

insights. The second and third stages proceeded in a similar manner, focusing on ideation and prototyping respectively. During ideation all 124 students had to generate twenty ideas each and post their favorites on Stormboard. Peers voted on ideas they considered innovative and made suggestions to improve one or more ideas. The best ideas, as determined by the crowd, moved forward to prototyping and testing.

Results

In this project, the class was the crowd. Students worked on each stage independently, which helped to limit social loafing and generated thousands of solutions – far more than in a typical group project. Sharing information prompted additional ideation and peer to peer learning while also allowing duplicate solutions to be culled. Since the students were not stuck in one group, there was no team member conflict. A semester end study found student perceptions of the project uniformly positive. Compared to a traditional group project, students believed the Crowd Project led to more creative, and more effective, solutions and found the exercise enjoyable, less competitive and more helpful. An unexpected professor benefit was that because each student got a clear sense of the quality of work across the class, grading complaints were reduced at the semester end. Anecdotal evidence indicates the students were particularly motivated by the peer voting and feedback loops.

Value to Marketing Education

Drawing on industry crowdsourcing best practice, this teaching method replaces the *group project* with the *crowd project*. The crowd project is an assignment that embraces, rather than struggles against, the vast quantity of students in a mass class. Moving between individual and collaborative phases, the method captures the wisdom of the crowd while holding students accountable for their personal contribution. Certainly, replacing the group project with a crowd project will not work for all exercises. A large pool of contributors is necessary and strong classroom management skills are required to coordinate the information flow and help interpret the results. In many instances, though, the crowd project offers promising opportunities for marketing professors to increase student engagement and learning. It is time to use the intelligent forces of the mass class to our advantage.

References available upon request.

Title: Not Your Momma's Professionalism: Student Judgments of the Importance of Image- and Ethos-Related Professionalism Attributes/Behaviors to the Work Environment and Their Shift over Time

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Purpose of the Study:

With Millennials and the iGeneration entering the workforce, who grew up with a larger technology-to-human interaction ratio than did Baby Boomers and Gen Xers, employers have noted a lack of professionalism with potential new hires. As such, business colleges around the

country have started adding Soft Skills courses to their undergraduate curriculum. But what professionalism attributes/behaviors should they teach?

Professionalism behaviors/attributes can be classified into two categories: Ethos and image. Ethos is internal; it is one's character, guiding beliefs, and ethical appeal. Image is an external demonstration, such as wearing appropriate business attire and giving a proper handshake. With the increase in technology usage comes a decrease in human interaction. As a result, it is hypothesized societal norms for professionalism are shifting away from image-related ones and more toward those that are ethos-related.

An exploratory study was conducted to determine which attributes/traits marketing students feel are most important for them to learn for workplace professionalism. And in order to determine perceived shifts in professionalism importance levels over time, students' perceptions of their parents'/guardians' judgments were ascertained to see whether there is a significant difference between them.

Method/Design and Sample

Seventy-one undergraduate marketing students (29 male and 42 female) from a large California university were given a list of 51 professionalism behaviors/ attributes and asked to rate on a scale from 1(extremely unimportant) to 7(extremely important) their importance to professionalism in the workplace. They were also asked to rate how important they thought those particular professionalism attributes/behaviors were in the eyes of the parent/guardian who raised them. Several open-ended questions were asked to understand what professionalism means to the participants, how important it is, and whether it should be taught in college, as well as what they felt the main differences were between their own viewpoints and their perception of their parents' viewpoints. Gender, years of work experience, generation, and time spent living in the USA were also investigated as potential moderators.

Quantitative Results

A paired t-test was conducted to compare mean differences between the levels of importance of 51 professionalism behaviors/attributes based on their own views and the views they believe their parents have. Results showed a significant difference between 28 pairs. Results reveal student participants believe all significantly different traits to be more important than they think their parents/guardians regard them, except for two: Tattoos/body piercings/body art and appropriate hair (head & facial). In the latter two cases, students perceive their parents to find those attributes more important in the workplace; this is likely due to societal norm fluctuation with regard to acceptable displays of personal expression. No significant differences were found between professionalism attributes/behaviors and gender, culture (e.g., time spent living in the USA), generation born (all respondents were either Millennials or iGeneration), or years of work experience.

Behaviors/attributes were sorted into ethos and image categories, 20 of which were ethos-related and 31 image-related. Of the top 10 important attributes/behaviors judged by students, 6 were ethos and 4 were image; surprisingly, of the top 10 by student perceptions of their parents' judgments, 8 were ethos and 2 were image. Similarly, of the bottom 10 (least important), 2 were

ethos-related as judged by the students, while none were ethos-related as judged by students' perception of their parents' judgements. Contrary to researcher hypothesis, data indicate students perceive ethos-related professionalism attributes/behaviors to have become slightly less important over time than image-related ones.

Qualitative Results

Students generally find themselves to judge professionalism as more important than they believe their parents do. A respondent quotes confirms the quantitative findings.

- “My parents are more relaxed when it comes to professionalism and I am very strict with myself and very respectful to people...”
- “My parents don't really care much for professionalism now. Back then, they used to be teachers so they cared about being professional. I care more about being professional since I'm about to enter the workforce.”

Advancement in technology has had an effect on professionalism focus over the years. Millennials and the iGeneration are sensitive to professionalism in environments with non-human contact.

- “The main differences between my parent's views on professionalism and my own come along with the recent increase in technological communications and social media platforms since my parents began working in the late 70's. Our generation prioritizes online marketing tactics and a professional brand image on social media platforms in the current work environment.”

Although students find professionalism more important than they consider their parents to, they believe their parents are more heavily focused on image-related professionalism, despite the quantitative results revealing the contrary.

- “For my parents, [professionalism] is about how people dress (suit and tie) and how you act towards others. For me, it is about being responsible and ethical in the work that I do that will reflect how my colleagues in the workplace will see me.”
- “I think tattoos, piercings, dyed hair (red, blue, etc.) is perfectly fine in a workplace because it does not affect my work or anyone else's. My parents think the total opposite, ‘You cannot get a corporate job with tattoos!’”

Value to Marketing Education:

The present study is exploratory in nature, adding data to discussions of which professionalism traits are perceived to be most important. Although this is from a student, not an employer perspective, the results found are still valuable. Current employers mostly consist of Baby Boomers and Gen Xers. What professionalism attributes they feel are important in the work place will be less significant as Millennials and iGen workers move up in the workforce and become the key decision-makers themselves. They will be the ones who develop the next societal shift in professional norms.

When asked, every participant believed professionalism should be taught in college. The list of what they perceive to be most important for professionalism in the work environment can be useful when designing the marketing education curriculum as student input is important for updates and changes for improvement (MacCallum & Casey, 2017). Class exercises and lectures

can be peppered via micro-insertions with content that helps students grow in these specific areas.

References available upon request

Title: “Why Did My Classmate Get a Better Grade than me, it’s not fair!” The Impact of Relative Deprivation on Student Reaction to Grades

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Purpose of the Study:

Student grade dissatisfaction is a common problem for marketing instructors. Students will sometimes complain even when their grades are fairly high. This research examines the possibility that these student reactions to grades may also be due in part to relative deprivation. Some part of student reaction to grades may be influenced by the context, what their classmates received. It is always frustrating for instructors when students compare grades. A “C” might be acceptable in some circumstances, but not if other classmates especially friends, received a higher grade. A student receiving the same grade as a friend, even an “A” or a “B,” may be upset if that student is perceived as not as bright or lazier. Maintaining privacy does not prevent such comparisons since students are quite willing to share grades with each other. This study intends to explore the impact of grade comparison on student reaction to grades and their perceived fairness of the instructor, as well as the moderating effect of self-efficacy.

Method/Design and Sample:

To examine the above research questions, a 4 (grade comparison) X 2 (self-efficacy) between-subjects study measured students’ reactions to a grade on a fictitious term paper in a hypothetical scenario when comparing to a friend’s grade. Data were collected from students in two marketing research course sections at a large public university in the southwestern United States (n=68). Students were informed that the study would help the instructor to improve instructional method and thanked for participating. Data were collected three to four weeks into the semester via an online survey. Students completed an online questionnaire containing closed-ended questions measuring their reactions to the grades, about their satisfaction with the grade and liking for the instructor, about their attributions, and about their emotions, all measured on seven-point Likert-like scales anchored by “strongly disagree” (1) and “strongly agree” (7). Existing scales were used to measure dependent variables such as satisfaction and instructor-related measures, as well as students’ self-efficacy regarding academic assignments.

Results:

Despite the preliminary nature of this study and the small sample size, results found that comparison of grades between students can affect student reactions. Specifically, respondents in the “lower grade than friend but higher overall B+ grade” perceived the instructor to be the fairest in grading, followed by those with the same grade as their friends. Respondents in the