succeed as executives. Tests tend to measure a student's knowledge at a point in time. Further, tests ordinarily measure how well a student remembers, rather than the ability to apply concepts. Finally, tests are generally one-off propositions, meaning that the test grade will be permanent. Since project-based programs require the student to demonstrate mastery across multiple contexts and through multiple projects, tests cannot be expected to measure at the level necessary to show mastery.

Project-Based Programs	Traditional Programs
The project-based program is based on skills and abilities called "competencies." A student must master each before he/she graduates.	Courses are based on learning goals, which may or may not be measured.
A student finishes with the program when he/she has finished the projects and demonstrated mastery of business skills.	A student is done when he/she has finished all the courses.
Does not require the student to relearn skills and topics he/she has already mastered.	Students must take all the courses regardless of expertise or background.
The student can work where and when they please at a speed that is integrated into their life goals.	The student is required to go to campus when courses are scheduled, regardless of other commitments.
Projects are interdisciplinary	Classes are taken one subject at a time.
Students work one-on-one with a project coach.	A professor usually teaches to an entire class.
Focus is placed specifically on the communications skills needed to be successful: managing projects, leading teams, presenting, writing, negotiating, facilitating, etc.	In some courses, there are group projects and presentations, but techniques are rarely taught.

THE MILLENNIAL GENERATION: THINKING DIFFERENTLY, ACTING DIFFERENTLY AND BELIEVING DIFFERENTLY

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ABSTRACT

RATIONALE

As the children of the boomers, the millennials are poised to be the most important generation in Canada and beyond (Statistics Canada, 2009). Not only are they a huge generational cohort that is already making its influence felt in the workplace, schools and society generally, this technologically savvy, always wired generation is profoundly different than any generation that has come before. Simply put, Millennials think differently, act differently and believe in different things. The Millennials are the generation that grew up with "*Babies on Board"* stickers, Bill Clinton, Hurricane Katrina, 9/11 and war. They are "the most affluent generation, best educated and most ethnically diverse North American generation ever" (Howe & Strauss, 2000, p. 4).

Over the last 15 years, millennials have grown from being the "apple of their parent's eyes" to defendants in lawsuits instituted by the recording industry, to an online majority who watched the destruction of the economy and the American dream. Rather than emerge as bitter players, they have emerged with a new sense of hope that is similar to the new spirit felt after WWII. Our research indicates that this sense of hope is what universities, professors and private and public institutions need to capture in order to alter negative perceptions of their brand and to engage millennials with their brand. Millennials are their consumers, present and future

employees/donors and will become either their greatest allies or critics. But getting Millennials on their side takes knowledge.

During our special session will outline tips we have found useful over the past year to engage millennials, test millennials, and teach millennials.

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TEACHING MARKETING IN EUROPE AND ASIA

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ABSTRACT

This session will present issues related to teaching marketing overseas, specifically in Asia and Europe. Various pitfalls will be discussed and strategies for more effective teaching will be presented. Differences in educational philosophies of the various venues will also be incorporated into the discussion. Most of the presenters have experience teaching marketing outside the United States. Steven Hartley is an author on one of the leading introductory marketing texts and will discuss textbook writing for a global audience.

This is a timely topic and should be of interest to MEA members who have taught overseas or are contemplating doing so. It will be a good primer for anyone considering overseas teaching, with some helpful hints to smooth the process. Exhibit 1 will serve as a framework for the discussion.

Jack Schibrowsky will chair the session, introduce the topic and presenters, and summarize the discussion at the end.

James Cross will relate recent experiences teaching in Asia, Vietnam specifically.

Alexander Nill will discuss his extensive teaching experience in Germany and Austria.

Ludmilla Wells will share thoughts on teaching in Eastern Europe, Russia specifically.

Mocol Maughan will discuss various cooperative teaching partnerships he has been involved with in Europe and China.

TABLE 1
Teaching Marketing on a Global Basis

	Western Europe	Eastern Europe	Asia
Student Issues			
Language Issues			
Topical Issues			
Partnerships			
Textbooks			
The important stuff			

TRAVELLING ACROSS BORDERS IN MARKETING EDUCATION

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ABSTRACT

This special session is about traversing various boundaries in marketing education, with the purpose of providing insights and directions for future research. Marketing education is offered in diverse environments and settings and to students from a wide variety of backgrounds. A question that arises is, how much is marketing curriculum designed for one context effective in another? This special session uses the metaphor of travel because travel enables us to see familiar patterns of life in unfamiliar forms and settings. As travel writer Pico Iyer (2000) describes, travelling "turns you upside down, and stands everything you took for granted on its head." Hopefully, this special session will help participants do the same regarding "comfortable" experiences and routines of marketing education.

CROSSING CULTURES

Short-term overseas teaching experiences are not uncommon among marketing faculty. Graduates in some disciplines such as the humanities who have for many years faced tight hiring markets may choose to expand their options by considering permanent overseas positions. However, in marketing, most overseas experiences are still likely to be short-term, at most a year or two. As universities in the United States and other countries set up MBA or exchange programs in other countries, instructors are needed to staff them.

Expectations can different dramatically for faculty members teaching in a foreign university. There are often sharp contrasts between the cultures they are visiting and their home country experiences. For example, in the United States, students often approach faculty members in a fairly informal manner, addressing them by first name and chatting informally. This is not true in every culture; often the distance between instructor and student is substantially greater.

Another area in which expectations may differ is in style of instruction. Instructors will need to discern, for example, if an active learning approach is expected or if a more passive learning approach is the norm, In North America, active learning approaches and applied technology are frequently used, whereas in Europe a lecture approach is more common (Kuster & Vila, 2006). Similarly, homework is more highly regarded by marketing students in Mainland China than by marketing students in England (Clarke & Flaherty, 2002), but cases are as popular in Chinese MBA programs as in North American MBA programs if the topics are localized (Thompson, 2000). Skepticism about marketing in general greets educators who teach in newly emerging markets (Clarke & Flaherty, 2003).

Just as expectations from students may differ, expectations from administration and other faculty members may differ as well. This is especially true when teaching in local universities as opposed to overseas campuses of American universities. Some dimensions of faculty expectations, such as those in regard to research productivity, will not impact instructors teaching abroad for a semester or two, but other types of expectations will. For example, faculty members may encounter unfamiliar norms and expectations about whether they do their work in a campus office or at home, whether they are expected to work on research with campus-based colleagues, whether they are expected to provide service, and norms for meeting attendance. The overseas forums of the *Chronicle of Higher Education* contain many stories about instructors who encountered expectations overseas that are different from those in their home countries.

CROSSING DISCIPLINES

Teaching marketing to students majoring in another discipline – that is, travelling across disciplines to see marketing from the eyes of non-marketing

students – can be equally challenging. Cross-disciplinary marketing education can occur in different contexts. The first and most familiar setting is in the basic marketing courses within business schools. In many business programs, basic marketing courses are a mandatory part of the curriculum for all students. Large course sections often enroll students from accounting, finance, management, information systems and other business school majors. For these students, the goal of the marketing course is to provide, "a survey of marketing theories and practices so that these students will be able to understand the significance of marketing within an organization" (Godar, 2004).

Marketing departments do take this goal seriously and write it into course descriptions. For example, the California State University, Northridge University Catalog (2010-2012) describes the basic marketing course as, "an introduction to marketing management's role in an organization's business strategy." Even though students in other business majors may never directly use marketing skills in their careers, as business majors they need to understand the role of marketing as part of an organization's strategy and to know how to interact with marketing professionals. There is some evidence of differences in preference for curricular mode. Ping (2007) found for example that non-marketing students more likely to prefer delivery of marketing curriculum through web-based courses rather than in-class lectures.

Some marketing courses such as consumer behavior and various elective courses will include students who are not only outside the marketing major but outside the business school as well. Examples are students in fashion merchandising and consumer sciences who take consumer behavior and retailing courses; journalism, communication, and art students who take an advertising course; students in majors such as music, art, and engineering who take marketing strategy and entrepreneurship courses; and students in the behavioral sciences who take consumer behavior. Many of these students voluntarily choose a marketing course as an elective.

These non-business students may have little or no understanding of basic business principles which an instructor preparing the marketing course might reasonably expect of business students. Sometimes, for example, they have never before read an income statement or balance sheet. The needs of such students are different and sometimes very specialized. On the other hand, because they have elected to take a specific course, they are motivated to learn and intend to put the acquired marketing skills and knowledge into action in their chosen field. At the very least they have a desire to gain a basic understanding of marketing.

FROM COMMUTERS TO ON-CAMPUS STUDENTS

Another border that marketing faculty sometimes cross is that of teaching students who live on campus versus those who are commuters. Surveys suggest that though there may be a different level and type of student engagement among resident versus commuter students, the perceptions of commuting students about their experiences in the classroom are not much different from those who live on campus (Kuh, Gonyea, & Palmer, 2001).

Nevertheless, commuting students do face some unique challenges. The commuting population often contains higher proportions of first-generation students who bring different cultural expectations and norms and re-entry students and others with working experience and heavy responsibilities beyond campus. Some identify more with off-campus communities than with their peers on campus. Some attempt to fit education into an already full load of responsibilities and commitments. The norms and responsibilities students bring with them can affect their engagement with the campus as a whole (Newbold, Mehta, & Forbus, 2010), but how do they impact classroom performance? How might marketing instruction and curriculum be aligned to be most effective for these students?

In this special session, David Ackerman shared his experiences teaching marketing in the communications school at Chengchi University in Taiwan, an experience which required travelling across all the boundaries discussed above as compared with the environment of his home university. Glen Brodowsky discussed his experiences teaching marketing to business students at the same university, Chengchi University in Taiwan, as well as at the Copenhagen Business School in Denmark. Oscar Deshields and Barbara Gross discussed their experiences with teaching students from outside the business disciplines in advertising, retailing, and consumer behavior courses, as well as thoughts about the rich diversity of students at California State University, Northridge, a large urban public university characterized by diversity on multiple dimensions.

PREZI: USING A NON-LINEAR PRESENTATION TOOL IN AN ACADEMIC SETTING

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ABSTRACT

Tired of your students falling asleep in your classrooms? Prezi is new presentation software that encourages users to 'think outside of the box' and create presentations in a spatial environment. Unlike the ubiquitous presentation software (i.e., Microsoft PowerPoint), Prezi users create non-linear ideas in a web of interconnecting concepts. Think of it as a digital mind map, with a central idea in the middle and supporting evidence surrounding that idea (Figure 1).

By using a combination of pictures and words, users are able to move left-to-right, side-to-side, and zoom in-and-out, rather than the traditional slide-by-slide approach. A user's imagination can run wild and jump from idea to idea while using Prezi. This is one of the reasons why Prezi has emerged as the favorite presentation software. Although PowerPoint has more tools than Prezi currently offers, it lacks one key feature: the ability for the user to create a unique presentation unlike any other. Instead of being confined to a box, users now have an endless virtual presentation play-ground.

FIGURE 1
Sample Prezi Layout
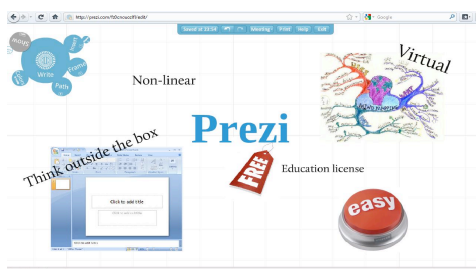
ATTRACTION & CONNECTION IN THE CLASSROOM

When using Prezi in the classroom, instructors will notice that students will initially respond with an attraction to the software itself. The students will want to know what it is and how it works. However, this novelty alone should not serve as the catalyst for using a new pedagogical tool. Instead, instructors will recognize that their visual- and spatial-learners will benefit greatly from Prezi-infused lecture presentations. Students will be more engaged with the topic at hand as they better understand the linkage between that topic and other course topics. By using Prezi, instructors can illustrate topics in ways that have rarely before been presented with clearer course content linkages.

EASE OF USE

Using Prezi is simple, intuitive, and will only take the average user a few hours to become familiar with the software. There are several sample Prezi presentations that have been designed to help new users learn how to use the product. These 5-8 minute "Prezies" start with the basics and increase in complexity for more advanced users. Prezi presentations can be as complicated or as simple as the user wants to make it.

SESSION FORMAT

During this session, we present a short Prezi example that illustrates the use of the technology with a topic from an introductory level marketing course. We then discuss how instructors might use the Prezi interface to create their own presentations. We finish the session with a discussion of how the use of tools like Prezi can prompt the "third wave" of discontinuous classroom innovation (cf. Celsi and Wolfinbarger, 2002). Our goal is to encourage faculty to consider how they might better use technologies like Prezi to engage students in course material and to simulate the interconnectedness of topics.

REFERENCES

Celsi, R. L., & Wolfinbarger, M. (2002). Discontinuous classroom innovation: Waves of change for marketing education. *Journal of Marketing Education, 24,* 64-72.

BEST-PRACTICE MARKETING SIMULATION TEACHING FOR NEW USERS

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ABSTRACT

This article summarizes key best-practice design and execution principles and practices for maximizing the teaching and learning experience with marketing simulations for new users.

INTRODUCTION

Best-practice teaching principles and practices are organized around a "Why?", "Which?", and "How?" framework. Given space limitations, this article discusses only key best-practices. An interested reader is invited to access the LINKS website (http://www.LINKS-simulations.com) for more details, discussion, and teaching resources.

WHY USE A MARKETING SIMULATION?

A marketing simulation is a series of dynamically-interrelated "cases." "Dynamic" describes the interrelationships among the competing simulation teams. "Cases" reflects the outside-of-class case-like activity that students go through in each simulation round: private preparation followed by one or more team meetings.

Beyond the consideration of content variety in course design, the classic reasons for teaching with a marketing simulation include interactivity with an engaging team-based exercise and the competitive and attention-getting nature of marketing simulations. These quotations from past students provide the rationale for using marketing simulations:
- *"Far and away the most useful, effective, grueling, and fun educational experience I've encountered."*
- *"This is the real world … with real world workloads, satisfactions, and frustrations."*

Simulations are especially useful in the standard marketing curriculum sequence marketing principles, marketing management, and marketing strategy.

Specialized simulations also exist for marketing electives such as channels management (e.g., the LINKS Multi-Channel Management Simulation) and new products management (e.g., the LINKS Positioning Strategy Simulation). And, for an introductory marketing course, smaller marketing simulations (e.g., the 4-round LINKS Marketing Tactics Simulation) exist that don't overwhelm the rest of the course content.

WHICH MARKETING SIMULATION?

Plentiful marketing simulations exist. Do a Google search on "marketing simulation" for links to web-based marketing simulations. But, also ask colleagues for recommendations. Ask colleagues about simulations they use and and/or know about.

Most web-based marketing simulations offer a demo to permit perspective adopters to explore and "road test" a simulation. Review web-based resources (e.g., FAQs and tutorials) available to support instructors and students. Test the support offered by a simulation vendor, by asking "customer support" to respond to a question or two.

HOW TO USE A MARKETING SIMULATION?

General "How To Use" advice includes:
- The instructor has to be committed to the simulation. Instructors can't outsource simulation instruction to the simulation vendor.
- Plan for an in-class introduction and a post-event in-class debriefing in your course syllabus.
- Most of the student activity and work occurs outside of class, as with traditional cases.
- Bring the marketing simulation into classes as appropriate to class topics. For example, use 10-15 minute class-time "tutorials" to explore and spot-light simulation elements. Examples of such spot-lighting include a key table or exhibit from the simulation manual, a simulation financial report, or a simulation research study.

Organizing Your Marketing Simulation Event
Team sizes of about four students per team and five-six teams per simulation industry serve most instructors well. As team size increases, team management issues assume greater importance. And, larger-sized teams create additional logistical problems involving conflict-free meeting times in academic degree-granting programs. Larger-sized teams do, of course, simulate project teams encountered in everyday business life.

While many instructors require/permit students to form their own simulation teams, best-practice teaching has the instructor forming teams based on background information provided by the students (including confidential-to-instructor "vetos" of up to two class members with whom a student doesn't wish to be teamed).

Instructor-formed teams offer plentiful benefits:
- It's realistic (there's usually no choice in team assignments in working-world teams).
- It's equitable (everyone has the same chance of being teamed with "friends" and "strangers").
- It's efficient (equal-sized teams are conveniently created by the instructor).
- It's diverse (diverse teams can be created across student backgrounds, majors, native English-speaking status, employer, and gender).

Performance Assessment
Course design includes student assessment. Best practices with marketing simulations include:
- Allocating some of the course grade to within-simulation performance, but this should be a minority of a course's simulation-based grade.
- The majority of a course's simulation-based grade should be allocated to traditional team-based written reports and presentations at the mid-point and the end of the simulation event.

Best-practice marketing simulation teaching includes individual evaluation elements such as an in-class pre-event quiz, written assignments and memos ("Write In Detail About Something Really Useful That's Not in the Simulation Manual" or a post-simulation "Advice To My Successor" memo), and simulation-specific examination questions.

Final Team Presentations
If a marketing simulation event concludes with team-based in-class presentations (a common course design element), adequate within-class time must be budgeted in the course syllabus. Depending on course format, it may be necessary to make additional class time available prior to the final in-class presentations for teams to meet to prepare their presentations. Final in-class presentation scheduling also influences simulation scheduling timing (when the simulation begins and the pacing of simulation rounds throughout the course).

Presidential Review Meetings
The most important within-event best-practice in teaching successfully with marketing simulations is scheduling private presidential review meetings with

teams. These private, pre-scheduled, 30-minute meetings with each team permit the instructor to review each team's performance/progress and to answer team members' questions. This is "one-with-a-few" teaching/coaching rather than "one-to-the-masses" lecture-hall instruction. Presidential review meetings are private meetings (i.e., instructor and one team only present) due to the marketing simulation's competitive nature.

Presidential review meetings provide a powerful teaching/learning opportunity (instructor as coach) at key points during the simulation event. They simulate business review meetings with a "boss" or senior management official. Re-assigned class time is recommended for presidential review meeting scheduling, with teams not meeting with the instructor using that time for their own private firm deliberations. Meeting schedules may have to extend beyond class time, due to the number of simulation firms. In shorter events, a single round of review meetings might be scheduled, perhaps just after the second simulation round. In longer events, several waves of presidential review meetings might be scheduled with a second round of review meetings occurring at about the event's mid-point.

Formats for presidential review meeting include requiring teams to submit questions/issues to be discussed before the scheduled presidential review meeting or perhaps requiring the preparation of a SWOT analysis to be discussed during the meeting. Potential instructor questions to pose during presidential review meetings include:
- What are the largest problems facing your firm?
- To your customers, what differential advantage does your firm offer compared to competitors?
- What are your most/least important markets?
- Is your team organization arrangement "best" for the problems/challenges now facing your firm?

NEXT STEPS

A new/perspective marketing simulation user might follow-up this brief article by conversing with colleagues about their marketing simulation usage and reviewing web-based marketing simulations (and their associated instructional resources). New users are encouraged not to be intimidated by the learning curve associated with adding marketing simulations to courses. Such an up-front learning curve investment will be amortized over career-long opportunities to exploit marketing simulations for effective teaching and learning in a wide-range of marketing courses.

SOCIAL AXIOMS AND LEARNING STYLES: IMPLICATIONS FOR MARKETING EDUCATION

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ABSTRACT

INTRODUCTION AND PURPOSE

Learning is one of the most universal of human activities; however, the ways in which knowledge is gained can be different for different cultures (Hofstede 1997; Joy and Kolb 2009). Increasingly, most classrooms are at least somewhat multi-cultural, but even within the same culture, we may find variations in student's beliefs, which may further impact the way they pursue and obtain knowledge. The main purpose of this paper is to describe some possible ways in which social beliefs may shape the learning styles of marketing students. More specifically, we attempt to connect the differences among the five social axioms suggested by Leung et al. (2002) with Kolb's Experiential Learning Theory (1984) and Kolb's Learning Style Inventory (Kolb 2005). A close examination of the social beliefs and their interaction with student learning styles will give us valuable insight into how individual learning styles are shaped and developed in the process of socialization.

KOLB'S TYPOLOGY OF LEARNING STYLES

Kolb argues that as a result of different factors of the environment and our specific experience, we develop learning styles that emphasize given learning abilities over others. Kolb's (1984) experiential learning cycle, which has been extensively applied in the marketing education literature (e.g., Petkus 2000; Hagenbuch 2006), involves four stages of experiential learning: concrete experience, reflective observation, abstract conceptualization, and active experimentation.

SOCIAL AXIOMS

Social axioms are formally defined as "generalized beliefs about oneself, the social and physical environment, or the spiritual world, and are in the form of an assertion about the relationship between two entities or concepts" (Leung et al. 2002, p. 289). Social axioms have four specific functions: "They facilitate the attainment of important goals (instrumental), help people protect their self-worth (ego defensive), serve as manifestation of people's value (value-expressive), and help people understand the world (knowledge)" (Leung et al., 2002, p.288). In the marketing education context, the knowledge-obtaining function is the most relevant, and will be the one on which we will focus. Leung et al. (2002) discuss five dimensions of social axioms - *cynicism, reward for application, fate control, spirituality, and social complexity.*

PROPOSITIONS

We develop a model that proposes relationships between marketing students' preferred learning styles and knowledge-obtaining function of the social axioms that they hold. Linking the personality of people holding one of the social axioms to the characteristics of those who prefer a specific learning style, we put forward four propositions:
Proposition 1: Social cynicism in marketing students will correlate with a preference for the converging learning style.
Proposition 2: Belief in reward for application among marketing students will correlate with a preference for the assimilating learning style.
Proposition 3: Belief in fate control and spirituality among marketing students will correlate with a preference for the accommodating learning style.
Proposition 4: Social complexity beliefs among marketing students will be correlated with a preference for the diverging learning style.

CONCLUSION

Previous research has linked learning styles to cultural differences, but the two concepts seem somewhat contradictory as learning style is individual level variable while culture is a macro level variable that implies a belief system shared by a group of people. In this paper, we try to resolve this conflict by applying an individual level variable, social axioms, to the context of learning styles.

References available on request

LEARNING AND LIFELONG LEARNING IN BUSINESS SCHOOLS: A POINT OF VIEW

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ABSTRACT

Student learning and learning to learn, or lifelong learning, are important educational issues. Accrediting bodies, such as the AACSB, have considered lifelong learning to be a part of the "total education experience" (AACSB, 2010) for higher education. As marketing educators, ensuring that students acquire the skills necessary to learn and become lifelong learners is one of our most critical educational endeavors. However, it appears that these issues have not been explored in the marketing domain. To address this issue, a number of questions seem pertinent. What is learning in professional schools such as business? What is required to develop lifelong learners? How is learning and lifelong learning associated with marketing education? The purpose of this paper is to explore the meaning of learning and lifelong learning in business schools and to suggest a curriculum students need in order to develop into lifelong learners.

Learning is the "acquisition of knowledge or skill which occurs in, and may lead to changes in, the brain" (Biological, 2005). It has also been defined as "a multidimensional process that results in a relatively enduring change in a person or persons, and consequently how that person or persons will perceive the world and reciprocally respond to its affordances physically, psychologically, and socially" (Alexander, Schallert & Reynolds, 2009). According to Merriam and Caffarella (1998) there are three orientations to learning: 1) the behaviorist orientation, 2) the cognitive orientation, and 3) the humanistic orientation to learning. The cognitive orientation views learning as an internal process, including insight, information processing, memory, perception, and synthesis and seems applicable to education in business schools because such education is formalized learning.

If learning in business schools is primarily a cognitive process, then learning means knowing, understanding, and application. Knowing is the first step in learning and requires students to have knowledge regarding concepts and facts deemed essential by professionals in the field. Students should become familiar with important concepts in the domain of marketing and a curriculum needs to be developed that emphasizes those concepts. However, faculty must first agree on what the domain of marketing should be. Understanding, the second aspect of learning requires students to understand analytical frameworks, theories, models and processes involving relationships between concepts. At this stage concepts are specified and integrated, not only with other concepts, but with the real world of business. The third aspect of learning, application, requires students to apply knowledge using integrated and analytical frameworks. Application stresses logic and critical thinking which means using the problem-solving process and the scientific method in different settings and situations. If, as marketing professors, we can assist students in acquiring knowledge, understanding, and the application of marketing concepts, the next task is to develop lifelong learners.

Lifelong learning is an important concept even though there is no succinct definition of exactly what lifelong learning is (Mocker & Spear, 1982; Sharples, 2000). Across various definitions the central theme is that through some form of formal education, the individual acquires the knowledge, understanding, and analytical tools to begin the process of self-education. As educators we can assist students in becoming lifelong learners by developing a marketing curriculum that teaches the tools and basic foundations of learning, the scientific method, statistics, reading and writing, as well as the content of the discipline.

References available on request

STUDENT CHARACTERISTICS AS PREDICTORS OF INTENSIVE VS. TRADITIONAL COURSE FORMATS

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ABSTRACT

The number of students in higher education is growing at an exponential pace. Colleges and universities must continue to explore methods to increase student satisfaction as well as meet student learning needs. An ever-increasingly popular method is to offer flexible schedules. This study investigates how undergraduate student characteristics influence student selection of either intensive (compressed) or traditional semester course formats. The results indicate that student age and current work status have statistically significant influence, while student major and work experience come close, but do not significantly influence these decisions. Further, student gender, ethnicity, and educational level also have no influence on these student decisions. Our research shows that intensive marketing courses are more attractive to young students, age 21 and 29 with no work experience, and possibly, other business majors or minors than marketing.

Keywords: Traditional course, compressed course, intensive course, student characteristics, student demographics

INTRODUCTION

As a result of increased tuition fees and higher costs of living, many students face significant time management pressures because they are working more part-time hours than in the past (McInnis et al., 2000) in an effort to fund their education. Often, this necessity of students to work outside of their educational goals is seen by faculty as a point of frustration, believing that students are looking for a more passive role in their learning and hoping to avoid intellectual challenges. Students may well wish to do better, but do not have sufficient motivation or belief that more time is necessary to achieve adequate results when compared to their peers (Wetsch, 2009).

On the other hand, students have the obligation to fulfill course related tasks during this time period and are often obligated to be present and interact actively with the other students for team assignments and to participate in lectures (Svensson, 2007). Several studies supported that students are not only obligated, but they also appear to favor interactive classes that engage student learning (Nilson, 2003; Appleton-Knopp and Krenler, 2006; Paladino, 2008). Difficult enough to achieve during a regular-length traditional course, but can educators achieve this interactive class that students favor during a compressed-length intensive course?

Research, supporting common sense, shows that effort students expend on their academic work leads to higher performance and higher grades (Wetsch, 2009). Young et al. (2003) suggested that if students have a clear recognition of time commitments and quality expectations, their performance can be improved.

Referred to in a variety of ways, such as traditional versus intensive, long versus short courses, or traditional versus accelerated or compressed formats, these different course formats have been explored in business education (Swenson, 2003; Ho and Karagiannidis, 2007; Scott, 1994, 2003; Seamon, 2004), including recent research in marketing education (Ho and Polonsky, 2009; Reardon et al., 2008). No matter how these different course duration formats are known, the concepts and understanding of intensive and traditional delivery remain the same. Duration of study is taken to be period of learning engagement, the time students spend in valuable reading and studying (Ho and Karagiannidis, 2007). Typically, the traditional delivery takes place twice a week for a total period of three hours of student-professor contact time over fifteen weeks in the traditional semester system. The intensive delivery takes place from three to five times a week for a period up to six hours classroom time over two-, three-, four-, or five-weeks. In many major American universities, these intensive format courses are most commonly offered during the summer or sometimes, a short winter semester (Seamon, 2004; Scott, 1994; Wlodkowski, 2003).

The Swenson (2003) study discovered that these innovations in higher education reengineered the business programs in higher institutions. The pressure for innovation in higher education usually comes from those who set out to serve the needs of new and diverse student populations. And it comes from realization that traditional means of instruction and program design are inadequate. Two studies, Svensson (2007) and Ho and Karagiannidis (2007), suggested the need to make universities more entrepreneurial, economically efficient, and industry oriented through experiential-knowledge based learning, and these intensive courses are one way to begin to achieve this objective.

Another aspect of changing the duration of a course is the implication of the new generation of students. Generation Y students are forcing universities to revise the educational curriculum and deliver more flexibility for students (Cuevas et al., 2010; Kretovics et al., 2005; Swenson, 2003). Intensive delivery of marketing subjects is one option of dealing with innovation in higher education and flexibility for student learning.

The literature suggests that intensive format courses are offering qualitatively different student learning experiences than semester-length classes, and under certain circumstances, these experiences

RESEARCH MODEL

The literature review above identified a variety of ways that student decisions about the duration of a course can be influenced. The model in Figure 1 was developed to provide a more comprehensive framework to examine the convergence of influence related to the issue of these student decisions, and provides a model of the hypotheses this research addresses. This model was developed based on previous research and shows that certain student characteristics discussed above will influence a student's decision toward the duration of the course. The variables included in the research model have been identified through the literature and our teaching experience. The following relationships are hypothesized and will be tested using chi-square statistical analysis.

Hypothesis 1: Student age has an impact on selection of course duration (intensive versus traditional), with younger students (Generation Y) selecting intensive courses more frequently.

Hypothesis 2: Student work experience influences student selection of course duration, with students with work experience in their

major/minor field selecting intensive courses more frequently.

Hypothesis 3: Student gender influences student selection of course duration, with females selecting intensive courses more frequently.

Hypothesis 4: The current work status of students influences student selection of course duration, with students currently not working selecting intensive courses more frequently.

Hypothesis 5: The education level of students influences student selection of course duration, with seniors (more educational experience) selecting intensive courses more frequently.

Hypothesis 6: Student ethnicity influences student selection of course duration, with Caucasian students selecting intensive courses more frequently.

Hypothesis 7: Student major influences student selection of course duration, with marketing majors selecting intensive courses more frequently

METHODOLOGY

The primary objectives for this study are to test the hypothesized model diagrammed in Figure 1. Capturing the students' status depends on the course duration students chose, so our sample included two large groups of students. The first group includes the students who took the intensive courses, from two to four weeks in duration. The second group of students is those who took the traditional fifteen-week courses. This is a traditional semester at most major universities. These two, three, four, and fifteen-week courses were chosen as the focus of this study. In order to test the hypothesized model, student feedback was collected for Spring and Summer semesters of 2010 at a major western university. The data was collected from a convenience sample of 170 students taking undergraduate marketing courses. There were a total of eleven classes in four marketing topics that were included in the sample – Principles of Marketing, International Marketing, Marketing of Service, and Consumer Behavior. For details about the sample, see Table 1. hypothesized model proposed in Figure 1 was tested by using chi-square statistical analysis because our variables are categorical variables. The chi-square method seeks to reject that hypothesis in favor of supporting evidence for a relationship between variables (Churchill, Iacobucci, 2005).

A measurement model was constructed to determine the correlation between variables, such as student status and the duration of the course the student selected. For each of the seven variables, the chi-square index (χ^2), the correlation coefficient was calculated (Churchill, Iacobucci, 2005). For the variables having a significant influence on student selection, we have calculated the contingency coefficient (C), which measures the strength of the correlation between variables.

RESULTS

Table 2 presents the final results of the measures of influence of the student characteristics on the course format. The seven independent variables, as student demographic characteristics, were measured: age, work experience, gender, current work status, education level, ethnicity, and major. As you can see, a total of seven correlations were calculated. The analysis shows that only two variables, student age and student current work status had significant influence on the course formats: intensive versus traditional.

TABLE 2
THE FINAL MEASURE: INFLUENCE OF THE STUDENT CHARACTERISTICS ON THE COURSE FORMAT

Variables	Chi-square, χ^2 Correlation coefficient	Contingency coefficient, C	Influence
H 1: Age	χ^2= 10.4575, correlated	C = .2407, small strength	Significant influence
H 4: Current work status	χ^2 = 6.5025, correlated	C=.1925, very small strength	
H 7: Major	χ^2 = 3.986, no correlation		No Influence
H 2: Work experience	χ^2 = 2.5178, no correlation		
H 3: Gender	χ^2 = .5246, no correlation		No influence at all
H 5: Education level	χ^2 =.4333, no correlation		
H 6: Ethnicity	χ^2 =.5246, no correlation		

Hypothesis 1 was not supported. The chi-square index for the student age is 10.4575 (α= .05, df= 2, critical value of χ^2= 5.9915, 10.4575 > 5.9915). It means that student age is correlated to the course format students chose. There was correlation that it is mean student age in intensive course would

significant affects on students' decision. This result was supported by previous research findings (Seamon, 2004; Burton and Nesbit, 2008). Also, we calculated the contingency coefficient (C) which measures the strength of association between the variables. The contingency coefficient (C) is 0.2407. The weak association between variables indicates if contingency coefficient is zero (Churchill, Iacobucci, 2005). Because, the calculated value, 0.2407, is less than halfway between the limit (0.816) and zero that means these two variables have a small strength. Hypothesis 4 was not supported. We found that the current student work status (working now/not working now) is correlated and has a significant influence to the course format students chose (α= .05, χ^2= 6.5025, df= 1, critical value of χ^2= 3.8415, 6.5025 > 3.8415). At the same time, the research indicated that 83% of current working students chose the traditional courses and only 66% of current working students chose the intensive courses. It is not supported by previous research conducted by Burton and Nesbit that the busy students prefer intensive courses over traditional. The contingency coefficient (C) is 0.1925. The same as the previous variable, students' age, it indicates a very small strength between the current work status and the course formal students chose.

Hypotheses 7 and 2 were supported. The chi-square for the student major is 3.986 (α= .05, df= 2, critical value of χ^2= 5.9912, 3.986 < 5.9912) and for the student work experience is 2.5178 (α= .05, df= 2, critical value of χ^2= 5.9912, 2.5178 < 5.9912). Those indexes indicate that statistically both variables, major and work experience, did not have influence on course format students chose. At the same time, in our case the chi-square indexes are close to the critical value, we can assume that the student major and work experience have a very, very small influence. Finally as expected, Hypotheses 3, 5, and 6 were supported. The student gender (α= .05, χ^2= 0.525, df= 1, critical value of χ^2= 3.8415, 0.525 < 3.8415), student education level (α= .05, χ^2= 0.4333, df=1, critical value of χ^2= 3.8415, 0.4333 < 3.8415), and student ethnicity (α= .05, χ^2= 0.524, df=4, critical value of χ^2= 9.4877, 0.524 < 9.4877) did not have influence on student decision toward the course format at all. Our findings support previous research that student gender does not affect student decision toward course format. Also, our research is first to identify that student ethnicity has no influence on student decision toward the course format. It was obvious, because of some number of students based on different ethnicity group chose the traditional and intensive courses.

There was no significance in course format according to student ethnicity.

Regarding student education level, we analyzed the junior and senior students from different marketing courses. The survey includes 58% senior and 42% junior students. In general, student education level does not influence students' decision about the course format. Also, our research did not find significant differences between senior and junior students' preferences regarding the course format. Both groups give an equal favor to intensive and traditional course formats.

CONCLUSION AND DISCUSSION

This study offers useful findings for marketing educators. The first important finding of this study pertains to support of Hypotheses 1 and 4 and failure of Hypotheses 2, 3, 5, 6, and 7. When considered in relationship with one another, the findings concerning these seven hypotheses seem to suggest that student age and current work status has a significant influence on student selection of the intensive or traditional course. In particular, the matured marketing students who are 30 years and older, and students who are currently working, show less of a tendency to select intensive marketing courses. This finding contradicts an earlier study. Seamon (2004) found that the average age of students in intensive courses is not higher than in traditional courses.

This difference may be accounted for because our study used business students, with most of them being marketing majors.

At the same time, our study discovered that student gender, ethnicity, and educational level have no influence at all on student selection of either intensive or traditional marketing courses. However, it is not supported by Scott's 1994 study that student ethnicity does have an impact on these student decisions. Scott's findings indicated that summer intensive classes were typically much more diverse with many more nontraditional students compared to traditional, semester-long courses.

The second important finding of this study is that it makes it clear that future research is needed in the area of these intensive courses. Though this research indicates that intensive marketing courses attract more young students, age 21 and 29, with no work experience and other business major or minor than marketing, much more work is required in this area. For example, student learning styles may also have a major impact on the course selection. Comparing the outcomes, such as grades, retention of knowledge, skill development, etc., between these two course formats is also important.

References available on request

AN ASSESSMENT ON THE EMPLOYABILITY OF MARKETING GRADUATES OF CENTRO ESCOLAR UNIVERSITY: REFERENCE FOR CURRICULUM DEVELOPMENT

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INTRODUCTION

The work is in state of flux, with the status of the job market and the aspirations of more diverse students population being different from a decade ago. There is a growing competition, new opportunity exists, and regional employment issues as well as the diversity in career choice all influence students after they have graduated. Therefore, in higher education, there is an increasing recognition of the need to enhance students' capacities to cope in the rapidly changing context. This may be simplified though or by the word globalization, which is very evident with us. The only way to survive as an institution of higher learning is to remain competitive.

Today, both the students and the business sector clamor for an adequate and relevant preparation to the real world of work. Companies, most specially, are looking for graduates who are seemingly well equipped with necessary competencies and skills that match their requirements.

With the challenge of globalization and the increasing demand for quality workers, both the academe and the industry are now becoming more conscious for setting standards and policies in getting the right person for a certain position. Firms are becoming more and more particular with the productivity of their workers, thus they try to look for graduates who can meet and adjust to the demands of their work environment. On the other hand, college students are now more aware of the competition so their thrust is to acquire knowledge as early as possible, develop their skills so as to become marketable graduates.

Employment implies achievement on both students and academic institutions. It's a parameter that the institution has delivered what has to be delivered such as relevant curriculum, quality services through instruction and curricular, co-curricular and extra curricular activities. It is also worth to note that the school's initiative in exposing their students in the outside and real world has some positive effects on the development of their personality and confidence.

As defined by the higher Education Academy Biosciences Subject Centre, employability is about ensuring that students can demonstrate that they have the appropriate knowledge, skills and attitude to enable them to obtain and to develop during, and to perform excellently in periods of employment which meet the employers' need and provide satisfying career. So it is not just about getting and keeping a job, its about graduates equipped with skills, attributes and knowledge, in order to develop a career path that may encompass a variety of occupations, in a number of sector, and to contribute to the knowledge-based economy of the 21st century.

In view of the foregoing, it behooves institutions of higher learning to provide students the necessary education and training and equip them with the skills tailored to the requirements of the industry. Specifically, business educators have a duty to prepare students for the for the business world so that they may be gainfully employed upon graduation.

There is a need then to gather empirical data on what the education institution should possible adjustments to do to be able to meet the present requirements.

STATEMENT OF THE PROBLEM

This study is an attempt to assess the employability of CEU Malolos graduates particularly those who specialized in the field of Marketing. This will pave the way for the institution of much needed improvements and new policy directions in so far as manpower needs and curricular offerings to be offered by the business school are concerned. This study therefore aimed to examine and determine the employment status of Marketing graduates from school year 2004 – 2007.

Specifically, it sought to find answers to the following questions:
1. What is the demographic profile of the respondents as regard to:
    1.1 Personal
        1.1.1   Gender
        1.1.2   Civil Status
        1.1.3   Local Residence
        1.1.4   Number of months spent in obtaining their first job?
    1.2 Employment Data
        1.2.1   Place of Work

      1.2.2   Present
              Employment Status
      1.2.3   Job Level/ Current
              Position

2. What particular job requirements of the industry are being considered in looking for additional member of their workforce as perceive by the respondents during job interview?
3. To what extent are the graduates encountering difficulty in getting or applying for a job?
4. What skills or competence learned in college did the graduates perceive to be very useful in their present job?
5. How did the graduates perceived the relevance of the Marketing curriculum in view of their present job?
6. What are the possible reforms and new policy directions should be instituted to promote and enhance relevance of BSBA major in Marketing/Marketing Management program.

Objectives of the Study:
1. To identify the profile of the respondents as regard to;
    1.1 Personal
        1.1.1   Gender
        1.1.2   Civil Status
        1.1.3   Local Residence
        1.1.4   Number of months spent in obtaining their first job?
    1.2   Employment Data
        1.2.1   Place of Work
        1.2.2   Present Employment Status
        1.2.3   Job Level/ Current Position
2. To know the perception of the graduates on the following requirements in view of applying for a job?
3. To determine problems that the respondents encountered in applying for a job.
4. To identify the competency/skill learned which they find very useful in their present job.
5. To determine the relevance of the BSBA major in marketing curriculum in view of their present job.
6. To enumerate reforms that can be instituted to promote and enhance relevance of BSBA major in Marketing/Marketing Management program.

RESEARCH METHODOLOGY

Research Design

    The descriptive method of research was used with the questionnaire as the primary instrument. Other techniques such as unstructured interview, documentary analysis, and informal visit to the place of work, were also undertaken.

Research Instrument

The researcher made used of the Graduate Tracer Study questionnaire provided by the Commission on Higher Education. It was adapted and modified to be more appropriate for the stated problem and objectives.

Subjects of the Study

There were thirty (30) respondents considered whose name was randomly selected from the list of graduates from School Year 2003 – 2004 to School Year 2006 – 2007.

The graduates included in the sample were asked to accomplish the survey from either by personal means and referrals or by or through an electronics means such as, mobile phone and e-mail.

CONCLUSIONS

The following conclusions were derived from the analysis and interpretation of data:

1. Most of the respondents who answered the questionnaire are mostly male, single, and are now gainfully employed as rank and file under permanent/regular employment status.
2. Though employers do check applicant's grades, however they don't put much weight on it. They do also consider applicants' involvement in some curricular and extra curricular activities of the school. However, they put premium on the applicant's character, values and attitude particularly work attitude over and above of the other aforementioned factors.
3. Lack of experience or training among the graduates deters companies to hire applicants for a job.
4. On top of a very good academic credentials and other requirements for the job, communication skills is indeed very important for graduates who wish to apply if not to stay in the job. Furthermore, the researcher concludes good communication skills determines the employability of the

graduates and therefore can be considered as a contributory factor in the relevance and responsiveness of the Marketing curriculum.

5. It can also be deduced that graduates of CEU Malolos particularly under the Marketing program are employable and that the curriculum satisfies the needs and the demand of the industry.

RECOMMENDATIONS

Based on the foregoing findings, the following measures are recommended:

1. Continue to plan or design activities for the students that would provide, inculcate or implant good values.
2. Further strengthen in-school training through curricular revisions with emphasis or would develop more the communication skills so as to make CEU graduates particularly those under the Marketing program remain to be employable.
3. Incorporate in the curriculum more exercises that will hone those skills, which are equally important with that of communication skills: Human relation skills, problem-solving skills, entrepreneurial skills, critical thinking skills and information technology skills.
4. The school must embark on some program of activities that will try to improve the profile of the faculty, instruction, and facilities with the thought that these factors contribute much on the quality of learning experience of the students.
5. The students must be exposed to training programs including attendance in seminars, workshops and conferences both inside and outside the school so as to be up-dated or abreast with the latest trends, issues, and innovations in the field of Marketing.
6. A follow-up study regarding the employability of the Marketing graduates should be conducted to validate the findings of the current study.
7. Another tracer study focusing on the marketability of other fields or major in Business Administration program should be conducted so as to determine which program is more acceptable in the industry today.

THE APPLICATION OF A GAP ANALYSIS TO GRADUATING MARKETING SENIORS: IMPLICATIONS AND EXTENDING THE MODEL TO MARKETING PROGRAM ATTITUDE

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ABSTRACT

This study demonstrates the utility of a gap analysis among graduating marketing seniors. It compares the emphases that faculty were perceived as giving to eleven skill and knowledge areas with the perceived emphases that marketing faculty should have given to the same areas. It thus assesses the expectations of graduating seniors and provides a platform for faculty discussion as to gap closing. The study also reveals insights into the correlation of gap results with marketing program attitude and it provides a discussion of the many implications of gap results for marketing faculty.

AN INVESTIGATION OF VARIABLES INFLUENCING PH.D. STUDENT PLACEMENT IN FACULTY POSITIONS

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ABSTRACT

Search committees recruiting junior faculty in marketing face increasingly complex tradeoffs among relevant dimensions; e.g., the perceived quality of the degree-granting institute, the candidate's quantity and quality of journal publications, perceived program quality, language of undergraduate instruction, the length of the program and previous work experience. Consequently, it is important for new Ph.D. candidates to understand how to improve their academic standing during the search for a tenure track position. The present study examines correlations between objective and reputational factors of Ph.D.-granting institutions and candidate placements. Program length plays an important role and is highly correlated with publication record. Given the increasing number of international students entering the U.S. academic job market, this study also investigates whether undergraduate instruction in English mediates placement, and the effect of a student's work experience. Findings suggest that a mediation model best describes the placement process. The purpose of this study is to inform candidates what kind of qualifications hiring institutions seeks, thus helping candidates position themselves before going to the job market.

The current study demonstrates the mediated effect of publication numbers on the relationship between a PhD candidate's degree-granting institution, language of undergraduate instruction, length of program, industry work experience, and his or her first job placement. The study suggests that international students could focus on generating publications to compensate for their lack of English proficiency in order to get better placement. Results also indicate that the style and nature of PhD level research differs significantly enough from that of business reporting and MBA case writing that a candidate's access to industry data sources does not necessarily enhance his or her quality and number of publications.

This study relied on secondary data and just a few variables reflecting the search committee's point-of-view. Future research should enhance the overall causal model by incorporating additional variables; e.g. geography location, family considerations, summer funding and others. Future research should also consider additional mediators such as the reputation of a candidate's advisor. We are developing an online survey to collect primary data of this type.

GUIDING STUDENTS TO BETTER WRITING

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ABSTRACT

Through our contact with potential employers of business students, we've learned two things. First, employers of marketing and other business students place a high value on students who can write well. Second, employers are not entirely satisfied with students' writing skills.

The purpose of this special session is to address the importance of aiding our marketing students in improving their writing and to discuss what is being and might be done to succeed in this regard. We begin by addressing the importance of the topic generally. We then present research that we have conducted using marketing student subjects with regard to their perceptions and challenges surrounding writing. Finally, we present a program that has been implemented in the business school at our college to develop and refine students' writing.

Good written communication skills are important to employers of marketers, because writing is generally a significant part of the job. However, while new word processing technologies purport to improve the user's writing, these new tools often serve, instead, as permanent crutches and, therefore, impediments to skills development. The shortcuts involved in email and, particularly, texting further erode skills, as well as the motivation to "get it right." So, in our advanced world of bits and bytes, our jobs to create successful marketing communicators can become even more difficult.

The more we know about the specifics of students' writing challenges, the more likely we are to be able to help them improve. To that end, we report on two research studies that address marketing students' writing. The first of these studies examines the incidence of particular student writing problems in the areas of grammar, usage, and punctuation. Understanding the kinds of problems that are most common can alert professors to become more vigilant with regard to the specific problems and perhaps make some of them the subject of brief classroom lessons or tutorials.

Our second research study examines students' perceptions of their writing abilities with regard to four important components of good writing. It also investigates their confidence in their skills. This study, in combination with the first study, tells us two things. First, in what aspects of writing do students feel most and least proficient? Second, how well do students' perceptions of their abilities align with their actual abilities with regard to writing skills?

The last component of our special session addresses our business school's "Writing Initiative." This initiative was originally developed with six objectives, most of which have now been implemented or are in the process of being implemented. These objectives are as follows:

1. Create a business-oriented writing and critical thinking assessment
2. Administer the assessment in two core courses at the beginning and end of students' program
3. Designate writing-intensive courses throughout curriculum
4. Offer a business writing elective
5. Designate Writing Center consultants as business writing consultants
6. Offer business writing-related professional development opportunities to faculty

Currently, every other month workshop/meetings are being held for faculty to share insights and to discuss progress on these objectives.

One component of the Writing Initiative as listed above is the designation of various business courses as "writing intensive" courses. In writing intensive courses, faculty are encouraged to incorporate as many of the following elements as is appropriate:

- Create several assignments involving a significant amount of writing
- Teach a short module on business writing
- Use a common business writing rubric
- Give students explicit feedback on writing

- Offer opportunities to revise written work
- Make models and examples available
- Use peer review
- Recognize strong writers

These elements are briefly discussed toward the end of our presentation as suggestions for marketing educators interested in developing their students' skills in written communication.

"WATA!": ENCOURAGING REGULARIZED AND HABITUAL REFLECTION

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ABSTRACT

"Reflection is a form of response of the learner to experience." --*Boud, Keogh, & Walker, 1985*

As an educator, it has always been a goal of mine to encourage my students to consider how the *content* of a given course impacts their personal life *experience*. Over the years, I've tried a variety of methods to elicit this in my students, with varying success. However, three years ago I developed a term that has stuck with my students and has lasted the scrutiny of both my own criticism and my students' reluctance to "do it just because the professor told me I have to." The term is "WATA!" and it simply stands for "walk away take away".

REFLECTION AS A PEDAGOGICAL DEVICE

As a student myself, it didn't take me long to realize that when I directed intentional thought toward *what* I was experiencing *outside* the classroom, I could more easily tie that experience to *what* I was being taught *inside* the classroom. This intentionality of thought and responsibility for one's actions forms the basis of reflection as a pedagogical device. Contemporary authors credit Dewey (1933) with bringing "critical reflection" to the fore when he offered that such reflection is "active, persistent, and careful consideration of any belief…[that] includes a conscious and voluntary effort to establish belief upon a firm basis of evidence and rationality."

If reflection is an efficacious pedagogical device, then how might an educator go about encouraging students to engage in habitual reflection; that is, reflection that is more dispositional and less situational; more proactive and less reactive? I propose that the "WATA!" concept offers a low-cost, high-yield return for students to use in their learning.

SESSION FORMAT

The session begins with a brief summary of the extant literature on the efficacy of reflection as a learning device. In particular, attention is directed to a one-page summary of a handful of articles that have been published in the past decade in the Journal of Marketing Education. Following this, the focus turns to introduction of the "WATA!" concept and its application in selected courses. Session participants are also provided with an understanding of the depth with which this concept can permeate coursework through a discussion of the three levels of "WATA!": (i) summary understanding, (ii) external application, and (iii) multiple synthesis.

The session continues with a analysis of student responses, both anecdotal and empirical, that provide support for the inclusion of "WATA!" across the courses that I teach.

The session ends with a discussion of other tools and strategies that session participants use to engage their students in "habitual reflection". As time permits, participants will explore the seemingly contradictory relationship between *habit* (cf. Schön, 1983) and *critical reflection* (Dewey, 1933).

References available on request

RECLAIMING THE CLASSROOM: FIGHTING BACK AGAINST WEAPONS OF MASS DISTRACTION

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ABSTRACT

Over the past decade there has been a tremendous increase in the availability and use of technology in the classroom. Marketing faculty often teach in "smart" classrooms that have computers, DVD players, projection systems and high speed Internet access which provide us with many more delivery options than the traditional classroom where we relied upon chalk or white boards and overhead projectors. Instructors teaching in these classrooms can now use a variety of technology-based tools such as power point lectures, videos and clickers to engage students and they can also import information from the Internet that can be shared with the class and used as a basis for discussion. Unfortunately, the availability of technology in the classroom is proving to be a double-edge sword as students come to class armed with their own arsenal of technological devices including cell phones, smart phones, iPads and/or lap top computers. These devices are often *weapons of mass distraction* as students use them to text, tweet, surf the Internet, watch YouTube videos, update their Facebook pages, and/or work on assignments for other classes rather than being attentive to, and actively engaged in, a lecture and classroom discussion.

Advocates of technology have argued that it can revolutionize the education process and provide ways to better engage students and appeal to those with different learning styles. However, despite claims that technological innovation can enhance the educational experience, it can easily be argued that it is actually having the opposite effect. Of particular concern is the availability of wireless Internet access in the classroom which makes it possible for students to engage in a myriad of activities that serve as a distraction to themselves, as well as to others. Wireless networks are now available in well over half of the nation's college classrooms and the availability is increasing as more schools invest in technology and smart classrooms. Many of today's students are part of the Net Generation that has grown up with the Internet and spends countless hours online being entertained, communicating with friends and looking for information. This generation of students lives in a world of social networking and spends a great deal of their time (including class time) online. Many of these students, as well as educators who defend their behavior, argue that they are "multitaskers" who can simultaneously engage in two or more processing activities at the same time. However, most of the empirical research shows that this is not the case as most students do not really possess these skills and multitasking negatively affects the processing of information and learning. Research has shown that multitasking is negatively related to learning, in addition to being a distraction to students around them as well as to the professor trying to teach them.

While many universities recognize the problems that lap top computers and mobile phones are creating in the classroom, ways of dealing with the problem vary. Some schools have implemented educational campaign to make students more sensitive to the problem and provide ground rules for the use of laptops and mobile phones as well as encourage classroom etiquette. However, there is also considerable variation among instructors regarding how they deal with the problem. At one extreme are faculty who take the position that most students are not using lap tops to take notes, have no tolerance for their use and ban them entirely. At the other end of the tolerance spectrum are those who take the position that students are able to multitask and/or feel that students have the right to do bring laptops to class. The position of many faculty is somewhere

in the middle of these two extremes as they will put information on their course syllabus regarding the use of computers and cell phones but often do not enforce their own policy for various reasons. These might include concern over student evaluations, not wanting to create an uncomfortable classroom environment, or acquiescence to the problem as something that really cannot be resolved.

The session discusses ways to deal with the increasing use of weapons of mass distraction in the classroom. The panel will make presentations on various aspects of the problem including the prevalence of the use of computers in the classroom and the impact on the learning environment; the role of technology on student learning styles; findings of research conducted on multitasking and the impact on learning; and possible solutions to the problem.

THE ECONOMY OF CHEATING BEHAVIOR AMONG BUSINESS STUDENTS

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ABSTRACT

The recent growth of fraud in the business world has placed an increasing emphasis by universities and colleges, as well as accrediting agencies, on student ethics. As many institutions wrestle with either implementing a new ethics program for students or expanding the enforcement of their current program, a common question may arise. Why do students cheat (or choose not to cheat)? This study provides insight into whether students adopt a strictly economic model of cheating on in-class exams. By administering a survey instrument to students currently enrolled in various business classes, this study examines the perceived effects of costs and benefits of cheating on students' attitudes toward cheating and the self-reported incidents of cheating.

Based on this survey, few students self-report cheating, but of those who do, a large number (39%) cheat multiple times, indicating a need for tracking such students on a system-wide basis to avoid (multiple) instructors' leniency and thus no effective system-wide deterrence for this behavior. Results indicate that both benefits and costs are highly significant in determining students' attitudes toward cheating.

Cost, benefits and course load explain about 21% of students' personal cheating behavior, supporting the second hypothesis. Of the three variables, benefits have the biggest impact, suggesting students are motivated by the payoffs and not as easily deterred by the cost. This finding has implications in how cheating can be minimized, suggesting that current penalties are less effective than perhaps making students (at least repeat offenders) ineligible for better jobs, scholarships, admissions into graduate schools and other grade-based rewards. Students' self-reports are triangulated with their observations of others' cheating. For self-professed cheaters, benefits drive cheating behavior, but the impact of benefits becomes less important as students cheat more. However, this finding is limited by power. Identifying and tracking repeat cheaters is certainly a challenging task but would likely be helpful in reducing cheating. The authors agree with other research which suggests as educators, we need to help create a culture of integrity and responsibility, which means including our students in these important discussions.

This study, like any study relying on self-reporting, is inherently limited to the underlying truthfulness of the respondents. It is further limited in that we explicitly tested cheating on in-class exams only. All analyses performed on repeat or habitual cheaters suffer a lack of power.

Another weakness of this study is that is was performed at only one university that would likely be classified as an AACSB Tier 2 school. The results could be much more valid if the study was repeated at other schools that are at varying AACSB levels.

In the future, this data will be applied toward a meta-study on cheating models. Additionally, it would be interesting to further test habitual cheaters, for example studying their attitudes and behaviors before and after being caught while cheating on an exam, and what are the effects to other students' attitudes and behavior when a student is caught (or not caught) cheating?

IN SEARCH OF VOCATION: APPLYING MARKETING PRINCIPLES IN PROFESSIONAL DEVELOPMENT

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ABSTRACT

The paper details a self-marketing and personal branding project implemented in a four-year professional development program for business students at a northwestern university. The program applies marketing principles to emphasize the importance of developing a personal brand for all business students, regardless of their specific area of study. The paper presents and examines the personal branding project in terms of its learning objectives, project design, effective activities, and inherent challenges.

The process of developing and writing a personal marketing plan teaches students valuable professional skills such as goal setting, self-assessment, career research, networking, interviewing, professional behavior, effective communication, and the importance of community and service. The building of these skills produces additional benefits such as greater self-confidence, clarity of purpose, and sense of direction.
The personal marketing plan is designed to accomplish more than the short-term goals of finding a job or an internship after graduation. The ultimate goal of the personal marketing plan is to seek and obtain a professional career path that allows people to use their interests and talents every day. As such the plan is a living document that constantly changes and adapts to its author's new realities while allowing him or her to maintain focus and mental clarity.

Students set short-term, intermediate, and long-term goals for various areas of one's life such as career, family, lifestyle, etc. This process often reveals situations in which goals may be incompatible with one another, therefore requiring a deeper reflection and evaluation of one's values and priorities. The Appendix to the paper includes a copy of the specific goal setting exercise used in this program. Students are taught to evaluate a potential budget required for their professional development. This is an important activity because it requires students to consider the total costs of their professional development and plan accordingly.
Students research and evaluate potential careers by identifying and interviewing professionals in desired fields. In addition, they complete job shadows and write personal reflections of the experience. This process often results in a re-evaluation of one's ideal careers. Once desired careers are better identified, students seek and obtain an internship experience where one's skills and compatibility are further tested and evaluated.

Students conduct a personal SWOT analysis in which they must think strategically about their vocational development by reflecting on their capabilities and limitations to determine which of the selected career paths is the best fit. In addition, students reflect upon their personal and professional weaknesses and develop a specific action plan to handle them. The SWOT analysis also prepares students for interviews by revealing a clear sense of one's values and skills, which can then be translated into specific benefits for potential employers. Through this in-depth self-reflection, students are able to develop a strong brand statement that clearly communicates their value and differentiates them from their peers. Students use this brand strategy when participating in the various networking activities affiliated with this project, one of which includes developing a LinkedIn profile to connect with personal and professional contacts and to identify prospective contacts within desired career fields. In addition, students create a variety of effective promotional materials such as resumes, sample cover and thank you letters, business cards, and responses to common interview questions.
The paper addresses the challenges encountered in a program such as this one based on the various maturity levels and desires of students, as well as the school-wide culture change required for implementation. Further activity ideas and resource recommendations accompany the paper in order to support successful implementation of this program.

STUDY ABROAD PROGRAMS: HOW WELL ARE WE DOING IN MEETING THE NEEDS OF BUSINESS STUDENTS?

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ABSTRACT

Few doubt the importance of an international experience for students (Clarke, Flaherty, Wright and McMillen 2009). Among the benefits are: "facilitating personal growth, changing world views, and enhancing resumes" (Clarke et al 2009). Most business students recognize the benefits though few actually undertake the experience. About 20% of US students studying abroad are business and management students—approximately 52,000 students nationally (Open Doors 2010).

The number of US students studying abroad did not increase for the first time in 25 years. In fact, there was a 0.8% decline (Open Doors 2010). While indications are that study abroad numbers are rebounding, the total number of students participating in a study abroad experience is less than 1.4% of all students.

Marketing educators continue to be concerned about how best to develop an international mindset among students as evidenced by two special issues in the Journal of Marketing Education in 2007 and 1998 as well as numerous articles published on the assessing and improving effectiveness of international marketing experiences, including study abroad (Clarke et al 2009, Cann 2000). The purpose of this study is to add to that body of knowledge by investigating the study abroad options offered by MEA member institutions.

Differences were observed between AACSB accredited MEA member institutions and those that were not AACSB accredited. Not only were more programs available per institution but the percentage of institutions offering study abroad programs—exchange or university sponsored—was greater for AACSB schools. However, study abroad programs across all MEA member institutions were primarily traditional year -long or semester programs, in spite of the fact that the fastest growing type of study abroad experience is the short program. MEA institutions as a whole had few programs with a business focus. An analysis of institutional capacity among MEA schools for business students in business focus study abroad programs is provided along with a discussion of implications for business faculty, students and institutions.

BEYOND THE CLASSROOM: SERVICE LEARNING IN BUSINESS SCHOOL MARKETING CLUBS

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ABSTRACT

arketing club service learning can play an important role in the business curriculum. Easterling and Rudell (1997) noted that business schools must broaden the educational experience beyond the corporate internship to apply more business-liked methods and solutions to social problems. Jacoby (1996) defined service learning as experiential educational in which students engage in activities and address human and community needs. Through structured opportunities intentionally designed to promote student learning and development. Service learning can provide a number of positive outcomes for business students including: academic development (discipline-based material), real-world understanding, problem-solving strategies, critical thinking, leadership skills, communication abilities, moral development, and social responsibility. Finally, service learning is significant because it demonstrates the reciprocity between the business school and the community (Holtzman, Stewart, & Barr, 2008).

In college of business, as in other academic disciplines, the objective associated with service-learning course vary; however there appears to be fairly consisted emphasis on how participation in such courses contribute to students knowledge and skill development (Herman & Ambrose, 2006). Service learning has gained popularity as a pedagogical tool in many business schools because it can instill social responsibility while it enforces academic learning (Steiner and & Watson, 2006). While the classroom is a more suitable place for academic projects, service learning opportunities in marketing clubs can provide a more efficient and satisfying learning experience for student and clients. The mission statement of colleges' and universities' clubs and organizations should include the service learning aspect from the perspective of social responsibility to citizenship. Students who participate in club service learning provide community service as part of their club obligation, and thereby understand the relationship between their service and marketing the club mission (Holtzman, Stewart, & Barr, 2008).

Much of the research on service learning has focused on defining the fundamental components of service learning such as community participation and cooperation, academic study and discourse, as well as student reflection, social responsibility, and social awareness from an academic prospective (Lopez & Lee, 2005; Simmons & Clearly, 2005; Sherman & MacDonald, 2009). Another aspect of service learning research focuses on "academic service learning," which includes the traditional academic pedagogy (Simmons & Clearly, 2005). Service learning is well established at many universities and has become a central pedagogy over the years (Sherman & MacDonald, 2009).

Business schools are increasingly being asked to provide students with diverse experiences outside the classroom. Service learning provides students with more real-life experience than is accomplished by internships and routine class projects. Service learning has emerged as a way to encourage social responsibility and to motivate and serve as a driving organizational force within the business school. Limited research has been conducted on the objective of service learning, conduct from the classroom (Steiner & Watson, 2006). Classroom service learning project are less concerned with the social outcome and more concerned on achieving the course objectives. It should encourage and prepare students to be informed, caring, and responsible citizens who are actively involved in tackling social issues (Kraft, 1996).

This study investigates the integration of service learning in the business school marketing clubs, which can provide strong ties between the club, academics, and community. This article defines marketing club service learning, discusses its benefits for business marketing club as well as for students, and details the implementation of community service learning. What are the benefits

and challenges of implementing a service-learning project in the context of marketing club?

SERVICE LEARNING

Service learning can produce an "educational experience" (Dewey, 1938). In the last decade, service-learning has become increasingly popular at all levels of education (Tannenbaum & Brown-Welty, 2006). There is no shortage of opportunities for college students to become involved in community service learning. Service-learning on college campuses has become so pervasive that the National Research Advisory Council has been established to specifically advance the research agenda in service-learning (Howard, Gelmon & Giles, 2000). A number of studies have indicated that service-learning impacts academic achievement. A study conducted by Vogelgesang & Alexander (2000) found that students participating in service-learning, experienced positive outcome in three academic areas: critical thinking, writing skills, and college-grade point average. These findings are consistent with other investigations into the impact of service-learning on academic achievement (Batchelder & Root, 1994; Astin & Sax, 1998; Melchior, 1999; Klute & Billig, 2002; Billig & Eyler, 2003).

An investigation conducted by Anderson, Swick & Yff, (2001) found that service learning programs are founded on six components: (a) service to the community; (b) integration of the service activity and the classroom; (c) student reflection of the service experience and academic outcome academics; (d) student involvement in enhancing and implementing the learning activities; (e) the benefits to all (students, community, and university); and (f) evaluation of the program looking at the learning service experience. The faculty sponsor's role is that of an authority figure facilitating the six components of the service learning project. Learning becomes more active as club members make choices of how to address problems during each stage of the project (Strand, et al., 2003).

Service learning causes students and faculty to build new relationships with community stakeholders who have diverse interests, emotion and values in the project (Strand, et al., 2003). Service learning can play an important role in the school of business clubs and organizations. Clubs and organizations can broaden the educational experience of business students far beyond the classroom. Service learning is a form of community engagement that has become increasingly rooted in institutions of higher education (Lemieux & Allen, 2007). Today, many business schools and departments sponsor different clubs and organizations with the purpose of enhancing student involvement in academics. There is a broad spectrum of goals based on incorporating service learning into clubs and organizations. Service learning projects are vehicles for enhancing the clubs' understanding of marketing and management decisions (Steiner and & Watson, 2006).

BENEFITS TO BUSINESS SCHOOL MARKETING CLUBS

Incorporating service learning into business school clubs and organization can reflect the increasing importance of the club to the university and community. Caudron (1994) suggested that service learning activities by clubs and organizations can enhance social responsibility while building club unity and skills. Many corporations (Hewlett Packard, Ben & Jerry's and The Body Shop) are incorporating community service strategies to cultivate and enhance team work and develop good citizenship (Tucker, McCarthy, Hoxmeter, & Lenk, 1998). Service learning can be an integral component of any club or organization within the school of business.

The overall experience in service learning can differ greatly from the experience in the classroom (Sherman & MacDonald, 2009). One of the advantages is that students choose to participate in the project and likely to be highly motivated, leading to higher quality work (Waller & Riordan, 1988). While most semester long service learning projects (course) are committed to short-term goals and objectives, most marketing clubs are committed to long-range community projects that last throughout the year. Faculty advisors to marketing clubs should be careful in project selection. They must strategize to gain department and institutional support that develops a collective vision that avoids burn-out and has long-term commitment.

There are numerous other service learning programs on college campuses. Researchers of several studies examining service learning programs in classroom have documented positive outcomes in university and community collaborate programs such as urban high school, alternative high school programs for dropouts. Each of these programs embraced service learning principles, resulting in benefits for the department, university, and community participants.

METHODOLOGY

A convenience experiment sample of three marketing clubs located in the state of Colorado was selected. This small scale study investigated the various kinds of service learning activities in which the marketing clubs were involved. Our sample was selected by conducting an Internet search and selecting those clubs that indicated that they had a faculty advisor and were active. Our sample consisted of three of the largest state institutions. The authors were interested in marketing club a student who joined the club and participated in service learning activates. The three universities' marketing clubs involved in the experimental project served as the population.

The data was collected from the three institutions during the spring semester of 2010. Students in the marketing club attended classes during the day and had one or two club meetings each month. The club sample consisted of 103 club members (73 males and 30 females) representing the three universities. At all three universities, this represented a small percentage of all marketing majors. All participants were pursuing a degree in marketing except eight (five in sport business and three in marketing education). The majority of the participants were Caucasian, ten were Hispanic, and five were African-American. However, not all students in the marketing club were involved in different activities and all were active members.

The survey consisted of open-and-close ended questions. The survey included 10 items measuring the following: (a) the number of hours involved in service learning during the nine academic months, (b) the number of community service learning activities, (c) the club and individual satisfaction, (d) the number of past community service activities, (e) the benefits to the marketing club, (f) a description of their service learning project, (g) faculty involvement in project, (h) involvement in a course-base service learning project, (i) how funds were obtained for the club, and (j) demographic information. The club advisors were also asked to complete a brief survey about their service learning project. Like the students, they were asked to describe the project, how the project selected, was the project benefit to student development, and the level of student involvement. The marketing club president completed the survey for each university.

FINDINGS AND DISCUSSION

The results of this study suggest that service learning activities at the club level may be just as or more beneficial to student development. All three marketing clubs viewed the club-based service learning projects positively. All of the service learning activities were designed to help the surrounding community. Part of the marketing clubs goals and mission was to conduct a learning experience that benefited the community. Most club presidents and faculty advisors reported limited resistance to service learning projects because it was the culture on campus and service learning activities were stressed in their academic courses. One of the challenges and barriers confronted by the clubs that participated in service learning activities was the time commitment and the impact on academic studies. Many students enjoyed the service learning activity, however were stretch for time if others students did not follow through on the service learning activity. Some of the students considered the time required in service learning activities to be a problem. Not surprisingly, student's interest in participating in the club service learning project was impacted by uncertainty regarding the time commitment. In order to reduce the number of hours involved in the service learning activity, all three clubs were involved in one year long project. It is important to anticipate and make adjustment for the increase3d demands on club members, including how better align the service-learning project with their academic requirements (Chupp & Joseph, 2010).

The authors of this study identified a number of barriers. First, the nature of the service learning project could affect student participation in the project. Depending on the type of project, students may have difficulty working with young kids or senior citizens. As with many clubs, the service learning component of the marketing club was optional for club members. The club presidents indicated that club members indicated their satisfaction and felt that the service learning activity produced collaboration among club members.

The faculty advisors indicated that service learning activities at the club level reinforced community service and the development of professional skills. They also indicated that these activities could lead to civic understanding and community involvement throughout their professional careers. All of the faculty advisors believed that service learning benefited the club as well as the marketing department. This could serve as a recruiting tool for

future club members and keep club members involved through their academic career. The faculty advisors indicated that many marketing majors did not participate in club activities due to the time commitment, their academic or employment, and finally because the no interest. They also indicated that students that participated in the marketing club benefited socially and professionally, and could draw from this experience later on in life.

All of the respondents felt that the marketing clubs service learning project increased their marketing skills and they were more motivated to participate in these, than in other course work. The lessons learned in marketing club service learning projects have reinforced skills that students have learned in other context (classroom). Students and faculty advisors believed that the more influence the students had on the selection of the service learning project, the more involvement and positive experience. Each school had a different service learning project. One school provided leadership and tutorial instruction for business students at local high schools. The second marketing club provided services for a community based-service for children living in poverty and low income families. The third marketing club worked with a consulting group that provided start-up businesses with free promotional and marketing services. All of the participants believed that service learning was a beneficial and positive experience. Most of the club members indicated that they would participate in a service learning experience again (Lu & Lambright, 2010). Service learning creates community awareness and is a vehicle to install civic values to young and

upcoming business professionals. To make the service learning experience beneficial and unique to students, club member must set forth outcomes and objectives for the clubs and marketing department (Steiner & Watson, 2006). All three of the marketing clubs conducted an end of semester self-report, which measured club members' performance, the success of the project, and the overall outcome of the service learning experience.

There were a number of limitations to this experimental study. The study was conducted at three state institutions within the state of Colorado. Presently, the authors are able to determine the impact the service learning projects had on club members. However, were unable to determine the view of the clients. A majority of the students in each club felt that the service learning projects were beneficial to their personal development and increased their knowledge of community service (Steiner & Watson, 2006).

This experimental study has important implications for future service learning research. More research is needed on the factors that influence the effectiveness of the club and the lessons learned from club members. Service learning at the club level has added potential to take service learning experience beyond the realm of the academic classroom. This could be a powerful academic tool that has been underutilized by business school departments and clubs.

References available on request

THE MARKETING MBA PROFESSIONAL PREFERRED MENTAL MODEL AND THE STRATEGIC THINKING COMPETENCE: AN INTRODUCTORY STUDY

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ABSTRACT

The competence for strategic thinking is a management core requirement for success. Managers are required to ground their daily actions toward strategic objectives. Professors claim that professionals attending Marketing MBA programs have more difficulty in dealing with strategic matters to define alternative futures and possibilities and to prefer dealing on subjects more focused on here-and-now operational issues. This paper presents results from the study of preferred mental models (thinking patterns) among professional attending Marketing MBA and concludes that one of the causes of the difficulties faced by them with the demands of strategic matters is the preferred mental model.

MILLENNIALS AND WHOLE PERSON MARKETING:
HOW THE SHIFT FROM A PROTECTED AND CONFIDENT GENERATION TO CYNICAL PHILOSOPHERS IS CHANGING HOW BRANDS ARE PERCEIVED

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ABSTRACT

Millennials are the next rising generation; the children of the Baby Boomers are on track to dominate the twenty-first century. This article analyzes how Millennials and their values may cause corporations to rethink the role of philanthropy in their marketing strategies. This study explores the Millennial experience during the three years they participated in the National Mentoring Program. This experience enabled the researchers to discover the concept of whole person marketing--the next generation of cause-related marketing efforts--and its subsequent use as a corporate tool to enhance brand trust and satisfaction for Millennials.

INTRODUCTION

The term "Millennials" is a generational description of children born between 1982 and 2003 (Winograd and Hais, 2008, p.121). Millennials are the first generation to grow up with cause-related marketing (CRM) as a given in the marketing mix. As the Millennials grew up and developed a culture that is primarily team-based in its problem-solving approach (Howe and Strauss, 2000), so too did corporate CRM. The present reality for Millennials, as indicated from the research introduced in this paper, is that cause-related marketing has evolved into whole person marketing. Whole person marketing occurs in five stages: awareness, satisfaction, experience, belief and value. Further, these states are driven by social, emotional and physical experiences. When these experiences are deployed with systematic methodology by a corporation, the result is an increase in loyalty and trust in the firm's commitment to community, consumers and sustainability (Hutton, 2007; Smith, 1999; McElhaney, 2007). Therefore, the intent of this

paper is to introduce the concept of whole person marketing, and its value to corporations through the alignment to Millennials' perceptions and values. This research is based on the experiences of Millennials participating in the National Mentoring Program (NMP) while working at a beer company (Molson Coors), 2007 to 2010. Our research will demonstrate that Millennials respond to and align themselves with a brand when they participate both in the stages of whole person marketing and while experiencing physical, social, and emotional components.

BACKGROUND

In the 1980's, articles began to appear describing the benefits of community donations to corporations. Varadarajan and Menon (1988) published the watershed article that justified philanthropy in the eyes of business and marketing. The article defined cause-related marketing, its characteristics, and the way corporations can produce benefits for both non-profit organizations and corporations by donating funds to charities. Cause-related marketing developed from a single donation based marketing tool in the 1980's, to a CEO donation brand-building tool in the 1990's, to the current environment in which the physical, social and emotional experience or whole person marketing is required. Presented below is an overview of cause-related marketing from 2005 to present, which primarily focuses on transparency and sustainability and whole person marketing.

An emerging trend indicates that corporations with good reputations are also corporations with a solid return on investment. A 2006 study that polled 282 analysts in North America, Europe and Asia-Pacific found a strong correlation between reputation and

return on shareholder value (Sudhaman, 2006). This study indicates that a relationship between corporations' social responsibility (CSR) and profitability exists. In 1988, a study of 32 companies found that "firms deemed satisfactory in social performance were also profitable at average or above average levels for their industry" (Cogill, 1991, p. 45). The study also indicates that companies that did not reach a satisfactory rating did not have a profitable year. When corporations invest in social performance and align with their brand the practice is profitable (Cohan, 2004; Sudhaman, 2006).

Whole Person Marketing. Northrop Frye suggests that education involves more than just engaging the mind; it engages the "whole person" (Frye, 1963, p. 66). Marketing, too, engages the whole person. "Millennials are civic, partisan unifiers" (Winograd & Haas, 2008, p.34). Whole person marketing moves consumers through five stages, using physical, social and emotional experiences to establish and maintain brand loyalty (Donohue, 2009). Previous studies have found that, when deployed correctly, whole person marketing creates an increase in CSR media. For example, for the Molson Coors media mix, there was an increase in CSR media from 2% in 2006 to 11% in 2009. Trust in the brand increased 9% in 2007 from 2005 (Financial Post, 2007). It appears that when physical, social, and emotional connections are made with the brand, long-term positive effects for the brand include trust, loyalty and an increase in positive communication about the brand. Millennials, align with these CSP associated values and appear to reward brands that invest in their communities and help others. Mission and values are no longer as important as actions and follow-through that demonstrate transparency and community sustainability (Donohue, Carter, Jensen, 2010). In turn, this engages Millennials with the brand and, in turn, overall positively effects for the brand increase.

METHOD

The NMP study follows a qualitative research direction. Qualitative research is recommended for probative discovery objectives (Strauss, 1990). Qualitative methods are particularly effective in educational settings (Hatch, 2002), such as the collegiate NMP arrangement. Based on the classification of research designs (Kerlinger and Lee, 2000), a thematic design is used to provide extensive discussion about the major themes that supported the research. Recognizing that this paper provides general qualitative findings from the NMP

study, the discussion is framed in terms of content analysis feedback from student interviews and concept application based on deductive logic and the literature.

An individual cross-sectional survey was conducted using a self-report questionnaire instrument. A convenience sampling approach was used to administer the interviews, which allowed for a combination of personal, mail, and electronic contact. The basic nature of the questions is intended to facilitate easy and informal interview responses. Qualitative content analysis was also used to reach original findings about the favorability of the brand experience and perception of the brand. Students were interviewed on the phone (Appendix A) and were sent an online questionnaire pre-mentoring experience (Appendix B). Post-mentoring experience students were interviewed, when possible, in person, or on the phone. Students were also sent a questionnaire via email post-mentoring experience. Interview and survey questions were the same for pre- and post-interviews and for the three years of the program.

FINDINGS AND DISCUSSION

The intent of this paper is to introduce the concept of whole person marketing and its value to corporations in aligning with the perceptions and values of Millennials. This section describes the impact of the NMP experiences on Millennials and their perception of the Molson Coors Brand. This impact took place over five stages of perception, as illustrated in Figure 1 below. Each stage identified from the interviews and questionnaires that indicated Millennials moved through each stage of perception based on success with physical, emotional or social experiences. The NMP was the frame through which these experiences were deployed systematically. The results indicate that Millennials' loyalty and trust in the Molson Coors commitment to community, consumers and sustainability increased. They believed in and became loyal to the brand primarily due to their whole person marketing experience.

FIGURE 1

The 5 Stages of Perception

We found that, by creating a program that built awareness of the brand and its mission while physically engaging the Millennials in conversation

both on and off line, the brewer began to build brand awareness with this target audience. For the majority of the Millennials, overall satisfaction with brand increased. When asked about their view of Molson Coors social responsibility before and after their experience with the company through the NMP, the students agreed or strongly agreed that they saw the company as more socially responsible.

Once satisfied that the NMP was not just an exercise in public relations, Millennials, while working at the charities, began to see, feel and understand the impact of the brand's dollars on society. The Millennials experienced this impact not just on themselves, but on the communities they worked in. Towards the final month of the program, the Millennials reaffirmed their beliefs in themselves an in the corporation's ability to do good. The Millennials emotional, physical and social experience of the community led them to value and become loyal to the brand. As one student said during a party, "Nobody in my family will every drink anything other than Molson: they helped me pay for school, saved our soccer field and gave me a mentor for life."

CONCLUSION

The experience of The National Mentoring Program indicates that Millennials and cause-related marketing have developed because of the cultural chaos that has characterized the last 10 years. Unethical behavior and failure to punish wrong-doers are driving Millennials to adopt values that resemble their grandparents' morals. This same chaos has redirected brands'/corporations' cause-related marketing from aligning with a cause to engaging Millennials in community change. This evolved marketing practice has been titled Whole Person Marketing because it engages the whole consumer through physical, social and emotional activities. Whole Person Marketing occurs in five stages: awareness, satisfaction, experience, belief and value with each stage being driven by a physical, social and emotional activity with the brand. When these experiences are deployed with a systematic methodology that moves consumers through all five perception frames, the result is a sustained increase in consumers' value and belief in the brand. Millennials have shifted from being protected and confident consumers to cynical philosophers, who share the morals and values of the GI generation. This shift is causing corporations to rethink how they engage Millennials. We tested a Whole Person Marketing campaign. Whole Person Marketing is valuable to corporations because research predicts that by aligning with the perceptions and values of Millennials through physical, social and emotional interaction, Millennials will understand that the brand shares their moral purpose and they will, therefore, engage positively with the brand rather than distrust it.

MARKET ORIENTATION AND MARKETING STRATEGY MAKING: A HOLISTIC VIEW

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ABSTRACT

Superior firm performance is a major objective of all the stakeholders of a firm. Strategists and strategic management scholars generally agree that both large and small firms that align their competitive strategies with the requirements of their environment outperform firms that fail to achieve such alignment (Venkatraman & Prescott, 1990).

Organizational performance is greatly influenced by employee behaviors and the resulting market orientation that they possess (Kohli & Jaworski, 1990; Narver & Slater, 1990; Jaworski & Kohli, 1993). Morgan and Strong (1997) suggest that "research discovering the relationship between market orientation, marketing strategy and marketing tactics would be timely" (p. 1068). Market orientation is a behavioral culture that affects strategy formulation and implementation, and how an organization interacts with its environment (Dobni & Luffman, 2000a).

Marketing strategy has been a major focus of marketing academic research since the 1980's. There are many different definitions of marketing strategy in the marketing literature, reflecting different points of view (Jain & Punj, 1987; MacDonald, 1992; Dobni & Luffman, 2000b; Li et al., 2000). However, most definitions agree that marketing strategy provides the means of utilizing a company's skills and resources to achieve marketing objectives. Essentially, marketing strategy evolves as a consequence of interplay of four major strategic inputs and the processes which act upon them (Li et al., 2000).

Although some argue that strategic planning is still a critical activity conducted by organizations, how strategies are made and how they are implemented have been concluded by some as missing in action (Mintzberg, 1994; Pryor et al., 2007). With the abundance of research on market orientation and marketing strategy, little research has focused on the interplay between market orientation and market strategy development and implementation (Lee et al., 2006).

This paper joins two marketing models to examine the relationship and the synergy that comes from the interaction between market orientation and marketing strategy making. The result of this examination is a proposed theoretical causal model that realizes a strong, connecting relationship of which market orientation provides the context that facilitates the development and implementation of marketing strategy.

The various models proposed by market researchers are seldom linked to each other. Unfortunately the linking of the models is left up to teachers, students, and practitioners to visualize the relationships to determine the effects of the interaction between models. The impact is a lost opportunity to realize the full potential of various marketing models. Great models; lost opportunities.

This article has several implications for research and theory relating to market orientation and to marketing strategy making and implementation. Although the article establishes a theoretical relationship between market orientation and marketing strategy making, further research is necessary to explore the strength and direction of the relationships between market orientation, marketing strategy and marketing tactics.

The relationship between environmental turbulence is also recognized as a moderating factor on business performance but little research has been conducted on its impact on market orientation and the development and implementation marketing strategy. Few studies have examined environmental variables as moderators in the market orientation-business performance relationship (Greenley, 1995).

STUDENTS AS CUSTOMERS AND/OR PRODUCTS: DIFFERING PERSPECTIVES

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ABSTRACT

The notion of students as customers is reported to have begun during the mid 1980's when the Total Quality Management became popular in the business world. However, there are indications that this idea was germinating for several years prior – particularly after Philip Kotler (1975) and others expanded the concept of marketing to include organizations other than for-profit businesses.
By the mid-2000's articles appeared that questioned the preparedness of students entering the workforce and the concept of students as customers. Milton-Eversole and Gurchiek (2006) suggest that students are not prepared to enter the workforce ready to make a positive contribution. With state legislatures questioning and decreasing their financial support of higher education, universities are having to justify the claim that a university education produces a qualified work force. Svensson (1998) opined that if universities are not producing "qualified workers," employers will look elsewhere or take steps to create their own training programs or even "corporate universities." The rise of "for profit" and/or online universities is also challenging traditional universities to justify the value of their education.

With a customer focus, universities want to attract and retain students, create student satisfaction with the university experience, and provide customer benefits. Turner (1978) provided a customer focus in his article when proposing an entire 18 month marketing plan to recruit students, beginning with identifying prospective students and ending with matriculation and follow-up.

In contrast, taking the view that universities are in the business of the creation and transmission of knowledge for preparing students for the future (Bermudez 2010) and that students "do not know" what they do not know, faculty must maintain responsibility for what is taught (Svensson 2007). Svensson cites Peter Drucker who warned that colleges and universities would not survive if they did not respond to market forces. This view of the marketplace is more in line with a view of students as products of the university and the organizations that hire students as the customer. With this perspective the university recruits students capable of succeeding and challenges those students to develop the knowledge and skills that the hiring organizations require.

Each of these perspectives (students as customers or students as products) has different implications for developing curriculum, relationships with students, and relationships with employer organizations. There are several dimensions of divergence depending upon which perspective is taken. The perspective will impact how instruction is delivered and how other student service departments will focus their efforts. When students are perceived as the primary customers, the colleges will take many measures to assure that student expectations are met and, in some cases, the colleges can "surprise and delight" the students by offering them unique experiences. The focus on student retention leads colleges to create ways in which students feel a strong identity with the University, from logo apparel and accessories to mentor relationships (with faculty or other students). These efforts create customer loyalty to the institution, which results in higher levels of satisfaction – and ultimately, loyalty and support as alumni of the institution.

In contrast to this perspective, if students are the products, the emphasis is more on building relationships with employers and financial supporters of the institution. Creating opportunities for these customers to feel identity with the institution is the goal of many campaigns. In promotion, the college may use slogans such "This is your community's institution" "We are here for you." etc. The college may also recognize companies and supporters through a variety of "special invitation events" where businesses and individuals can meet with outstanding students and faculty. Key customers may also be given information on the colleges' graduates that best fit their needs and requirements.

References available on request

CREATING A COMMUNITY OF INQUIRY USING BLENDED LEARNING

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ABSTRACT

The authors begin with a review of the literature on blended learning and discuss how the Community of Inquiry Model should guide the selection of specific pedagogical tools and techniques to create blended learning courses in marketing education. The authors then describe the evolutionary development of a blended Principles of Marketing course, and provide insight and reflection on the benefits of the course design over both face-to-face and online formats.

INTRODUCTION

Blended learning can be described as "the thoughtful fusion of face-to-face and online learning experiences" (Garrison and Vaughan, 2008). A study found that 94 percent of educators surveyed believed that blended learning is more effective than classroom teaching (Marquis, 2004) and research suggests that higher education institutions demonstrate a growing interest in its potential for improving learning outcomes (Bonk and Graham, 2006). Although marketing educators understand that students benefit from variety in the use of learning technologies and learning formats (Karns, 2005; Sautter, 2007; Steiner and Hyman, 2010; Winsted, 2010), there is less systematic understanding of how alternative learning technologies differentially contribute to the principled design of marketing education in blended learning environments.

This paper explores the implications of the Community of Inquiry (CoI) Model for the design and structure of blended learning models in marketing education. The paper then describes the evolutionary development of a blended Principles of Marketing course grounded in the principles of the CoI Model. The authors share exploratory research on the strengths and weaknesses of the course structure.

COMMUNITY OF INQUIRY AND BLENDED LEARNING

Garrison, Anderson and Archer (2000) originally introduced the Community of Inquiry (CoI) framework as a normative model to guide the principled design and improvement of online learning environments. The robust yet parsimonious nature of the framework has since encouraged researchers to adapt its structure to also assist in developing educators' understanding and design of effective blended learning environments. The framework developers contend that a meaningful educational experience creates a community that integrates "two inseparable elements of inquiry – reflection and discourse" (Garrison and Vaughan, 2008, pg.31). The CoI framework suggests that creation of such community relies on the successful construction of three forms of presence – social, cognitive, and teaching presence. The website for the CoI model (Garrison, D. R., Cleveland-Innes, M. Vaughan, N. & Z. Akyol , 2009, http://communitiesofinquiry.com/model) defines each presence as follows:

- Social presence is "the ability of participants to identify with the community (e.g., course of study), communicate purposefully in a trusting environment, and develop inter-personal relationships by way of projecting their individual personalities." (Garrison, 2009)
- Teaching presence is the design, facilitation, and direction of cognitive and social processes for the purpose of realizing personally meaningful and educationally worthwhile learning outcomes (Anderson, Rourke, Garrison, & Archer, 2001).
- Cognitive Presence is the extent to which learners are able to construct and confirm meaning through sustained reflection and discourse (Garrison, Anderson and Archer, 2001).

Research suggests that blended learning models which combine asynchronous/synchronous and face-to-face/online learning activities can be

designed to promote high levels of each of these forms of presence.

Blending learning is compatible with the needs of today's learners. Many of our traditional students are from the Net Generation/Millennials, and the use of blended formats suits this generation's preferences for visual, exploratory, and participative learning experiences. At the same time, the format can benefit the non-traditional students that are time pressured and require greater flexibility in when and where they learn (Diaz and Strickland, 2009). Advocates hypothesize that blended learning increases the amount of time students spend collaborating, reflecting, and thinking critically about what they are learning. It is this meta-cognition on individual learning that leads to the greatest gains in the overall learning experience (Garrison and Vaughn, 2008).

Principled design of blended learning environments require the instructor to think about how alternative learning activities differentially contribute, both independently and synergistically, to each form of presence. Social presence relies heavily on creating a climate of trust that makes students confident that questions and contributions to discourse will always be valued as contributing to "shared discovery and creation" (Schrage, 1995, p. 4). Theory suggests that face-to-face meetings early in a course are most useful to establish identification with the group. Subsequent face-to-face interactions should be scheduled either in instances when the focus is on creative expression (rather than critical discourse) and/or as a means to intermittently reinforce social presence through more explicit physical presence and proximity.

To a large extent, cognitive presence depends on whether or not a medium encourages or restricts effective communication that supports the construction of meaning in a systematic way. Text based media allow the receiver to think about the message at a deeper level, thus computer based technologies appear to support a deeper level of thinking. In addition, students are often hesitant to critically respond to other students' contributions in face-to-face settings so moving such discourse to online environments is seen as less erosive to the climate of trust in the community (Abrams 2005). The trade-off is that text based discourse does not encourage the diversity of thinking nor the volume of interactions that traditional face-to-face communications provide (Newman, Johnson, Cochrane, & Webb, 1996; Newman, Webb, & Cochrane, 1997).

Teaching presence has drawn more recent focus in the research on the CoI framework. This element deals with the leadership required to integrate the design, direction and facilitation of the total learning experience. Balance must be sought between text-based interactions and more interactive verbal exchange. It is only through effective teaching presence that students are guided through the learning process in such a way that encourages metacognition on their own learning processes and ultimately inspires them to higher order learning experiences.

The Blended Principles of Marketing Course Design

Lessons learned from a three semester evolution of a Principles of Marketing course provides some limited quantitative and more extensive qualitative and reflective feedback on successful design of a blended learning experience. The class technology actually provided the option for students to take the class blended or entirely online (i.e., regularly scheduled class sessions were streamed and archived using MediaSite). There were 100 students in the blended format class and 200 in the online class. As this paper focuses on blended learning, the discussion will be restricted to only the blended learning format and requirements[1]. Table 1 provides a description of basic elements of the class and Table 2 outlines the current structure of the course and the relationships between pedagogical tools/techniques and the levels of the various forms of presence.

The course included a significant lecture element with a traditional face-to-face class delivered one night a week for 75 minutes for fourteen weeks of the semester. Two weeks of the term were reserved for proctored midterm and final examinations. The Blackboard learning management system was used extensively for all students in the course. There were four mandatory elements of the course: mandatory viewing of the weekly lecture delivery, proctored midterm objective examination, proctored cumulative final examination, and completion of a video cover letter assignment. Students were required to view the face-to-face class content delivery, but students

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[1] The grading components were virtually identical for both sections. The only deviation was that the "online" section did not earn credit for attending class. This point is added to note that this course design can accommodate very large numbers as either a blended and or blended/online option design.

could choose to attend in person, or view the lectures as recorded Mediasite presentations in a synchronous or asynchronous environment. The in-class content delivery featured various elements such as lecture, question and answer, and multimedia content such as videos and PowerPoint. All students' grades were calculated under two different grading options. One was a simple distribution across the midterm (40%), final (45%) and video cover letter assignment (15%). The second included a participation component that shifted the weighting slightly (midterm 30%, final 35%, video cover letter 15%, participation 20%). Students could earn a maximum of 200 participation points though roughly 350 point opportunities were typically available. Final semester grades were calculated under both options and the student received the higher of the two scores thus there was no risk by attempting participation and subsequently choosing not to complete the participation component. Table 2 includes a column that indicates the distribution of points for the participation activities.

Evaluations and Reflections of the Course Design

Much has been learned through the evolution of the course, through collection of formal/ informal feedback and quantitative/qualitative data. Preliminary empirical research has included both behavioral data (Blackboard tracking tools, scores on objective examinations) and attitudinal data (e.g., ratings of social and cognitive presence, perceived learning performance, instructor and course satisfaction, and pedagogical affect). Data is currently being collected to more closely examine the relationships between the tools and the alternative forms of presence. Insights are offered regarding critical components and design issues in building a community of inquiry and suggestions for future study and development of blended learning in marketing education.

We begin with evidence concerning the importance of presence in learning. Regression analyses suggest that variables such as cognitive presence and social presence significantly affect students' preference for the teaching methods (i.e., pedagogical affect) and perceived learning performance but do not affect performance on objective examinations. The lack of significance between presence and objective assessment of learning may not be surprising given that the CoI model aspires to promote higher level learning goals. Success on objective examinations reflects

only the most basic levels of learning (i.e., knowledge acquisition and comprehension).

A second area of interest is the role of alternative teaching tools in promoting different forms of presence. The authors are currently conducting an empirical examination of these relationships, but data and feedback on these and related attitudinal variables suggest promise in the proposed design relationships. Specifically, evidence supports that online discussion significantly affects students' perceived learning performance. Earlier iterations of the class included a series of three short paper options for participation points. When compared, the online discussions were more effective in affecting the students' learning experience than were the completion of the short written papers. This supports the CoI theory that only the online discussions provided the advantages of both text based activities and collaborative discourse.

Other activities included to promote greater cognitive presence were the Connect learning activities and the online quizzes. The Connect learning activities typically involved short video vignettes developed by the publisher of the text, with embedded objective questions relating to the conceptual content. Across the iterations of the course, students responded very positively to the currency and "real world" relevance of the material. The quizzes were developed using a pool of questions from the test bank as well as a pool of questions developed expressly from the content of the material covered in the lecture. In both the quiz activities and the Connect activities, students were allowed to review previous attempts but only knew if they succeeded in answering questions correctly. This iterative process on both the quiz and Connect activities required more self-directed study consistent with fundamental knowledge acquisition and cognitive presence.

Effective stimulation of social presence can be complex but clearly the role of collaborative dialogue is central to building a sense of trust and community. In the context of the blended class, social presence is dependent on successful facilitation of in class discussion though the authors have learned that this can be significantly enhanced by the success of the online discussion. Though not yet tested empirically, the authors hypothesize that bringing the content from the online discussions into the face-to-face classroom creates an increased sense of social presence. Those students whose examples are highlighted are validated in their understanding of the material, and the other students benefit from the currency and perspective of experience offered by

other students' original contributions. This in turn promotes more creative brainstorming of other current relevant examples, a benefit to cognitive presence as well. It also tends to pique the curiosity of those that did not originally participate in the online discussions. Since implementing this technique, students asked that previous discussion be re-opened for viewing (not contributions) so that they could explore additional details related to the example.

A relationship currently under study by the authors is the impact of the video cover letter assignment on students' sense of social presence. The video cover letter assignment can be turned in either as a file attachment to a class bulletin board or burned to a CD. The purpose of the assignment is twofold: 1) encourage the development and assessment of students' oral communications skills and 2) assess the extent to which students can effectively develop a targeted message to a selected audience. Those students that post the video to the online board often receive constructive (mostly positive) feedback from other students. It is hypothesized that this process of constructive critique can, in the future, be used more actively to prompt interaction and contribute to a greater sense of social community. Regardless of submission choice, the majority of students commented on the value of the experience in forcing self-critique and improvement of oral presentation skills.

The last form of presence, teaching presence, is somewhat more difficult to directly measure as it is by definition a function of the two other forms of presence. At a most basic level, the mere physical presence of the student may remind students of the instructor's pivotal role as the designer of the course and the facilitator of the process. Comparison of student opinions in the online versus blended learning experience of the class is being studied to examine if this holds true. Though the instructor does intermittently comment in the online discussions, the review in the follow-up class is likely more effective in demonstrating to students that the instructor is following the discussions.

One important note should be added here. The authors do not in any way suggest that simply recording lectures and making them available through archived means should be seen as an appropriate approach to the effective design and development of online courses. Indeed, the literature is replete with evidence that this is the worst case (Granitz and Greene 2003; Peltier, Schibrowsky, and Drago, 2007). Still, the fact that this blended class expressly seeks to balance the strengths and weaknesses of alternative delivery formats makes this approach perhaps a more palatable alternative for educational environments that are facing continuing dwindling resources.

The fact remains that much more research needs to be done to fully understand and optimize the value of blended learning in marketing education. This paper provides the most fundamental beginnings for the study of blended learning in marketing education. The intent is to spark greater curiosity in the potential of this learning format and to set forth a research agenda that can better elucidate the unique contributions of this learning format to marketing education.

References available on request

A META-ANALYSIS DEMYSTIFYING MARKETING- & VIRTUAL COMMUNITY-CENTRIC QUALITATIVE RESEARCH: WHITE PAPERS ON SOCIAL REPRESENTATION THEORY; GROUNDED THEORY; AND CONSUMER CULTURE THEORY

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ABSTRACT

Qualitative study of consumption is a 'hot' research methodology today; particularly as applied to virtual community (VC) environments. Advancements in Web 2.0 technologies, virtual communities, qualitative data analysis (QDA) software, and other innovations may be factors driving the recent popularity for qualitative study among today's marketing academics and practitioners. Yet, exploratory study findings indicated there may be a lack of 'brand' recognition and understanding of, or confusion about, QDA and select applicable marketing theories. This study is a meta-analysis conducted with the intention of demystifying, from an essence perspective, the following theories: Social Representation Theory, Grounded Theory, and Consumer Culture Theory. White papers and empirical examples are provided and information is shared in a 'workshop' type presentation format.

Traditionally, and even nowadays, some marketers emphasize the merits of quantitative study and literally shunned qualitative as "not real research," (Anonymous academic research committee member's comment, 2010). Interestingly, however, nowadays some of the 'quant' researchers have done an about-face. Today, they, along with many new-to-the field researchers, are condoning qualitative study as valid and more deeply insightful (or 'thicker') than quantitative. They now conduct both quantitative and qualitative studies.

What drives the contemporary 'hot' emphases on qualitative study? Perhaps Web 2.0 technologies that enabled the formation of virtual communities (VCs) and endowed them with merits of accessibility, capacity, interactivity, communality and other merits -- and perhaps marketer researchers' growing acquaintance with cost efficient, qualitative analytic software such as CAQDAS, MotiveQuest, Nielsen Buzz Metrics, and others -- have brought netnography and qualitative data analysis (QDA) to today's contemporary forefront and stimulated its fast-growing use status;

as well as to its contemporary currency, relevancy and acceptability status.

In recent years many marketing researchers have begun to realize that deep research insight can be gained when qualitative ethnographic (Belk, 2006) and netnographic research methods are employed. Such methodology and associated data analyses result in 'thicker' or deeper descriptions and research insights regarding the emotional and other subjective sides of individual and communal behavior than does quantitative study – that, characteristically, is 'thin' or 'surface' in value (Geerts, 1973). Qualitative study takes reasonable, or greater, understanding of qualitative theory and qualitative theory development.

Are general marketing educators' fully acquainted with marketing-relevant, virtual community-centric qualitative research theories? If not, what is the level of acquaintance and knowledge? Many may have some understanding of these concepts however they may also be overloaded with theory jargon (Glaser, 2009). As a member of the academic community, I, myself, was formerly unacquainted with these select theories. And I am not alone in my marketing educator' unfamiliarity with these qualitative research concepts. Pre-pilot study findings gave indication that many of my general marketing colleagues were likewise unacquainted.

Through additional exploratory empirical study, reviews of literature, and Website content analyses, I set out to learn as much as I could about these select theories with the intent to share new-found knowledge. This article shares findings as it relates to research regarding virtual communities, netnography, qualitative data analysis (QDA), and social representation-based, grounded theory-based, and consumer culture theory-based research methodologies.

References available on request

RESPONDING TO DISRUPTIVE STUDENT BEHAVIOR IN MARKETING CLASSROOMS

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ABSTRACT

Though far from a new problem, there is increasing concern today among college and university faculty members about disruptive student behavior (Clark & Springer, 2007a,b; Hirshy & Braxton, 2005; June, 2010). Disruptive behavior is misconduct that interferes with academic and administrative activities on campus. It includes overt acts as well as failures to perform that disrupt the flow of campus and classroom activity.

In the classroom, disruptive behavior is uncivil conduct that is inconsiderate of instructors and fellow students, Such behavior includes arriving late or leaving early in a distracting manner, conversing loudly and off-topic, making hostile and disrespectful comments, eating or sleeping during class, using cell phones and electronics for unauthorized purposes, insolent inattention, and generally directing attention away from the planned classroom activity. More extreme forms of disruptive behavior include verbal taunts and abuse, the sending of hostile or threatening emails, emotional outbursts, physical threats and assaults, vulgar or harassing behavior, willful damage to property, and acting under the influence of drugs or alcohol. Somewhere between is the behavior of students who seek to dominate class discussions, of students who make excessive and inappropriate demands for instructor time and attention, and of disengaged students who fail to participate.

Many believe that evolving norms toward a more informal society have contributed to an overarching decline in classroom decorum. The results are increased incidents of rude, distracting, and inattentive behavior. Other perceived origins include poor secondary school preparation, lack of parental training, a sense of entitlement, exposure to violence and combative behavior, and general disaffected-ness with and distrust of formal authority and social institutions. Students additionally come to class bearing a variety of emotional difficulties from their home and personal lives.

Also at play is the wide diversity of students enrolled on today's college campuses, including increasing numbers with psychiatric disorders and whose self-management and behavior is variable depending on adjustments in and adherence to medication. The increased numbers are present for a variety of reasons, including legislative changes that have helped to retain and treat psychiatric patients in local communities, advances in psychotropic medications, and the inclusive and hospitable qualities of campuses (Amada, 1992). Though rare, recent incidents of shootings and other violence on campuses have called increasing attention to mental health issues among college students.

Responding to troublesome behavior is commonly identified as being among the most challenging aspects of being a professor (June, 2010; Sorcinelli, 1994). Appropriate response is important for marketing educators because disruptive student behavior is a major inhibitor of learning (Hirschy & Braxton, 2004; Seidman, 2005; Sorcinelli, 1994). Though the number of offenders is likely to be small, a few or even one student prone to disruption can change the entire climate of a class. Other students exposed to classroom incivilities and who are distracted during class spend less energy thinking critically during class time and become generally less engaged with the material. Evidence also suggests negative effects outside the classroom on student academic and intellectual development and commitment to education. Students who are frustrated with a chaotic classroom environment may feel isolated and that their values and attitudes do not fit with those of others students, or that their

educational goals are not supported. Retention and student success are thereby affected. Likewise, faculty members experience less productivity and can become demoralized (June, 2010).

On the other hand, appropriate and fairly applied behavioral standards are appreciated and supported by most students (Hirschy & Braxton, 2004). Education plays an important role in developing a civil society, engendering a sense of civic and social responsibility and aiding students in learning ways to contribute to the common good. Disruptive behavior undermines this role (Clark & Springer, 2007b).

Most faculty members as subject-matter specialists are not specifically trained and may feel ill prepared to handle disruptive and troublesome behavior (Seldman, 2005). Hirschy and Braxton (2004) suggest that the most effective teachers are skillful in using positive motivators (asking students if they understand, encouraging students they can do better) and expressing immediacies (making eye contact, showing students they care) as deterrents to disruptive behavior. Patterns of classroom disruptions are often established within the first few class meetings. Faculty members are in a position to structure the classroom learning environment. Their preparation, defined expectations and reinforcement of campus codes of conduct, pedagogical approaches, and readiness to intervene all can foster a classroom environment that supports respectful discourse and decorum.

The issue of classroom management within the university has historically received little focused attention. However, as tuition has become more expensive, and as the public and both federal and state lawmakers have called for more accountability, increasing attention has been placed on instructional effectiveness at all types of universities and colleges. As a result, many schools, including even research universities, now provide instructional advice for new instructors and for doctoral students in their graduate programs (e.g., Cook et al., 1996). Further, increasing numbers of doctoral students are seeking formal teacher training (Grasgreen, 2010).

In this special session it is suggested that classroom management can make a substantial difference in student learning and instructor evaluation. Proper management of the college/university classroom can provide the foundation for high standards of student engagement with course material and prevent disruptive behavior. Administrators play an important role by supporting faculty members, enforcing codes of conduct, adjudicating violations, and providing resources and infrastructure to foster a safe learning environment (Hernandez & Fister, 2001; June, 2010; Sorcinelli, 1994).

Though disruptive student behavior is widely acknowledged in the literature as a common problem, instructors may be hesitant to discuss classroom disruption, finding the existence and prevalence of incivility in their classrooms professionally embarrassing and suggestive of some deficiency in their teaching (Clark & Springer, 2007a; Sorcinelli, 1994). As such, they may remain silent, reluctant to share with colleagues the details of classroom disruptions and incivilities and how they reacted. Further, they may neglect to utilize campus resources available for their support and which are designed to forestall escalation of problems. Such reticence can lead faculty to feel isolated, frustrated, and incompetent (Hernandez & Fister, 2001; June, 2010). However, there are at least three benefits to open discussion with colleagues and utilizing available resources:

- Effectively confronting uncivil and disruptive behavior enhances the learning environment, whereas failure to do so damages it.
- Challenging disruptive behavior can avert future disruptive behaviors from the same and other students. Conversely, the longer disruptive behavior is allowed to occur, the more acceptable and widespread it becomes and the more difficult it is to stop.
- As educators, we contribute to building a civil society predicated on awareness and practice of ethical and socially responsible behaviors.

This special session will engage participants in discussion of experiences with disruptive behavior and what actions were found effective (or ineffective) in preventing and mitigating troublesome behavior in the classroom. In this highly interactive special session, Kirti Sawhney Celly and Franck Vigneron will lead a discussion of instructor perceptions of good classroom management and effective responses to disruption and misconduct. They will share experiences and potential teaching techniques to heighten student engagement with learning. David Ackerman will share student perceptions of good classroom management and effective responses from students' points of view. He will discuss "the good, the bad, and the ugly" from student experiences and stories of instructors both who positively motivated and whose classes suffered from not managing disruptive behavior. Barbara Gross will discuss administrative resources in support of faculty members and students, and the implications of leaving student misconduct unaddressed or allowing it to escalate. Participants will be encouraged to share best practices from their own experiences and seek the group's input on how to deal with specific difficult situations.

DO MARKETING FACULTY HAVE A LEADING ROLE TO PLAY IN DEVELOPING MEANINGFUL SERVICES-MARKETING-BASED MEASURES OF STUDENT EVALUATION OF TEACHING

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ABSTRACT

Student evaluation of courses and teaching are the subject of a great deal of controversy in higher education. It is easy to dismiss the validity of student evaluations if one considers the evaluative criteria students consider on sites such as ratemyprofessor.com or myprofessorsucks.com. For example, the categories students consider when using ratemyprofessor.com include: helpfulness, clarity, easiness, something called overall quality, and for some, the ever-elusive 'hotness.'

While these may indeed be the way students rate professors or recommend us to their classmates, most universities use some manner of scaled instrument to measure various areas of student satisfaction. However, the instruments used vary greatly across organizations. For example, The California State University system educates some 400,000 students on 23 different campuses. A joint report commissioned by the Academic Senate, the system-wide administration, and the faculty union found that the practices for student course and teacher evaluations varied greatly across campuses. The impetus for the commission was a concern that on some campuses, online evaluations were being used to attack and undermine professors who teach controversial or difficult topics and in some instances, faculty were being unfairly targeted due to race and gender. Based on a review of the extant literature and an exploration of practices throughout the Cal State System, the report put forth some best practices. Namely, that student evaluations of teaching should be used formatively, rather than summatively, as but one of many ways of evaluating faculty performance.

Some institutions of higher education - and some educators - approach the mission of the academy from a decidedly service business perspective wherein students are to be treated as consumers of education. Those that adopt such a perspective (including many students) believe that the goal of such higher education experiences is student satisfaction defined as meeting or exceeding student expectations. Those who approach research from this perspective even eschew the use of the word student in favor of the term learner. These fee-paying learners, according to Watson (2003) expect "value for money" and behave more like consumers. Faculty may argue the appropriateness of the student-as-customer paradigm or favor the student-teacher partnership in a co-creation of value. Many question the appropriateness or validity of current instruments for assessing student satisfaction (however it may be defined).

Nonetheless, we live in an era in which assessment and accountability are the mantras of institutions of higher learning and those who administer them. In some form or another, such assessments will be used to make decisions that affect faculty careers. Thus, it behooves faculty to take a more active role

in designing meaningful assessment tools to apply to the classroom environment.

Marketing educators are in position to take a leading role in such an effort. As marketing scholars, we are in a unique position to understand both the dynamics of the academy as well as the dynamics of the relationship between the providers and consumers of educational services. This special session presents several different perspectives that attempt to apply well-accepted models from the marketing literature than may be useful for guiding the development of more meaningful ways to measure student satisfaction with their educational experiences.

If one does adopt a service business perspective of education wherein students are thought as customers of education, one can also adopt a consumer analysis perspective for students' evaluation of teaching. For example, Peter and Olson (2008) explain that three primary elements for consumer analysis are cognition, affect, and behavior. Marketing strategy is then a set of stimuli placed in consumers' environments to influence their cognition, affect, and behavior. The design of marketing strategy and a comprehensive understanding of their consequences for consumers must include an analysis of all three. In a similar way, instructional strategies can be thought of as a set of stimuli place – including courses, professors,

and classrooms -- in students' environments to influence their cognition, affect, and behavior (Neu 2011). Just like marketing strategy, the design of instructional strategies and a comprehensive understanding of their consequences for students must include an analysis of all three.

Course evaluations used in practice seem to notably miss an assessment of important affective consequences of emotions that, in the end, may be as important as cognitive or behavioral consequences. After all, what motivates a student to become a life-long learner? Educational experiences that produce positive emotions could likely be the key.

In the work currently underway by Natalie Spielmann and Glen Brodowsky, a co-creation of value perspective is taken. Initially, their research set out to test the interpersonal personality scale (IPS) in a school setting. However, the results of the scale did not perform well. Simultaneously, the Brand Personality Scale (BPS), SERVPERF and a classic class evaluation measure (CEM) from one of the California State University Schools were also included in the questionnaire. The BPS also did not perform well which may indicate that for school contexts, personality measures may not be appropriate. However, a review of both SERVPERF and the class evaluation measure (CEM) showed interesting results that will be detailed here.

BUILDING DIVERGENT THINKING SKILLS AMONG GRADUATE STUDENTS

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ABSTRACT

Academics and practitioners alike recognize the value of creativity in the marketplace. Because creative skills are so important, it is incumbent upon us to develop these skills among all of our students, but perhaps especially among our Master's students. This paper describes one approach to developing the creative talents of Master's students. After describing the basic philosophy and structure of the course, data is presented that speaks to the effectiveness of the approach.

INTRODUCTION

The American Management Association recently conducted a survey in which they asked 500 CEOs "What must one do to survive in the 21st century" and the overwhelming answer was "Practice creativity and innovation" (Kropp 2006). *Business Week* has declared that the "Knowledge Economy" is being supplanted by the "Creative Economy" in which creativity and innovation must become the "new core competency" of U.S. businesses in the increasingly competitive global market (McCorkle, Payan, Kling, & Reardon 2007). If creativity is to be a core competency, it is incumbent upon business schools, then, to include classes meant to develop the ability to think creatively as part of their curricula. In a review of creativity courses Xu and colleagues found creativity courses in business programs at Columbia, INSEAD, Harvard, Indiana, London Business School, Stanford, Berkeley and Michigan, among others (Xu, McDonnell, & Nash 2005). Since the Marketing function is typically seen as the most "creative" of the business discipline it is appropriate for marketing faculty to take a leading role in developing this skill among business students.

In a Fall 2009 class titled "Enhancing Creativity" we took one approach to developing this skill among graduate students enrolled in programs leading to an MBA, MS – Marketing or MS – Accounting. We describe this approach and attempt to assess its effectiveness.

WHAT IS "CREATIVITY"?

Generally speaking, creativity can be seen as developing concepts that are new and useful (Smith 2005). A useful first exercise in this class was to have the students develop a working definition of creativity. "New" and "useful," however, is generally the conclusion students come to when grappling with this definition, and can serve as a good starting point for a class on creativity.

Divergent and Convergent Thinking

Generating new and useful ideas can be characterized as a process of alternating between *convergent* and *divergent* thought processes (Tassoul and Buijs 2007). Convergent thinking is "oriented toward deriving the single best (or correct) and answer to a clearly defined question" (Cropley 2006, p. 391). Divergent thinking "involves producing multiple or alternative answers from available information. It requires making unexpected combinations, recognizing links among remote associates, transforming information into unexpected forms, and the like." (Cropley 2006, p. 391). Both of these types of processes are necessary for creativity to develop. Divergent thinking is used to generate alternatives, while convergent thinking is used to choose the "best" alternative. The divergent process can be thought of as more closely related to the "new" aspect of creativity, while the convergent process can be thought of as more closely related to the "useful" aspect of creativity.

Most degree programs in higher education, focus more on the convergent phase. Finding the "right" answer, cracking the case, and increasing knowledge are the primary goals. Exploring alternatives, brainstorming and new solutions are pushed to the background. Many classes become competitive in nature, where students focus on poking holes in each others' ideas to get their own ideas to the forefront.

Because most, if not all, of the classes in the MBA curriculum emphasize convergent ("right answer") thinking, to enhance student creativity as a whole, this class emphasized divergent ("many answers")

thinking. This is not to say that we ignored convergence and the importance of usefulness. MBA students would scarcely allow us to forget that aspect completely! The knowledge generated by convergent thinking becomes the input to the conceptual combinations that occur in the divergent phase (Cropley 2006; Lubart 2000-2001). "Disciplinary Knowledge" is a key aspect of Titus' (2007) "Creative Breakthrough Model" (along with Cognitive Flexibility, Task Motivation and Serendipity). All four of these aspects were discussed in this class. The Cognitive Flexibility factor, however, was emphasized. In addition, Titus' (2007) model posits the importance of uncertainty – that there is no assurance of producing creativity. The class also focused on the importance of, acceptance of, and ultimately the embracing of that uncertainty.

Rather than ignoring the importance of convergent thinking, we explored methods of generating novel combinations of concepts, all the while keeping in mind that to be truly creative, these combinations must also be useful. We concentrated on enhancing the divergent thought process, while continually reminding ourselves of the importance of the convergent phase of the creative process.

LEARNING GOALS AND OBJECTIVES

The overall learning goal for this class, as stated on the syllabus, was ". . . to develop students' inherent creativity and show how that creativity can be applied to business situations." A complete list of the learning objectives is available from the authors. The following are three examples of learning objectives taken from the syllabus:
- Identify current theoretical and applied models of creativity.
- Ability to utilize several exercises to enhance creativity.
- Enjoy the creative process.

An underlying goal of the class was to convince MBA students that they are, in fact, creative, and that their creative skills can be enhanced. Interestingly, we have found through several in class activities in which students are asked to self-identify as creative or uncreative, that many business students, undergraduate and graduate, marketing majors and from other disciplines, do not believe that they are creative. Accordingly, the "Course Philosophy" as stated on the syllabus was "The single overriding guiding principle of this class is: *You are creative*. *Everyone* is creative. Creativity is a muscle, and everyone owns that muscle. But, like any muscle, it must be exercised, or it atrophies.

The more you exercise it, the stronger it gets. In this class we will exercise your creativity muscle."

Setting Student Expectations

This was an unusual class in an MBA curriculum. As such, it was very important to manage student expectations. One aspect of developing creativity is the ability to "Silence the Voice of Judgment" (Ray 2000). The Voice of Judgment is the inner voice that whispers things like "Everyone will think that's dumb." Overcoming this anxiety over judgment involves establishing trust, among the students, and between the students and the professor.

Assuring the students that there were no wrong, or right, answers in the class, and reiterating that message often was vital. Because grading is an inherently judgmental exercise that relies on differentiating between wrong and right answers, the grading structure of the class was not standard. Students were presented with a "Grading Checklist" at the beginning of the semester. This checklist outlined all the tasks that a student must complete to get a certain grade. For example, to achieve an "A" the student had to provide evidence of meeting 12 expectations, including reviews of relevant literature, with a strictly enforced timeline. These assignments were graded on a pass/fail basis to alleviate one source of judgment anxiety: grading.

Similarly, in class, the professor tried to keep discussions positive, and refrained from pronouncing anything "right" or "wrong." This was a struggle, as the *professor's* education and experience also concentrated on convergent right and wrong answers. We also struggled to keep discussions from degenerating into an "All answers are equally good" quagmire, but rather kept it at an "All answers are good input for further discussion" level.

Class Structure

The class combined a practical, exercise based approach with a more theoretical understanding of the creative process. In class and at home exercises were meant to (a) build trust, (b) stretch the "creativity muscle" and (c) drive home some of the concepts and models of creativity discussed in the readings. These exercises were gleaned from the world of improv theater (e.g., Keefe 2003; Koppett 2001; and the website www.improvencyclopedia.org; see also Aylesworth 2008 for a discussion of using improv techniques in the classroom), as well as from several books on the topic of creativity and creativity training (e.g., Michalko 2001; von Oech 2008).

For example, one class is devoted to understanding barriers to creativity, defined as "blocks, internal or external, that either inhibit creative thinking and inspiration or else prevent innovative ideas from being accepted and implemented" (Davis 1999, p. 165). One such barrier is Learning and Habit: We get into one way of doing something or one way of thinking about something and stick with that way. The exercise used to "break" this barrier was entitled "Switching Sexes" and was adapted from Michalko's 2001 book *Cracking Creativity*. In it students are asked to imagine themselves as the sex opposite of what they usually identify as, and are given several scenarios meant to help them do so (e.g., "Walking down the street and running into a friend of the same sex you are imagining yourself as.") After several minutes, students are given a problem to develop solutions for and instructed to do so as if they were a member of the opposite sex. In the exercise debrief, discussion centers around how they approached the problem differently and whether this perspective helped them see it in a new (and useful) way.

Just as creativity within a certain domain requires knowledge of that domain, building creativity in general requires knowledge of how creativity works. To attain this knowledge, students were assigned several readings from academic journals and books about creativity and the creative process. Class periods consisted of discussions of relevant articles and their meaning.. Several case discussions demonstrated the applicability of the discussions and exercises. For example, Amabile and Litovsky's (2008) case "Creativity under the Gun at Litmus Corporation" was used to demonstrate some of the principles of creativity under time pressure.

Students were required to complete a final project. Part of enhancing creativity is being able to deal with ambiguity, and the final project addressed this need. It consisted of one direction: "Show me your creativity." We provided *some* more detail but ultimately the project had to contain a "creative product" that was described as follows: "This can be anything at all, and I'm not even going to give you examples. There are just two requirements: it must be new, and it must be "useful." You can hand me something physical, or describe something intangible." It also required an essay that addressed the product's originality and usefulness, and a reflection on the process used to develop it. The final part of the project was a presentation to the class. Student projects ranged from predictable items like new business ideas, improved operational plans, and advertising campaigns, to less traditional items like paintings, photography, and video travelogues.

ASSESSING RESULTS

To assess how well the course enhanced students' divergent thinking ability, Guilford's Alternative Uses Task (Guilford 1968; see also, for example, Runco & Mraz 1992; Runco, Dow, & Smith 2006; Snyder, Mitchell, Bossomaier, & Pallier 2004) was given to the students on the first and last day of class. In this task respondents are asked to "List as many _____" (details below) as they can in three minutes. The task does not measure creativity in general, but rather simply assesses the ability to develop novel ideas (i.e., it ignores the "useful" aspect of creativity).

Four different "tasks" were used as measures:
1. Please list as many uses for NEWSPAPERS as you can.
2. Please list as many things that have WHEELS as you can.
3. Please list as many things that are SQUARE as you can.
4. Please list as many uses for PINE CONES as you can.

One group of students was asked to complete the Newspapers and Wheels tasks on the first day of class, and the Squares and Pine Cones task on the final day of class. The other group was asked to complete the Squares and Pine Cones task first, then the Newspapers and Wheels task on the final day.

These tests are scored to assess three facets of divergent thinking: fluency (the overall number of responses given by the subject), flexibility (the number of different themes or categories produced by the subject) and originality (the number of unique or unusual ideas); (Runco & Mraz 1992). Note that Originality is confounded with Fluency (e.g., the higher the overall fluency, the easier it is to score originality points), so we use an alternative, corrected originality, the ratio of originality to fluency. Responses were coded and each student was given a score for each measure.

These scores were created for each student after each administration of the task. Then a change score was created, in which the respondents' pre-test scores on fluency, flexibility and originality were subtracted from the post-test scores. Finally, a corrected originality change score was also calculated. Initial results are presented in Table 1.

TABLE 1: OVERALL CHANGE IN SCORES

	Mean Change	Standard Deviation	t-value (df=22)	p
Fluency	10.26	11.79	4.175	0.000
Flexibility	4.52	5.61	3.867	0.000
Originality	21.30	21.12	4.828	0.000
Corr.Orig.	0.20	0.47	2.112	0.023

These scores, while encouraging, co-mingle the results from the two groups (i.e., those that did newspapers and wheels first and those that did squares and pine cones first). To determine if these different stimuli had an effect on the results, this analysis was conducted for each group separately. Table 2 presents these results.

Splitting the data into two groups results in small sample sizes. But it appears that much of the results were driven by the second group, who started with the squares and pine cone tasks. Thus, we cannot rule out the possibility that this stimulus has an inherently greater "potential for creativity" than the other one. However, it remains apparent that at least half the class performed significantly better on the divergent thinking task after taking the class. Data analysis remains ongoing to unravel these effects and to point to additional experiments which can help determine particular results. For instance, an interesting control measure would be to carry out the same experiment on another graduate class in which creativity and divergent thinking were not key syllabus elements. This would help to reveal how much of the difference was due to a 'practice effect' from doing the experiment twice.

TABLE 2: CHANGE IN SCORES FOR EACH GROUP
(Group 1: Newspapers and Wheels first; Group 2: Squares and Pine Cones First)

Group 1 (n=12)	Mean Change	Standard Deviation	t-test (df=11)	p (2-tailed)
Fluency	3.92	8.71	1.557	0.148
Flexibility	0.92	3.75	0.846	0.415
Originality	7.33	10.51	2.417	0.034
Corr. Orig.	0.013	0.38	0.114	0.912
Group 2 (n=11)	Mean Change	Standard Deviation	t-test (df=10)	p (2-tailed)
Fluency	17.18	11.00	5.177	0.000
Flexibility	8.45	4.59	6.108	0.000
Originality	36.55	19.34	6.269	0.000
Corr. Orig.	0.397	0.44	2.999	0.013

DISCUSSION AND CONCLUSIONS

If business faculty specifically marketing faculty, are to instill creativity and develop creative skills in our Masters students, we must be willing to try creative methods of doing so. This paper describes one attempt: a class that combined readings and discussions about the nature of creativity and the creative process, with exercises and cases meant to develop and apply creative skills. Further, this class sought to enhance *divergent* thinking skills, which is really only one half of the creative process. While the other half, convergent skills, was discussed at length, we felt that since most MBA classes already emphasize a convergent perspective, it was more important for this class to emphasize the divergent perspective. The data, while preliminary, tend to support the class's success at achieving at least one of the learning goals: Enhancing the ability to "think outside the box" by making novel connections between different concepts, ideas and things.

These encouraging results are based on only one class – a very small sample size. Additionally, we measured creativity using one simple method – a method that only measures one aspect of a complex phenomenon. Thus, these results should be considered preliminary. As we continue to offer this class, we will continue to refine the measurement techniques, as well as the class itself, and hopefully gain a better understanding of how what we do in the classroom affects our students' creative ability.

Post class anonymous feedback was encouraging. Some examples are:

- "It was one of the most different classes I've ever taken, but it has made me be able to look at things differently in work, school and everyday life situations."
- "Loved the class! Really had fun with it and learned a lot in the process."
- "It was fun and really creative, not like other classes."
- "I enjoyed the exercises and term project – the exercises demonstrated many concepts and the term project was useful and assisted in driving home creativity."
- "The class as a whole was great – very interesting topics and you kept the class interesting and thought provoking."

In developing the class, we practiced what we hoped to preach. We took risks, as that is part of being creative, and being willing to fail is integral to making something that is truly new and useful. We think the risk paid off.

References available on request

DESIGNING THE MARKETING COMPONENT OF A PROBLEM-BASED INTEGRATED MA PROGRAM IN SOCIAL & SUSTAINABLE MANAGEMENT

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ABSTRACT

This paper presents the design of the marketing component of a new, unique MA program in Social and Sustainable Management (MASSM). The program has been developed in response to the difficult employment outlook for newly minted, non-business BA's, employers desires, cost-containment pressures, and SPU's strong mission-driven identity and emerging thought leadership regarding ethical and values-oriented business.

The program enables graduates to participate in creating sustainable value and responsible businesses that contribute to the well-being of customers, employees, the community, and the ecosystem as principled business professionals, or as social entrepreneurs by developing an integrated, cross-functional understanding of business; an understanding of responsible, ethical, and sustainable business; ability to address real-world business situations; and ability to behave as business professionals. It remixes the school's pre-MBA business foundations courses, leadership courses, ethics courses, and two electives into a five-module, 11-month curriculum organized around the business decision cycle – analysis, planning, implementation and revision - with the additional meta-themes of business foundations and a responsible and sustainable approach to business. Coherence, scaffolding, integration, a professional-school model, learning communities, meaningfulness of knowledge, repetition, and active learning were guiding design principles.

The competency-based instructional approach employs problem-based learning including problems, cases and four closely linked major application projects; hybrid delivery including self-study, team learning, on-line, classroom and coaching sessions, collaboration with business community partners; a cooperative learning consultancy; a study abroad experience; and, professional and career development activities.

The Marketing Component
Designing the program's marketing component has required disaggregating the traditional introductory graduate marketing management course's topics and the traditional marketing plan project into elements that are located across the flow of the program's modules and projects which include a domestically oriented industry outlook (i.e., a situation analysis), a global outlook and market area analysis, a social venture business plan, and a business consultancy. Connections with sustainability and social entrepreneurship are emphasized.

Thus, understanding the marketing environment, buyer markets and demand, marketing research, value chains, competition, ethics, and global issues are addressed in the Analysis module. The instructional marketing problems here focus on market selection, development of buyer profiles, demand estimation, value-chain/distribution channels and comparative strength analysis (including financial and social performance analysis).

Acquiring buyers (i.e., development of relationships with a target set of buyers and offering them a compelling, sustainable value proposition enacted through the 4 P's and ethics are in the Business Design module. The marketing problems here include identification of target market segments, competitive value propositions (i.e., positioning), sustainable product design, pricing, promotion strategy and budgeting, and distribution strategy.

Maintaining and deepening buyer and value-chain partner relationships and revisions based on performance attainment are in the Operating and the Renewal modules. Marketing problems here include customer satisfaction measurement and management, channel relations management, and responding to performance variances.

The integrative case studies used in the program also involve the range of marketing issues. A self-marketing plan is also integrated into the professional and career development activities.

INCORPORATING A SERVICE LEARNING PROJECT INTO
AN INTERNATIONAL MBA TRIP

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ABSTRACT

International MBA trips and experiences are a very common curriculum component in many MBA programs. However, incorporating service learning experiences and projects are not typical for many international MBA trips. This paper will present how an international trip was organized to incorporate a service learning component and the extraordinary learning that resulted from the experience. "To do good you actually have to do something" the CEO of Patagonia proclaimed in a television advertisement in June, 2010. The MBA students on the trip described in this paper certainly did good because they actually did something.

The international trip is the required, culminating class in the MBA program at the institution. The MBA program offers a variety of several international destinations that change yearly. Each trip is ten days in length and is led by two MBA faculty members that develop trips based on personal preferences for travel, professional contacts or a combination. The trip is included in the cost of tuition that many students pay for themselves, as tuition based employer reimbursement has decreased over time. The international trip component of the MBA program is designed to expose students to business activities internationally through business visits. Cultural exposure is a secondary factor. Many MBA students regard the trip as their reward for obtaining the degree. The idea for the MBA trip was first discussed in May, 2009. Cambodia was the first choice of the two faculty members for the destination. The reasons included the exotic location; the long history of the country; the more recent history of the Khmer Rouge and the atrocities of the Pol Pot regime, which resulted in the infamous killing fields outside Phnom Pen. This unique history coupled with the expansion of economic opportunities present in Cambodia helped to formulate the trip concept. Singapore was then chosen because of its proximity and the fact that Singapore is a business powerhouse. It was hoped that the economic contrast would provide for a stimulating learning environment for the students. After much research and discussion a service learning component to the trip was included because of the interests of the faculty member and the vast need and opportunities in Cambodia. The current economy of Cambodia has relied heavily on foreign assistance with about half of the government budget depending on foreign aid. Cambodia had an estimated 2008 GDP per capita of $ 2000 US. Coupled with the devastating poverty is the fact the more than half the population is under 21 years old. The international trips undertaken in the MBA program had never included a destination as economically challenged as Cambodia. The service learning component was especially important given that trip was to conclude in Singapore with business visits showcasing opportunities flourishing in an economic power house.

The most viable opportunity for a valuable service learning experience was determined to be Peaceful Children Home located outside the city limits. The orphanage was chosen because the associate director of the orphanage was very amenable to receiving a group of thirty four due to the personal contact of the already established relationship of the college friend of one of our MBA staff member. The Orphanage is so remote that our native born Phnom Penh tour guide had never heard of it. The Orphanage has operated with private funds since opening in 1980 to care for three young boys. The associate director was one of those first three young men. He has recently returned to the facility after obtaining an education in Thailand and working for the US government. There were sixty five girls and boys, ranging from age 5 to 18 living in the facility when we visited.

THE DISAPPEARING UNDERGRADUATE B2B MARKETING COURSE

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ABSTRACT

With a few exceptions, it is uncommon for recent graduates to secure entry-level consumer marketing jobs, yet it appears that most of the attention in the undergraduate marketing curriculum is focused on consumer marketing. The popularity and availability of B2B Marketing courses appears to be declining at the same time the business environment our students are entering requires increasingly more understanding, skills, and familiarity with the sector.

In addition to reviewing past literature on the topic, the authors reveal primary evidence showing B2B Marketing courses are not as common as consumer-related marketing courses.

The authors cite preliminary evidence pointing to the lack of B2B marketing course availability, including: its integration into other courses; limited space in the curriculum; faculty perceptions of low student interest; minimal faculty advocacy (low student interest, irrelevant business experience, incongruent with scholarly research pursuits, faculty availability); and inadequate availability of textbook and other course materials.

The authors argue in favor of a resurgence of the B2B marketing curriculum, and present future research questions.

References available by request

SELLING "THE SOLOIST": HOW A "ONE UNIVERSITY/ONE BOOK" PROJECT WAS INTEGRATED INTO MARKETING.

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ABSTRACT

"One Book, One College", or common reading programs, have sprung up at a number of institutions. The goals include encouraging reading, understanding different perspectives, and developing a sense of community. The results include a sense of community for the students, a clearer understanding of the University's values, and a common standard of intellectual discourse across the campus. The use of this book in marketing sparked a greater understanding of the role marketing plays in social activities.

INTRODUCTION

Common reading programs - having an entire campus read the same book, have been adopted by many colleges nationally. A newly released study conducted by the National Association of Scholars (NAS), a consortium of academics upholding academic integrity in the curriculum, indicated that 93% of top four-year universities now have various types of common reading programs ("Common Reading", 2010). Likewise, Twiton (2007) at Gustavus Adolpus College in Minnesota, posits that common reading programs have gained acceptance on campuses around the country, yet little research has been done concerning the description, objectives and results of the programs. [2]

The predominant use of the program is in an orientation environment for new students. This is understandable because it develops a sense of community through shared experiences, generates the formation of small forums and enhances the freshman experience (Ferguson, 2006; Laufgraben, 2006; Moser, 2010). However, common reading programs have been initiated in campus environments in addition to freshman orientation, providing benefits such as encouraging students to contemplate citizenship and community involvement, providing additional opportunities for interaction between faculty and students, initiating a new academic tradition and encouraging reading (Anthony, 2008; Barstow, 2003).

Additional research about common reading programs would help academicians design and develop exemplary rigorous programs. Although not part of a common reading program, Kimball (2007) used contemporary literature to enhance an understanding of ethical business behavior in his professional selling course. Other than this article, there is little research related to common reading programs and marketing. This paper fills that gap by discussing the common reading program initiated in 2010 at a southwestern university and how the book chosen was applied to marketing theories.

OVERVIEW OF THE SOLOIST

This private university, with 1,800 traditional undergraduate students, took the lead of the Dean of the College of Arts & Sciences to use The Soloist for activities, class discussions, and projects across campus. Steve Lopez, a writer for the Los Angeles Times, wrote The Soloist about his experiences with Nathaniel Ayers, a talented violinist he found playing in front of the Beethoven statue in Pershing Square, Los Angeles. Ayers had gone to Julliard in 1975, but the pressure and other underlying problems combined to force him into the life of a homeless and mentally disturbed person who had been living on the streets of Los Angeles for 30 years.

Lopez took it upon himself to help Ayers by getting a violin and a bass donated. Lopez introduced Ayers to the Los Angeles Men's Project (LAMP) and told him that he had to play the violin there for safety. Ayers refused and took the violin to his normal sleeping place under a bridge. Then Lopez arranged for an apartment for Ayers, where Ayers refused to sleep. Finally, Lopez arranged for music lessons by

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[2] In Twiton's (2007) research, Three Cups of Tea (Mortensen and Oliver, 2006) was the most widely used book, with The Soloist second.

a member of the Los Angeles Philharmonic, which could only happen in the apartment. The book concludes with many steps forward (getting Ayers to sleep in the apartment) and many steps backward, but the reader is left with awe and sadness. The Soloist is a story that lends itself to discussions in several areas, including:

➢ How do you help someone who does not think he needs help?
➢ How to you sell the concept of helping people who do not want help?
➢ How do you get the resources to even try to help?
➢ How do you sustain a continuum of resources?

THE COMMON READING PROJECT

The College of Arts and Sciences at this University developed several university-wide objectives associated with the program:
1. Promote reading and the discussion of diverse perspectives as a common intellectual experience among students.
2. Promote writing as a way of learning: students reflect upon or research questions inspired by reading and discussion. Students learn to write for academic and civic communication - a way to actively engage with the world.
3. Integrate the university's core values into student learning, namely encouraging students to reflect upon personal, professional and societal values; a respect for diverse communities and the biodiversity of the planet; lifelong learning; and community service.

Our choice in the College of Business was to get the Principles of Marketing class involved by putting the book on the syllabus and initiating conversations about possible links to marketing theory. See Appendix B for class schedule.

POTENTIAL MARKETING TOPICS

The authors discovered in preparing for class discussion about the book that there were several issues emerging from the interaction between Lopez and Ayers that were applicable to marketing:
Networking
In our marketing classes, we teach the all important fact that networking is the key to, not only business and career success, but community leadership and behavior change of all types. Steve Lopez, the Los Angeles Times reporter who wrote the book, was connected in many ways that enabled him to get resources for Nathaniel Ayers, including access to the Los Angeles Philharmonic.

Bottom of the Pyramid (BOP) Markets and the Value Chain
Most marketers are familiar with the Bottom of the Pyramid (BOP) concept of creating markets in areas where the population is too rural and/or too poor for traditional products (Prahalad, 2002). There are four billion people worldwide in the emerging consumer base at the bottom of the pyramid that could swell to six billion over the next forty years. Prahalad's research pointed to an opportunity when multi-nationals change their business model and their price structure, such as producing small sachets of product instead of larger packages that cost more. An aspect of the BOP, urban slums, is the dimension inhabited by Nathaniel Ayers. There are complex operating environments and challenges in these markets, and reaching them requires the right business model (Anderson, Markides, & Kupp, M., 2010). Quite simply, the value chain and the inhabitants are different. The value chain (Porter, 1985) contains these elements:
Inbound Logistics>Operations>Outbound Logistics>Marketing and Sales>Service
In terms of inbound logistics, getting the "product" prepared and packaged (for example, moving off the streets, finding jobs), there are social workers, psychologists, state hospitals, city shelters, etc. Most of these are staffed by educated people. The outbound logistics, however, where the customer is the end point, change dramatically because the recipient of the message/product has a number of issues blocking acceptance of the message (education, mental illness, fear of attack or robbery, etc.). So the well-meaning people "selling" the ideas of changing behavior, moving inside, or even getting work, have a natural barrier to getting their message across, which leads to a discussion about traditional sales process models.

Sales Process
The traditional sales process/communication model has these elements (Futrell, 2008, p.149):
Salesperson>Message development> Sales presentation>(noise) Buyer interprets>Buyer receives message
In this case, the "salesperson" has two roles, getting financing and attempting to motivate a behavioral response that serves the customer best (meeting the customer's needs). In both roles, the correct type of communication is important. In dealing with BOP markets, community involvement has proven critically important. Community trust and buy-in are both part of in-bound logistics and the development of the presentation message (Futrell, 2008). Even with community and government involvement for good causes, "the problem with (many) not-for-profit

businesses is that they still do not cover the cost of capital" (Garrette & Karnani, 2010, p.33).

Marketing Exchange

The concept of marketing exchange is another point for discussion in the BOP market. A prevalent definition of exchange is: "the act of obtaining a desired object from someone by offering something in return" (Kotler & Armstrong, 2010, p. 7). Bagozzi (1975) discussed the aspect of rational thinking in the exchange process because people will evaluate and choose a path providing them with the most favorable outcomes. In The Soloist, an unequal exchange was evidently perceived by Ayers in the potential consequences of "buying" the propositions being "sold" by Lopez.

Arguably, there could be other marketing viewpoints involved, such as the marketing concept and motivational theories, and we encouraged students to investigate many paths. We wanted students to think about the following questions:

- Marketing finds out what the customer needs and gives it to them (at a profit). How does this relate to Nathaniel Ayers? How are Steve Lopez's needs met here?
- People "buy" things because there is something in the process of benefit to them. Why won't Nathaniel "buy" Lopez' ideas? Is there a disconnect between Lopez' idea of the benefits that will accrue to Ayers and Ayers' ideas?
- Even when we know our ideas are right, we must wait for "the customer" to come to the same conclusion. Why is that?
- What is society's responsibility to this dilemma? If marketing produces the profits that drive our economy, is it a moral obligation to use some of those profits for social purposes?
- Are people truly motivated only by internal forces?
- How much does "fear of failure" or "fear of success" play in any of this?

Additional Societal Factors

In addition to marketing concepts, as discussed, critical thinking about societal issues presented in the book was also encouraged. The incremental rise of homelessness in the U.S. rivals the incremental creation and implementation of housing policy concerning the homeless. Policy issues in both previous and current Federal administrations play a role in resources available and in what proportions to the homeless and mentally ill (See Appendix C for further discussion). Marketers should be cognizant of the legal and legislative issues they may encounter when operating in the exchange environment.

Addressing the Needs of the Street Homeless

Even given Ayers' obvious talent, his mental illness has forced him into a trap that some 254,000 people in Los Angeles share - that of homelessness ("Homelessness", 2010). "Homelessness among persons with severe and persistent mental illness is the most pervasive manifestation of the failure of public policy" (Newman & Goldman, 2009, p.299). Since the 1960's, housing policy has shifted from hospitals to the community, which could be a benefit to Ayers because institutionalizing him would probably not help him. Such shifts are evident when poor markets are not addressed adequately and underserved people must be supported by other available options.

However, because of Lopez' reporting, the Mayor of Los Angeles became involved and better services were provided. This story provides researchers and marketers the opportunity to observe how collaborative efforts across public and private sectors can be implemented.

The Unmet Needs Trap

The unmet needs of the poor (clean water, eyeglasses, etc.) are often seen as offering a huge untapped business opportunity. But, as is seen above, just because there is a need does not mean there is a market. As our students learn, markets require buyers willing to buy the product. Colgate thought that over one billion people in India would represent a "good market" for toothpaste. However, they encountered barriers such as illiteracy and lack of education in the use of toothpaste (Perreault, Cannon, & McCarthy, 2009). Also, just because the poor are a huge market in the aggregate does not mean that individuals can afford the products (Garrette & Karnani, 2010).

RESULTS SEPTEMBER 1-30

The book was added to the syllabus and the book was offered free of charge. Of the three undergraduate classes, only the marketing students (N= 46) were interested, so the management class was not used for this program. In week four, the movie, The Soloist, was shown in two parts (covering two classes) and a survey was taken:

	Yes	No	Don't Care
1) From what you know right now, do you agree with the objectives, which include: *Encouraging reading *Understanding difference perspectives *Developing a sense of community.	90%	10%	0
2) It this book worthwhile in a business course?	65%	35%	0
	Yes	No	A little
3) Can you see how this relates to marketing?	65%	4%	31%

The result of this first step told us that we were on the right track. But the 35% who did not yet see how the story relates to marketing indicated that we needed to reinforce the customer need satisfaction element. We revisited the communication model and the value chain in week five.

RESULTS OCTOBER 1-30

On October 7th Steve Lopez visited the campus for several student events. During one of his lectures, he mentioned that Nathaniel Ayers' passion for music had awakened in him a passion for journalism that he did not know he possessed. This left the marketing students to realize that Lopez benefited from what Ayers' had to "sell" him - that of a new realization of his own passion. It was a demonstration of the theory of exchange.
A second survey was given in week 8, (10/19):

	Yes	No	Don't care/a little
1)At this point, do you agree with the objectives?:	89%	4.5%	4.5%
2)Is this book worthwhile for use in a business course?	75%	20%	2%
3) Can you see how this relates to marketing?	77%	2%	18%

In comparison with the first survey, about the same number agreed with the objectives stated in question one. For question two, the percentage who thought it was worthwhile in a business course increased from 65% to 75%, with a drop by 15% in those who initially said it was not. For question three, agreement that this subject relates to marketing increased from 65% to 77%, so we accomplished our objective of reducing (from 33% to 18%) those who did not see it as related to marketing. Even though we were only dealing with 46 students, the data showed us that integrating marketing into a social topic designed for another college holds value for university-wide engagement.
Comments from students included:
"Initially, he [Lopez] was not looking for any sort of friendship, just strictly a column….Little did he know he met somebody who has completely changed his life."
In discussion after the second survey, the students agreed that these issues will be part of their lives and that understanding the needs of the "customers" in these situations are important.

CONCLUSION

The Soloist brings to real life the subject of the needs of the poor and mentally ill worldwide, the projected dramatic increase in needs of this population versus richer populations, the motivations of well-meaning businesses and social organizations and the dilemma of the "customer", the recipient of the efforts by those who want their lives to improve, sometimes whether they want that outcome or not. The reverse perspective is worth noting as well. Steve Lopez felt that, in an altruistic way, he was the "customer" receiving benefits from his exchange with Nathaniel Ayers. Marketing students must address the problems of these and other populations that are sure to accompany them no matter what careers they choose. If they are lucky, they will work for companies that make community service part of their mission.

References (Appendix A) and Appendices B (Course Schedule) and C (Public administration implications) are available from jdietz@laverne.edu

RIGOROUSLY EMPLOYING THE OBSERVATIONAL METHOD IN A
MARKETING RESEARCH COURSE

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ABSTRACT

While ethnographic research has gained increasing popularity in industry over the past decade or so, observational research continues to be an under-utilized methodology in the classroom. However, it can present even the shyest students an opportunity to learn a lot about how consumers buy and/or use products or services without approaching said consumers. Additionally, observational methodology presents a wonderful tool for entrepreneurs and small businesspeople to learn about their markets and competitors without spending a lot of money. Indicative of scenarios studied would be observing men vs. women cleaning equipment before and after use at a gym…or watching older vs. younger shoppers choosing produce in the grocery store. The former example relates to managerial implications regarding hygiene in the gym, the latter about how and what consumers choose in the produce section and whether their choices vary generationally.

THE MECHANICS OF THE PROJECT

Here is a brief review of how the project was described to the students: First, the professor went through the instructions in quite a bit of detail over one class period. This included handing out a written description of the instructions and expectations, going over what students should include in the proposal, giving an example of an acceptable marketing-oriented observation and highlighting concepts from the assignment such as demographic variables, behavioral variables, null hypotheses, alternative hypotheses, data collection form, frequency counts, percentages, cross-tabulation tables, Chi-square analyses, and limitations. The professor gave the students pointers about conducting an unobtrusive observation and reminded them of what would and would not be considered ethical conduct while conducting an observation.

The students were given one week to meet with their teams, find an appropriate venue for conducting their observation, put together a dummy data collection form (including how they would tabulate each variable), formulate two sets of hypotheses, and briefly describe the managerial implications of their study. Each team submitted this proposal and within the week, the professor returned it with comments. The professor has found that, because this entire process is new to the students, giving them interim feedback before they invest in the data collection and analysis phases of the study can prevent many teams from committing costly errors. Furthermore, it reinforces the learning process. The students were given two to three weeks to collect and analyze their data and put together the final report. Most of the students used Minitab to run the Chi-square analyses of their cross-tabulation tables. They then commented on whether they rejected or failed to reject their null hypotheses.

THE PURPOSE OF THE EXERCISE

Several objectives can be accomplished by assigning this observational study to student teams in a marketing research course. First, the students benefit from experiential learning. Experience is the best teacher when it comes to conveying the subtle nuances of marketing research to students. Once they have to discern certain things in the field, a light bulb goes off for them. Secondly, educators tend to focus a lot of attention on survey methodologies, but there is a lot to be gleaned from the less utilized observation. It has different strengths (e.g., one can see what people do, one does not have to directly interact with the observees) and weaknesses (e.g., the observees' motivations are unknown) than a survey. Thirdly, students get a chance to apply concepts they learned in statistics (e.g., sampling, Chi-square, hypothesis testing). Hopefully, this makes those once-abstract concepts more familiar and approachable. And, finally, there is a level of self-satisfaction when the students realize that they can design and execute an observational study. The professor attempts to demonstrate how they might use these techniques later in their professional lives to glean valuable insights.

References available by request

TAPPING MARKETING STUDENTS' USES AND GRATIFICATIONS OF SOCIAL MEDIA IN TEACHING SELF-MARKETING

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ABSTRACT

Marketing practitioners and educators alike recognized the importance of harnessing the power of social media to reach (Liodice, 2010; Bush, 2010) and teach (Kalamas, Mitchell and Lester, 2009) young consumers. Many marketing educators have begun to explore the potential pedagogical opportunities to utilize social media to improve students' learning experience and outcomes. The prevailing research points to the need for operational guidelines before social media can be used as an effective teaching tool.

The purpose of the current research is twofold. First, it examines the patterns and motivations of college students in their usage of social media. Second, it explores the use of an experiential exercise for teaching students how to develop and execute self-marketing strategies. Thus, a questionnaire was designed to determine how college students use social sites, the primary motivations behind site usage and self perceptions of students' abilities to effectively use these sites. A principal component analysis revealed four motivator factors for social media usage a (i.e., socialization, instrumental use, entertainment, and self-expression). Data on students' perceived abilities showed that the majority (over 80%) were familiar with social sites and viewed themselves as savvy users.

Students were exposed to an experiential exercise based on a seven-step e-marketing plan developed by Strauss and Frost (2009). The seven steps included: situation analysis, strategic planning, objectives, e marketing strategies, implementation of the plan budget, and evaluation of the plan. The outcomes of this class project indicated that students found the exercise to be relevant to real world experiences. It provided them with a framework to begin the process of promoting the skills they acquired in marketing course as well as helping them excel in a myriad of other areas in their lives.

The current research and the classroom project provided some additional insight into the complex relationship between students and their social media usage. Further research is needed to examine how usage of social media can be effectively implemented in the classroom environment.

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SOCIAL MEDIA: OBTAINING "REAL WORLD" MARKETING EXPERIENCE IN THE CLASSROOM?

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ABSTRACT

Marketing educators are seeking new and innovative ways to integrate experiential learning in their classrooms. Administrators are also feeling the pressure to show stakeholders that their graduates have faced challenges that bear a resemblance to the type their new employees will face as they begin their marketing careers. The experiential learning movement, in addition to presenting a fresh and exciting way to introduce students to the traditional marketing material, has been addressing these themes for decades.

Ben Franklin once said that "Experience is a dear teacher, but fools will learn at no other." His perspective reflects an appreciation of the high cost of mistakes. In marketing, mistakes are inevitable as one learns the complexities of understanding competitors, consumers and channel intermediaries. The philosophy of experiential learning could be summarized as seeking to maximize learning while minimizing the costs of errors. Supervised internships, simulations, role playing, case analyses and the like seek to provide a realistic venue for students to try out their ideas in a limited-risk environment. When the inevitable mistakes are made, the costs are usually minimal to non-existent.

Early experiential learning theories were created by Lewin, Dewey and Piaget (Kolb 1984). They conceived of experiential learning as a process that involved experiencing, observing and evaluating. Lewin had the most straightforward method that describes learning as a cyclical process. He believed that immediate personal experience was the focal point for learning, giving life, texture and subjective personal meaning to abstract concepts and at the same time providing a concrete, publicly-shared reference point for testing the implications and validity of ideas created during the learning process.

The original purpose of the social networks was to "enable users to articulate and make visible their social networks (Boyd and Ellison, 2008, 211)". Within these social network sites users could participate in networking. This was done by communicating through one's extended network and finding "latent ties" to create new relationships. But this is not the main focus of these network sites with people "primarily communicating with people who are already a part of their extended network" (Boyd and Ellison, 2008, p. 211). Social networks have evolved from their initial purposes back when they were created in the late 90s.

Clearly, social networks carry potential for instructors seeking to incorporate an experiential component in their syllabi. The question of their ultimate effectiveness rests on the external validity of the experience: do students obtain realistic interactions with the marketing environment? Do competitors act and react in a manner consistent with the "real world?" Are customers as fickle, channel intermediaries as stubborn, promotion as expensive, margins as narrow or the legal aspects as hostile to business? While such questions can easily comprise a future research agenda, their evaluation must be conducted recognizing the relative advantages over the experiential learning alternatives. The actors in the marketing environment in social networks may not behave realistically, but because they are made up of actual people deciding how to use their actual resources, they offer clear advantages over those of simulations, case analyses, role playing and even internships.

When students experience an actual cost from their mistakes, something beyond a poor grade in a marketing class, only then will the true impact of experience begin to yield its fruit. Social networking offers marketing educators an important venue to provide a potentially expensive and/or rewarding, readily accessible exercise. Although Ben Franklin said those who will only learn from experience were fools, even he recognized the didactic power of experience.

TEACHING CREATIVITY TO MARKETING STUDENTS:
HOW WELL ARE WE DOING?

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ABSTRACT

As calls for developing the ability of business and especially marketing students to think creatively and to develop innovative products and services have become universal, researchers in the area of creativity and creativity training have expressed concerns about how well the U.S. educational system fosters creative thinking in its students at all levels. Our research was based on samples of 147 undergraduate marketing students, 57 undergraduate students in business administration, and 226 students enrolled in an undergraduate psychology course from various U.S. universities. Possibly as a result of a greater emphasis on the importance of creativity in marketing, earlier research by McCorkle et al. (2007) found that marketing students value creativity and believe it is an important skill, although it is not perceived to be more important than writing skills, oral presentation skills, teamwork, leadership, marketing knowledge, and knowledge of business.

Our findings are consistent with those of McCorkle et al. (2007) as the students in our samples place a high value on creativity. However, our findings indicate an even higher evaluation of creativity skills than in earlier research studies. The marketing students sampled believe that creativity is rewarded with good grades in marketing classes. Conversely, they believe that quantitative skills are less important for getting good grades in marketing classes. Marketing majors also believe that the same skills that result in high grades in their marketing classes (creativity and communication skills) will be equally valued in the workplace.

Most students in our samples appeared to be either very or moderately satisfied with the creativity training they had received, indicating that there appears to be more training in the area of creativity in the marketing curriculum and possibly the business curriculum than what we had anticipated. However, this training appears to be only in certain dimensions of creativity. Specific recommendations are presented to include creativity training into the marketing curriculum, focusing on the training of a greater variety of dimensions of creativity. Limitations of the present study and implications for further research are also discussed.

References available on request

EFFECTS OF SOCIAL MARKETING ON SELECTED VOTERS IN DASMARIÑAS CITY, PROVINCE OF CAVITE, PHILIPPINES

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ABSTRACT

This session is designed to be an interactive presentation and participative in its approach as it will deal on the effects of social marketing on selected voters in Dasmariñas City, Province of Cavite, Philippines.

INTRODUCTION

Campaigning is one of the most important phases of one's political ambition. It is a connected series of operations designed to bring about a particular result. In politics, more specifically for elections, the Article X, Section 62 of the Omnibus Election Code of the Philippines (1985) defines election campaigning as an act designed to promote the election or defeat of a particular candidate to a public office. Through the years, election campaigning has become enormous and expensive at the same time, especially for a national seat even though candidates, as mandated by the law, are only allowed to spend three pesos for every registered voter (COMELEC Resolution No. 7794, 2006).

With more than 43 million registered voters in the Philippines, a candidate is estimated to be spending P135 million on campaigning alone. That includes their broadcast and print media exposures, printed materials such as leaflets, pamphlets, brochures, magazines and the like, as well as other in-kind paraphernalia like bags, T-shirts, caps and the like, even other forms of campaigning such as public speeches, motorcades, etc. As time progresses and lifestyle advances, people who want to assume a seat in public office have thought of many creative ideas to reach out to the most number of voters possible. With the technology readily available, making things simpler, and people's lives and business; it is very easy to imagine that someone somehow will use it to their advantage.

The study is done for the reason that in May 2010 national elections, voters were seen to be more demanding, more observant, and more aware of the importance of their single vote. Because of this, political advertisements were seen to be more intense, creative and diverse. It is significant that the effects of these social marketing activities on the mentality of the voters were assessed to see how the target audience acts and reacts accordingly on how the political candidate delivers himself to the people. Knowing how the target audience would act and react on that certain political candidate can be used to determine the support and loyalty the people would deliberately give that particular personality on the long run and once he/she has been elected.

This study aims to know how these political candidates use social marketing to promote themselves to the masses, and what approaches these candidates use to bring about the much sought after "*CHANGE*" the people have been wanting to achieve for a long time.

SCOPE AND LIMITATIONS

The study is limited only to social marketing practices performed by politicians running for the presidential position in the Philippines. Social marketing practices that aims to sell the politician him/herself and the idea he/she wants to share.
        Social marketing practices like broadcasting, print media, giveaways (in-kind paraphernalia) and other campaigning practices, such as motorcades and public speeches, are included. The respondents were limited only to legible voters and were chosen randomly within covered area.

RESEARCH DESIGN, DATA GATHERING PROCEDURE AND METHODS OF ANALYSIS

The descriptive type of research was used in this study when determining the effects on the basis of findings on existing conditions and reactions of people toward certain issues.

As to the sampling, simple random was used to cover the total of 75 barangays in Dasmariñas City in Cavite Province with a total population of 556,330 as of the latest census (NSO actual census, year 2007). Along the process, the researcher then used proportional allocation to determine the number of respondents to be assessed within each barangay according to their respective population size. The Descriptive Statistics, Likert Scale, Anova, and T-test (One-Tailed) methods of analysis were applied in the study.

CONCLUSION

Social marketing activity that reaches the most number of target audiences was proven to have a direct effect on the voter's decision on whom to vote for. However, it works both ways depending on how the political candidate performs the said approach.

Depending also on which advertising medium it would be applied, social marketing that attacks both the emotional and mental aspect of the intended audience and reaches out to the peoples' needs and wants are more appealing and much more effective than the one that speaks only about the candidates' interests.

A political candidate's future, if ever he/she has been elected, can be predicted just by analyzing how he promoted himself in front of the people during the campaign period. Issues concerning the whole society should be given extreme amount of importance for the said social marketing activity to succeed.

References available on request

SOCIAL MEDIA IN SCHOOLS OF BUSINESS

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ABSTRACT

In the introduction of his bestselling book, Brian Solis (2010) emphasizes the enormous impact of social media by stating "We are at the beginning of something new and incredible, and its paths and processes are for the most part undefined and far from standardized" (p. xi). But even before the advent of social media such as the Facebook, YouTube, Twitter, and blogs, marketing professors and researchers realized that the communication process was undergoing profound change. As early as 1970, Bent Stidsen wrote in *the Journal of Marketing* that, "…morally and operationally, the individual human is an autonomous entity who communicates from and to the world around him by attributing meaning and importance to selected data of that world" (p. 48). The interaction between the communicator and the receiver has been subsequently explored further and become part of the body of knowledge in consumer behavior theory. However, it was not until Web 2.0 enabled the interactivity that underlies social media that consumers truly acquired the ability and were empowered to shape and promote the messages they received.

In the present "universe of social media" consumers interact with other consumers to exchange opinions and companies attempt to influence consumer opinions either directly through their Facebook pages, or indirectly by hiring advertising agencies and social network influentials to spread their messages.

Business schools, however, have been slow to integrate social media in their communication efforts to students and other stakeholders. Our panel of presenters presents guidelines and instructions on how to use blogging software, track visits to blogs via Google Analytics, and promote websites and blogs using Twitter, LinkedIn, and Facebook. The presenters also demonstrate how social media have been used to effectively promote summer study abroad programs and student clubs.

Regina P. Schlee shows how to create a blog and drive viewer traffic to the blog as well as to other web pages. She demonstrates how Google Analytics can be used to track information on visitors to the blog, including the search terms that were used to find the blog, and the time spent examining different blog posts.

Katrin R. Harich presents information on how her blog on Study Abroad for Business Students at Cal State Fullerton (http://studyabroad-kh.blogspot.com/) has generated significantly more interest by students in summer study abroad than had been created using more "traditional" recruiting techniques in years past. In fact, for the first time since the inception of summer study abroad at her College, most programs are "sold out," with many students on waiting lists. Harich also demonstrates how Google Analytics allowed her to examine student traffic to different blog posts and the effects of these posts on the amount of time students spent reading the information on her blog.

Peter V. Raven demonstrates how the Albers School of Business at Seattle University promotes its study abroad programs and student clubs using social media.

References available on request

STUDENT GROUP PROJECT ASSESSMENT:
AN APPROACH TO DEVELOPING BETTER ASSESSMENT TOOLS

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ABSTRACT

In higher education, requiring students to work in a small group on a project has become a popular teaching method. This innovation offers students a chance to develop social skills, increase retention of knowledge, improve self-esteem, foster motivation and enhance the overall learning experience (Parr, 2007). Despite such good opportunities, group project learning does not always generate positive outcomes and the main concern is grading approaches toward each group member's potentially uneven contribution. To reduce these negative factors and increase student' motivation, instructors strive to find the best way to assess each member's performance as well as the group's overall performance in order to fairly allocate grades. This study investigates current group evaluation assessment approaches and students' perceptions toward the approaches in order to provide useful information for assessing group project evaluations.

Most research findings are consistent in that the peer evaluation assessment approach is the most effective (Topping 1998) among group assessment methods and many instructors use some form of peer assessment to identify individual contributions on group projects (Lejk & Wyvill, 2001). Several factors including the type of instrument and the extent to which the peer evaluation affects individual grades should be considered when applying a peer evaluation assessment. When an instructor applies an instrument to evaluate individual contributions to a group project, the instrument should assess and support the discrete attributes of fairness, productivity, satisfaction, motivation, and learning.

To identify the students' perspective, several focus groups were conducted. Participants expressed various concerns related to the effectiveness of peer evaluations, particularly acute when a group was comprised primarily of friends. Participants also thought peer evaluations may provide a medium where personal differences could be vented. They revealed that multiple peer evaluations – on a regular basis - minimized the opportunities for free riding.

Based on previous research and focus group findings, this study suggests the following: First, holistic peer evaluation is better than category-based peer evaluation. To practice holistic peer evaluation, instructors should provide a detailed check list to help students evaluate objectively and fairly. Second, an undisclosed individual peer evaluation score in terms of fairness is better than an open evaluation. If an individual peer evaluation score will be disclosed, students may become pressured and mark a peer as an equal contributor because they do not want to have any personal conflict. Third, self-assessment should be included in peer evaluation. Without self-assessment, the basis of an evaluation can be biased. Fourth, multiple peer evaluations are better than a single evaluation during the duration of the project. Peer evaluations can be used not only for individual grading but also for encouraging a change in attitude for the participant who did not contribute to the group project actively in an earlier stage of the process.

This study suggests several important aspects that instructors should consider when applying a peer evaluation assessment. Besides other factors, providing a clear evaluation policy at the beginning of the semester consistent with the nature and complexity of the assignment is crucial for successful team project outcomes.
References Available on Request

TOWARD A COMPUTER-SCORED ASSESSMENT OF MARKETING EXPERTISE

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ABSTRACT

The AACSB expects business schools to establish learning goals and assess student performance relative to them. It is common to assess "marketing knowledge" with multiple choice tests. Unfortunately to date, no simple assessment of more complex marketing skills exists, though these may be even more relevant to marketing practice. The purpose of this research is to explore a measurement of one type of higher-level skills, "marketing expertise".

The inspiration behind this construct comes from work by Simon and Chase (1973). In their experiment, chess experts were shown to differ from novices in their recall of actual game patterns and their application of these patterns to identify good opportunities quickly, without wasting time on poorer ones. Marketing expertise is assumed here to be analogous to chess expertise. Marketing experts recognize patterns in a market and in their own organizations and apply knowledge of these patterns to identify the best opportunities more efficiently.

In marketing, expertise can be assessed with a short written case or business scenario. Students are asked about the attractiveness of various courses of action. The experts, applying meaningful patterns, would be expected to prioritize potential actions more accurately than the novices. To address the time-consuming grading and low levels of reliability that are typical of case write-ups, the goal of this research was to develop an objectively-scored measure of marketing expertise. Respondents can be given a short case and asked to rank possible actions. Responses are compared to an expert-based ranking, and a meaningful score can be created based on the similarity between the student's and experts' rankings.

Five different one-page caselets were written by the authors for this research, with two of the cases used on exams to assess marketing expertise among students in Introduction to Marketing courses. After an initial pilot study with unsatisfactory reliability, the instruments were revised by adding a set of six true-false questions to the four ranking questions, which themselves were revised from five possible responses to three. After conducting the item analysis, it was possible to identify one very good choice, one mediocre choice, and one very bad choice, within each set of ranking questions. The cases tested exhibited modest reliability, with the highest reliability reaching only .58, and one was dropped from further study. The instrument used here exhibits psychometric performance similar to a multiple-choice test, in terms of time spent and reliability. One might conclude that a reliable case instrument can be developed by lengthening it. To achieve a reliability of .70, an instrument of similar quality would be about two and a half times longer.

Additionally, the correlations between GPA and the final exam score and one case were examined, and were all fairly low. Analysis reveals that marketing expertise may have a moderate, but not large, relationship with marketing knowledge.

Finally, by comparing scores across groups on two different cases, it is possible to see if marketing expertise improved during the term. A series of regression analyses were conducted with the one case score as the dependent variable, experimental group as the independent variable (case on midterm, case on final), and the final exam scores and GPA as covariates. Using an alpha level of .10, we might conclude that a small improvement in marketing expertise can be achieved in one academic term with training. The observation that improvements in marketing expertise were not highly significant may be attributed to the poor reliability of the case that was used. But when statistical power is examined more carefully, the test probably has the power to detect a "modest" effect size if it existed.

Unfortunately, there was little or no improvement in ME over the period of study in this experiment. This could be evidence that some improvement in marketing expertise is possible, but any improvement is probably small, and therefore repeated training would need to occur over several

terms in order to see substantial improvements.

Further research is necessary to confirm and extend some of the findings presented here. Longer marketing expertise measures should be developed and used in experimental designs, to determine if case skills can be improved. Although the low instrument reliability in this study limits the strength of the conclusions, it is hoped that the research provides a foundation and motivation for additional research in this important area.

JOURNAL WRITING AS ASSESSMENT IN MARKETING EDUCATION

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ABSTRACT

Journal writing has been shown to be an effective learning tool for students, through reflection and integration of theory and experience. In addition to using journals to increase learning, we propose that journals can be used as an assessment tool, giving the instructor insights regarding the level of understanding of course concepts. The purpose of this project is to develop a process for analyzing student journal writing to assess understanding of marketing concepts.

The methodology utilizes a pre and post journal assignment for students in a Principles of Marketing course. The objectives of the assignment are to (a) understand students' perspectives of and assumptions about marketing as they enter the Principles of Marketing course, and (b) gain insight into which marketing concepts students retain and understand at the end of the course.

The word choices within the pre and post journals were compared using content analysis. As the researchers intuitively knew, many students brought an advertising and sales-bias into the Principles of Marketing classroom. Beyond that obvious finding, this research uncovered the real difficulties in supplanting a sales and promotion bias with a broader, customer-centric point of view. Though the results of the content analysis are the secondary focus, the findings reiterate the value of the methodology. The findings provide the instructor with concrete feedback regarding the knowledge and assumptions that students bring into the class as well as the content areas that students retain.

This exploratory research creates a framework for marketing instructors to use as a starting point for their own content analysis of student work. The journal pre and post assignment could be used in a variety of marketing courses and range from broad application (What is marketing?) to narrow (How can marketers drive environmentally responsible activities?). The analysis could be used for an individual instructor's understanding of student learning, leading to an awareness of areas where course content, assignments, and teaching need to be improved in order to meet course objectives. In addition, the analysis could be used course or program-wide as an assurance of learning tool.

TEACHING CHINESE UNDERGRADUATES IN CENTRAL CHINA INTERNATIONAL MARKETING USING A BLOG TO ENABLE CULTURAL RESEARCH WITH AMERICAN STUDENTS

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ABSTRACT

In just three weeks how do you teach Chinese undergraduates in central China how to successfully select, adjust, and approach marketing a Chinese product in America, having never taken a marketing class before? An internet blog created by the author for this purpose seemed, as it turned out, a good solution. While Chinese group members used the blog as a core learning tool to gather primary data from chosen American student bloggers to complete a Country Notebook assignment, it also gave tremendous insights into Chinese culture for both the American students and professor. Cross-cultural assignments, created for this International Marketing class in China, now better inform cultural discussions in the author's same course taught in an American classroom.

LITERATURE REVIEW

In the 1940s Bloom introduced American educators to three high-level domains of learning: cognitive, affective, and kinesthetic. Later Bloom (1956) developed the cognitive taxonomy to include six levels, visualized as a pyramid, which build on each other as a hierarchy. Chinese teaching primarily reflects the cognitive domain, and, more specifically, the three lower cognitive levels Bloom identified: knowledge, understanding, and application (Wang & Farmer, 2008). In contrast, Western education has focused on the three higher level cognitive skills of Bloom's taxonomy: analysis, synthesis, and evaluation (Bloom, 1956). Researchers have linked affective learning—dealing with the emotions and heart—with cognitive learning (Hall, 2005). While affective learning is more closely examined in the 21st Century (Owen-Smith, 2004) its application has been characterized as being the space where both teacher and student can co-create an environment to learn from each other (Palmer, 1998; Hall, 2005). Considering cross-cultural teaching, this understanding is especially important as many differences result from various world views. To be effective, a teacher must understand his/her cultural norms and then the students' culture, learning how to bridge the differences (Valiente, 2008). This challenges professors to create different pedagogy strategies to teach more effectively cross-culturally. Perhaps this is no more fully appreciated and fundamental than in teaching international marketing in a culture that is nearly polar opposite, as with Americans teaching in China (Hofstede, 1983).

PEDAGOGY DESIGN

With three weeks and 40 total instruction hours, I set the goal for my 15 undergrad Chinese students to create a Country Notebook, the precursor to an international marketing plan, by assessing a geographic segment of the American market to introduce a Chinese product. This has been used successfully by other international marketing teachers (Crittenden & Wilson, 2005) but does not offer a way to collect primary data (Hu, 2009). With help from a technology-savvy friend, we created a blog to overcome this issue. I put my Chinese students into three groups of five each; five American bloggers—former undergrad and grad students—counterbalanced. I integrated six blog assignments within this three-part framework. Our first week we focused on *Who we are*, understanding the role geography and history play in creating a culture's context. By mid-second week we advanced to *What we're doing*, examining how to use these cultural understandings to better determine how to market in that country through primary and secondary data gathering; and the last few days we reviewed, *What we learned*, by sharing through group oral presentations.

CONCLUSION

As identified by others teaching in newly emerging markets (Clarke & Flaherty, 2003; Kelley, 2007) many of my "tips for instructional success" mirror theirs. With a slightly different focus, I offer 10 teaching insights. Personally, this first of six teaching opportunities in China fundamentally altered the way I teach American students. And, more importantly, how I relate with and teach international students, specifically Asian, in an American classroom.

References available on request

LEARNING WHY WE BUY: AN EXPERIENTIAL PROJECT FOR THE CONSUMER BEHAVIOR COURSE

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ABSTRACT

Marketing educators have long recognized the value of student-centered, active learning approaches for engendering students' deep learning of marketing course content. For the past six years, as instructors of university-level consumer behavior courses, we have utilized a semester-long, team-based retail audit assignment that is structured to elicit active student engagement via a concrete, hands-on, real world experience.

This retail audit project enables us to address key student outcomes in the consumer behavior course, most notably: 1) the ability to define and explain basic consumer behavior terms, concepts and theories; 2) the ability to understand and articulate the consumer decision-making process and the major sources of influence on this process; 3) the ability to utilize knowledge to analyze, evaluate, and create consumer-oriented marketing strategies and tactics in a live or "real-world" situation; 4) the opportunity to gain experience and skills in how to design, conduct, and report a research project utilizing one of the three major methods for studying consumers (observation, surveys/interviews, experiments); 5) the students' ability to understand, apply, and synthesize course information with respect to their own shopping and consumption behaviors and, thus, reap the benefits of being more aware and informed consumers throughout their lives.

We present an exposition of the project and its value in a consumer behavior course, including the conceptual perspectives informing our discussion, a description of the project and its execution, and students' perspectives on the project's key benefits. We conclude with results of survey research comparing student responses at the beginning of the term with their evaluations after completing the retail audit that provides more generalizable information about the usefulness of the project in achieving active, deep learning and the course objectives.

Among the conceptual perspectives that provide support for the incorporation of the retail audit in a consumer behavior course are Bloom's Taxonomy, deep learning, and experiential learning. The key student outcomes outlined above reflect our desire to have our students work through virtually all of the levels in the cognitive domain of Bloom's Taxonomy with respect to consumer decision-making, shopping behavior, and retailer strategies and tactics. Of primary interest to us is fostering in our students a thorough understanding of course concepts, as well as the ability to remember these concepts and use them later, otherwise known as *deep learning*.

The assignment is based on concepts from the book *Why We Buy* by Paco Underhill, which summarizes key findings of Underhill's research in three main areas: (1) consumers' sensory reactions to the physical aspects of store layout and placement of merchandise; (2) psychological reactions to features, placement and packaging of merchandise; and (3) distinctive behaviors of the genders and generations, all concepts relevant to the study of consumer behavior. Over the course of a semester, student teams collect and analyze qualitative and quantitative data on key store atmospherics at a single local retailer and evaluate how these atmospherics affect shopper and buyer behavior. Each team is required to synthesize material from the Underhill book with other course concepts, evaluate the retailer, and deliver a written and oral report that includes results and recommendations for the retailer. Compelled by the requirements of the retail audit's active pedagogy to engage in discovery, students learn not only the "what" and "why" of marketing concepts, strategies, and techniques, but also "how to" implement them.

We have elicited both qualitative and quantitative data from our students regarding what they learned by participating in the project. Results indicate that 1) the project enhanced students' deep learning of the material and their enjoyment of the course; 2) working in teams is challenging, but learning how to manage teamwork is beneficial; 3) conducting an observational research project offers students the opportunity to hone a variety of career-oriented skills; 4) participating in the project has changed the way many students shop. In summary, the scope, structure, and the experiential nature of the retail audit project help our students – and us – to achieve desirable course outcomes.

References available on request

INVESTIGATING STUDENT PERCEPTIONS OF CLIENT-SPONSORED PROJECTS IN MARKETING MANAGEMENT: THE DILEMMA OF (NOT) PROVIDING STUDENTS WITH TEMPLATES

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ABSTRACT

In teaching and learning, instructors are often faced with finding 'real world' applications to enrich their teaching to facilitate a more practice-related learning experience. This paper outlines student perceptions of a semester-long group project in two Marketing Management courses. 22 MBA and 32 under-graduate students participated in client-sponsored marketing projects in groups of four to five individuals. The paper discusses students' learning experiences and the instructor's dilemma of providing students with a marketing plan template (directive style) vs. *not* giving students any directions for developing a marketing plan (laissez-faire style). Potential improvements for the next iteration are presented.

CLIENT-SPONSORED PROJECTS IN MARKETING EDUCATION

Educators are faced with the challenge of preparing students "to be productive employees who can communicate effectively, work well in teams and (…) demonstrate content knowledge" (Parsons and Lepkowska-White, 2009: 154). In the past, academics have been accused of emphasizing marketing theory instead of bridging the gap between theoretical marketing principles and 'real-world' practice (de los Santos and Jensen, 1985). As a result, several scholars have criticized that students were ill prepared for a career in the marketing profession (Day, 1979; Ostheimer, 1977; Peters, 1980). Others point out that "(…) the lecture format is not the most effective educational delivery mechanism, particularly in marketing" (Helms, Mayo and Baxter, 2003: 18). Instead, active learning methods in which students are empowered to think and learn for themselves are recommended as an alternative (Johnson, Johnson and Smith, 1991). Literature on education and learning advocates in particular experiential learning (e.g. Gremler et al., 2000; Navarro, 2008; Rosso et al., 2009) which

refers to an interactive teaching style with new roles for teacher and students (Simpson and Pham, 2007). The task of the instructor is to design an environment in which students actively participate in the learning process (Bobbitt et al., 2000). Forms of experiential learning include 'real world' course projects, field trips, case studies, simulations, business audits and community-based service learning (Andrews, 2007; Govekar and Rishi, 2007; Gremler et al., 2000).

Several authors have suggested that rather than traditional case studies client-sponsored projects are a more robust way of meeting the needs of academia and practice (Bove and Davies, 2009; Humphreys, 1981; Lopez and Lee, 2005; Ramocki, 1987). Client-sponsored projects are also sometimes referred to as live cases (Burns, 1990; LeClair and Stöttinger, 1999). These projects require an organization to sponsor or commission a group of students to complete a given marketing project (Bove and Davies, 2009). Client organizations can include small or large companies that are either a for-profit or a nonprofit business, and the level of involvement and student contact can vary depending on the individual company (Clark and Whitelegg, 1998; Parsons and Lepkowska-White, 2009; Swan and Hansen, 1996). From an educational perspective, client-sponsored projects provide a number of benefits. Existing literature shows that this approach helps students to develop the skills that they need for their future jobs (Cooke and Williams, 2004). For instance, McEachern (2001: 211) argues that "client projects challenge students in ways that not even the best-written case study or end-of-the-textbook chapter exercise can duplicate." Other learning outcomes that have been identified relate to improvements of communication, critical thinking, teamwork, and problem-solving skills (Cooke and Williams, 2004; Gremler et al., 2000; Scribner, Baker and Howe, 2003). Table 1 in the appendix summarizes key research findings in the

literature regarding the benefits of the client-based learning approach.

However, some scholars point out weaknesses in the course of experiential learning activities such as less guided instruction or undesirable student behaviors, e.g., free-riding in groups (Schibrowsky and Peltier, 1995). Other studies have shown that students (in particular undergraduate students) may feel overwhelmed by the ambiguity of client-sponsored projects (Kennedy, Lawton and Walker, 2001) and how time-consuming these projects can be (de los Santos and Jensen, 1985). Students may also become frustrated if clients are not responsive enough (Kennedy, Lawton and Walker, 2001), e.g. providing information in a timely manner. In addition, they may experience frustration if the instructor does not provide useful and timely feedback.

Faculty, on the other hand, are challenged with a number of tasks in the process of implementing group projects in their class. These include, for example, screening potential clients for reliability and appropriateness as well as managing both client and student expectations throughout the course of the project (Lopez and Lee, 2005). Parsons and Lepkowska-White (2009: 155) argue that due to the potential frustrations for students and the additional costs and efforts for faculty "there is a need to investigate whether students perceive any extra value from doing a client-based project (…)." Some studies show that student satisfaction is higher for live cases with regard to project, course and instructor evaluation (Dommeyer, 1986; Hafer, 1984). Yet, Bove and Davies (2009) criticize that empirical studies such as these are rare. While these authors support the use of client-sponsored projects, they also point out that careful planning is critical and that the projects need to be workable.

The objective of the present paper is to explore four "drivers" of overall student satisfaction with client-sponsored projects: (1) students' self-evaluation and satisfaction of their own work, (2) satisfaction with the work of their team members, (3) satisfaction with the client and (4) satisfaction with the instructor. Based on feedback from previous courses the instructor was also interested in shedding more light on the issue of whether to offer students a template for the final report. Normally, client-sponsored projects involve a final report that is submitted to the instructor as well as the client upon completion (Bove and Davies, 2009). Parsons and Lepkowska-White (2009) describe students in their courses using a similar template (introduction, SWOT analysis, marketing/advertising/research plan,

evaluations and conclusions). The context of the authors' study, however, involves undergraduate students in the courses Marketing Foundations, Marketing Research, and Advertising and Promotion (Parsons and Lepkowska-White, 2009). Lincoln and Frontczak (2008) develop a marketing plan assignment for undergraduate students enrolled in Principles of Marketing who were guided systematically by having to deliver three components (situational analysis; segmentation and positioning; marketing mix, budget, calendar, and proforma income statement). Yet, the question arises how the structure of a final report will vary for client-sponsored projects conducted on the graduate level vs. the undergraduate level, i.e., in the case of MBA students who have to develop customized marketing solutions for their client. Based on the instructor's previous experience, MBA students enrolled in the course Marketing Management commonly have asked to use a template for their final marketing report. The instructor's perspective, however, has (always) been not to provide a common marketing plan template, since the content of each client-sponsored project varies significantly. For instance, individual team projects dealt with rebranding strategies, international market entry strategies, sponsoring strategies, online marketing strategies, etc. Thus, offering students a textbook template seems to misguide them to develop a report that addresses the client-specific marketing problems. However, the reality is that students' overall satisfaction with client-sponsored projects has been found to be influenced by the issue of having or not having a template at hand. The present research thus assumes that the issue of having a template would influence students' satisfaction with the team project. Figure 1 summarizes the conceptual framework that guided the present research.

FIGURE 1
Conceptual Framework
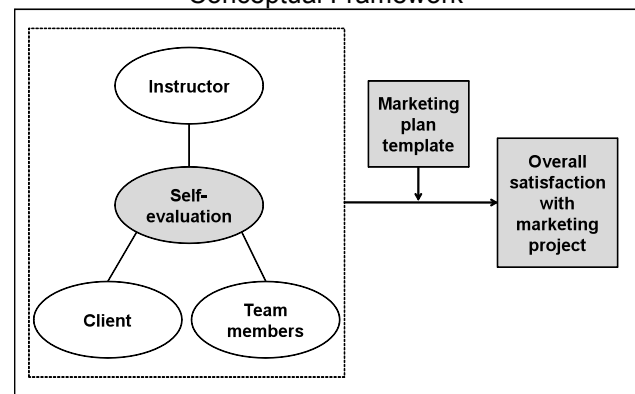
MARKETING PLAN TEMPLATES IN MARKETING MANAGEMENT TEXTBOOKS

The marketing management course (both undergraduate and graduate) focuses on formulating and implementing marketing management strategies and policies. The primary goal is to ensure that students have a solid foundation of the fundamental marketing decision-making tools and management of all elements of the marketing plan. A core learning element usually deals with the development of a marketing plan. Interestingly, a close look at the marketing management textbooks reveals how marketing plans are presented both content-wise and structurally. Table 2 in the appendix illustrates a variety of approaches how marketing plans are covered. While some textbooks only provide an abbreviated version, others include a complete sample. In addition, several textbooks refer to a marketing plan software.

COURSE CONTEXT FOR CLIENT-SPONSORED PROJECTS IN MARKETING MANAGEMENT

In spring 2010 the instructor taught two courses of Marketing Management. One was an undergraduate course for seniors who choose marketing as their concentration; the other was a required course for MBA students. The setting is a small liberal arts university in the Pacific Northwest of the United States. In both classes the students participated in semester-long client-sponsored projects. The objective for the undergraduate students was to develop an online marketing plan for a client. The MBA students, on the other hand, had to determine themselves the specific content of their marketing project, for which each client company attended the first day of class to present their organization and marketing challenges to the students. At the end of the class students indicated their preference for company projects that were subsequently assigned by the lecturer based on students' interest. With the project brief and instructions from the lecturer, which were also outlined in the course syllabus, students were instructed to meet with the client to determine the specific focus of their marketing project. As a result, these client-based projects were very heterogeneous in their nature. In total, five team projects dealt with different marketing topics:

1. Rebranding strategy including the development and implementation of a new website;
2. Growth strategy and international market entry strategy in the UK;
3. Brand development strategy with focus on online marketing;
4. Online marketing strategy with focus on search and e-mail marketing;
5. Online marketing strategy with focus on social media.

The first milestone in this semester-long project was an industry report after one month in the course schedule. At the end of the semester, the MBA teams made an in-class project presentation and submitted a final project report to the instructor and the client. During the project, students were invited to discuss their progress with the instructor but it was intended that most of the interactions would be with the project sponsor.

From a pedagogical perspective the instructor decided to provide the undergraduate students with more guidance than the graduate students. First, the textbook did not cover material needed to develop an online marketing plan. The instructor used a regular marketing management textbook (see table 1) which covers the traditional marketing mix. However, for the client-based projects the students had to apply knowledge typically covered in an Internet marketing textbook. Second, the textbook only contained an abbreviated sample of a marketing plan which did not serve the purpose of developing an online marketing plan. The instructor then decided to hand out a more specific template from an e-Marketing textbook. The underlying reason was instructor concern that the undergraduate students would be overwhelmed dealing with a challenging topic without any structural guidelines for their final report. The MBA students, while using a different marketing management textbook that included a sample marketing plan, had less guidance with regard to the structure and content of their final report.

ANALYSIS OF STUDENT SATISFACTION OF CLIENT-SPONSORED PROJECTS

The instructor conducted two surveys in both classes to address the objectives of this study: the first mid semester and the second at the end of the course. 29 undergraduate and 21 MBA students participated. Student attitudes were measured using a 5-point Likert scale (Parsons and Lepkowska-White, 2009). Several open-ended questions were included at the end of the survey as well. Figure 2 presents results of the end-of-semester survey based on student responses.

FIGURE 2
Results of student satisfaction with
client-sponsored project (end of semester)
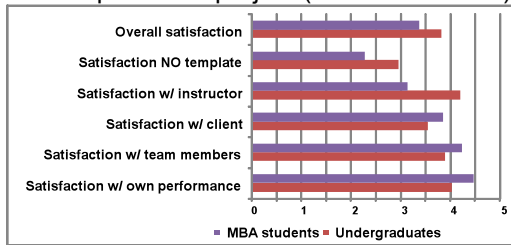
Students evaluated satisfaction based on their own performance, their team members' performance, the client and the instructor. The results indicate that students in both classes evaluated their own performance highest compared to the performance of their team members. It is apparent in the MBA course that students were rather dissatisfied by not having a specific template for their final report. By comparison, the undergraduate class who had used a template were more satisfied than the MBA students. Overall, the average is still low which may be due to the fact that the template was not reflected in the textbook used in class. Most interesting is the large gap in satisfaction with the instructor between the two classes, for which responses to open-ended questions were analyzed. Six of 21 MBA students criticized the lack of guidance and structure for the final paper. Comments include:

> "There should have been more guidance for the final paper throughout the semester. I suggest maybe devoting an entire class session on the marketing report and what it should consist of."
> "He could have given us more guidance and direction."
> "I would have liked to have a template that could have guided us more in the writing and structuring process."

CONCLUSION AND IMPLICATIONS

Reflecting on the two different class scenarios one can distinguish two very different pedagogical approaches with regard to implementing client-sponsored projects and the amount of freedom given to students when preparing their final marketing reports: (1) directive style vs. (2) laissez-faire style. In the undergraduate case, students received more guidance by using textbook templates. This approach seems to be reasonable for undergraduate students who may feel overwhelmed with the complexity of a client-sponsored project. In the graduate case, students are given less guidance or any formal templates, the assumption being that it would be more acceptable

in the MBA course as students are more mature and experienced. Although only approximately 25 percent of the MBA class did comment about the issue of templates, the feedback is important for the next iteration of client-sponsored projects. The key question for educators is how to guide students effectively in preparing final marketing reports for heterogeneous client-based projects. Upon reflection, the instructor made some changes in the current iteration. Instead of either a directive or a laissez-faire style, the instructor has incorporated a seminar style approach. Each MBA team is required to develop a project-specific Table of Content (TOC) in mid semester which has to be approved by the instructor. During this process students are forced to critically think about the content and the outcome of the client-sponsored project. In team meetings with the instructor students receive immediate feedback about the TOC. While there are no specific guidelines on how many times each team will meet with the instructor, it seems that an average of two 30-minute meetings are necessary to develop a comprehensive TOC for the final report. In addition, the instructor may have to respond electronically to the TOC revisions made by the student teams. While the seminar style approach is likely to require more effort and instructor involvement, there is reason to believe that having a pre-approved TOC should help to eliminate students' negative emotions and increase overall student satisfaction with client-sponsored projects.

In conclusion, while there are a number of educational reasons for providing client-sponsored projects to students in marketing (Bove and Davies, 2009), there is a need for careful mentoring the students throughout the semester but in particular during the early stage of developing the structure of their marketing report. The seminar style approach is likely to require more effort and instructor involvement, which supports the view in literature about client-sponsored projects (e.g. Kennedy et al., 2001; Razzouk et al. 2003). As mentioned above, the discussion of a TOC may result in several meetings with each team as students have to revise the structure and content of their TOC a few times.

Overall, it is important to note that these findings apply to two specific courses at a small private liberal arts university in one specific semester. Outcomes with a different type of student (i.e., students at large, public universities) may be different (Parsons and Lepkowska-White, 2009). Furthermore, it is too early to make a final judgment about the use of the seminar style in the current iteration of client-based projects.

VIRTUAL ETHNICITY? DESIGNING A CONSUMER AVATAR DRAMA TO DISCOVER MULTICULTURAL COMPETENCY

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ABSTRACT

This study contributes to the emerging virtual world marketing education literature. Specifically, it assesses how well dramaturgical avatar design activities improve the competency for analyzing consumers' ethnic identity. The findings suggest that virtual world scenarios deepen the specificity of ethnic culture analysis and widen the spectrum of ethnic culture access. Analytical depth pertains to complete conceptual alignment as well as correct cultural authenticity. Access width pertains to the fluidity with which transference occurs between students' own ethnic identity and other ethnic cultures. Besides ethnic analysis *depth* and *fluidity*, the virtual module is assessed on the dimensions of *collaboration, competence,* and *community*. As a practical response to course constraints, dramatic real world participation is used instead of immersive virtual world presence. Still, the virtual world module is a viable pedagogy method for exploring avatar marketing and imparting ethnic analysis skills.

INTRODUCTION: DISCOVERING ARTIFICIAL

For more than a decade, marketing educators have adopted computer-based instruction (Smart, et al. 1999). Interactive technology has become integral to marketing curricula (Peltier, et al. 2003; Ferrell and Ferrell 2002; Evans 2001; Ueltschy 2001; Benbunan-Fich, et al. 2001) and online media are increasingly accessed to support pedagogy across marketing course offerings (Kaplan, et al. 2010; Hansen 2008; Henson, et al. 2003; Heinrichs, et al. 2002). Equally important, students respond favorably to the new digital learning media (Clarke, et al. 2001).

The adoption of digital technology applications among marketing educators traces the blending computers and cognition. Virtual worlds, a fusion of 3-D video games and social networking, are the latest stage of digital tool diffusion. As Figure 1 shows, the application of online digital technology in marketing courses evolves from simple tasks like finding information (access) to more strategic techniques for facilitating interaction (agency) and

functioning intelligently (acumen). At each stage, the boundary between programmed computers and personal cognition becomes more blurred. Now, with the digital intelligence of virtual worlds, marketing educators can design strategic computer platforms with simulated cognitive properties (artificial).

FIGURE 1

Online Digital Tech in Marketing Education
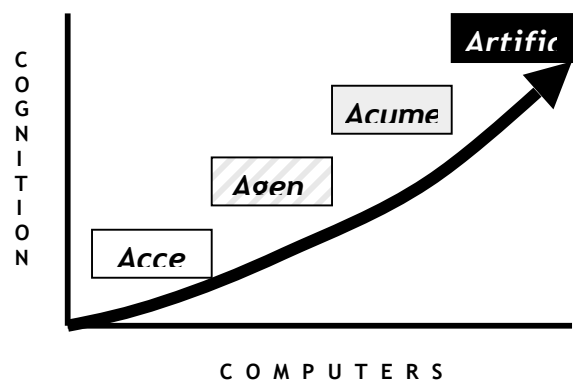
Although marketing educators clearly value digitally literacy, they have only begun to envision digital life. The adoption of artificial virtual world course designs lags in comparison to other digital techniques.

Wood, et al. (2008a) defines virtual worlds" as; "3-D computer mediated environments that offer rich visual interfaces and real-time communication with other residents." Like those authors, this study exposes marketing educators to the viability of virtual worlds for course pedagogy. Yet, besides affirming digital experience marketing educators are encouraged to develop virtual world course designs using dramaturgical exploration.

Artificial Worlds of Commerce

Contemporary relevance is a primary course design objective. This is particularly true for keeping the marketing curriculum up to date on virtual world marketing success factors and trends (Tikkanen, et al. 2009). In consumer behavior courses analytical competency might be improved by learning how

virtual worlds influence actual customers and their artificial avatars (Hemp 2006; Holzwarth, et al. 2006; Suh and Lee 2005).These social identity profiles of avatars (Wood and Solomon 2009; McGoldrick, et al. 2008) may help students think more critically and intuitively about consumer influences. For instance, the virtual world marketing literature shows that animated product placement can raise brand loyalty (Shang, et al. 2006; Moleswarth 2006; Ederly 2006). Also, virtual advertising is successful (Dougherty, et al. 2002) because actual consumers gain satisfaction from avatar experience (Klein 2003).

INITIATION: DESIGNING DRAMATURGY

As an extension of curricular virtual world research, this case study offers a marketing course module designed using a dramaturgical pedagogy. Vicarious role play scenarios are used to profile avatar identity and plot virtual world interaction. This drama design is aimed at consumer analysis competency, defined as identity dimension awareness and application. Textbooks refer to identity dimensions as "Individual Consumer Influences" (Blackwell, et al. 2006).

Ethnicity Focus

The multicultural interaction among avatars in the scenario, and students in class, provides a unique educational setting for observing the formation of "virtual ethnicity." Ethnic identity is isolated as the analytical focus because of its prominence in consumer behavior and paucity in the virtual world marketing education studies. As a subjective self-identification measure (Blackwell, et al. 2006; Rossiter and Chan 1998), ethnicity can capture the cultural character of consumer behavior better than objective categories like race which are used to compile population demographics. The multicultural marketing literature (Rao 2006; Pires and Stanton 2005; Burton 2005, 2002; Xu 2004; Cui 2001) serves as a vital reference source to cultivate students' ethnic identity analysis competency for real world and virtual world markets.

As an avatar profile attribute, ethnic identity is defined for students as a set of common collective cultural tendencies (values, language, customs, and symbolic expressions, etc.) and a distinctive set of individual traits (e.g., genetic, biological, inherited, etc.). These virtual world module considerations echo Atwong, et al's. (2002) study of ethnic influences in the online learning experience. Like Wood, et al. (2008b) ethnicity is presented as a personified virtual avatar property.

Dramaturgical Framing

Goffman (1959) coined the term "dramaturgy" to develop a micro-sociological theory for analyzing the context and not the cause of personal interaction. . Dramaturgy is widely used to analyze marketing dynamics (Zeithaml, et al. 2006; Williams and Anderson 2005; Moisio and Arnould's 2005; Grove, et al. 2000; Sherry 2000; Rook 1985). In fact, the dramaturgical concept of "servicescapes" (Bitner 1992) has been applied to design scenes for digital market interaction (Ezeh and Harris 2007; Rosenbaum 2005; Sherry 1998; Carter 1996).

For the virtual world module, dramaturgy enables students to discover deeper layers of avatar identity through dramatic scenario enactment. Moreover, dramaturgical module designs are more readily adopted by marketing educators with less virtual world technology familiarity, less computer literate students, as well as less advanced digital classroom infrastructure. Those three constraints shaped the virtual world module examined in this case study.

In fact, curricular studies of actual virtual world participation are rare in the marketing education literature (Solomon, et al. 2009; Wood 2008; Wood, et al 2008a, 2008c). Yet, research on virtual world instruction is advancing in other fields (Twining 2010; Baker, et al. 2009; Peterson 2006; Dickey 2003). This vanguard is furthered by 3-D animated simulation courseware such as "V-Learning" www.vlcglobal.com. Instead, this study's dramaturgy module substitutes role play simulation for the digital animation of actual virtual world presence. This vicarious virtual presence builds cognitive reflection skills (Peltier, et al. 2005) and resembles Russell-Bennett's (2010) classroom simulation of markets.

IMPLEMENTATION: DELIVERING VIRTUAL

The virtual world module was administered for four academic quarters at an undergraduate consumer behavior course at a small regional American university. Similar to theatrical productions, the virtual world module is implemented through a process shown in Figure 2 as:
  a) Instruction -- Preparation focus on aptitude
  b) Interaction -- Performance focus on avatars
  c) Insight -- Probative focus on assessment.

Instruction – Preparation Focus on Aptitude

Absent the resources to deliver a virtually immersive experience, students are oriented to the module with entertaining videos that explain virtual world environments and avatar engagement. In addition,

the class is shown how to create actual virtual world presence using a 30 minute "free-trial" on the Second Life website. Usually, several students will have personal experiences to share regarding virtual worlds, and these are integrated into the orientation as well. Figure 2 includes the virtual world video links as part of the orientation to dramaturgical virtual world learning. Following this contextual orientation, students are divided into teams of 5 to 7 students.

FIGURE 2
Virtual World Module Implementation Process

A. Instruction – Preparation Focus on Aptitude

  1. Contextual Orientation to Dramaturgical Scenarios
    a) Collaborative experiential learning: V-world marketing
      • Exposure to virtual world video links:
      http://www.youtube.com/watch?v=Z7C6LAEQUGs
      http://www.youtube.com/watch?v=O62GHcIVKS4
      http://www.youtube.com/watch?v=0CijdlYOSPc
    b) Creative design of avatar profiles & script plots
      •   Standard script template & avatar group

      formation

  2. Conceptual Orientation to Consumer Identity
    a) Segmentation variables *(explicit/observable)*
    b) Motivations – Maslow's Hierarchy *(implicit/operant)*
    c) Beliefs/Feelings/Attitudes *(intrinsic/original)*

B. Interaction – Performance Focus on Avatars

  1. Avatar identity analysis – profile traits (ethnicity)

  2. Avatar interaction analysis – plot tendencies (ethnicity)
    a) Planned script interaction – template dialogue
    b) Unplanned spontaneous interaction – improv dialogue

C. Insight – Probative Focus on Assessment

  1. Consumer identity analysis competency

  2. Virtual world marketing cogency

  3. Multicultural marketing codification

    a) Ethnic culture analysis depth
      • Conceptually complete alignment
      • Culturally correct authenticity
    b) Ethnic culture access fluidity
      • Universal awareness of diverse ethnic cultures
      • Specific appreciation of selected ethnic culture
    c) Ethnic culture activity collaboration
      • Within group avatar profile composition
      • Between group script performance coordination
    d) Ethic culture attribute competence
    e) Ethnic culture aptitude community

An "egg-layers" diagram serves as a heuristic for composing and analyzing avatar profiles. Like an egg, "individual consumer influences" start with a consumer "shell" of *explicit/observable* segmentation variables, to a mediating "white" of *implicit/operant* consumer motives, to a "yolk" of *intrinsic/original* beliefs, feelings, attitudes (See Figure 3).

FIGURE 3
Egg Layers Diagram of Consumer Identity
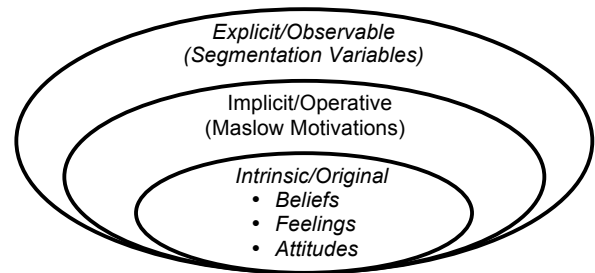
Interaction – Performance Focus on Avatars

Avatar interaction is designed to validate avatar identity profiles in order to improve consumer analysis competency. Dramaturgy mediates the virtual world module's reliance on creative expression through avatar role development and its conceptual learning requirements. Ethnicity is presented to students as an essential avatar attribute because it is one of three anthropological factors, along with gender and age, which define human identity and interactions. However, "virtual ethnicity" is studied with disguised observation and evaluation. Students explore all consumer traits and tendencies as part of the tasks for composing avatar profiles, unaware of the module's ethnic focus.

Avatar Identity – "Egg-Layers" Concepts

Segmentation variables address observable ethnic identity descriptors like race, residence, education, occupation, income, spending, household composition, lifestyle activities, and consumption preferences. Maslow's Needs Hierarchy (Maslow 1970) is used to associate motivational drives with ethnic identity descriptors. At the deepest level of ethnic identity the avatar profile addresses specific beliefs, feelings and attitudes (BFAs). These BFAs set the threshold for middle layer motivations, as well as how ethnic identity is individually and collectively defined. Carter (2010) describes these individualized multicultural identities as "universal" because they are more ethnically inclusive, culturally fluid, and personally liberating than fixed ethnic group norms.

Avatar Interaction – Dramaturgy Context

A simple script allows for ample improvisation within the main plot. As a result, avatar interaction is generated by both planned scenario roles and spontaneous in-class exchanges. By balancing the planned and spontaneous features of avatar script interaction, instructional continuity is maintained

throughout the module. The virtual world script titles reflect these narrative guidelines (See Figure 4).

Insight – Probative Focus on Assessment

The dramaturgic module made fundamental improvements on three learning indicators: a) Consumer identity analysis competency, b) Virtual world marketing cogency, and c) Multicultural marketing credibility. Consequently, the insights discussed here review virtual world module discoveries – including "virtual ethnicity" aspects.

FIGURE 4
Sample Virtual World Module Script Template

"2 Couples on a Vacation"

The Cast: Profile of avatar characters and roles

Scene 1 – "The Meeting"
During their pleasure trip airline flight, a liberated American couple, Oliver and J.J. unexpectedly encounter an intriguing women traveling to join her enigmatic mate in Barcelona Spain. After hours of conversational bonding, the three agree to spend the weekend as a foursome, in a spacious suite at The Hotel Majestic, located on Paseo de Gracia.
http://vimeo.com/2026796
THE MEETING takes place in "El Prat Airport," a blend of old world Spanish culture and modern traveler amenities.
http://www.youtube.com/watch?v=u-s-dl6lryk
As THE MEETING transpires, several INDIVIDUAL CUSTOMER CHARACTERISTICS (ch.7) are revealed, and BRAND preferences emerge during the vacation.

Scene 2 – "The Mingling"
Now settled into their posh Barcelona "Hotel Majestic," the American and Swedish couple finds that a stimulating interplay exists among their varied MOTIVATIONS (ch.8). Waking after a night of drinks and chats, the foursome take to the streets of Barcelona for a day of sightseeing.
http://www.youtube.com/watch?v=Z-wyE9TjRwk
Daylight Barcelona tourist activities are followed by separate nightlife plans for the romantic and spirited MOTIVATIONS (ch. 8) evoked by the atmosphere of venues suitable for a Spanish vacation memories.
http://www.youtube.com/watch?v=4UcCGDQHYy4&NR=1

Scene 3 – "The Mystery & Memories"
Winding down after a Mediterranean weekend escape, the foursome decides to share special secrets from their couple's night out, in the more casual company of gender peers. The dialogue during these gender pairings, reveal deeply held BELIEFS, FEELINGS, ATTITUDES (ch. 10).
The guys head for a rousing soccer game between Barcelona and Real Madrid, to share candid views.
http://www.youtube.com/watch?v=ZzuF3oTh-vc
The ladies head for the balmier southern Spanish beach resort town of Marbela in Andalucia on the famed Costa del Sol (Coast of the Sun), to indulge in an authentic spa.

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http://video.google.com/videoplay?docid=80080850 77217441442#
Reunited at the festive restaurant La Reina del Rival, the foursome discuss the revealing Barcelona's vacation.
http://www.youtube.com/watch?v=-hBWJeGbFng

Little consideration has been given to ethnicity in the virtual world marketing literature, either to design avatar identity or depict virtual world interactions. Although the focus is on "virtual ethnicity," students are only directed to compose avatar profiles for consumer analysis without emphasizing ethnicity.

In addition to disguised observations during the module, "virtual ethnicity" insights come from probing students' responses to questions upon completion of the script. Like the dramaturgic module design, this post-module survey calls upon students "reflective" skills of cognitive visualization (Peltier, et al. 2005).

The student responses are supplemented by module observations to affirm five "virtual ethnicity" vectors:

1) *Depth* -- students' ability to compose ethnic identity on 3 levels (segmentation, motivations, and beliefs/feelings/attitudes). C*omplete (conceptual alignment)* and *correct (cultural authenticity)* avatar profiles increase depth. Complete avatar profiles show stronger ethnic identification. Correct avatar profiles sustain ethnic interaction in the virtual world script.
2) *Fluidity* -- openness to diverse ethnic cultures. For ethnicity and other avatar traits, the virtual world scenario liberated students' willingness to explore identity profiles other than their own. Fluidity opens "double-consciousness" (DuBois 1903) to "virtual ethnicity's" universal spectrum of multi-conscious inclusion (Carter 2010)
3) *Collaboration* – shared discovery of ethnic identity and interaction through dramaturgical scenarios and digital simulation
4) *Competency* – the analytical skill of designing and diagnosing "virtual ethnicity." These competencies can be attributed to a variety of American ethnic groups, including multi-ethnic identity and global multicultural nationality, based on the composition of avatar profiles.
5) *Community* -- culminates the transformation from traditional ethnicity explained by social knowledge to "virtual ethnicity" experienced through social networks. Marketing education learning communities combine brand, multicultural, and virtual online communities.

The five "virtual ethnicity" dimensions complement Wood, et al.'s (2008a) stages of virtual world project

progression: *"cultivation, focus, training, community."* However, the "virtual ethnicity" module emphasizes "cultivation" (depth, fluidity), "focuses" collaboratively, and blends multicultural, brand, virtual "community" (competence, community), in a largely non-digital venue without technology "training."

IMPLICATIONS: DISCERNING PEDAGOGY

The implications of the virtual world module for marketing education are distilled by returning to the pedagogical aim. Two primary educational paths are presented by the module; (a) an experiential dramaturgical method enacted as a virtual world avatar scenario and (b) an activity for raising the competency of students for conducting ethnic consumer identity analysis. The first, dramaturgy, is a pedagogical input, whereas the second, ethnic identity analysis, is a learning outcome.

References available on request

DOES MOTIVATION MATTER? ON THE RELATIONSHIP BETWEEN PERCEIVED QUALITY OF TEACHING AND STUDENTS' MOTIVATIONAL ORIENTATIONS

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ABSTRACT

The aim of this paper is to fill a vital gap in the literature by looking at students' motivation and perceptions of teaching quality. We report the findings from a survey of student perceptions of quality teaching and its interaction with various motivational orientations that students exhibit in higher education.

The proposed hypotheses and conceptual model were tested using regression and correlation analyses, as well as analysis of variance from a survey of 271 undergraduate students in programs at two different universities. The findings document the explanatory role of various motivations in students' perceptions of teaching quality: correlation analysis found intrinsic motivation to be positively correlated with the perceived teaching quality, while extrinsic motivation was found to be moderately correlated, suggesting that motivational orientation dimensions are influential in students' assessments of their teaching experience in school. Intrinsic motivation with its possible states and factor loadings showed strong positive impact on the teaching quality and students' evaluation, even after accounting for the reputation (general opinion) of the educational institution (or program). Thus, we cannot ignore the value-added nature of various motivational orientations and their influence upon the perceptions of students. Surprisingly few differences in perception based on gender, age, and country of birth (ethnicity) were found. Young students (less than 25 years old) and Canadian- and American-born students exhibited significant negative reactions (difference) to perceived teaching quality; in contrast, female students exhibited positive reactions towards it.

On the other hand, our results show that if instructors and administrators want to improve student perceptions of teaching quality, they cannot ignore the fact that students' motivational orientations and their general opinion (reputation) of the educational institution (or program) play influential roles in creating positive perceptions. A viable strategy to enhance and further motivate students extrinsically and intrinsically in their learning will significantly enhance their perceptions (Deci et al., 2001; Ames and Archer, 1988). Ideally, the results presented here will assist researchers, professors, and higher-education administrators by capitalizing on students' existing intrinsic motivation and understanding the relationship between student perceptions of teaching quality and their degree of motivation to further expand and implement a better quality-assurance educational system (Maureen, 1999).

DOES SPIRITUALITY OR RELIGIOSITY IMPACT MARKETING STUDENT PERFORMANCE?

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ABSTRACT

In this study, the authors found that demographic characteristics of a person do indeed have an impact on his/her spirituality and religiosity. However, surprisingly and contrary to expectations, a person's spirituality and religiosity do not have an impact on that person's attitude toward business ethics. As expected men are more religious than are women. The reason for this finding in college-aged males may be that men see going to church as a social activity and possibly a chance to develop a perception of being religious for others to see. However, against predictions and against findings in previous literature, men are also more spiritual than are women. Therefore, perhaps the social aspect of attending church and demonstrating a perception for others holds less credence in the face of this finding. Perhaps college-aged men truly are more spiritual and their manifestation of this spirituality at this age is to be active in an organized religion, thus accounting for the religiosity aspect.

The findings showed that Caucasians are more spiritual than are Hispanics and that there is no differences between the two on religiosity. Also, majors appear to attract different types of people, or the majors themselves may contribute to a person's spirituality and religiosity. It appears that the least spiritual students are management majors because both marketing and accounting students are significantly more spiritual than are management majors. Further, it appears that accounting students are less religious than are any of the other majors assessed in this study in that marketing majors are significantly more religious than are non-business majors and accounting students are less spiritual than are non-business majors.

An individual's politics do not influence his/her spirituality; however, politics do appear to influence a person's religiosity. Republicans and Independents were both found to be more religious than were Democrats. Because of the conservative reputation of the members of the Republican Party, strong members are most likely to wish to continue to enhance that representation by belonging to and being active in organized religions. Further, neither age nor income influenced a person's spirituality or religiosity. Caution should be used when generalizing these findings from our student sample to the overall U.S. population because of the concentration of ages and incomes amongst college students. Though ages of our respondents was between 20 and 40 years old, 108 out of 116 (93.1%) were between the ages of 20 and 25. Thus, the low variation in ages perhaps made this finding questionable. Also, though some students reported higher incomes, up to $150,000, the higher income students may have been reporting the income of their parents and thus the amounts may not accurately represent their own personal income.

Another significant finding of this study is that it demonstrates that spirituality and religiosity are distinctly different constructs and should be considered as such. As dependent variables, each was impacted separately and differently by the various demographic independent variables. However, this difference does not show up with these two variables as independent variables. Surprisingly, neither spirituality nor religiosity has any influence on a person's attitude toward business ethics.

Finally, since spirituality and religiosity had no direct impact on the outcome of this study – attitude toward business ethics – an indirect impact of the seven demographic variables on that outcome failed to be confirmed. However, logic suggested that some of the demographic variables still may have an impact, and if not indirectly through spirituality and/or religiosity, then a direct impact. For example, in post hoc statistics analyses, it was found that both academic major and political party affiliation directly influence a person's attitude toward business ethics. Marketing majors have a less positive attitude toward business ethics than do either management majors or non-business majors. However, marketing majors and general business have a more positive attitude toward business ethics than do accounting majors.

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