

The coaching job seems to be effective - with a good prior work of choice of business and issue by the students. This provides, in the end, case studies that can be seen as globally good. However, students struggled on the finalization, in particular regarding the lessons to be drawn from the use of their case study, the choice of a good theoretical framework and the preparation of a good teaching note.

When coding, it was not always easy for the researchers to link the codes that were essentially chosen based on the literature, with the comments of the evaluators. Based on the results obtained and analyzed, as well as on an experience of several years, it appears that it might be appropriate, at this stage, to adapt the evaluation grid accordingly.

In the revision of the grid we recommend distinguishing between satisfiers and dissatisfiers, to emphasize the criteria that, if not achieved, strongly undermine the value of the case study, as well as the criteria that merely bring a plus, a "nice to have".

Value to Marketing Education:

This research shows that case study writing is an interesting approach for teaching marketing: The written report helps enhance logical structuring, written presentation as well as writing in a concise and factual way. The content in itself teaches interviewing skills as well as the ability to link interviewee statements to other sources. Case study writing also forces students to identify relevant issues facing the target company. Lastly, when students write the teaching note, they learn how to suggest theoretical frameworks to solve the issue at hand and to identify the lessons to be learned from the case.

A subsequent discussion with the students involved in these case study writings, showed that they found this exercise quite different from what they are used to do in other classes. They found the connection between theory and practice particularly interesting and recommended emphasizing this aspect during the lecture. They also said that this was a good preparation for their Master Thesis.

References available upon request.

Title: The presence of gender biases in the wording of entry-level employment postings intended for recent college graduates

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Abstract

Recent college graduates eagerly seek to find their first professional roles. Frequently, they find entry-level opportunities in marketing, sales, management, or finance/accounting. What the content of these job postings convey to their target market directly influences who applies and ultimately who inhabits these organizational roles. The bias against women in entry-level sales

careers has detrimental consequences, not only for women but also for the success of organizations worldwide. The bias against men in entry-level marketing roles may also affect organizations long term, but research suggests men are less influenced than women by job descriptions. This study sought to explore gender bias in entry-level job advisements. Eighty online job advertisements posted within a two-week period in a major metropolitan area were put through an online gender word counter. Significant differences ($p < 0.01$) between neutral verbiage and male/female bias were found in every category analyzed. Additional findings included sales job advertisements skewed toward men, potentially leading to the underrepresentation of women in sales, and marketing advertisements skewed toward women, potentially leading to the underrepresentation of men in marketing. Addressing these biases is crucial for further examination of gender inequality in the workplace, which affects men, women, and organizations as a whole.

Introduction

Gender inequities and gender biases continue to persist. Despite years of recognizing its existence, gender bias continues to remain in media, marketing, and the classroom. While society as a whole may be gaining more awareness of the problem, and some progress has been made, gender bias still exists and more progress is necessary.

Recently, a university alumna sent a faculty member of her alma mater a job posting for an entry-level role within her company. Her intent was for the faculty to share the job posting with graduating students. The alumna enjoys working for her organization, and she thought others from her women's university would as well. After reviewing the job posting, the professor assessed and determined that it was doubtful any of the female students would consider the role, as there was a sense the job description had been written with language biased toward a male applicant. The faculty wondered how a female student from a women's university would view a role potentially designed for a man. The faculty embarked on further examination to determine if the gender wording in that particular employment advertisement was an isolated incident or a greater widespread issue.

A publicly accessible employment website, *Indeed.com*, was utilized to gather entry-level job postings in four primary business disciplines: marketing, finance/accounting, management, and sales. The entry-level positions were suitable for recent university undergraduates. The postings were then evaluated from a gender perspective by assessing the gender neutrality of words used based on the work of Friesen, Gaucher, and Kay (2011) (see Appendix A). Results indicated a mix of results from the various disciplines. However, none of the areas presented gender neutrality, meaning they were biased either toward men or toward women in the majority of the postings.

Literature Review

Theory and Gender Bias

According to Sidanius and Pratto (1999), Social Dominance Theory contends existing institutional-level mechanisms reinforce and perpetuate existing group-based inequalities. Social Dominance Theory explores the method by which consensually endorsed system-justifying

philosophies contribute to the stability of oppressive and hierarchically organized social relations among groups (Sidanius & Pratto, 2004). Taris and Bok (1998) examined to what degree male and female participants felt they possessed male and female characteristics. Results showed men were more confident about the degree to which they held both male and female characteristics than the women were. Additionally, when examining how the type of characteristics mentioned in advertisements influenced men's and women's judgments regarding their eligibility for and the attractiveness of a particular position, the men found all positions about equally attractive, whereas the women found male-oriented positions considerably less attractive (Taris & Bok, 1998).

Gender Bias in Job Advertisements

Friesen et al. (2011) propose gendered wording (i.e., masculine- and feminine-themed words, such as those associated with gender stereotypes) exist as an institutional-level mechanism of maintaining gender inequality. Words such as *aggressive* and *dominate* are considered masculine-coded, and words such as *nurture* and *collaborate* are considered feminine-coded (Friesen et al., 2011). Based on a five-part study analysis, Friesen et al. (2011) found that gender wording present in job advertisements not only exists but also attributes to the continued underrepresentation of women in traditionally male-dominated fields. No difference in the presence of feminine wording (i.e., words associated with female stereotypes, such as support, understand, interpersonal) emerged across male- and female-dominated areas (Friesen et al., 2011). When job advertisements were constructed to include more masculine than feminine wording, participants perceived the role as having more men within the occupations while women found the jobs less appealing. Results also confirmed that perceptions of belongingness (but not perceived skills) mediated the effect of gendered wording on job appeal (Friesen et al., 2011).

Similarly, Born and Taris (2010) found female applicants were sensitive to the gender wording of employment advertisements and more likely to apply for jobs where the job profile listed feminine qualities. However, male applicants were indifferent to the gender wording of employment advertisements. Wille and Deros (2017) also found women job seekers were less attracted to job postings emphasizing masculine traits, and furthermore found messages conveyed in job advertisements about the organizations subtly influenced female job seekers' attitudes about both the job and the organization. Thus, organizations may increase the number of women applying for particular jobs by changing the wording of the advertisement (Born & Taris, 2010; Wille & Deros, 2017). In a cross-cultural European analysis, Hodel et al. (2017) found gender-skewed language in job advertisements was more likely to occur in countries with lower levels of gender equality, while less likely to occur in countries with higher levels of gender equality. Thus, Friesen et al. (2011) purport using gender wording of job advertisements as a variable could be useful to help social psychologists when studying the creation and reinforcement of social inequalities.

Methodology and Analysis

Eighty online job advertisements posted within a two-week period in the metropolitan area were put through an online gender word counter (Matfield, 2018), developed in accordance with the findings of Friesen et al. (2011). The employment advertisements used met the following

criteria: (1) the position was intended for recent college graduates with a BA or BS degree in marketing, sales, management, or accounting/finance, (2) the position's listed qualifications would be met by our university undergraduates, and (3) the position was within the metropolitan area utilized in this study.

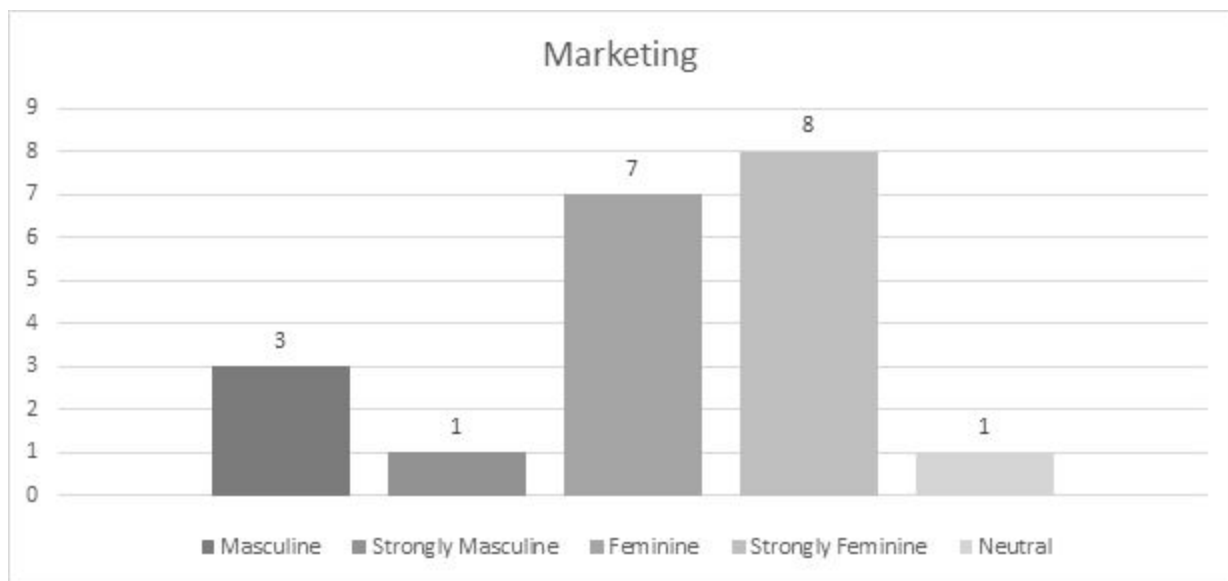
The postings were coded according to Friesen et al. (2001). The list of words and their category is listed in Appendix A. The words were coded as masculine, strongly masculine, feminine, strongly feminine, or neutral. For purposes of consistency, an online generator (<http://gender-decoder.katmatfield.com/>) developed based on the research of Friesen et al. (2011) was utilized for each job advertisement. A code of *neutral* was issued if there were an even amount of masculine and feminine words. For example, if a posting contained three words deemed masculine and three words deemed feminine, the posting was classified as *neutral* according to Friesen et al. (2001). The results were analyzed utilizing Chi-Square analysis ($\alpha=0.10$). Because an overall significant difference was found ($p<0.01$), further t-test analyses were performed ($\alpha=0.10$).

Results

The breakdown of the $N=80$ job advertisements included 20 marketing, 20 sales, 20 accounting/finance, and 20 management/leadership. The results of this analysis are detailed in the following charts and graphs.

Tables and Graphs

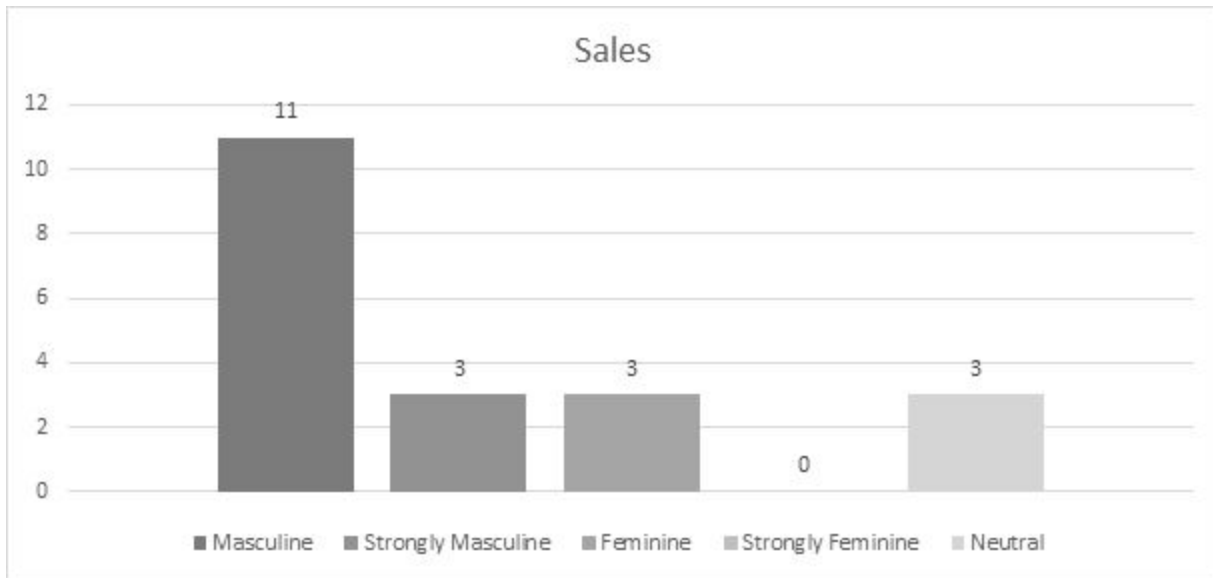
Chart 1: *Marketing Employment Advertisements N=20*



$p=0.004$ Significant difference between masculine/strongly masculine wording and feminine/strongly feminine wording (skewed feminine)

p<0.001 Significant difference between neutral wording and all gender categories (masculine, strongly masculine, feminine, strongly feminine)

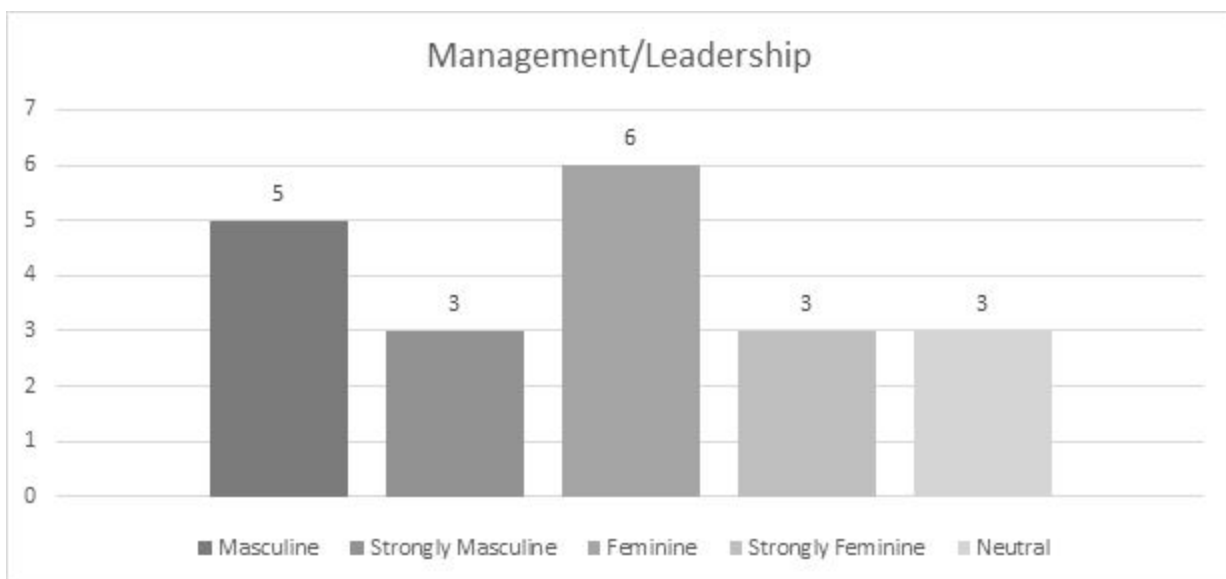
Chart 2: Sales Employment Advertisement N=20



P=0.067 Significant difference between masculine/strongly masculine wording and feminine/strongly feminine wording (skewed masculine)

p<0.001 Significant difference between neutral wording and all gender categories (masculine, strongly masculine, feminine, strongly feminine)

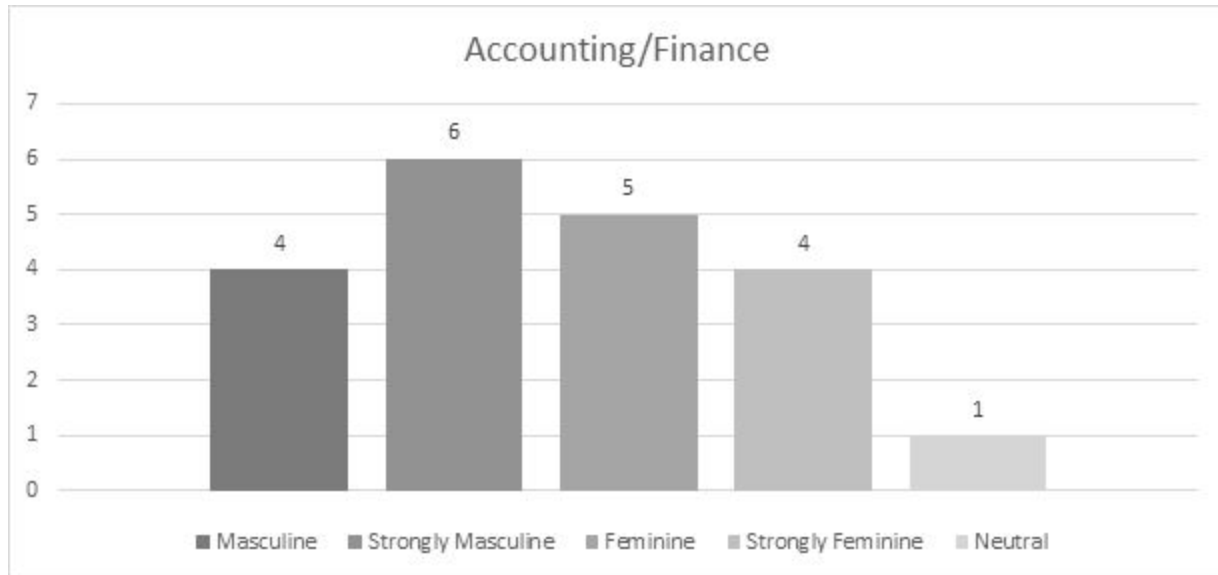
Chart 3: Management/Leadership Employment Advertisements N=20



$p=0.437$ No significant difference between masculine/strongly masculine wording and feminine/strongly feminine wording (skewed masculine)

$p<0.001$ Significant difference between neutral wording and all gender categories (masculine, strongly masculine, feminine, strongly feminine)

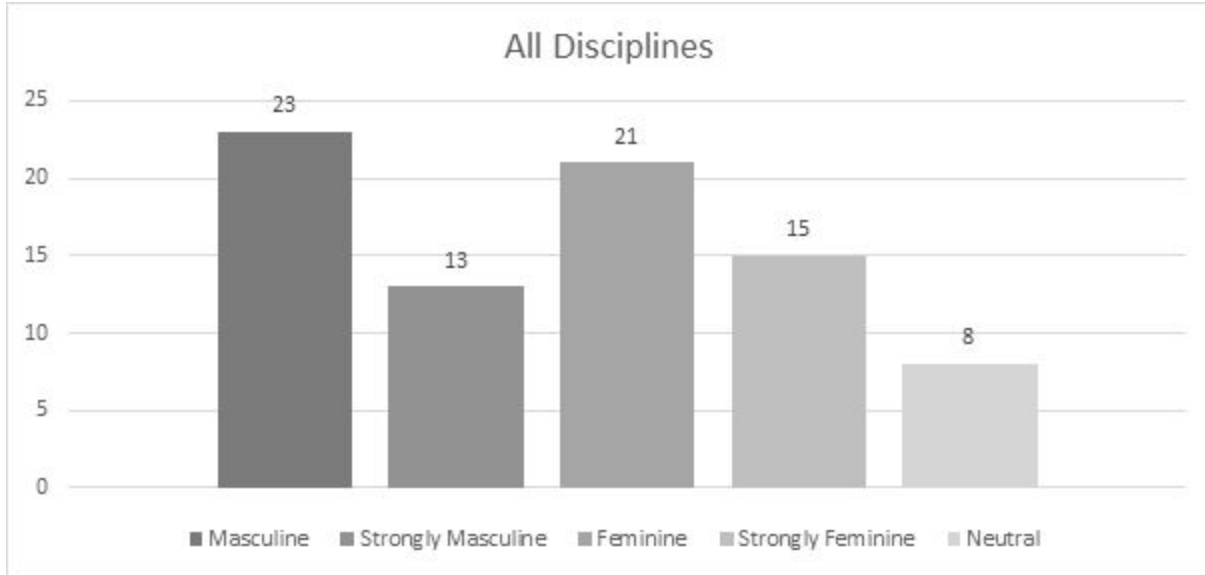
Chart 4: Accounting/Finance Employment Advertisements $N=20$



$p=0.452$ No significant difference between masculine/strongly masculine wording and feminine/strongly feminine wording

$p<0.001$ Significant difference between neutral wording and all gender categories (masculine, strongly masculine, feminine, strongly feminine)

Chart 5: All Disciplines $N=80$



$p=0.301$ No significant difference between masculine/strongly masculine wording and feminine/strongly feminine wording

$p<0.001$ significant difference between neutral wording and all gender categories (masculine, strongly masculine, feminine, strongly feminine)

Table 1: Gender Bias in Employment Advertisements

Area of Employment	N	Significance of: Difference between masculine/strongly masculine wording and feminine/strongly feminine wording	Significance of: Difference between neutral wording and all gender categories (masculine, strongly masculine, feminine, strongly feminine)
Marketing	20	0.004*	<0.001***
Sales	20	0.067**	<0.001***
Management/Leadership	20	0.437	<0.001***

Accounting Finance	20	0.452	<0.001***
All – Total	80	0.301	<0.001***

*significant at $p < 0.10$

**significant at $p < 0.01$

***significant at $p < 0.001$

Analysis

The overall analysis of all $N=80$ job advertisements showed no significant differences ($p=0.301$) between masculine/strongly masculine wording and feminine/strongly feminine wording. However, there was a significant difference ($p < 0.001$) between *neutral* wording and all gender categories (masculine, strongly masculine, feminine/strongly feminine) for the overall analysis of all $N=80$ job advertisements.

Of the four subgroups, there was no significant difference in the gender wording between masculine/strongly masculine wording and feminine/strongly feminine wording for the accounting/finance ($p=0.452$) or the management/leadership ($p=0.437$) disciplines. There were significant differences in the gender wording between masculine/strongly masculine wording and feminine/strongly feminine wording for both the marketing ($p=0.004$) and sales ($p=0.067$) disciplines. While the sales discipline was moderately skewed male, the marketing discipline was strongly skewed female. Additionally, there was a significant difference ($p < 0.001$) between *neutral* wording and all gender categories (masculine, strongly masculine, feminine/strongly feminine) for all four subgroups: marketing, sales, management/leadership, and accounting/finance.

Discussion

According to Bretz and Judge (1994), information conveyed through human resource systems impacts applicant job choices, and job acceptance is also influenced by the degree to which individual characteristics match the content of the system's information presented. If an applicant recognizes a disconnect between personal attributes and the worded content of the posted position, the likelihood of the candidate applying or accepting the position declines. Thus, the fit between individual characteristics and organizational settings described by human resource professionals may be particularly important determinants of job acceptance (Bretz & Judge, 1994). Also, managers often fail to consider job seekers' decision processes when developing recruitment and selection procedures (Beach, 1996). Thus, organizations can attempt to activate new or existing job-holder representations that are gender neutral so that these selections become more accessible and more likely to be used (Perry, Davis-Blake, & Kulik, 1994). According to Bohnet (2016), unconscious bias hinders progress, and de-biasing individuals proves to be both challenging and expensive. By de-biasing organizations instead of people, modifications can be made to have further-reaching impact. Job posting is a crucial part

of recruiting and staffing for organizations. Although important to organizational attraction, the impact of job advertisement wording on the job seeker is poorly understood (Kecia, Thomas, & Wise, 1999).

The results of the present analysis showed little gender bias in the overall employment advertisements between masculine/strongly masculine wording and feminine/strongly feminine wording. However, there was a significant difference between *neutral* wording and all gender categories combined (masculine, strongly masculine, feminine/strongly feminine) in every area. This reveals that job advertisements were indeed skewed toward one gender or the other as opposed to being *neutral*. When broken down by discipline, additional gender bias was found to exist between masculine/strongly masculine wording and feminine/strongly feminine wording in two of the four sub categories: marketing (female bias) and sales (male bias). There was also a significant difference between *neutral* wording and all gender categories combined (masculine, strongly masculine, feminine/strongly feminine) in all four of the sub categories. Results revealed job advertisements were indeed skewed to favor one gender or the other as opposed to being *neutral*. When writing job advertisements, more attention should be given to assure each description has neutral verbiage.

The ultimate goal should be to create zero gender bias postings where all job advertisements are neutrally worded. To support the achievement of neutral-gender wording in employment advertisements, attention must first be placed on overcoming gender bias and achieving gender neutrality in all workplace initiatives. Ross (2014) advocates strongly for the creation of more bias-conscious organizations in the belief that productivity, personal happiness, and social growth are possible if we first understand the widespread and powerful nature of the biases we may not even realize we have. Even in corporate America, which claims to have embraced the idea of diversity as a mainstream goal, patterns of disparity remain rampant (Ross, 2014). Thus, by gaining bias awareness, we can begin adapting beliefs and behavior in an attempt to be less gender biased (Banaji & Greenwald, 2016).

Limitations and Future Research

These job advertisements were gathered in one particular United States metropolitan area during a specific two-week period in June 2018. Although the sample was large enough to perform the required analysis, further analysis should be done utilizing a much larger sample to determine if the results hold true on a larger scale. Future analysis could also be conducted in other metropolitan areas to determine if the results are similar to, or differ from, the current study. Research and analysis to see if time of year influences the sample and corresponding results could also be conducted.

Consideration is warranted regarding this study's significant findings of female skewed wording of marketing positions and male skewed wording of sales positions. Future research should explore whether or not the gender wording of entry-level marketing and sales positions affects the pool of applicants. Thus, research utilizing analysis of job advertisements and the gender breakdown of the applicant pool, as well as the finalists, is warranted. The Gender Coder for Job Ads tool defines a neutral job posting as one that utilizes an equal number of masculine and

feminine words. Ideally, research should be conducted that determines if a truly neutral vocabulary could be identified so rather than balancing male versus female, the overall language is intrinsically neutral. This study only considered entry-level job advertisements. Future research should also investigate advanced job advertisements for gender bias. Longitudinal research could also be conducted to determine if initial bias in entry-level job advertisements leads to continued gender bias as employees advanced in organizations.

Conclusion

This study sought to explore gender bias in job advertisements. There were significant differences between *neutral* verbiage and male/female bias. The subcategories of sales and marketing roles also indicate a male and female bias respectively. Bias against women in entry-level sales careers has detrimental consequences, not only for women but also for the success of organizations as a whole. Addressing this bias is crucial for the further examination of gender equality in the workplace, which not only affects women, but also men and the overall organization. Thus, organizations should implement a process to assure conscious awareness in the writing of job advertisements to assure neutral gender verbiage.

References available upon request.

Title: An Evaluation of Incorporating a Narrative Filmmaking Project in an Advertising Course to Enhance Learning

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Abstract

There is an emerging consensus among marketing educators that the learning environment must be accompanied by an outward industry focus. Ensuring such a focus requires a more reflexive exploration of how utilizing digital narrative filmmaking as a teaching strategy can enhance students' learning outcomes, how digital media technology can be used in marketing education, and what students can gain from the pedagogical shift towards experiential methods involving digital narrative filmmaking. This study reports a project – a digital narrative advertising project - which is designed to harness digital technology to engage student learning and meet marketplace needs while using important advertising concepts to accomplish its goals. By engaging students in developing a new digital advertising narrative for an integrated brand communication campaign, the promotional video project requires imagination, creativity and innovative thinking. Ultimately, the project's objective is to expand the student's effective message development skills in a more inductive and improvisational direction and teach how to communicate brand meanings more effectively and comprehensibly in the form of a digital narrative. Empirical research is provided suggesting that this method of learning performs well on a wide range of educational criteria

Introduction

Experiential learning encourages learning through experience (Kolb, 1984, Lincoln & Frontczak, 2008) and has been shown to enhance integration of course material (Grau & Akin, 2011) and