MARKETING MANAGEMENT ASSOCIATION

MARKETING MANAGEMENT ASSOCIATION FALL EDUCATORS’ CONFERENCE
SEPTEMBER 18-20, 2013, NEW ORLEANS, LOUISIANA

ACKNOWLEDGEMENTS

Conference competition sponsors, award sponsors and exhibitors provide significant financial support that helps make the overall conference experience a great value for all who attend. Thank you to conference competition sponsors LINKS Simulation and AxcessCapon who help make the two conference competitions possible. Interpretive Simulations and Cengage Learning support the Journal for Advancement of Marketing Education and Best Conference paper awards. MMA is also grateful for the contribution made by all exhibitors listed below.

This was the first conference to offer a Doctoral Student Teaching Consortium. The planning and support provided by the faculty colleagues and AxcessCapon, are greatly appreciated. We hope to make this an annual event. Special sponsorships were also provided by Interpretive Simulations (lanyard nametags) and uSamp (awards luncheon).

We would like to thank those who have put in much time and effort to make the conference a success. Proceedings co-editors Debbie DeLong and Dawn Edmiston did an outstanding job. Bill Madway and Pam Kennett-Hensel coordinated the two conference competitions with help from the judges listed separately in this publication. Marie Steinhoff served as the registration coordinator.

Thank you to the many refereed paper reviewers and session chairs, also listed separately in this publication. Thanks to everyone in attendance for sharing your ideas and helping us all grow professionally as marketing educators.

Thank You,

Pam Kennett-Hensel, Conference Chair
Brian A. Vander Schee, Conference Program Chair

Exhibitors, Awards, and Competition Sponsors

CENGAGE Learning  MBTN  THE PHD PROJECT  RACOM COMMUNICATIONS
GfK  AXCESS CAPON  McGraw Hill Education
interpretive simulations  uSamp  LINKS SIMULATIONS
CONFEREE AWARDS
Cengage Learning 2013 MMA Fall Educators’ Conference

Best Refereed Paper Award Winner
*Yin/Yang Marketing Education: Blending Visual Art and Information Science Instruction*
E. Vince Carter, California State University - Bakersfield

Interpretive Simulations 2013 Journal for Advancement of Marketing Education Article of the Year Award Winners
*We All Think It’s Cheating. But We All Won’t Report It: Insights into the Ethics of Marketing Students*
Brent Smith and Feng Shen, St. Joseph’s University

Interpretive Simulations 2013 Journal for Advancement of Marketing Education Reviewer of the Year Award Winners
David Burns, Xavier University
Leighann Neilson, Carleton University, Canada

AxcessCapon 2013 Teaching Innovation Competition Finalists
Vassilis Dalakas, California State University – San Marcos
Adam Mills, Simon Fraser University, Canada
Can Uslay, Rutgers University

LINKS Simulations & MMA Foundation Legacy Fund 2013 Outstanding Teacher-Scholar Doctoral Student Competition Finalists
Hristina Dzhovlega, University of Pittsburgh
Adam Mills, Simon Fraser University, Canada
Philipp Rauschnabel, University of Bamberg, Germany

CONFERENCE PROGRAM COMMITTEE
Pam Kennett-Hensel, Conference Chair  
*University of New Orleans*
Dawn Edmiston, Proceedings Co-Editor  
*Saint Vincent College*

Brian A. Vander Schee, Program Chair  
*Aurora University*
Debbie DeLong, Proceeding Co-Editor  
*Chatham University*

Marie Steinhoff, Registration Coordinator  
*Southeast Missouri State University*

CONFERENCE COMPETITIONS
AxcessCapon Teaching Innovation Competition
Competition Coordinator – Bill Madway
Judges – Theresa Clarke, Dawn Edmiston, Paul Hensel, Pam Mickelson, Ann Veeck

LINKS Simulations & MMA Foundation Legacy Fund Outstanding Teacher-Scholar Doctoral Student Competition
Competition Coordinator – Pam Kennett-Hensel
Judges – John Cherry, Matt Elbeck, Mandeep Singh
AXCESSCAPON DOCTORAL STUDENT
TEACHING CONSORTIUM

Coordinator
Brian Vander Schee, Aurora University

Faculty Colleagues
Barry Babin, Louisiana Tech University
Mike Brady, Florida State University
Mary Conran, Temple University
Dawn Edmiston, Saint Vincent College
Mark Houston, Texas Christian University
Leyland Pitt, Simon Fraser University, Canada
Shannon Rinaldo, Texas Tech University
Jeanetta Sims, University of Central Oklahoma
Tracy Tuten, East Carolina University
Lyle Wetsch, Memorial University of Newfoundland, Canada
Bob Winsor, Loyola Marymount University
Barbara Ross Wooldridge, University of Texas - Tyler

PRE-CONFERENCE WORKSHOP FACULTY
Theresa Clarke, James Madison University
David Hutchinson, University of Windsor, Canada
Bill Wellington, University of Windsor, Canada
Lyle Wetsch, Memorial University of Newfoundland, Canada

CONFERENCE PAPER REVIEWERS
Lynda Andrews, Queensland University of Technology, Australia
Ramon Avila, Ball State University
Jeri Beggs, Illinois State University
Pam Carstens, Coe College
E. Vince Carter, California State University - Bakersfield
John Cicala, Texas A&M University - Kingsville
Theresa Clarke, James Madison University
Hope Corrigan, Loyola University - Maryland
Debbie DeLong, Chatham University
Jenna Drenten, John Carroll University
Philippe Duverger, Towson University
John Eaton, Arizona State University
Henry Greene, Central Connecticut State University
Barbara Gross, California State University - Northridge
Lewis Hershey, Fayetteville State University
Katryna Johnson, Metropolitan State University
Tom Lanis, East Central University
CONFERENCE PAPER REVIEWERS (continued)

Mark Lee, Colorado State University
Bill Lesch, University of North Dakota
Jim Logan, Lincoln University
Ed Love, Western Washington University
Bill Madway, Madway Business Marketing, LLC
Maggie McDermott, University of Wisconsin - La Crosse
Chad Milewicz, University of Southern Indiana
Alex Milovic, University of Wisconsin - Milwaukee
Nancy Nentl, Metropolitan State University
Hank Roehrich, Park University
Jeri Rubin, University of Alaska - Anchorage
Nancy Panos Schmitt, Westminster College
Brent Smith, St. Joseph's University
John Talbott, Indiana University
Zina Taran, Pennsylvania State University - Harrisburg
Patricia Todd, Western Kentucky University
Ann Veeck, Western Michigan University
Chris Ward, University of Findlay
Barbara Ross Wooldridge, University of Texas - Tyler
Mark Young, Winona State University
Gail Zank, Texas State University

CONFERENCE SESSION CHAIRS

Suzanne Altobello, Southern Illinois University
Beverlee Anderson, Cal. State University – San Marcos
Dave Aron, Dominican University
Theresa Billiot, Cameron University
Tim Birrittella, Florida International University
Janice Blackenburg, University of Wisconsin - Milwaukee
Rob Boostrom, University of Wisconsin - Whitewater
Sheri Carder, Florida Gateway College
John Cherry, Southeast Missouri State University
John Cicala, Texas A&M University – Kingsville
Marianne Collins, Winona State University
Mary Donohue, Dalhousie University, Canada
Dawn Edmiston, St. Vincent College
Matt Elbeck, Troy University - Dothan
PJ Forrest, Alcorn State University
Marjorie Fox, Southern University of New Orleans
Susan Geringer, California State University - Fresno
Eve Geroulis, Loyola University - Chicago
Janie Gregg, University of West Alabama
Sheri Grotian-Ryan, Peru State College
Ken Heischmidt, Southeast Missouri State University
Roscoe Hightower, Florida A&M University
Stacey Hills, Southern Vermont College
Eliane Karsaklian, Université Sorbonne, France
Leslie Kendrick, Johns Hopkins University
Sara Kerr, St. Catherine University
Paul Kotz, St. Mary’s University of Minnesota
Michelle Kunz, Morehead State University
Paul Lane, Grand Valley State University
Renee Gravois Lee, Sam Houston State University
Melissa Markley, DePaul University
Michael Messina, Gannon University
Pam Mickelson, Morningside College
Chad Milewicz, University of Southern Indiana
Nancy Nentl, Metropolitan State University
Jeananne Nicholls, Slippery Rock University
Tony Patino, University of Baltimore
Peter Reday, Youngstown State University
Michelle Reiss, Spalding University
Hank Roehrich, Park University
Larry Ruddell, Belhaven University
Kyle Ryan, Peru State College
Rob Simon, University of Nebraska
Mandeep Singh, Western Illinois University
Brent Smith, St. Joseph’s University
John Talbott, Indiana University
Zina Taran, Pennsylvania State University – Harrisburg
Patricia Todd, Western Kentucky University
Carrie Trimble, Millikin University
Brian Vander Schee, Aurora University
Ann Veeck, Western Michigan University
Joel Whalen, DePaul University
Judy Wiles, Southeast Missouri State University
MARKETING MANAGEMENT ASSOCIATION
OFFICERS

2013-2014 OFFICERS
Carrie Trimble, President (2013-2014) - Millikin University
Stacey Hills, Immediate Past President (2012-2013) - Southern Vermont College
Roscoe Hightower, President Elect / Spring 2014 Conference Chair - Florida A&M University
Brian Vander Schee, Vice President of Marketing - Aurora University
Michelle Kunz, Executive Director - Morehead State University
Susan Geringer, Treasurer - California State University, Fresno
Lyle Wetsch, Webmaster - Memorial University of Newfoundland, Canada

BOARD OF DIRECTORS (term expires)
Suzanne Altobello (2016)    Southern Illinois University
Robert Boostrom (2016)     University of Wisconsin Whitewater
John Cherry (2016)         Southeast Missouri State University
Stacey Hills (2016)        Southern Vermont College
Zinaida Taran (2016)       Penn State University Harrisburg
Beverlee Anderson (2015)   California State University - San Marcos
Kimberly Folkers (2015)    Wartburg College
Tim Graeff (2015)          Middle Tennessee State University
Eliane Karsaklian (2015)   Sorbonne Universite Nouvelle
Theresa Clarke (2014)      James Madison University
Pamela Kennett-Hensel (2014) University of New Orleans
Michael Messina (2014)     Gannon University
Judy Wiles (2014)          Southeast Missouri State University
Rama Yelkur (2014)         University of Wisconsin - Eau Claire

PUBLICATIONS COUNCIL (term expires)
Debbie DeLong, Chair (2014)    Chatham University
Dawn Edmiston (2014)          Saint Vincent College
Tim Graeff (2015)             Middle Tennessee State University
Alex Milovic (2015)           University of Wisconsin at Milwaukee
Timothy Aurand (2016)         Northern Illinois University
Debra Zahay-Blatz (2016)      Aurora University
Matt Elbeck (Ex-officio, JAME, Editor) Troy University - Dothan
Don Roy (Ex-officio, MMJ, Editor) Middle Tennessee State University
Deborah Owens (Ex-officio, Insights, Editor) The University of Akron
Jeanetta Sims (Ex-officio, Insights, Editor) University of Central Oklahoma
Michelle Kunz (Ex-officio, Exec. Director) Morehead State University
Lyle Wetsch (Ex-officio, Webmaster) Memorial University of Newfoundland, Canada
<table>
<thead>
<tr>
<th>Name</th>
<th>Last Name</th>
<th>Affiliation</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natalie</td>
<td>Adkins</td>
<td>Drake University</td>
<td><a href="mailto:natalie.adkins@drake.edu">natalie.adkins@drake.edu</a></td>
</tr>
<tr>
<td>Alisa</td>
<td>Agozzino</td>
<td>Ohio Northern University</td>
<td><a href="mailto:a-agozzino@onu.edu">a-agozzino@onu.edu</a></td>
</tr>
<tr>
<td>Suzanne</td>
<td>Altobello</td>
<td>Southern Illinois University</td>
<td><a href="mailto:altobello@business.siu.edu">altobello@business.siu.edu</a></td>
</tr>
<tr>
<td>Beverlee</td>
<td>Anderson</td>
<td>California State University - San Marcos</td>
<td><a href="mailto:banderso@csusm.edu">banderso@csusm.edu</a></td>
</tr>
<tr>
<td>Peggy</td>
<td>Anderson</td>
<td>University of Central Oklahoma</td>
<td><a href="mailto:panderson6@uco.edu">panderson6@uco.edu</a></td>
</tr>
<tr>
<td>Dave</td>
<td>Aron</td>
<td>Dominican University</td>
<td><a href="mailto:daron@dom.edu">daron@dom.edu</a></td>
</tr>
<tr>
<td>Barry</td>
<td>Babin</td>
<td>Louisiana Tech University</td>
<td><a href="mailto:bbabin@latech.edu">bbabin@latech.edu</a></td>
</tr>
<tr>
<td>Don</td>
<td>Bacon</td>
<td>University of Denver</td>
<td><a href="mailto:dbacon@edu.edu">dbacon@edu.edu</a></td>
</tr>
<tr>
<td>Elaine</td>
<td>Beaubien</td>
<td>Edgewood College</td>
<td><a href="mailto:beaubien@edgewood.edu">beaubien@edgewood.edu</a></td>
</tr>
<tr>
<td>Wayne</td>
<td>Bedford</td>
<td>University of West Alabama</td>
<td><a href="mailto:dbedford@uwa.edu">dbedford@uwa.edu</a></td>
</tr>
<tr>
<td>Donna</td>
<td>Bergenstock</td>
<td>Muhlenberg College</td>
<td><a href="mailto:bergenst@muhlenberg.edu">bergenst@muhlenberg.edu</a></td>
</tr>
<tr>
<td>Theresa</td>
<td>Billiot</td>
<td>Cameron University</td>
<td><a href="mailto:tbilliot@cameron.edu">tbilliot@cameron.edu</a></td>
</tr>
<tr>
<td>Tim</td>
<td>Birrittella</td>
<td>Florida International University</td>
<td><a href="mailto:tim.birrittella@fiu.edu">tim.birrittella@fiu.edu</a></td>
</tr>
<tr>
<td>Janice</td>
<td>Blackenburg</td>
<td>University of Wisconsin - Milwaukee</td>
<td><a href="mailto:janiceb@uwm.edu">janiceb@uwm.edu</a></td>
</tr>
<tr>
<td>Kristi</td>
<td>Bockorny</td>
<td>Northern State University</td>
<td><a href="mailto:kristi.bockorny@northern.edu">kristi.bockorny@northern.edu</a></td>
</tr>
<tr>
<td>Rick</td>
<td>Bonsall</td>
<td>McKendree University</td>
<td><a href="mailto:wrbonsall@mckendree.edu">wrbonsall@mckendree.edu</a></td>
</tr>
<tr>
<td>Robert</td>
<td>Boostrom</td>
<td>University of Wisconsin - Whitewater</td>
<td><a href="mailto:boostror@uwu.edu">boostror@uwu.edu</a></td>
</tr>
<tr>
<td>Leila</td>
<td>Borders</td>
<td>Kennesaw State University</td>
<td><a href="mailto:aborder4@kennesaw.edu">aborder4@kennesaw.edu</a></td>
</tr>
<tr>
<td>Mike</td>
<td>Brady</td>
<td>Florida State University</td>
<td><a href="mailto:mbrady@cob.fsu.edu">mbrady@cob.fsu.edu</a></td>
</tr>
<tr>
<td>Lauren</td>
<td>Brewer</td>
<td>Louisiana Tech University</td>
<td><a href="mailto:lmb045@latech.edu">lmb045@latech.edu</a></td>
</tr>
<tr>
<td>Michael</td>
<td>Budden</td>
<td>Southeastern Louisiana University</td>
<td><a href="mailto:mbudden@selu.edu">mbudden@selu.edu</a></td>
</tr>
<tr>
<td>David</td>
<td>Burns</td>
<td>Xavier University</td>
<td><a href="mailto:burnsd@xavier.edu">burnsd@xavier.edu</a></td>
</tr>
<tr>
<td>Sheri</td>
<td>Carder</td>
<td>Florida Gateway College</td>
<td><a href="mailto:sheri.carder@fgc.edu">sheri.carder@fgc.edu</a></td>
</tr>
<tr>
<td>Pam</td>
<td>Carstens</td>
<td>Coe College</td>
<td><a href="mailto:pcarstens@coe.edu">pcarstens@coe.edu</a></td>
</tr>
<tr>
<td>Vince</td>
<td>Carter</td>
<td>California State University - Bakersfield</td>
<td><a href="mailto:ecarter2@csub.edu">ecarter2@csub.edu</a></td>
</tr>
<tr>
<td>Gwendolyn</td>
<td>Catchings</td>
<td>Jackson State University</td>
<td><a href="mailto:gwendolyn.c.catchings@jsums.edu">gwendolyn.c.catchings@jsums.edu</a></td>
</tr>
<tr>
<td>Randy</td>
<td>Chapman</td>
<td>LINKS Simulations</td>
<td><a href="mailto:chapman@links-simulations.com">chapman@links-simulations.com</a></td>
</tr>
<tr>
<td>John</td>
<td>Cherry</td>
<td>Southeast Missouri State University</td>
<td><a href="mailto:jcherry@semo.edu">jcherry@semo.edu</a></td>
</tr>
<tr>
<td>John</td>
<td>Cicala</td>
<td>Texas A&amp;M University - Kingsville</td>
<td><a href="mailto:john.cicala@tamuk.edu">john.cicala@tamuk.edu</a></td>
</tr>
<tr>
<td>Theresa</td>
<td>Clarke</td>
<td>James Madison University</td>
<td><a href="mailto:clarketb@jmu.edu">clarketb@jmu.edu</a></td>
</tr>
<tr>
<td>Suzanne</td>
<td>Clinton</td>
<td>University of Central Oklahoma</td>
<td><a href="mailto:mclinton1@uco.edu">mclinton1@uco.edu</a></td>
</tr>
<tr>
<td>Dan</td>
<td>Coleman</td>
<td>Schreiner University</td>
<td><a href="mailto:drcoleman@schreiner.edu">drcoleman@schreiner.edu</a></td>
</tr>
<tr>
<td>Mary</td>
<td>Colley</td>
<td>Troy University</td>
<td><a href="mailto:mcolley@troy.edu">mcolley@troy.edu</a></td>
</tr>
<tr>
<td>Catherine</td>
<td>Collins</td>
<td>Winona State University</td>
<td><a href="mailto:mcollins@winona.edu">mcollins@winona.edu</a></td>
</tr>
<tr>
<td>Jeff</td>
<td>Conner</td>
<td>Hanover College</td>
<td><a href="mailto:conner@hanover.edu">conner@hanover.edu</a></td>
</tr>
<tr>
<td>Mary</td>
<td>Conran</td>
<td>Temple University</td>
<td><a href="mailto:mconran@temple.edu">mconran@temple.edu</a></td>
</tr>
<tr>
<td>Name</td>
<td>Affiliation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>--------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hope Corrigan</td>
<td>Loyola University - Maryland</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Wayne Counts</td>
<td>Youngstown State University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jane Cromartie</td>
<td>University of New Orleans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vassilis Dalakas</td>
<td>California State University - San Marcos</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Susan Deege</td>
<td>Culver Stockton College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Debbie DeLong</td>
<td>Chatham University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rebecca Dingus</td>
<td>Kent State University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monique Doll</td>
<td>Macomb Community College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mary Donohue</td>
<td>Dalhousie University, Canada</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sam Doss</td>
<td>Florida Institute of Technology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jenna Drenten</td>
<td>John Carroll University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Rita Dynan</td>
<td>LaSalle University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hristina Dzhogleva</td>
<td>University of Pittsburgh</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bob Eames</td>
<td>Calvin College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dawn Edmiston</td>
<td>Saint Vincent College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sandy Edwards</td>
<td>Northeastern State University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tim Edwards</td>
<td>University of West Alabama</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gail Eisenberg</td>
<td>Muhlenberg College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Matt Elbeck</td>
<td>Troy University - Dothan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sereikhuoch Eng</td>
<td>University of Rhode Island</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bob Erffmeyer</td>
<td>University of Wisconsin - Eau Claire</td>
<td></td>
<td></td>
</tr>
<tr>
<td>David Faulds</td>
<td>University of Louisville</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Linda Ferrell</td>
<td>University of New Mexico</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OC Ferrell</td>
<td>University of New Mexico</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Kathie Fleck</td>
<td>Ohio Northern University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clif Fleitas</td>
<td>uSamp</td>
<td></td>
<td></td>
</tr>
<tr>
<td>David Fleming</td>
<td>Eastern Illinois University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pj Forrest</td>
<td>Alcorn State University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marjorie Fox</td>
<td>Southern University at New Orleans</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jason Fremder</td>
<td>Cengage Learning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Susan Geringer</td>
<td>California State University - Fresno</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eve Geroulis</td>
<td>Loyola University - Chicago</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Karl Giulian</td>
<td>Atlantic Cape Community College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Denise Gochenouer</td>
<td>Southwest Minnesota State University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Leslie Goldgehn</td>
<td>University of San Francisco</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dave Gordon</td>
<td>University of St. Francis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peter Gordon</td>
<td>Southeast Missouri State University</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bryan Greenberg</td>
<td>Elizabethtown College</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Marla Greene</td>
<td>LIM College</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

E-mail addresses:
- hope.corrigan@verizon.net
- rcounts@ysu.edu
- jcromart@uno.edu
- vdalakas@csusm.edu
- sdeege@culver.edu
- ddelong@chatham.edu
- rdingus@kent.edu
- dollm@macomb.edu
- maryd@dbtc.ca
- sdoess@fit.edu
- jdrenten@jcu.edu
- dynan@lasalle.edu
- hrd5@pitt.edu
- rhe2@calvin.edu
- dawn.edmiston@stvincent.edu
- edwar001@nsuok.edu
- tedwards@uwa.edu
- eisenber@muhlenberg.edu
- melbeck@troy.edu
- engsereikhuoch@gmail.com
- errffmeyer@uwec.edu
- djfaul01@louisville.edu
- lferrell@mgt.unm.edu
- oferrerll@unm.edu
- k-fleck@onu.edu
- clif@uSamp.com
- defleming@eiu.edu
- forrest@alcorn.edu
- mfox@suno.edu
- jason.fremder@cengage.com
- sgeringer@csufresno.edu
- egeroul@luc.edu
- kgiulian@atlantic.edu
- denise.gochenouer@smsu.edu
- goldgehnl@usfca.edu
- dgordon@stfrancis.edu
- pgordon@semo.edu
- greenbergb@etown.edu
- mgreene@limcollege.edu
<table>
<thead>
<tr>
<th>Name</th>
<th>University/Other Information</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Henry Greene</td>
<td>Central Connecticut State University</td>
<td><a href="mailto:hgreene@ccsu.edu">hgreene@ccsu.edu</a></td>
</tr>
<tr>
<td>Janie Gregg</td>
<td>University of West Alabama</td>
<td><a href="mailto:mdlakzy@aol.com">mdlakzy@aol.com</a></td>
</tr>
<tr>
<td>Judy Grotrian</td>
<td>Peru State College</td>
<td><a href="mailto:jgrotrian@peru.edu">jgrotrian@peru.edu</a></td>
</tr>
<tr>
<td>Sheri Grotrian-Ryan</td>
<td>Peru State College</td>
<td><a href="mailto:sgrotrian-ryan@peru.edu">sgrotrian-ryan@peru.edu</a></td>
</tr>
<tr>
<td>Deirdre Guion</td>
<td>North Carolina Central University</td>
<td><a href="mailto:dguion@nccu.edu">dguion@nccu.edu</a></td>
</tr>
<tr>
<td>Raghava Gundala</td>
<td>University of Wisconsin - Stout</td>
<td><a href="mailto:gundalar@uwstout.edu">gundalar@uwstout.edu</a></td>
</tr>
<tr>
<td>Rich Hagle</td>
<td>RACOM Communications</td>
<td><a href="mailto:rahagle@aol.com">rahagle@aol.com</a></td>
</tr>
<tr>
<td>Joe Hair</td>
<td>University of New Mexico</td>
<td><a href="mailto:jhair3@kennesaw.edu">jhair3@kennesaw.edu</a></td>
</tr>
<tr>
<td>Dena Hale</td>
<td>Nova Southeastern University</td>
<td><a href="mailto:dh1113@nova.edu">dh1113@nova.edu</a></td>
</tr>
<tr>
<td>Susan Harmon</td>
<td>Pacific Lutheran University</td>
<td><a href="mailto:harmonsk@plu.edu">harmonsk@plu.edu</a></td>
</tr>
<tr>
<td>Eric Harris</td>
<td>Pittsburg State University</td>
<td><a href="mailto:eharris@pittstate.edu">eharris@pittstate.edu</a></td>
</tr>
<tr>
<td>Garth Harris</td>
<td>St. Cloud State University</td>
<td><a href="mailto:geharris@stcloudstate.edu">geharris@stcloudstate.edu</a></td>
</tr>
<tr>
<td>Steve Hartley</td>
<td>University of Denver</td>
<td><a href="mailto:steven.hartley@du.edu">steven.hartley@du.edu</a></td>
</tr>
<tr>
<td>Ken Heischmidt</td>
<td>Southeast Missouri State University</td>
<td><a href="mailto:kheischmidt@semo.edu">kheischmidt@semo.edu</a></td>
</tr>
<tr>
<td>Mary Henderson</td>
<td>St. Catherine University</td>
<td><a href="mailto:muhenderson@stkate.edu">muhenderson@stkate.edu</a></td>
</tr>
<tr>
<td>Paul Hensel</td>
<td>University of New Orleans</td>
<td><a href="mailto:phensel@uno.edu">phensel@uno.edu</a></td>
</tr>
<tr>
<td>Lee Hibbett</td>
<td>Freed-Hardeman University</td>
<td><a href="mailto:lhibbett@flu.edu">lhibbett@flu.edu</a></td>
</tr>
<tr>
<td>Roscoe Hightower</td>
<td>Florida A&amp;M University</td>
<td><a href="mailto:roscocelighttower@famu.edu">roscocelighttower@famu.edu</a></td>
</tr>
<tr>
<td>Stacey Hills</td>
<td>Southern Vermont College</td>
<td><a href="mailto:shills@svc.edu">shills@svc.edu</a></td>
</tr>
<tr>
<td>Becky Hochradel</td>
<td>Delta State University</td>
<td><a href="mailto:rhochradel@deltastate.edu">rhochradel@deltastate.edu</a></td>
</tr>
<tr>
<td>Martha Hocutt</td>
<td>University of West Alabama</td>
<td><a href="mailto:mhocutt@uwa.edu">mhocutt@uwa.edu</a></td>
</tr>
<tr>
<td>Mark Houston</td>
<td>Texas Christian University</td>
<td><a href="mailto:mb.houston@tcu.edu">mb.houston@tcu.edu</a></td>
</tr>
<tr>
<td>Fred Hoyt</td>
<td>Illinois Wesleyan University</td>
<td><a href="mailto:fhoyt@iwu.edu">fhoyt@iwu.edu</a></td>
</tr>
<tr>
<td>David Hutchinson</td>
<td>University of Windsor, Canada</td>
<td><a href="mailto:dhutch@uwindsor.ca">dhutch@uwindsor.ca</a></td>
</tr>
<tr>
<td>Lexi Hutto</td>
<td>Millersville University</td>
<td><a href="mailto:lexi.hutto@millersville.edu">lexi.hutto@millersville.edu</a></td>
</tr>
<tr>
<td>Darlene Jaffke</td>
<td>Lake Forest College</td>
<td><a href="mailto:jaffke@mx.lakeforest.edu">jaffke@mx.lakeforest.edu</a></td>
</tr>
<tr>
<td>Stu James</td>
<td>Management by the Numbers</td>
<td><a href="mailto:stu.james@management-by-the-numbers.com">stu.james@management-by-the-numbers.com</a></td>
</tr>
<tr>
<td>Elania Jemison-Hudson</td>
<td>Morehouse College</td>
<td><a href="mailto:ehudson@morehouse.edu">ehudson@morehouse.edu</a></td>
</tr>
<tr>
<td>Katryna Johnson</td>
<td>Metropolitan State University</td>
<td><a href="mailto:katryna.johnson@metrostate.edu">katryna.johnson@metrostate.edu</a></td>
</tr>
<tr>
<td>Don Jones</td>
<td>Luther College</td>
<td><a href="mailto:jonved01@luther.edu">jonved01@luther.edu</a></td>
</tr>
<tr>
<td>Aaron Joyal</td>
<td>University of Memphis</td>
<td><a href="mailto:adjoyal@memphis.edu">adjoyal@memphis.edu</a></td>
</tr>
<tr>
<td>Maria Kalamas</td>
<td>Kennesaw State University</td>
<td><a href="mailto:mkalamas@kennesaw.edu">mkalamas@kennesaw.edu</a></td>
</tr>
<tr>
<td>Eliane Karsaklian</td>
<td>Universite de Sorbonne - Paris, France</td>
<td><a href="mailto:eliane.karsaklian@univ-paris3.fr">eliane.karsaklian@univ-paris3.fr</a></td>
</tr>
<tr>
<td>Todd Kelsey</td>
<td>Communications for the World</td>
<td><a href="mailto:todd.e.kelsey@gmail.com">todd.e.kelsey@gmail.com</a></td>
</tr>
<tr>
<td>Leslie Kendrick</td>
<td>Johns Hopkins University</td>
<td><a href="mailto:kendrick@jh.edu">kendrick@jh.edu</a></td>
</tr>
<tr>
<td>Pam Kennett-Hensel</td>
<td>University of New Orleans</td>
<td><a href="mailto:pkennett@uno.edu">pkennett@uno.edu</a></td>
</tr>
<tr>
<td>Sara Kerr</td>
<td>St. Catherine University</td>
<td><a href="mailto:sgkerr@stkate.edu">sgkerr@stkate.edu</a></td>
</tr>
<tr>
<td>Phil Kitchen</td>
<td>ESC Rennes School of Business, France</td>
<td><a href="mailto:philip.kitchen@esc-rennes.fr">philip.kitchen@esc-rennes.fr</a></td>
</tr>
<tr>
<td>Peter Knight</td>
<td>University of Wisconsin - Parkside</td>
<td><a href="mailto:knightp@uwp.edu">knightp@uwp.edu</a></td>
</tr>
<tr>
<td>Name</td>
<td>Affiliation</td>
<td>Email</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------------------------------</td>
<td>---------------------------</td>
</tr>
<tr>
<td>Steve</td>
<td>Koernig</td>
<td><a href="mailto:skoernig@depaul.edu">skoernig@depaul.edu</a></td>
</tr>
<tr>
<td>Paul</td>
<td>Koernig</td>
<td><a href="mailto:pkotz@smumn.edu">pkotz@smumn.edu</a></td>
</tr>
<tr>
<td>Nina</td>
<td>Krey</td>
<td><a href="mailto:nlk002@latech.edu">nlk002@latech.edu</a></td>
</tr>
<tr>
<td>Archana</td>
<td>Kumar</td>
<td><a href="mailto:kumara@mail.montclair.edu">kumara@mail.montclair.edu</a></td>
</tr>
<tr>
<td>Michelle</td>
<td>Kunz</td>
<td><a href="mailto:mmaexec@gmail.com">mmaexec@gmail.com</a></td>
</tr>
<tr>
<td>Tyler</td>
<td>Laird-Magee</td>
<td><a href="mailto:tlairdm@linfield.edu">tlairdm@linfield.edu</a></td>
</tr>
<tr>
<td>Paul</td>
<td>Lane</td>
<td><a href="mailto:lanepa@gvsu.edu">lanepa@gvsu.edu</a></td>
</tr>
<tr>
<td>Tom</td>
<td>Lanis</td>
<td><a href="mailto:tlanis@ecok.edu">tlanis@ecok.edu</a></td>
</tr>
<tr>
<td>Candy</td>
<td>Lee</td>
<td><a href="mailto:candy.lee@northwestern.edu">candy.lee@northwestern.edu</a></td>
</tr>
<tr>
<td>Renee</td>
<td>Lee</td>
<td><a href="mailto:rgravoislee@shsu.edu">rgravoislee@shsu.edu</a></td>
</tr>
<tr>
<td>Gravios</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sarit</td>
<td>Levy</td>
<td><a href="mailto:slevy@bus.miami.edu">slevy@bus.miami.edu</a></td>
</tr>
<tr>
<td>Terry</td>
<td>Loe</td>
<td><a href="mailto:tloe@kennesaw.edu">tloe@kennesaw.edu</a></td>
</tr>
<tr>
<td>Lori</td>
<td>Lohman</td>
<td><a href="mailto:lohman@augsburg.edu">lohman@augsburg.edu</a></td>
</tr>
<tr>
<td>Tara</td>
<td>Lopez</td>
<td><a href="mailto:tara.lopez@selu.edu">tara.lopez@selu.edu</a></td>
</tr>
<tr>
<td>Burnthorne</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Anthony</td>
<td>Lowrie</td>
<td><a href="mailto:anthony_lowrie2@emerson.edu">anthony_lowrie2@emerson.edu</a></td>
</tr>
<tr>
<td>Bill</td>
<td>Madway</td>
<td><a href="mailto:wmmadway@gmail.com">wmmadway@gmail.com</a></td>
</tr>
<tr>
<td>Rubina</td>
<td>Malik</td>
<td><a href="mailto:rmalik@morehouse.edu">rmalik@morehouse.edu</a></td>
</tr>
<tr>
<td>Glynn</td>
<td>Mangold</td>
<td><a href="mailto:glynn.mangold@murraystate.edu">glynn.mangold@murraystate.edu</a></td>
</tr>
<tr>
<td>Melissa</td>
<td>Markley</td>
<td><a href="mailto:mmarkley@depaul.edu">mmarkley@depaul.edu</a></td>
</tr>
<tr>
<td>Alisa</td>
<td>Matlovsky</td>
<td><a href="mailto:alisa.matlovsky@wessex21c.com">alisa.matlovsky@wessex21c.com</a></td>
</tr>
<tr>
<td>Fran</td>
<td>McDonald</td>
<td><a href="mailto:fmcDonald@olg.ca">fmcDonald@olg.ca</a></td>
</tr>
<tr>
<td>Kristy</td>
<td>McManus</td>
<td><a href="mailto:kmcmanus@uwlax.edu">kmcmanus@uwlax.edu</a></td>
</tr>
<tr>
<td>John</td>
<td>Mello</td>
<td><a href="mailto:jmello@astate.edu">jmello@astate.edu</a></td>
</tr>
<tr>
<td>Roger</td>
<td>Mendez</td>
<td><a href="mailto:roger@uSamp.com">roger@uSamp.com</a></td>
</tr>
<tr>
<td>Michael</td>
<td>Messina</td>
<td><a href="mailto:messina001@gannon.edu">messina001@gannon.edu</a></td>
</tr>
<tr>
<td>Claudia</td>
<td>Mich</td>
<td><a href="mailto:cmich@purduecal.edu">cmich@purduecal.edu</a></td>
</tr>
<tr>
<td>Pam</td>
<td>Mickelson</td>
<td><a href="mailto:mickelson@morningside.edu">mickelson@morningside.edu</a></td>
</tr>
<tr>
<td>Chad</td>
<td>Milewicz</td>
<td><a href="mailto:cmmilewicz@usi.edu">cmmilewicz@usi.edu</a></td>
</tr>
<tr>
<td>Craig</td>
<td>Miller</td>
<td><a href="mailto:craig.miller@normandy.edu">craig.miller@normandy.edu</a></td>
</tr>
<tr>
<td>Fred</td>
<td>Miller</td>
<td><a href="mailto:fmiller@murraystate.edu">fmiller@murraystate.edu</a></td>
</tr>
<tr>
<td>Heleen</td>
<td>Mills</td>
<td><a href="mailto:hmills@sun.ac.za">hmills@sun.ac.za</a></td>
</tr>
<tr>
<td>Adam</td>
<td>Mills</td>
<td><a href="mailto:adamm@sfu.ca">adamm@sfu.ca</a></td>
</tr>
<tr>
<td>Alex</td>
<td>Milovic</td>
<td><a href="mailto:amilovic@uwm.edu">amilovic@uwm.edu</a></td>
</tr>
<tr>
<td>Rob</td>
<td>Montgomery</td>
<td><a href="mailto:rm44@evansville.edu">rm44@evansville.edu</a></td>
</tr>
<tr>
<td>Amanda</td>
<td>Moore</td>
<td><a href="mailto:mmoore@ibu.edu">mmoore@ibu.edu</a></td>
</tr>
<tr>
<td>Rick</td>
<td>Moran</td>
<td><a href="mailto:rmoran2@uwsuper.edu">rmoran2@uwsuper.edu</a></td>
</tr>
<tr>
<td>Name</td>
<td>University</td>
<td>Email</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Holt Wilson</td>
<td>Central Michigan University</td>
<td><a href="mailto:holt.wilson@cmich.edu">holt.wilson@cmich.edu</a></td>
</tr>
<tr>
<td>Bob Winsor</td>
<td>Loyola Marymount University</td>
<td><a href="mailto:robert.winsor@lmu.edu">robert.winsor@lmu.edu</a></td>
</tr>
<tr>
<td>Barbara Ross</td>
<td>University of Texas - Tyler</td>
<td><a href="mailto:bwooldridge@uttyler.edu">bwooldridge@uttyler.edu</a></td>
</tr>
<tr>
<td>Newell Wright</td>
<td>North Dakota State University</td>
<td><a href="mailto:newell.wright@ndsu.edu">newell.wright@ndsu.edu</a></td>
</tr>
<tr>
<td>Donielle Xu</td>
<td>McGraw-Hill Education</td>
<td><a href="mailto:Donielle_Xu@mcgraw-hill.com">Donielle_Xu@mcgraw-hill.com</a></td>
</tr>
<tr>
<td>Eyad Youssef</td>
<td>Delta State University</td>
<td><a href="mailto:eyadyoussef@gmail.com">eyadyoussef@gmail.com</a></td>
</tr>
<tr>
<td>Hongyan Yu</td>
<td>Sun Yat-sen University, China</td>
<td><a href="mailto:yhy606@jlu.edu.cn">yhy606@jlu.edu.cn</a></td>
</tr>
<tr>
<td>Debra Zahay</td>
<td>Northern Illinois University</td>
<td><a href="mailto:dzhayblatz@aurora.edu">dzhayblatz@aurora.edu</a></td>
</tr>
<tr>
<td>Gail Zank</td>
<td>Texas State University - San</td>
<td><a href="mailto:gz10@txstate.edu">gz10@txstate.edu</a></td>
</tr>
<tr>
<td>Larry Zigler</td>
<td>Highland Community College</td>
<td><a href="mailto:lzigler@gmail.com">lzigler@gmail.com</a></td>
</tr>
</tbody>
</table>
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>ii</td>
</tr>
<tr>
<td>CONFERENCE AWARDS</td>
<td>iii</td>
</tr>
<tr>
<td>CONFERENCE PROGRAM COMMITTEE</td>
<td>iii</td>
</tr>
<tr>
<td>CONFERENCE COMPETITIONS</td>
<td>iii</td>
</tr>
<tr>
<td>AXCESSCAPON DOCTORAL STUDENT</td>
<td>iv</td>
</tr>
<tr>
<td>TEACHING CONSORTIUM</td>
<td>iv</td>
</tr>
<tr>
<td>PRE-CONFERENCE WORKSHOP FACULTY</td>
<td>iv</td>
</tr>
<tr>
<td>CONFERENCE PAPER REVIEWERS</td>
<td>iv</td>
</tr>
<tr>
<td>MARKETING MANAGEMENT ASSOCIATION OFFICERS</td>
<td>vii</td>
</tr>
<tr>
<td>CONFERENCE ATTENDEES</td>
<td>viii</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>xv</td>
</tr>
<tr>
<td>REFEREED PAPERS</td>
<td>1</td>
</tr>
<tr>
<td>POSITION PAPERS</td>
<td>61</td>
</tr>
<tr>
<td>PANEL POSITION PAPERS</td>
<td>120</td>
</tr>
<tr>
<td>TEACHING NOTES</td>
<td>174</td>
</tr>
</tbody>
</table>
Mobilize the Possibilities™
with uSamp

The ability to know what they're thinking, the moment they're thinking it, is now a reality. uSamp Mobile Solutions empower customers to be your eyes and ears in the field, capturing their insights in real time. Research has never been so good.

Plan on conducting a mobile research project? Partner with uSamp, the leader in mobile research.

www.uSamp.com/mobileinsights
YIN/YANG MARKETING EDUCATION: BLENDDING VISUAL ART AND INFORMATION SCIENCE INSTRUCTION

E. Vince Carter, California State University, Bakersfield

EXTENDED ABSTRACT

Marketing education has the potential to blend creative art and cognitive science with the yin/yang dialectic. This pedagogical research chronicles a three year exploratory study of visual art and information science in the principles of marketing course. By aligning visual art with the idea generation stage of new product development, students discover a vital source of creative brand innovation. Simultaneously, information science is aligned with marketing research data interpretation tasks to instill the value of decision analytics. Consistent with emerging EQ/IQ research, the findings show constructive learning outcomes for yin/yang marketing education.

In Chinese philosophy, the concept of yin-yang (simplified Chinese: 阴阳; traditional Chinese: 陰陽; pinyin: yīnyáng) describes how seemingly opposite or contrary forces can have complementary effects in nature and human growth (Wikipedia "Yin and Yang", 2013). Artistic literacy is commonly associated with the feminine ‘yin’ force, because emotional intelligence (EQ) draws upon fluid feelings, subjective impressions, and implicit aesthetics. Likewise, scientific literacy is typically regarded as reflecting the masculine ‘yang’ force, because cognitive intelligence (IQ) is directed towards firm facts, objective information, and explicit analysis.

This complementary alignment of yin-yang forces is found in Phil Kotler’s iconic definition of “marketing” as, “The science and art of exploring, creating, and delivering value to satisfy the needs of a target market at a profit.” Although most marketing educators agree with this definition, the intentional inclusion of emotional intelligence (EQ) with cognitive intelligence (IQ) in pedagogical design is rare. Conveniently, marketing educators like looking back to highlight EQ and IQ aspects in courses already delivered. Yet, few can actually show that art and science literacy was planned looking forward, with specific course objectives, methods, and assignments. The sparse number of studies that include artistic pedagogy in the marketing education literature bears this out as well. Sometimes, like with daily nutrition habits, essential elements are taken for granted and frequently overlooked. Therefore, this study addresses the problem of benign neglect among marketing educators by articulating EQ /IQ learning objectives, methods, and assignments in order to affirm longstanding assumptions. The resulting pedagogical design combines art and science literacy to deliver yin-yang marketing education.

This exploration of the yin/yang dialectic asserts the proposition that marketing courses improve learning by intentionally introducing both creative aesthetics and cognitive analysis. That proposition is operationalized by pairing an artistic imagination assignment with one requiring the science of information analysis. The emphasis is on successful introduction of art and science literacy instruction, rather than structuring the integration of EQ and IQ skills. Similar to yin/yang forces in nature, exposure to complementary art and science conditions can improve learning, even without explicit instructional connections. Silence and seating improve reading without anyone pointing it out. In fact, the yin/yang dialectic is often best achieved through autonomous individual student discovery. Thus, the pedagogical research design introduces complementary learning methods and skills, rather than purposefully integrating them with coupled instruction. Inasmuch as the benefits derived from integration depend on first gaining interest and acceptance through introduction, this initial research approach is prudent.

The aesthetic/analytic assignments are tied to a 4 week group module that gives students total autonomy to complete a brand strategy project. Observations were gathered for eight consecutive academic quarters from 286 students in a Principles of Marketing course taught at a midsized state university in the western U.S. Consistent pedagogical arrangements were maintained for assignment guidelines, materials, venues, grade points, and paired placement in the course schedule. For the past two quarters a survey was given to support the assessment. In terms of pedagogical planning, new product innovation, and more precisely the ‘idea generation’ stage, offers an ideal task for operationalizing visual art learning methods and EQ skills. The wide variety of creative expression presented
through visual art is a valid muse for capturing the imagination impetus of idea generation. As Levitt (1986) puts it; “To exercise the imagination is to be creative. It requires intellectual or artistic inventiveness.” Also, the precise marketing research function of data analysis offers a fitting task to operationalize information science learning methods and IQ skills. As a gateway skill for analytical acumen in business education, information competency/literacy validly represents science literacy. In marketing, Converse (1945) established IQ skills as necessary for “development of a science of marketing.” A key pedagogical feature is the unique art/science venues. The university art gallery is the on-campus venue used to catalyze idea generation for the visual aesthetic assignment. Students also view visual art online from museum websites www.metmuseum.org and by using search engines to find images of artists/artworks. An online venue is extensively used to convey data interpretation and decision criteria for the science of information competency assignment. The online venue combines a “Big 6” information literacy website http://big6.com/pages/about/big6-skills-overview.php with an instructional portal on survey research, graphical charts, and data visualization www.mymarketresearchmethods.com (see table below).

### Aesthetic Visual Art & Brand Idea Generation

1. Visit current exhibit at University Art Gallery
2. Select a minimum of 2 artworks exhibited that have an emotional impact on you and cause you to think in a unique way – Email digital photo of each art work.
3. Describe the emotional FEELING you experienced from the 2 works of art (two separate descriptions, one for each selected art work) – 1 paragraph each.
4. Explain how the creative ART emotions can inspire “idea generation” for activity/service INNOVATION of your group’s global brand strategy – 1 paragraph.
5. Complete the following three assignment ratings:

<table>
<thead>
<tr>
<th>High</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

a) Rate the overall learning value:  
1  2  3  4  5  
b) Rate your feelings of art gallery visit:  
1  2  3  4  5  
c) Rate insights for brand idea generation:  
1  2  3  4  5  

### Analytic Info-Science & MR Survey Decisions

1. MATCH each of the 6 MR “Methods” from link above with each INFORMATION TYPE/FORMAT/SOURCE below. Example, “secondary info” matches with (b) mail, but not (a) in person.
   - List all letters (a,b,c,d,e,f,g, or h) that apply to each “Method.”
   - (a) in-person  (b) mail/e-mail  (c) voice/audio  (d) words online  
   - (e) data online (f) photo online (g) video online (h) neither option
2. RANK the 6 MR “Methods” in terms of their RELEVANCE to group’s main Brand Strategy DECISION & briefly explain why:
3. GRADE the 6 MR “Methods” (A,B,C,D,F) based on their ability to provide TRUTHFUL ACCURATE information

The study’s findings confirm the research proposition posed for this study, that introducing creative aesthetics and cognitive analysis can improve art/science literacy in marketing courses. Three types of student performance evaluation are analyzed to derive findings -- in-class observation, assignment grading, and student survey. Observed impressions attest to unanimous student interest in art/science assignments, as well as enthusiastic performance of EQ/IQ skills. Graded assignments confirmed the constructive effect of art/science learning methods on EQ/IQ learning outcomes. Student opinions show extremely high acceptance and affinity. Clearly, this study of yin/yang marketing education renews and reifies the role of art and science in marketing practice and pedagogy.

For further information contact:
E. Vince Carter
School of Business & Public Administration
Department of Management & Marketing
California State University, Bakersfield
9001 Stockdale Highway
Bakersfield, CA 93311
(661) 654-6776
ecarter2@csub.edu

MMA Fall Educators’ Conference -- 2013

2
A STUDENT BY ANY OTHER NAME: ARE INSTITUTIONS OF HIGHER LEARNING MIS-LABELLING THEIR TARGET?

John E. Cicala, Texas A&M University - Kingsville
Zina Taran, Penn State Harrisburg

ABSTRACT

An increasing number of research articles published over the past two decades, along with multiple voices in the media, advocate that institutions of higher learning should practice student consumerism - treating (and marketing to) potential and existing students as the consumers (oftentimes, customers) of education in much the same way that businesses manage relationships with their customers. This paper analyzes the implications of such a consumerist approach and introduces a new framework of the relationship between students and institutes of higher education as a multi-staged strategic process.

"I do beseech you to direct your efforts more to preparing youth for the path and less to preparing the path for the youth." – Judge Benjamin Barr Lindsey

INTRODUCTION

An increasing number of higher education institutions (HEIs) perceive and treat their students, regardless of their enrollment status or standing, as customers these days. This approach is the underlying premise behind many, if not all, conversations regarding the need for the HEIs to become more business-like, i.e., to replicate relationship marketing’s emphasis on consumer market needs as a means to increase market share and revenue (Sheth & Parvatiyar, 1995; Asif & Raouf, 2013).

An impressive amount of published research has been devoted to the subject of college students as consumers of an educational product (Bowden, 2011; Clayson & Haley, 2005; Delucchi & Korgen, 2002; Kotler & Fox, 1995; Penn & Frank, 1982; Obermiller, Fleenor, & Raven, 2005). Universities and colleges are now heavily encouraged to adopt and follow a strategic marketing plan wherein students of any category or classification become clients purchasing knowledge from academic vendors. This approach is recommended and even mandated in order to increase tuition revenue, strengthen brand loyalty, and achieve long-term success in an increasingly competitive marketplace (Kotler & Fox, 1995; McCullough & Gremler, 1999; Bowden, 2011).

Yet, a large number of educators oppose this approach, arguing instead that students are a different and unique class that are not meant to be pigeonholed (Baldwin, 1994; Carlson & Fleisher, 2002; Clayson & Haley, 2005; Franz, 1998; Ferris, 2002; Ferris, 2003). Additionally, by adopting such strategies, schools risk alienating other important entities such as employers of graduating students, to the detriment of both the schools and their students (Emery, Kramer, & Tian, 2005; Karapetrovic & Willborn, 1997). The desired position underlying this attempt at core market definition is to be able to create as tailored a marketing strategy as possible in order to maximize tuition revenues and to help ensure longevity in an increasingly competitive market.

At the very least colleges and universities that over-focus on this particular aspect of their relationship with students risk creating a paradoxical situation. The danger in this is that catering more towards the apparent wants of students and less towards the known needs of employers endangers the students’ ability to obtain improved or gainful employment upon graduation (a particularly significant post-hoc satisfaction criterion for most students). Hence, placing too much stress on satisfying certain wishes of the target market creates a consequential inability to satisfy them. Obermiller, Fleenor, and Raven (2005) assert that, “there are good reasons why students should not know what is best for them...to take direction from their expressed desires would compromise the resulting product (p. 27).” Giving too much substance to personal preferences of students threatens depriving them of a well rounded “college experience. Furthermore, it risks putting a potentially less-than-desirable and less-than-prepared product into the job market. In short, an over-reaching embrace of student consumerism is a higher educational version of marketing myopia (Levitt, 1960).
WHATFORE ART THOU, STUDENT?  
BACKGROUND AND THEORY 
DEVELOPMENT

The question of who is the customer of the Higher Education Institutions is being addressed in a variety of contexts, such as Total Quality Management (Asif and Raouf, 2013; Sirvanci, 2004; Karapetrovic and Willborn, 1997), branding of institutions of Higher Learning (Durkin, McKenna and Cummins, 2012; Beneke, 2011), and relationship marketing (Bowden, 2011).

The majority of the conversation is centered on the students as being the entities served by the HEIs (Asif and Raouf, 2013; Armstrong, 2003). Three main paradigms represent the role of students based primarily on the degree of their participation in the creation of the outcome and their responsibility for it, as presented in Figure 1.

![Figure 1. Views on Student Role in HEI process](image)

**Figure 1. Views on Student Role in HEI process**

**Students as Customers**

More than twenty years ago, educational establishments began adjusting their offerings to meet the needs and desires of their target markets via the integration of social and cultural trends (Massey 1989). This paradigm, proposed on behalf of schools, mirrors student consumerism. The metaphor “student as consumer” is a very powerful catch phrase, introduced by Penn and Franks (1982). The American Association of Higher Education saw it as being representative of HEI program assessment and evaluation (McMillan and Cheney (1996). Delucchi and Smith (1997, p. 323) declared that it is a product of a postmodernist era where “efficiency and effectiveness become the exclusive criteria for judging knowledge and its worth in society.” A few years later, Delucchi and Korgen (2002, p. 101) expressed it as being, “an attitude that treats the university as a place to meet pre-established needs.”

The expression reflects a very widely spread view of student role. It essentially equates college to a fast food restaurant where a customer comes in, selects what he or she likes (with everything ready for consumption and designed, promoted and priced based on the customer's given tastes). If the consumption process proves unsatisfactory to the customer, the responsibility is on the provider to make it better (Kotler, 2013). Under this paradigm, for example, it is imperative that schools conduct marketing research among the students in order to best sculpt the 4Ps - product, place, promotion, and price (Beneke, 2011).

Most universities have, “adopted the students-as-consumers concept to use in their organizations,” Watjatrakul (2009, p. 173). Several other researchers have openly written in full support of it (Bowden, 2011; McCullough & Gremler, 1999; Sirvanci, 1996). Under this concept, schools manage, monitor, and market their educational services to students who either actively or passively consume them (Watjatrakul, 2009). One of the more influential factors driving school adoption of such an orientation is their perpetual need to increase enrollment. This has become more difficult recently in the face of growing competition (Bailey & Dangerfield, 2000). Kotler and Fox’s (1995) work on the changing nature of the higher education marketplace inspired Deshields, Kara, and Kaynak’s (2005) study that strongly urges HEI administrators to apply the type of customer-oriented principles used by profit-making institutions, asserting that satisfying admitted students is important for retention.

**Students as partners or clients**

Some researchers argue that the student as consumer model is inadequate because education occurs in active collaboration with the students under the guidance of their mentor faculty in the directions that the students might not have the necessary experience, foresight and youthful inclination to choose by themselves. This, according to argument, effectively makes them more partners than customers (Clayson & Haley, 2005; Ferris, 2002; Ferris, 2003). Thus, students, especially those in business schools,
correspond to being junior partners and the professors that of senior partners, as “neither group can operate without the complete cooperation of the other” (Ferris, 2002, p. 185).

Similarly, Franz (1998) compares the students to co-workers or partners, with the educator as their mentor. He also felt that metaphors such as customer or product (discussed in the next section), “cast students into passive do unto-me roles and put instructors into an adversarial relationship with students” (p. 64-65). Some analogize the concept of students-as-consumers to the world of military recruits, a group who, like college students, also voluntarily submit themselves to a multi-year process of transformation in hope of obtaining a more secure and more employable future (Clayson & Haley, 2005). Imagine recruits filling out surveys about what type of food they would like to eat, what time they would like to wake up, or how well their drill instructors performed during basic training. Of course, this last suggested questionnaire would determine sergeants’ retention, promotion, and pay scale (Clayson & Haley, 2005). Such images are clearly absurd.

The middle ground, that retains the focus on students as the group consuming what the HEI offers, is to consider them as clients instead of customers (Armstrong, 2003). Armstrong (2003) lists students’ lack of expertise (hence the need for the firm), being right about their wants but wrong about their needs (again the need for the firm’s experience and guidance), and the lack of a guarantee regarding outcome among reasons for classifying them as clients. Still other researchers believe that the particular role of the students is dependent upon the level of the students; i.e., undergraduate students are the least and the PhD students are the most, like partners (Armstrong, 2003).

The view of students as customers, or even clients, makes it crucial for the HEIs to identify, as clearly as possible, exactly what it is these customers want to purchase and what customer value they expect to derive from the consumption (Kotler, 2013). The range of possibilities concerning perceived customer value is rather broad. One side of the coin reflects the endless possibilities associated with intellectual development, critical reasoning ability, and the acquisition of applicable knowledge and skills. The other side mirrors the belief that a single piece of paper, purchased with only minimal effort and maybe some entertainment thrown in along the way, will guarantee its holder a better life. Delucchi and Korgen’s (2002) investigation of sociology students claims that almost half of the students surveyed (43%) believed they were entitled to a degree just for having paid their tuition.

Anecdotally, the gap between faculty understanding of this issue and some of the students’ expectations at times creates quite frustrating situations for both, as the faculty leans toward the former and the students toward the latter. For example, one of the authors of this essay overheard a student belligerently rallying before a class, insisting in unprintable terms on his right to “throw” the class by asking irrelevant questions because he “paid for this (unprintable) class.” Behavior like this is impossible to explain under the assumption of enlightenment seeking by the student. Literature corroborates such observation of other-than-enlightenment student objectives (Delucchi & Korgen, 2002).

**Other Viewpoints**

While the above discussion centered exclusively on the students as the parties to the HEI efforts, there are additional considerations. Christensen (2011, p. 508) writes, “Another important factor is the changing notion of the societal function of higher education, related to the knowledge-based economy, economic growth and increased attention to the needs of the labour market with a demand on university staff to change their cultural norms and values accordingly.” Thus, employers and businesses are added as the consumers (Emery, Kramer, & Tian, 2005; Karapetrovic & Willborn, 1997; Sirvanci, 2004) and students become a product that’s offered to the employers. Emery et al. (2005, p. 112) goes one-step further by advocating that students should treat, “professors as customers, i.e., people who are judging their products (homework, presentations, knowledge).” Obermiller et al. (2005) reports that students in the Business and Arts & Science disciplines prefer a customer orientation, while those in Engineer and Law were more comfortable with a product-orientation, as were the professors across all schools.

An HEI formulating its strategies under the students-as-product paradigm will not go out of its way to accommodate the students by providing them with the most entertaining experience possible, as it would under the student-as-customer paradigm. For example, 72% of faculty responded positively when asked if they thought student evaluations encouraged their colleagues to water down course content (Birnbaum, 2000). Rather, such a school will focus on the employer’s needs. Marketing research conducted by HEIs needs to identify what employers expect from the graduates. Subsequently, the schools can then offer programs tailored to the hiring needs of employers. If taken to an extreme, this approach would result in professor promotions based on employment-based metrics such as satisfaction scores by the area employers or employment and promotions numbers, complete with beautifully designed marketing brochures imploring employers to consider hiring from
the college. Such an approach greatly risks creating not only a marketing myopia, but also harmful biases rooted in the short-term nearsightedness of the workplace rather than that of students.

**University-Student Relationship as a Process, Not a Category**

An alternate perspective on the university-student relationship is to acknowledge the complexities and contingencies inherent in it. This paper suggests that students enrolled in colleges and universities go through a process wherein they are transition from customer to product to strategic partner. The process is similar to that of a channel of distribution wherein a product goes from manufacturing to the end user. Figure Two, below, shows a framework of this process.

![Figure 2. Framework of School-Student Relationship](image)

Which classification best describes students depends on where they are in their educational timeline. They are customers prior to formal acceptance and enrollment (“purchase of opportunity to avail themselves of educational service”). Upon entering the job market (Commencement? Internships?), they become products (schools want employers to choose to ‘purchase’ their graduates/products over those of competing schools). Eventually, from the perspective of the school’s alumni association, they are potential long-term partners, able through their consequential improved employment status to support the school via the purchase of season tickets to athletic or cultural events and by hiring future graduates of their alma mater. Simultaneously, by being residents of an institution’s community (i.e., paying taxes used to pay for teachers, police, and firefighters or to pave streets, etc.), the argument can be made that students could and should legitimately be seen as institutional stakeholders.

**CONCLUSIONS AND FUTURE RESEARCH OPPORTUNITIES**

The ability to define their targets as accurately as possible, to be able to most effectively build and communicate their scholastic offerings, is the heart of higher education marketing. The evolutionary shift from product- to service-dominant logic (Vargo & Lusch, 2002) that has been occurring over the past several years, coupled with the recent emergence of relationship marketing, is entrenching itself into the arena of higher education. The strategy of identifying and defining of students by higher education institutions has many possible routes. Are they consumers or products? Strategic partners? Shareholders? One ripe, yet unexplored, argument is that they are, in reality, re-sellers of the knowledge and ability purchased from the educational wholesalers that are colleges and offered to the end-users that are employers. Another alternative perspective is that of students not as actual “purchasers,” but as users. This viewpoint raises the question of whether schools should then treat those who actually pay for the service (parents and loan- or scholarship providers) as the customer. Are graduate students more valuable than undergraduate students are? Are they more of a product than are undergraduates? More broadly, is the relationship between students and HEIs too unique to fit the Procrustean bed of metaphors borrowed from other organizational entities to be of use (Schmidt & Langberg, 2007).

Furthermore, defining the relationship between students and the college bears important consequences for the colleges in terms of managing students’ expectations and relationships with them. “We will make you eat your vegetables and you will thank us later” needs to be a believable and meaningful message, or else the institutions will go broke before the thanks start materializing.

**REFERENCES**


Refereed Papers


For further information contact:
Zina Taran
School of Business Administration
Penn State Harrisburg
777 W. Harrisburg Pike,
Middletown, PA 17111
(717) 948-6152
zxt2@psu.edu
ENHANCING UNDERGRADUATE BUSINESS INTERNSHIPS: KOLB’S MODEL AND BEST PRACTICES

Jeff Conner, Hanover College

EXTENDED ABSTRACT

Internships can provide powerful benefits in undergraduate business education. This paper suggests ways to greatly enhance student learning by carefully structuring internships using best practices from the literature on internships and other forms of experiential learning to encourage students to move through Kolb’s experiential learning cycle multiple times during the course of an internship.

There are at least three important benefits of undergraduate business internships. Students gain experience which is particularly important in business education to develop effective practitioners who can apply their knowledge. There is a risk that classroom learning among undergraduates who have little relevant experience will yield theories learned in the classroom that can’t be drawn upon when needed in new, non-classroom situations. Internship experience can also benefit courses taken after the internship by providing material students can draw on in class and motivating them as they now recognize the relevance of their coursework to their future employment. Perhaps the most obvious benefit of internships is having students try on a particular career path of interest.

In his 1984 book, Experiential Learning, David A. Kolb proposed a model of experiential learning that can help guide internship planning. His model is a cycle of four steps or abilities in the learning process – Two different ways information can be taken into the mind or “grasped,” and two ways information that has been grasped can be processed or transformed into new knowledge. Kolb argues that new information can either be grasped in a concrete way (concrete experience) or in an abstract way (abstract conceptualization) via study of theories. That new information can then be either externally processed via testing (active experimentation) or internally processed by stepping back and thinking about it (reflective observation). Kolb argues that, while the learner can begin at any point in the cycle, the strongest learning occurs when the learner employs all four abilities.

Young (2002) suggests dividing the four elements of the cycle into two components – “hands-on” (active experimentation and concrete experience) and “minds-on” (reflective observation and abstract conceptualization). Students undertake internships for the “hands-on” activity. But, students must also effectively engage in the “minds-on” components to get the most learning from the internship and connect their discrete experiences into more generalized theories. That can be challenging because internships tend to focus students’ attention on the day-to-day hands-on activities at the expense of the minds-on activities.

To ensure business undergraduates get the most from their experience and make connections to their coursework, internship planning and implementation needs to ensure adequate attention to the minds-on activities. The literature on internships and other forms of experiential learning suggests there are elements that need to be planned and implemented well for students to make full use of the learning cycle and get the most from their internships. This paper discusses best practices in four key areas – site selection, the learning plan or learning contract, on-going reflection activities, and assessment – and relates them to Kolb’s model.

The internship experience can be structured to ensure students go through Kolb’s cycle more than once during the experience. Students can transform their experience and test their new understanding through multiple cycles, continually refining and strengthening their thoughts on issues of academic learning and vocation. The following suggests how the steps in Kolb’s cycle and the internship best practices discussed in the paper might be combined to cause internships to achieve a continuous upward spiral of learning.

1. Initial Minds-on – Students reflect on their past experience, their major and their coursework, and what they believe to be their strengths and career interests. In consultation with their advisor, they determine the
Refereed Papers

type of placement that fits with their goals. They also develop their learning plan objectives, strategies and assessment measures. This captures the student’s current conceptualization – ideas and theories on career interest, applicable course concepts, etc. – that will be tested in the internship.

2. Hands-On – The internship begins and students begin applying and testing their ideas, generating new concrete experiences.

3. Minds-On – Through the on-going journals and other reflection activities, perhaps punctuated with more in-depth consideration via site visits or directed writing assignments, students reflect on their experience. The students revise and/or develop entirely new concepts of self and the applicability of theories.

4. Hands-On – As the students develop new ideas and insights, they can immediately try them out in the internship, generating more new experiences. This cycle of hands-on and minds-on can continue as long as the students continue to process their internship experiences.

5. Final Minds-On – At the end of the internship, students receive their host supervisor evaluation and complete their self-assessment. They summarize their reflections on the key issues from their learning plan in a final paper or presentation. Ultimately, students will test this new understanding of themselves, their career interest and the application of concepts from their discipline in the classroom, in the job search and on the job.

REFERENCES


For further information contact:
Jeff Conner
Business Scholars Program
Hanover College
Post Office Box 890
Hanover, IN 47243
(812) 866-7355
conner@hanover.edu
INTERNAL SUSTAINABILITY MARKETING: AN EXPERIENTIAL LEARNING PARADIGM

Deborah DeLong, Chatham University

EXTENDED ABSTRACT

As more businesses profess their commitment to sustainable practices, congruent employee attitudes and behaviors are vital for ensuring the credibility of such claims. When employees do not naturally gravitate toward environmentally responsible choices, internal marketing programs are needed to shape behavior to match external marketing strategies. Papakosmas, Nobel and Glynn (2012) describe internal sustainability marketing as a powerful management tool for promoting social change within an organization, such as when an organization adopts a pro-environmental stance that necessitates increased pro-environmental behaviors among employees.

In this experiential course, student teams partnered with local organizations to develop actionable internal marketing programs to foster sustainability-oriented behavior change within designated internal audiences. The course provides a generic platform for structuring effective student engagements using sequenced stages of secondary research, case analysis, applied theory, and creative problem solving. Student learning outcomes were threefold: (1) knowledge of the major areas of environmental sustainability, (2) ability to identify motivation, capability and opportunity triggers to foster behavior change, and (3) acquisition of project management skills. There were no prerequisites, as the course was designed to deliver the core knowledge, skills and abilities needed to produce a coherent and relevant action plan to resolve a real world organizational challenge.

The course was organized into three phases: Planning, Delivery and Final. Primary activities include:
- Planning Phase: finding suitable projects, instructor meetings with sponsors, pre-course student survey.
- Delivery Phase: team orientation, academic content, practice project, sponsor interview, scope of work, staged project sections.
- Final phase: practice presentations in class, final presentations to sponsors, sponsor assessment, peer assessment.

Student and sponsor assessment data highlight where course design, planning or delivery could be improved. First, the practice project should more closely resemble the real project, with all analytical stages fully addressed and the final product delivered to the practice project sponsor with quality standards in place. Second, all projects must be thoroughly vetted to tightly align with the focus on behavior change intervention given highly standardized course activities, requirements, resources, and expectations. Lastly, future iterations of this course should include more extensive project management training and tools to better support the staged completion of project sections.

The experiential approach adopted in this course is an alternative to passive, ineffective business education (Demetrious, 2007). Students and young professionals need to immerse themselves in specific situations to fully understand competing objectives, agendas and limitations to be accommodated. When immersed in a real world experience, the interaction between facets of a business become apparent and unavoidable. Students benefit from the complexity of experiential coursework for the higher-order schema that result, preparing them more realistically for the applied settings in which they will find themselves post-graduation (Munez & Huser, 2008).

REFERENCES


For further information contact:
Debbie DeLong
Department of Business
Chatham University
1 Woodland Road
Pittsburgh, PA 15232
(412) 365-1192
ddelong@chatham.edu
HERE, THERE, AND EVERYWHERE:  
REVISING THE CONCEPT OF OFFICE HOURS TO  
FACILITATE STUDENT-PROFESSOR INTERACTIONS

Rebecca Dingus, Kent State University  
Alex Milovic, University of Wisconsin – Milwaukee

ABSTRACT

In recent years, we have seen a rapidly changing technological environment that includes the introduction of many new virtual communication outlets. Millennials, the largest student cohort in higher education, are well versed in this technology. This paper seeks to explore the current state and future role of office hours, specifically how educators and administrators should consider revising policies away from traditional face-to-face office hours to a more flexible system that allows students to seek out assistance in ways that more closely match their expectations. Benefits of contact hours are discussed, focusing on developing student communication skills for future employment.

INTRODUCTION

Four o’clock comes and you sit at your desk, ready to assist any student that may come to your door during your regularly scheduled office hours. But today, like most days, nobody stops by. You move from your office to the class and begin loading the day’s presentation when a student comes up to talk about an idea for the semester project. At the conclusion of class, a student comes up asking if you can write a recommendation letter for graduate school. You return home and see three student emails, each asking about what will be on next week’s quiz. While you assisted five students, none of them came to your office. Why not? If you didn’t show up to office hours, but answered questions before and after class and diligently responded to student emails, would anyone notice? The purpose of this paper is to explore the possibility of revising the traditional office hours model to one that more closely matches student and professional expectations, a more responsive contact hours policy.

As the classroom environment changes, adapting to accommodate and utilize advancements in technology, we are seeing more opportunities for communication both inside and outside of the classroom. Whether classes are offered in a web-based, traditional, or blended format, the communication preferences and tendencies of students are evolving. Websites and online course management systems, such as Blackboard, are used to facilitate distribution of resources, documents, and grades. Online discussion boards and “chat” functions facilitate conversation in a new medium. Faculty members of college students are receiving fewer telephone calls and many more emails.

With the advent of these new communication methods, some policies have changed. For example, although email is a primary means of communication for many school-related topics, many universities preclude notification of grades via email because of the potential lack of confidentiality that is required by the Family Educational Rights and Privacy Act (FERPA). However, one aspect of university policy that has not been broadly adapted to technological changes is the concept of office hours. For years, universities have commonly required faculty to hold specific office hours as time set aside when they will physically be present in their offices and available for individual student consultation. The focus of this paper will be on the viability of these traditional office hours, given modern technology and changing expectations of students. In order to adapt to technology changes and communication preferences, we propose a gradual shift of these traditional office hours into what we will refer to as “contact hours.” Following a definition of contact hours and details on how contact hours extend the office hours concept, we discuss the benefits and possible consequences of shifting to this model as it pertains to the largest student cohort, Millennials.

TRADITIONAL OFFICE HOURS

The expectations of universities for faculty members’ established office hours are quite consistent across the majority of institutions. During office hours, faculty members are expected to be physically present in their office on campus and available for individual
student consultation. Universities require that the times of these formal office hours are announced at the beginning of the course and listed in the syllabus. This allows students to meet with the professor without scheduling an appointment. Requiring faculty members to hold office hours provides an opportunity for one-on-one faculty-student interaction. Flaherty, Pearce, and Rubin (1998) suggest that such interactions can increase student engagement and provide students with accessibility to the faculty in an environment that may be less intimidating than a classroom full of peers.

Positive Aspects of Traditional Office Hours

While some instructors go an entire semester without students dropping by their office hours, others frequently find students waiting at their doors when they come to campus. Building on a list of reasons why students are encouraged to attend office hours (Newman Advising Center, 2013), we believe there are several main reasons why students choose to attend a faculty member’s office hours: to get course recommendations, career advice, have the professor write a letter of recommendation, to talk about attending graduate school, to learn more about the faculty member, or to discuss a question that may be too difficult to explain over email. Whatever the student’s motivation for attending office hours, the one-on-one interaction between a faculty member and a student offers tangible benefits, including a chance to participate in more in-depth conversations and an opportunity to build long-term professional relationships.

Office hours also allow students to discuss potentially sensitive topics. In the privacy of a professor’s office, students do not worry about what their peers will think of their questions. They may speak freely about problems with team members on a group assignment, or they may provide personal information about why they have missed class or slacked off. If students want to ask a favor, office hours are a good opportunity to do so. Such a conversation may provide background information that allows a professor to resolve potential issues or present alternative arrangements to better meet student needs.

Based on student feedback, requests, or questions, faculty may also become aware of issues going on in the classroom. If students visit a professor’s office expressing the same confusion over a topic, the professor can bring it to the attention of the entire class to reduce ambiguity. Additionally, classroom management concerns may also be brought to light. Students may prefer a private discussion to inform the professor about distracting students (e.g., a student who plays videos on his laptop during class) or to ask the professor to post lecture notes online after class for the students to review.

Disadvantages of Traditional Office Hours

There are many reasons why office hour attendance has declined, two reasons being the widespread use of email by faculty and students and the availability of faculty before and after class. Emailing allows students to contact faculty when it is convenient for them (Waldeck, Kearney, & Plax, 2001). Should students wish to have a face-to-face conversation with a professor, they will be more likely to ask a question by walking to the front of the room before or after class.

Faculty members may not see an in-person interaction as a student might: as an intimidating experience with an authority figure. When students are intimidated by a professor, they may be less likely to seek out a one-on-one conversation (Kelly, Keaten, & Finch, 2004). In order to approach professors with questions, students need to know that the professors are available. Professors may increase the likelihood of office hours attendance by fostering a positive and friendly relationship with students, though students would most likely prefer to visit with a legitimate question rather than simply to “say hello.” Without a question related to the course or to professional development, a student is likely to imagine a face-to-face interaction with a professor as an awkward experience.

Based on conversations with a group of one of the authors’ students, students have to gauge what they think is “important enough” to warrant going to office hours but not “so far out there” that the professor will “judge them.” Also, if they have missed several classes they may be embarrassed to show their face. Avoiding the professor appears to be a slippery slope, and once students feel too timid to ask for help they are likely to continue to flail even if assistance is needed.

For professors who teach primarily traditional-age college students, availability should be made with respect to considerations of the current generation of undergraduates—Gen Y, the Millennials. The Millennials have been described as a “me-first” cohort; asking them to adhere to traditional communication methods that do not match their needs may be met with apathy (Twenge, 2007).

TRANSITIONING FROM TRADITIONAL OFFICE HOURS

We reviewed eight college faculty handbooks to determine how institutions at different Carnegie Classification levels enforce faculty office hours. The Carnegie Classification system places colleges and
universities in different categories based on various factors, such as research activity and graduate and undergraduate profile (Carnegie Foundation, 2013). While schools may require office hours not explicitly stated in the handbook, it can be assumed that the handbook would be the first place a new professor might turn with questions regarding mandatory office hours. Office hours are traditionally spent in the faculty members’ on-campus office, but the amount of time in that office varies.

Table 1. List of College and University Office Hours as per Faculty Handbook

<table>
<thead>
<tr>
<th>School Name</th>
<th>Carnegie Classification</th>
<th>Minimum Office Hour Requirements (Full-Time Faculty)</th>
<th>Minimum Office Hour Requirements (Part-Time/Adjunct Faculty)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northwestern University</td>
<td>RU/VH: Research University/Very High Research Activity</td>
<td>“Regular” office hours required*</td>
<td></td>
</tr>
<tr>
<td>Duke University</td>
<td>RU/VH: Research University/Very High Research Activity</td>
<td>2 hours/week</td>
<td>2 hours/week</td>
</tr>
<tr>
<td>Baylor University</td>
<td>RU/H: Research University/High Activity</td>
<td>12 hours/week*</td>
<td>1 hour per unit/week</td>
</tr>
<tr>
<td>Cal State University-Los Angeles</td>
<td>Master’s Large</td>
<td>4 hours/week</td>
<td>20 minutes per credit hour/week</td>
</tr>
<tr>
<td>Northeastern State University (OK)</td>
<td>Master’s Large</td>
<td>8 hours/week</td>
<td>Proportional to teaching load</td>
</tr>
<tr>
<td>Elon University</td>
<td>Master’s Small</td>
<td>Minimum of 3 days/week</td>
<td></td>
</tr>
<tr>
<td>Grinnell College</td>
<td>Bac/A&amp;S: Baccalaureate Colleges – Arts and Sciences</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Lake Forest College</td>
<td>Bac/A&amp;S: Baccalaureate Colleges – Arts and Sciences</td>
<td>*</td>
<td></td>
</tr>
</tbody>
</table>

1 The online source for each school’s handbook can be found in the Reference section
2 Includes an opportunity to communicate outside of office hours under extraordinary circumstances
3 Includes department service time requirements
* No information or no specific requirements listed

As shown in Table 1, there appears to be no standard time requirement for office hours, with some schools requiring faculty to be in their office at least eight hours per week (Northeastern State University) and others providing no specific requirements (Northwestern University, Lake Forest College, Grinnell College). However, none of the schools mentioned in Table 1 list specific requirements for online or blended courses compared to requirements for in-person courses.

It may be useful to determine how professors who are required to be in their office for long periods of time feel about the requirements. It may be especially beneficial for these schools to adopt a “contact hours” policy, as these faculty members may feel that the lengthy time requirement is too onerous and not productive. While professors remain in their office during posted hours and rarely have students visit, they may find themselves responding to student questions outside of office hours that do not “count” when considering the handbook requirement.

**“CONTACT HOURS”**

As a variety of options are clearly available for office hour expectations, we suggest that universities consider what is best for their students. If students are viewed as universities’ customers, faculty members should implement a comprehensive approach to their interactions with students (Bowden, 2011). We suggest that universities ask their faculty to adapt to their students’ communication tendencies by converting their traditional office hours to contact hours. “Contact hours” is the term we use to encompass a blended model of traditional in-person office hours and virtual office hours.

Contact hours should be set at pre-established days and times, just as traditional office hours are set. However, to differentiate between contact hours and office hours, we emphasize two main features of contact hours: (1) flexibility of physical location of faculty members during contact hours, and (2) the modes of communication through which faculty members are available during contact hours. During contact hours, faculty members may choose to always be present in their office (as they are with traditional office hours), or they may choose to be in the office during a more limited number of hours but available online during all posted hours. Implementing a model of contact hours increases faculty flexibility and allows for alternate communication arrangements in times of instructor travel, bad weather, or illness.

The goal of contact hours is for faculty members to be more approachable and available in a medium that is convenient for students. When utilizing contact hours, professors should be available for possible face-to-face and online (virtual) communications. Online communications may take place through email, instant messaging functions (e.g., Google Chat or Blackboard Chat), or video chat (e.g., Skype or Facetime). Email is
already a primary means of communication for students, and it often replaces face-to-face communication between students and faculty (Duran, Kelly, & Keaten, 2005).

Whatever the chosen media, faculty members should be physically or virtually available during all posted contact hours. In their 2005 study, Duran, Kelly, and Keaten found that 49% of the faculty they surveyed believed email has replaced face-to-face meetings, and we want to emphasize the importance of email use during contact hours. Students need to feel confident that emails sent to professors during contact hours will receive prompt responses.

We suggest that professors are always available via email during all listed contact hours, and that they are available in-person during a portion of the posted contact hours. This way, students have the flexibility of choosing the most desirable or convenient method for interaction with their professors. A professor’s syllabus could include the following description of contact hours: Contact Hours: MON/WED/FRI 3-5 p.m. via email; THURS, 3-5 p.m. via email and in-person. Other in-person meetings may be made by appointment. Blending office hours and virtual hours into contact hours should result in a net gain for all parties, as students can communicate in a manner that better meets their expectations while professors gain flexibility in their schedules.

**BENEFITS OF CONTACT HOURS**

Contact hours still allow for the positive aspects of traditional office hours while also providing flexibility of communication methods that are convenient to students and faculty. The use of contact hours will also be beneficial to faculty members, as it can allow them to be more efficient with their time. Even the university can benefit from implementation of contact hours, as contact hours can hold faculty members accountable for student availability. In this section, we provide more detail as to why contact hours are advantageous for students, faculty, and universities.

**Benefits for Students**

Office hours have long been established for student engagement and student-professor relationship-building. Contact hours further this emphasis, as email has been found to benefit relationships (Sheer & Fung, 2007), while also meeting communication preferences of Millennials. Contact hours are beneficial to students because they provide the option to send a quick message for a guaranteed response, which is often less intimidating than going to a professor’s office. Interaction with professors can assist the university in developing a student’s communication skillset, which can enhance both the student and the university’s reputation in the business community (Muncy, 2008). Understanding the benefits of using multiple communication methods to interact with authority figures can help students develop their own “voice” that will allow them to craft effective messages when they move from college to a career.

The addition of virtual availability provides students with an easily accessible, non-committal form of communication that does not require them to travel to campus or to make small talk with their professor, yet still allows them to get answers to their questions. The quick responses that will be garnered during contact hours are also suitable for Millennials, as they are accustomed to communicating with an always-available, always-connected network (Oblinger, 2003).

**Benefits for Faculty Members and Universities**

Depending on whether or not they want to be in the office, the only change that contact hours necessitate for faculty members is virtual availability during posted contact hours. Waldeck, Kearney, and Plax (2001) explore why students email professors, finding three reasons—personal/social, clarification, and efficiency. They also acknowledge that professors who are better communicators are rated higher overall. Additionally, Sheer and Fung (2007) find that using email has a positive, direct impact on teaching evaluations. Prompt responses indicate that professors care about their student’s well-being, and results can be as effective as face-to-face communication (Kalman, Ravid, Raban, & Rafaeli, 2006). By utilizing an “alert” for new email during the posted hours and responding promptly, faculty can provide much value to their students. Email interactions are likely to be quicker than in-person visits from students, so faculty may be even more productive and efficient with their time during contact hours.

Contact hours offer universities the opportunity to be more student-focused and to show their adaptation to the times. Increased interactions between students and faculty will facilitate stronger relationships, which bodes well for the university community. From a management perspective, contact hours could be implemented in a quantifiable way that holds faculty accountable. Being present for traditional office hours is not a top priority for some faculty members because of low attendance, which may provide a difficult situation for departments and colleges. With contact hours, the creation of a “log in” function for faculty to use when they are available to their students can help universities to ensure that faculty members are online during posted hours. This function would also provide a quantified representation of hours that faculty
CONCLUSION AND FUTURE DIRECTIONS

The establishment of contact hours is accompanied by many potential advantages. Written communications require students to articulate their understanding and their questions, which will strengthen their critical thinking and communication skills. When positioning contact hours to students and faculty, universities can highlight the concerns of corporate leaders, who think that graduates lack the communication skills needed to succeed (Stevens, 2005). Learning to communicate effectively through multiple channels – email, in-person, and through a course website – will benefit students as they enter a very competitive workforce.

Millenials will continue to be on the cutting edge of communication technology, making it vital for professors and universities to develop an effective outlet for student interaction that leads to both an increased response rate for course questions and an opportunity to further develop student skills that translates to their careers. Proper implementation of a contact hours-based system can increase faculty adoption rates and reduce student apprehension, while extending communication beyond the classroom.

It is also important to remember that face-to-face conversations do still play a role in our proposed contact hours policy. Students should still have an opportunity to speak with professors before and after class, and they may also choose to meet professors in their office – though our contact hours proposal means that a professor may choose to reduce in-office hours to one or two hours per week. Research on the implementation and monitoring of contact hours can help add to the existing body of work on the broader topic of student-professor communication. Recent work examining the use of virtual communication technology to extend classroom engagement through social community websites like Ning.com and Second Life is promising and will likely lead to more widespread implementation in marketing courses (Boostrum, Kurthakoti, & Summey, 2009; Wood, Solomon, & Allan, 2008). However, the effectiveness of virtual communication, either through contact hours or within the overall course, will most likely be determined by the proficiency level of the professor, who must adapt to these new communication methods and properly implement them in the course (Estelami, 2012).

REFERENCES


Northeastern State University. (2013). Full-Time faculty work load. Retrieved from offices.nsuok.edu/academicaffairs/FacultyHandbook/40FullTimeFacultyWorkLoad.aspx


‘PINTERESTING’ PEDAGOGY: EXPLORING THE VALUE OF PINTEREST AS AN EDUCATIONAL TOOL IN THE MARKETING CLASSROOM

Jenna Drenten, John Carroll University

EXTENDED ABSTRACT

Pinterest, first introduced in 2010, is bulletin board style social bookmarking website. With the push toward utilizing new technologies in the marketing classroom, it is important to understand how Pinterest might be effectively utilized as a teaching tool. The purpose of this study is twofold: 1) to outline two methods of utilizing Pinterest in the marketing classroom and 2) to discuss primary benefits and potential pitfalls of utilizing Pinterest in the marketing classroom. The purpose of this study is twofold: 1) to outline two methods of utilizing Pinterest in the marketing classroom and 2) to discuss primary benefits and potential pitfalls of utilizing Pinterest in the marketing classroom. First, I describe Pinterest and outline its emerging role in marketing practice. Second, I discuss the methodology for this study, which includes implementing Pinterest in three advertising courses across two semesters. Findings are based on the professor’s observations and a follow up focus group with fourteen students enrolled in both semesters of advertising courses. Third, I discuss findings, which indicate the pedagogical value of Pinterest lies in easily organizing visual information and fostering idea collaboration between students and educators. Finally, I conclude with future directions for exploring Pinterest as a pedagogical tool in marketing education.

Unlike other social bookmarking websites (e.g., Digg, StumbleUpon), Pinterest is rooted in visual photosharing. Users can create collections of images centered upon a particular theme or topic of interest. Like most social media sites, Pinterest has a language of its own. A pin is an image or video added to Pinterest. Pins can be added from an outside website (e.g., personal blog, online news source) or directly from a user’s computer. Any pin on Pinterest can be repinned, allowing users to share one another’s pins. All pins link back to the original source. Pins are grouped together by boards. Boards represent a real-life, themed bulletin board. Users can name their boards by topic and can choose privacy settings for each board (i.e., secret or public). A user might also choose to invite others to pin onto a particular board. Like other social networks (e.g., Twitter, Instagram), Pinterest is centered on connecting members together. The follow and unfollow options on Pinterest allows users to follow or unfollow someone else’s Pinterest boards. Pinterest users can also like or comment on others’ pins. Pinterest can be searched by topic as well, making it akin to a visual search engine.

Pinterest is growing in popularity among companies as a form of social media through with to connect with consumers. Pinterest is user-friendly, making it accessible to a wide market. Brands have responded by creating Pinterest accounts of their own. Companies like Whole Foods Market, Parenting Magazine, Men’s Health, Mashable, and Southwest Airlines maintain a successful Pinterest presence. Nordstrom, for instance, has over 4.45 million followers. In preparing marketing students for their future careers, educators must be aware of the increasingly inclusion of Pinterest in companies’ social media marketing strategies. Using Pinterest as an educational tool in the marketing classroom may allow students to learn by doing. Given Pinterest’s relatively new status in the social media realm, educators must understand students’ perceptions of Pinterest as an educational tool.

As a visually driven social media site, Pinterest particularly lends itself to advertising, which is rooted in visual examples. Thus, this study specifically focuses on the understanding the marketing education value of Pinterest in the context of advertising courses. Over two consecutive semesters, students engaged with Pinterest in their advertising courses. The first semester included two sections of an introductory advertising course. A total of 42 students were enrolled. The second semester included one section of an advanced advertising competition course, in which the class competed in the American Advertising Federation’s National Student Advertising Competition. Fourteen students were enrolled in this course. The first course utilized Pinterest as an informative tool, in which the instructor used Pinterest to share advertising examples and ideas with students. The second course utilized Pinterest as both an informative and interactive tool, in which a class Pinterest board was created, not only for the
instructor to share ideas with students but also for students to pin their own ideas onto the board. Findings of this study are based upon the professor’s observations and a one-hour focus group, which consisted of fourteen students (6 males, 8 females) who were enrolled in both semesters of advertising courses. Thus, these students were able to reflect upon their individual experiences using Pinterest in each course as well as compare the use of Pinterest between the courses. Based on the professors’ first-hand observations and student focus group responses, Pinterest appears to be a valuable teaching tool in the advertising classroom. I identify two areas in which Pinterest offers value as an instructional tool: organization of visual content and idea collaboration.

First, given its propensity for image sharing, Pinterest particularly lends itself to visual learners. Furthermore, Pinterest allows educators to utilize visual stimuli while distributing written or auditory material. The ability to link to outside articles and videos enables instructors to easily share ideas and information. Pinterest is more user-friendly than traditional modes of communication for sharing visual information. To that end, Pinterest also provides educators with a digital record of resources, ideas, and examples. As a social bookmarking website, the images pinned on each Pinterest board remain permanently linked to the outside sources. Creating and implementing Pinterest boards for instruction is not without its challenges. Educators must thoughtfully consider how to organize their Pinterest boards in advance, before distributing the links to students.

Second, Pinterest offers an interesting way to foster collaboration between students and educators outside of class, in order to share inspiration with each other. The ability to comment and collaborate on boards provides potential for more in-depth discussion. Pinterest fosters idea collaboration between students outside of class as well as providing a basis for discussion in class. However, many students mentioned potential pitfalls and problems that group Pinterest boards present, including the skewed gender norms associated with Pinterest and information overload. Pinterest is highly trafficked by the female demographic. As such, male students are innately less familiar with the social media site and thus have a larger learning curve in understanding Pinterest. Not all students will know how to use Pinterest; therefore, a clear tutorial is necessary to ensure students understand the basics (e.g., setting up an account, pinning an image). The potential for utilizing group boards within a class allows contributors to create and share resources freely as they surf the Internet. However, inviting multiple students to pin on a board could create information overload. To overcome this potential problem of too much information, instructors should create multiple boards and utilize the search function.

Adopting new technologies in the classroom can be challenging but worthwhile. Pinterest presents a new frontier in visual learning and collaboration. While this study focuses on the value of Pinterest in the advertising classroom, the potential for utilizing Pinterest in other marketing courses is apparent. Courses like social media marketing, marketing research, and consumer behavior could utilize Pinterest in varying ways, providing an innovative path to learning. Moreover, by using Pinterest as a pedagogical tool, students gain experience with emerging social media relevant to the modern marketplace. This study marks the first research to examine the use of Pinterest in the advertising classroom. Future research should build upon these findings.

For further information contact:
Jenna Drenten
Department of Management, Marketing, and Logistics
Boler School of Business
John Carroll University
1 John Carroll Boulevard
University Heights, OH 44118
(803) 212-8402
jdrenten@jcu.edu
CREATING MORE AGILE THINKING MARKETING STUDENTS THROUGH TEACHING-TO-VARY

Mark E. Hill, Montclair State University
Jane Cromartie, University of New Orleans
John McGinnis, Montclair State University

EXTENDED ABSTRACT

Traditionally, the great value placed by colleges of business on experience as a foundation for business knowledge has influenced both the “what” (appropriate content) and the “how” (appropriate methods for instruction) of education. Students are told (taught) what worked (knowledge). They demonstrate their learning through their ability to give back (repeat) answers to questions provided. They are said to “know” what they can successfully give back. Unfortunately the teaching-to-repeat paradigm has not produced performance outcomes valued by marketing practitioners.

Our research explores the psychological and physiological impacts of this approach and how it hinders the development of the skills needed to prepare and implement successful market-based strategies in dynamic environments. As an alternative we offer teaching-to-vary, an approach involving implementation of full-brain methodologies. These are designed to develop cognitive flexibility and the more agile thinkers valued in marketing practice.

We argue that agile thinking itself is a skill, and as such can be developed through the process we call teaching-to-vary. In teaching-to-vary, mastery of capabilities rather than content becomes the objective, changing the emphasis of marketing education. Full implementation of this approach involves not only changes in the “what”, but also in method and assessment.

In teaching-to-vary the “how” (method of instruction) shifts from presentation to interaction and practice, increasing student involvement and participation in learning. Furthermore, because teaching-to-vary looks very different to students than the traditional teaching-to-repeat paradigm, an important part of the process is to explain why this approach is being used and how assessment will differ from what they normally encounter. To develop an appreciation among students for the agile thinking skill, it requires: (1) explaining how it is becoming an increasingly sought after skill among organizations that they will need to be successful in today’s fast paced business environment and (2) a change in the understanding of what is to be rewarded educationally due to the different approach to assessment that is utilized.

While teaching-to-repeat values “sameness”, teaching-to-vary values differences. Hence assessment involves evaluating the development of diverse approaches and alternative perspectives, giving full consideration to their appropriateness and implementation. Various assessment methods and reward structures designed to encourage the practice of agile thinking are offered and discussed.

Finally, we address obstacles that serve to act against varied thinking and discuss the need to create conditions that will allow students who are likely to be more familiar with repetition-based pedagogy to appreciate the need for variability in dynamic contexts. Examples of teaching-to-vary methods used to support increased levels of thinking agility are offered in conclusion.
Refereed Papers

For further information contact:
Mark E. Hill
Department of Marketing
School of Business
Montclair State University
1 Normal Avenue
Upper Montclair, NJ 07043
(973) 655-4254
hillm@mail.montclair.edu
NIMBLE AND QUICK: CURRICULUM DEVELOPMENT IN A DYNAMIC MARKETPLACE

Sara G. N. Kerr, St. Catherine University
Mary U. Henderson, St. Catherine University

ABSTRACT

How can university business departments be responsive to dynamic marketplace needs from a curriculum perspective? In answer, we developed an expedited curriculum model by applying business theories such as corporate sustainability and creative strategy to the university curriculum development process. Business curriculum must be relevant and current in the eyes of students who are looking outside of academia for their business knowledge to MOOCs, Coursera, and for-profit certification programs. This model, another method for conceptualizing business curriculum, allows the university to stay in alignment with industry, while remaining true to mission and honoring the commitment to educating lifelong learners.

INTRODUCTION

Stories abound of college dropouts who have built impressive enterprises, such as Helen Gurley Brown, Dorothy Day, Steve Jobs, and Mark Zuckerberg. In the words of Steve Jobs, “I had no idea what I wanted to do with my life and no idea how college was going to help me figure it out.” (Jobs, 2005, para. 5). But they are the exception. Most (93%) Fortune 500 CEOs have at least a baccalaureate degree and 40% earned an M.B.A. (Wecker, 2012, para. 5). Clearly, business higher education is important, however today there are many choices outside of academia.

We have technology that makes launching and marketing a business easier than ever. However, the skills to lead and sustain a business do not come from lean startup methods, they come from business education that teaches lifelong learning and critical thinking. Universities must be practical--teaching digital marketing skills as well as problem solving in ambiguous situations (Tauber, 2013, para. 17). The challenge for many universities is meeting marketplace needs on pace with their evolution while simultaneously competing with new education options.

This paper describes a model for expedited curriculum development, which prepares students to adapt to the ever-changing marketing workplace. This model reflects the connectivity and necessary responsiveness between industry and the university. They are, after all, stakeholders on the same supply chain where the ultimate consumer is the student. Since both entities are operating with limited resources, sharing knowledge and best practices is essential. This model demonstrates that by industry communicating changing needs and expectations, the university can respond quickly with innovative curriculum. The first section of this paper outlines the traditional curriculum development process. The next sections present relevant tenets of sustainability and the application of a creative strategy process to curriculum development. These are followed by a discussion of marketplace responses to business needs including MOOCs, Coursera, and internet-based social media certification programs. The final section presents an alternative approach, which is our expedited curriculum development model.

OVERVIEW OF TRADITIONAL CURRICULUM DEVELOPMENT IN HIGHER EDUCATION

Curriculum review and development is an ongoing activity within a higher education institution. Ongoing curriculum changes occur with adjustments and changes made based upon the instructor’s expertise, faculty input, student feedback, and the marketplace trends. The competitive landscape in higher education is larger and more complex today given the increasing number of educational options including the availability of online programs. In addition to updating existing classes, faculty members often create new courses and majors within their disciplines. They conceptualize and research the ideas for the content and framework of these new courses and/or majors. Depending on the institution, the next steps involve approval by the department, appropriate faculty committee(s), and other entities according to their respective governance structure at the institution. Curriculum needs to be aligned with the mission of the university or college and its stakeholders. Sampson
and Betters-Reed (2008) state: “In fact, the idea that schools evaluate how well it accomplishes its mission is of vital importance to all business programs and stakeholders.” (p. 25) The curriculum should be relevant in preparing lifelong learners; some would add that it must be practical in educating students for the opportunities in the marketplace of today and the future.

While the role of traditional curriculum development is explicit, the process as articulated above is intricate. University governance communicates the steps faculty must follow, however there are sometimes unwritten practices that represent a compelling role in the approval proceedings.

**TENETS OF SUSTAINABILITY**

The 1987 Brundtland Report from the United Nations defines sustainable development as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs” (p. 37). John Elkington (1997) translated these ideas into a concept he calls “Triple Bottom Line Accounting” (p. 2) that focuses on “economic prosperity, environmental quality and -- the element which business has tended to overlook -- social justice” (p. 2). Colloquially, “Triple Bottom Line Accounting” is defined as “three Ps: profit, people and planet” by The Economist (2009). Dunphy, Griffiths, and Benn (2007) created in Organizational Change for Corporate Sustainability a “guidebook for corporate change agents . . . on how to implement the changes that make organizations more sustainable and also more sustaining of the environment and society” (p. 5).

For the purposes of this section, we propose to apply three tenets of sustainability from Dunphy et al. (2007) to the curriculum development process with the goal of flattening the hierarchy embedded in the process. We examine how sustainability initiatives manifest in ways including efficiency gains (p. 118), adding value through innovation (p. 122), and repurposing assets. These tenets of sustainability meet the definition of “Triple Bottom Line Accounting” (Elkington, 1997, p. 2) maintaining and/or growing enrollment (profit), providing students with hirable skills (people), and efficiently using resources (planet).

Efficiency is not simply a reduction of inputs; it is also a reduction of complexity. Given the elaborate nature of curriculum development, reengineering the process to be quick, flexible, low cost, and to deliver value to students and the marketplace (Hammer & Champy, 2009, p. 2) means new curriculum can adeptly meet the needs of all stakeholders. For example, a university could create a streamlined curriculum application process that clearly outlines the important details for review by the committee, including a financial impact analysis and substantiation for the proposal. This committee would need to meet regularly and frequently. By revamping the application and approval process through the lens of efficiency, professors will save both their time and that of the curriculum review committee. Dunphy et al. (2007) echo this concept in Organizational Change for Corporate Sustainability in stating:

> Re-engineering can result in positive benefits such as a reduction in the number of levels in the organizational hierarchies, a refocusing of activities and resources on the core business, the elimination of non-value added activities, the outsourcing of non-core businesses and the simplification of work flows that cross traditional functional boundaries (p. 119).

Consequently, applying corporate sustainability practices to university curriculum conventions could result in a myriad of systemic efficiencies.

The second aspect of an efficient curriculum development and review process is putting forth more innovative and unique curricular ideas. The rigorous application process places more emphasis on a well-researched proposal which yields better ideas. Dunphy et al. (2007) posit this idea as another form of efficiency:

> ...performance improvement comes from increasing flexibility through innovation, that is, maintaining the ability to monitor, respond to or even anticipate changing marketing demands. The key to success here is to move in speedily with appropriate products or services to meet emerging demands. (p. 122)

This is in alignment with Wheeler, Colbert, and Freeman’s (2003) assertion: “We believe that a business model that places value creation at its core will allow concepts of CSR [corporate social responsibility], sustainability and stakeholder approach to find their natural homes, whether at a strategic or a managerial level” (2003, p. 2). In application to curriculum development, we believe a more efficient system allows for faster research, proposal, assessment, approval, and establishment of innovative academic programs.

The third and perhaps best-known tenet of sustainability is reuse. Typically, we associate reuse with tangible assets such as buildings. Eli Blevis (2007) created a rubric for his perspective on sustainable interactive design that imbues a sustainability perspective to decision-making, “Sustainability concerns can be integrated into existing design methods or new design methods in a manner that yields sustainable interaction design as a practice” (2007, p. 506). The rubric includes the following precepts:

---

MMA Fall Educators’ Conference – 2013

24


**Refereed Papers**

- Achieving longevity of use—does the design allow for long term use of physical materials by a single owner without transfer of ownership, directly or indirectly and even if the primary material of the design is digital material?
- Sharing for maximal use—does the design allow for use of physical materials by many people as a construct of dynamic ownership, directly or indirectly and even if the primary material of the design is digital material? (2007, p. 506)

We suggest that individual courses should be approached the same way. For example, sales and marketing are the majors most affected by digital media. With the rise of social selling and its emphasis on content creation to turn buyers into customers (Brenner, 2013, para. 4), a more sustainable approach to preparing these students is to incorporate courses from elsewhere within the university such as English for writing versus generating a new class specifically for sales students.

**CREATIVE STRATEGY**

Can creative strategy be applied to curriculum development? In his book, *Creative Strategy: A Guide to Innovation* (2013), William Duggan asserts that his methodology is applicable to any problem. Duggan’s strategy is based on breaking down problems into parts, searching for past successes to similar dilemmas from any industry, and then making a new combination of these successes to form a new creative strategy. This methodology makes up Duggan’s insight matrix.

An important element to Duggan’s system is speed—problem identification and its breakdown into components should be quick. It must involve relevant participants. Duggan calls it rapid appraisal, “a set of iterative interview and research techniques that gain insight into a complex problem.” (p. 13). This phase must include the leaders who will ultimately decide which course to innovate with and those that will do the work. In marketing education, faculty interact with local organizations, read business journals, follow companies in digital media, and simply drop by one another’s office to chat—all forms of rapid appraisal.

The next step, the “what works scan” requires looking for existing solutions (precedents) to any part of the problem. These two steps (“rapid appraisal” and the “what works scan”) highlight a key difference from other innovation strategies—more time is spent in finding solutions instead of defining the problem. One key, Duggan (2013) notes, is to look for problem-solving precedents outside of one’s industry. The second is to look for precedents that solve part of the problem very well instead of searching for a best practice that works in many situations most of the time. Participants must seek specific solutions and create a list of them by source and the problem they solve (p. 37). The precedent list must be detailed including costs, staffing, and time requirements. From a solution perspective, this is a paradigm shift: it requires finding examples outside of one’s industry. Table 1: Insight Matrix is an example of Duggan’s (2013) theory applied to higher education curriculum development.

The insight matrix attempts to solve the problem of educating business students to meet employer and marketplace needs. The problem is broken down into elements that collectively define it ranging from the rapid evolution of social media to budget constraints and the university approval process. For each problem element, solutions come from within and outside of academia including sustainability, manufacturing and news curation.

From this insight matrix the academic department can apply the reuse philosophy of sustainability to the problem element of available courses by looking outside of the business department and into the liberal arts or graduate school. The matrix also demonstrates multiple solution sources including for-profit training centers and online news curation. Based on the options presented, the innovation team would come up with strategies to solve the greater problem.

The last step—combining the precedents into new solutions—must include the leaders who will ultimately choose the winning strategy and those that will implement it. This can be done in a formal workshop setting such as annual departmental retreat. In this workshop the creative strategists—those that come up with the precedents—present their findings. The entire group is divided up and each small group is charged with creatively combining the elements and precedents into a new innovative solution (Duggan, 2013, p. 42). The workshop participants rejoin one another to debate and select the best combination to the problem.

In this example, the workshop might include professors from outside the business department, members of the faculty curriculum approval committee, the university’s own marketing department, and possibly corporate partners. Many of these people would have been interviewed as part of the original problem definition process. From this workshop, possible solutions could include developing social media coursework to augment the existing majors or even developing a new major focused on interactive marketing by incorporating existing coursework. The team that designed the chosen solution would implement it. Thus, if the selected solution were to create a new major, then the strategists that proposed it would lead its implementation. The participatory nature of this process uses the ideas of internal players instead of only those of outside consultants. Duggan (2013) states “people work harder for their own ideas versus someone else’s” (p. 45) which means a greater level of
commitment by workshop participants towards the strategy’s success.

**MARKET RESPONSES**

A new approach to curriculum development is necessary because students look outside of the university construct to learn what they need to know. In other words, if universities do not provide relevant sales and marketing classes and programs, then business will step in and develop the necessary coursework for a profit. We see three major movements in providing knowledge occurring: MOOCs, Coursera, and for-profit certification.

Notable among innovations in education are MOOCs. Many Ivy League and other universities now feature these online courses free to the public. Pritchard (2013) states, “Online Learning Hits a Tipping Point: Computer based education is becoming a practical option for many students.” (p. 127). From free “massive open online courses” to accredited online universities, it provides a cheaper, more flexible alternative to traditional college.” (Young, 2013). These courses have become popular very quickly and are available to large audiences.

Coursera, a start-up by two Stanford University faculty members, entered the realm of higher education in 2012. It caught on quickly when “...more than 1,750,000 individuals began online lessons...” (Gwynne, 2013, para. 2). Coursera is another avenue for business students to possibly seek knowledge.

An interesting development in digital marketing is the introduction of business training to both prepare potential hires and more equitably assess job seekers skill sets. The Social Lights Digital Marketing Agency recently introduced a community manager training program and certification (Social Lights, 2013, para. 1) in order to prepare candidates for jobs in social media. Likewise, the National Institute for Social Media states in their candidate brochure, “The purpose of the NISM Social Media Strategist (SMS) certification exam is to validate the foundational skills required of general operators serving in vocations requiring the use of social media” (NISM Social Media Strategist, 2012, p. 5). These programs--launched in 2013 and 2012 respectively-- are evidence of the marketplace responding to job seekers needs.

Sales and marketing students must prepare for the complex, dynamic realities of their chosen professions. This could mean that higher education business programs should think differently about the curriculum to align it with the significant changes in the marketplace. Trends and opportunities will cause companies to change and innovate in the marketplace. Essentially, organizations will revise how they do business. Will business programs in higher education change their curriculum to align with the changing needs of the marketplace?

**EXPEDITED CURRICULUM DEVELOPMENT**

Our model presents a contemporary approach of looking at meeting the educational needs of students by reengineering the curriculum development process to be nimble, responsive, and leading. Fink (2003) in *Creating Significant Learning Experiences* proposes that:

We can continue to follow traditional ways of teaching, repeating the same practices that we and others in our disciplines have used for years. Or we can dare to dream about doing something different, something special in our courses that would significantly improve the quality of student learning (p. 1).

The Expedited Curriculum Development model illustrates a new way of designing sustainable curriculum in a quick and nimble manner, which is responsive to the changing needs and expectations within industry. The outcome goal is to prepare performance-ready marketing graduates for a profession which is experiencing significant change. The model, described below, is an ongoing process rather than a linear one that simply stops after the final step, assessment.

1. **Ongoing Marketplace Appraisal** -- Create a culture of ongoing marketplace appraisal that is freely shared within the institution. This ongoing environmental scan is necessary for students and faculty to stay current with changes in industry.
2. **Opportunities and Gaps**: Identify opportunity or gap within curriculum based upon appraisal of the marketplace.
3. **Research**: Conduct research in the marketplace and among other higher education institutions.
4. **Ideas**: Develop ideas for updates to curriculum or necessary new programs.
5. **Tests**: Test concepts with business professionals within the marketplace.
6. **Refinement**: Update concepts based upon input from business professionals.
7. **Curriculum**: Propose plan for new (course or minor or major) curriculum to a work group of academic peers.
8. **Approval**: Earn approval to proceed with new curriculum.
9. **Launch**: Launch initiative.
10. **Assessment**: Assess afterward and make adjustments.
In practice, this model was applied to develop a new graduate degree concentration over a 6-month period. In December marketplace data was circulated with opportunities quickly identified. Research was conducted in January with ideas proposed in February. Testing and refinement occurred in March and April. The new concentration curriculum was presented in April, approved in May, and launched in June. This model works particularly well when curriculum decisions are made by a faculty governance committee comprised of individuals who trust one another and generally understand the affected academic program.

CONCLUSION

The Expedited Curriculum Development model reflects a new approach for responsive curriculum design amidst an environment of rapid change, technological advancements, increasing competition in the higher education space, and students’ more frequently voiced expectations about value for their tuition dollars. This model, another method for conceptualizing business curriculum, allows the university to stay in alignment with industry, while remaining true to mission and the commitment to educating lifelong learners.

REFERENCES


Taub, T. (April 29, 2013). If MBAs are useless, we’re all in big trouble. Quartz. Retrieved from http://qz.com/79042/if-MBAs-are-obsolete-were-all-in-big-trouble/


For further information contact:
Sara G. N. Kerr
St. Catherine University
2004 Randolph Ave, F-30
St. Paul, MN 55105
(651) 447-9717
sgkerr@stkate.edu
ZERO TO ONLINE RETAIL ENTREPRENEUR IN A SEMESTER: AN EXPERIENTIAL LEARNING APPROACH TO TEACHING E-RETAILING

Archana Kumar, Montclair State University
Avinandan Mukherjee, Montclair State University
John McGinnis, Montclair State University

EXTENDED ABSTRACT

Experiential learning has emerged as a significant pedagogy for business school programs (Daly, 2001). According to Kolb (1984, p. 38), experiential learning is “a process whereby knowledge is created through the transformation of experience.” When experiential learning is involved, students become actively engaged in creating their own knowledge (Morgan, Allen, Moore, Atkinson, & Snow, 1987). The traditional pedagogical styles may not be effective for teaching dynamic areas within marketing such retailing, and electronic marketing. The need for experiential learning is paramount in a more applied course such as electronic retailing which incorporates concepts from several basic courses such as retail management, market research, and consumer behavior. The purpose of this paper is to outline the design, implementation and assessment of a new undergraduate course in electronic retailing that successfully imbibes experiential learning and entrepreneurial thinking as its core philosophy.

If the goal is to teach students to become online retail entrepreneurs, completing a course in e-commerce alone will not be sufficient. A course in e-retailing has to provide students with some key concepts such as online market research, online consumer behavior, online store atmospherics, search engine marketing and search engine optimization strategies. Some of these concepts may be covered in a traditional e-commerce course but there is a need for a specialized course if the objective is to simulate the experiences of conducting an online retail business.

The primary objective of the new course was for students to experience the steps of starting their own online retail business. In this course, students were challenged to become online retail entrepreneurs and were assigned to design, develop, and sell School of Business themed-merchandise online. The course had a 14 week schedule with several topics relevant to online and multi-channel retailing discussed and implemented each week. Since this was a hands-on course, the number of students that could take the course was limited to 10. Each student was asked to provide capital of $100 in lieu of a textbook. Students were told at the beginning of the course that there was a chance they could earn back their investment if they successfully sold their merchandise. However, students were informed that once the break-even point was reached, all profits would be donated to a non-profit student honors society.

An experiential learning environment was created for the course to maximize student participation and learning. During each class session, students were briefed about a particular topic and were then taken to a real-world scenario where they implemented it. The course started with a brief introduction to e-tailing and multi-channel retailing followed by a lesson on selling merchandise through E-Bay. The next step was to discuss the various components of an online business plan and market research to identify potential customer segments that would purchase School of Business themed merchandise. Based on their market research students decided to focus on two potential customer segments – current students and parents. By the end of Week 3, students came up with ideas for the products and after several rounds of discussions narrowed down their products to four product categories – t-shirt, aluminum water bottle, tote bag, and care packages. Designing the products proved to be time consuming as students had limited access to computer labs with photo editing software. The final design of the products was completed by the end of Week 5. In the meantime, students contacted various vendors to source their products. An issue that was discussed at this stage was whether students should source their merchandise from an overseas supplier or purchase it from a local supplier. Because of the limited timeframe, students decided to source it locally. Once the products were designed, students finalized a vendor and placed orders.
The next step was to develop a website to sell the products. Students compared various web application providers and assessed the pros and cons of each provider. Once the merchandise was received, pictures were uploaded on a selected template. To create a true multi-channel experience, students offered two shipping options – shipping directly to an address or picking the merchandise for free on campus. On week 10, the website went live and it was advertised through the student newspaper, email announcements, social media, and flyers. The next step was to learn search engine optimization and web analytics. The instructor gave an overview of SEO, Google Adwords, and Google Analytics. Students used a $100 promotional coupon from Google Adwords to promote the site on Google search engine platform. They bid on various keywords and determined the ones that led to clicks and purchases. The last week was devoted to a recap of their learning, assessment of the website, and informal feedback from students. At the end of the course, students made back $46.50 out of the $100 that they invested in the course.

The success of the course was measured by two approaches – instructor assessment of student performance and student assessment of instructor performance. The instructor assessed student performance at various stages of the course by evaluating six assignments, one final written project, real-time performance of the website, real-time performance of search engine marketing (Google Adwords) strategies, and a final oral presentation. An instructor-developed rubric was used to evaluate student performance on two key dimensions – (a) skillsets and (b) content knowledge. Skillsets were evaluated by assessing factors such as resource utilization, practical application, critical thinking, entrepreneurship and leadership, writing skills, and marketing strategy development. Content knowledge was evaluated by assessing factors such as topic understanding, product development, market segmentation, brand positioning, and consumer analysis. On average, 90% of the students met or exceeded the course learning expectations at each stage of the assessment. Instructor performance was assessed a survey at the end of the semester. The outcome was effective and the students appeared to be satisfied with the course. The highest score (Mean = 5.0) pertained to the professor encouraging students to express themselves freely and openly. This is a true hallmark of experiential learning wherein students are given avenues to think creatively and experiment freely. Further, when compared with a traditional retailing course taught by the same instructor, the t-test results indicated that instructor performance perceived by students was significantly higher for the new course in four key areas – encouraging critical thinking; encouraging students to think freely and openly; recommending the instructor to a friend; and delivering the course with excellence according the School’s standards. This indicates that the new course is perceived as being successful by the students by encouraging critical thinking and learning.

It is clear that providing students with a real-world experience is a necessity in marketing education today. Based on the direct observation of the course and based on informal and formal feedback from students, the new course on e-retailing has demonstrated its effectiveness. The course was faced with few challenges which have to be addressed in order to make it more effective. One way to reduce the problem of limited time is to split the course into two semesters. In order to replicate the real-life scenario further, it could be offered as an interdisciplinary course combining with other departments such as graphic design, apparel and fashion studies, and communications. Further, a similar approach of experiential teaching and learning can be adapted to other marketing courses. Finally, the course epitomizes the spirit of entrepreneurship by allowing students to become future independent business owners if they chose to. This course provides implications for educational administrators to encourage similar courses with experiential learning principles to be diffused throughout the business school curriculum.

REFERENCES


For further information contact:
Archana Kumar
School of Business, Department of Marketing
Montclair State University
1, Normal Avenue,
Montclair, NJ 07048
(973) 655-3001
kumara@mail.montclair.edu
DIGITALIZING STUDENT ENGAGEMENT THEORY IN BUSINESS PROGRAMS: 
A COMPARATIVE STUDY AMONGST MULTIPLE UNIVERSITY RESEARCH INSTITUTIONS

Sarit J. Levy, University of Miami
Aaron D. Joyal, University of Memphis
Anne K. Hoel, University of Wisconsin
William Muraco, University of Toledo

EXTENDED ABSTRACT

Digital tools and technology are utilized within multiple business courses at the university level as an aide to enhance the students’ learning processes. Within the confines of the classroom, students can often lose interest unless an instructor uses multiple mediums to arouse engagement. The usage of technological and social media tools by both the instructor and student assist in forming a reciprocal common bond between the two. In addition, this relationship allows for an increase in performance within the classroom, and student perception of increased employability. The current research study looks into the student’s perception of digital tools used in the local classroom, specific tools for differing majors, and future research of enhancing the learning process for students and instructors alike.

Students today are not simply working in collaborative environments but with the aid of knowledge sharing through digital technologies and tools. The deployment of technology has transformed students’ lives academically, personally, and professionally. Whether or not educators today are preparing their curriculum for the new generation of interactive learners may depend on the socio behavioral context within the classroom. The impact of human computer interaction (HCI) pedagogy has progressed to now include the understanding of current technological systems at large, as well as novel communication style. The Net Generation millennial is now utilizing various modalities to maximize their learning, and the reciprocity of the relationship between instructor and student often crosses boundaries where both parties become the mentors in the relationship (Hoel, Levy, Robertson, Rollins, & Sams, 2012).

This study demonstrates the upward significance of the relationship between student and faculty as both have a reciprocal knowledge that the other understands. Furthermore, the environment within the classroom becomes a knowledge cluster that allows for accessing, exchanging, capturing, and generating new knowledge within the learning process (Faiola, 2007) and (Decarolis & Deeds, 1999). In further exploring this relationship, it is demonstrated that students who are learning in a digital comfort zone choose to be more engaged within and outside the classroom. This student becomes a “Green Guru”, (Levy, 2012) in that they not only use sustainable methodologies to enhance their performance in the classroom, but also on required assignments. The motivation behind the performance is fueled by the understanding and application of that knowledge, and the comfortable environment the educator generates by and through their digital instruction. The consistent engagement between the instructor and student ultimately creates a better candidate for employability in their respective fields during and after their tenure within their respective university business program.

The theoretical underpinnings for this research are grounded in three separate and different theories; the Knowledge Based Theory (KBT) (Decarolis & Deeds, 1999), the Human Computer Interaction theory (HCI), and Engagement Theory (ET) (O’Brien & Toms, 2008).

REFERENCES

Refereed Papers


For further information contact:
Sarit J. Levy
School of Business Administration
Marketing Department
University of Miami
5250 University Drive
501 Kosar Epstein Bldg.
Coral Gables, Fl 33124-6554
(305) 284-5935
levy@bus.miami.edu
INTEGRATING LOCATION INTELLIGENCE INTO BUSINESS AND MARKETING CURRICULA

Fred L. Miller, Murray State University

EXTENDED ABSTRACT

Location intelligence uses desktop and online geographic information systems (GIS) to apply spatial analytical tools to business decision making. However, for various reasons, the rate of adoption of these tools in business schools and marketing programs has lagged behind that of practitioners. This paper offers a systematic plan and innovative approach for integrating these tools into several courses in the business core and marketing curricula. It discusses four different levels of commitment available to business schools and marketing departments, the resource commitment required by each as well as appropriate learning objectives at each level.

The first level focuses on business core classes and describes tools that can be used to introduce every business student to relevant applications of spatial tools. Target courses for this approach include the basic marketing, information technology and global business courses. Learning activities are relatively brief, highly focused and available in Web-based mapping portals, which illustrate basic spatial analytical processes and their role in decision making.

This approach is also appropriate for the second level of integration, deployment across several courses in the Marketing curriculum. This approach targets marketing majors and focuses on the most common location intelligence applications in a variety of courses. These include environmental scanning, market area analysis, site selection, global market assessment, sales territory design and customer profiling, segmenting and targeting. Online exercises are coordinated with course material to illustrate how these technologies are used to make marketing decisions.

The third level of commitment is a dedicated Location Intelligence in Marketing course. It uses more extensive desktop and online GIS systems to expand students’ analytical skills in the application areas mentioned above. In addition, the role of spatial technologies in enterprise communication and promotion programs is addressed. Also, students enhance their skills in designing and sharing mapping resources across the enterprise to enable other marketing managers to apply location intelligence in their decision making.

The fourth level of commitment, a Location Intelligence option/minor/certificate includes multiple courses in Location Intelligence as well as supplemental offerings in geography, information technology and/or eCommerce, depending upon the focus of the institution and its students. Students in these courses expand their ability to use the analytical tools of location intelligence, develop advanced communication and promotion programs and manage enterprise portals for disseminating and sharing mapping resources.

The conference presentation of this abstract will describe each of these levels of commitment in more detail, explain and illustrate the location intelligence tools applications in each and discuss the learning objectives most appropriate for each tier of instruction. It will also illustrate the online and desktop tools that can be deployed in this effort by marketing departments.

Participants in the session will develop a better understanding of these technologies, their value as decision support tools in the marketing profession, the merits of their deployment in marketing course and the potential learning objectives they help marketing students achieve. This information will help Marketing departments and faculty understand the potential contribution of these technologies to practice and pedagogy in the field and determine whether and how to integrate them into their programs.
For further information contact:
Fred L. Miller
Hutchens Distinguished Professor of Marketing and Business GIS
Arthur J. Bauernfeind College of Business
Murray State University
Murray, Kentucky 42071
(270) 809-6206
fmiller@murraystate.edu
LET'S SASHAY WITH A SALES MANAGER:  
INTERACTIVE LEARNING IN A SALES MANAGEMENT CLASS

Linda Greef Mullen, Georgia Southern University
Lindsay RE Larson, Georgia Southern University

EXTENDED ABSTRACT

Experiential learning is an excellent opportunity for students to observe first-hand the material presented within the classroom. The Sashay with a Sales Manager (SWASM) project has proven to be the solution for sales management students to achieve this type of experience. In this semester long project, students shadow a sales manager while completing several related mini-assignments. Results are positive, as reported both by students and sales managers who have participated. Additional benefits for both parties included job offers and internships. Finally, companies involved in the project were receptive to furthering their relationships with the University Sales Center. Sales professionals, students and Centers all found substantial value from this assignment.

Efforts to enhance university marketing curriculum has increasingly turned towards student-centered approaches to learning, not just as a response to the desires of the current student cohort for hands-on experience, but also as a response to the needs and interests of the business community (Lamont & Friedman 1997) and the push from educational research for more holistic approaches to learning (Whetten, 2007). Kolb’s (1984) learning cycle would suggest that in order to foster deeper knowledge, curriculum should include a concrete experience as well as reflective observation. Business schools have long sought to introduce concrete learning opportunities and realism into the classroom due to the practical nature of the discipline itself, such as case studies, role plays, simulations, field projects, internships and team learning (Gentry, 1990). As an applied discipline, sales and sales management are a clear fit for these types of active learning project. Previous publications regarding the use of an active component for sales students have explored projects in which students sell an actual product (Inks, Schetzlsle & Avila 2011), and others in which students are merely involved in simulations (Bobot 2010).

The current project, Sashay with a Sales Manager (SWASM), was adapted from a previous project taken from the College of Agricultural Sciences and Natural Resources at Oklahoma State (Ellis, 2002). Several instructors have adapted this project for shadowing sales people, but to the authors’ knowledge, none have adapted the activity to include shadowing sales managers. Sales managers proved a stronger contact for networking in the student’s area of interest than a sales person. Students learn techniques in: phone etiquette, emailing, memo formatting, business attire and communication through the seven step process required to complete the project. They also build a better understanding of what qualities and abilities management looks for in their sales force.

The instructions given to students were to contact a sales manager willing to be interviewed and shadowed. Students were encouraged to set up their SWASM with a sales manager in the student’s area of interest, and areas of interest were widespread. The sales manager was urged to make a sales call if possible or discuss the management of a sales force within the company. Students were to keep a journal, while observing the sales manager’s activities for the day and report on one call or activity that the student found most interesting. Finally, the sales manager would evaluate the student’s day with the manager and also the likelihood that this student could be hired by the company if a position were available.

One hundred and twenty-five sales management students at a Southeastern University located (on their own or from previous business participants), contacted, and shadowed a sales manager in a semester long project. Students were levels junior to senior, enrolled in a sales management course. Approximately, 80% of the students were in a sales emphasis program and had taken previous sales classes. The project involved seven individual assignments that could be placed online or administered in class. The assignments involve memos, phone call etiquette, evaluations, amongst other varied items. The student was prepared through these exercises to shadow the sales manager, look for relevant information from the manager and ask valuable questions of the manager.
In a post-experience review, 100% of the participants and sales managers felt positively about the project. The SWASM proved to be more than a one-time event. Internships, full-time positions, and donations of time and funding to the university sales program resulted. Sales managers asked to be contacted again for this or any other projects the class might need. The students brought into the Sales Center a group of sales managers that may have otherwise gone undetected. Finally, students benefited from the experientially learning experience by observing the sales managers activities first-hand.

REFERENCES


For further information contact:
Linda Greef Mullen
College of Business, Marketing and Logistics
Georgia Southern University
PO Box 8154
Statesboro, Georgia 30460
(912) 536-3597
lgmullen@georgiasouthern.edu
THE RELEVANCE OF ETHICS, CSR, AND SUSTAINABILITY TOPICS IN THE BUSINESS SCHOOL AND MARKETING CURRICULA: AN INITIAL SURVEY OF DEANS AND DEPARTMENT HEADS

Jeananne Nicholls, Slippery Rock University
Charles B. Ragland, The University of Toledo
Kurt Schimmel, Slippery Rock University
Joseph F. Hair, Jr., Kennesaw State University

EXTENDED ABSTRACT

Based on a survey of deans and marketing department chairs, this study explores the business and marketing curriculum in the areas of ethics, CSR, and sustainability.

Accrediting bodies such as AACSB and the business community are pushing for the topics of ethics, corporate social responsibility (CSR), and sustainability to be included in the marketing curriculum (Nicholls, Hair, Ragland, & Schimmel, 2013). Increasingly business students at both the graduate and undergraduate level are exposed to these topics either through standalone courses or topics integrated throughout the curriculum (Nicholls, et al., 2013; Rundle-Thiele & Wymer, 2010; Stubbs & Schapper, 2011).

This study examines whether business school deans and marketing department heads believe ethics, CSR, and sustainability are important topics since they are increasingly a focus of business policy and strategy, which in turn appears to be shaping the curriculum (Rutherford, Parks, Cavazos, & White, 2012). From the perspective of deans and marketing department heads, we explore (1) the benefits gained by students based on exposure to these topics, (2) the relative importance of knowledge of these topics following graduation, and (3) the level of support for faculty development and research in each of the topical areas. These issues suggest a bigger question “Do business school deans and marketing department heads actually believe these topics are important and should be required, or are they out of touch with marketplace realities?”

To answer these questions, an online survey was sent to business school deans and marketing department heads at approximately 480 AACSB International colleges and universities in the United States. The survey instrument was patterned after a questionnaire that focused on cross-functional education in the undergraduate marketing curriculum and surveyed department heads (Crittendon & Wilson, 2006). Informational interviews and extant literature were used to further frame the questions posed in the study. A total of 91 useable responses were received (~11 percent response rate), with 30 percent of the respondents being deans (27 respondents) and 70 percent marketing department heads (64 respondents).

Deans and marketing department heads indicated the percentage of courses that include the following topics: ethics (33 percent), CSR (15 percent), and sustainability (11 percent) of the courses. However, they strongly agree (on a 0 to 100 scale) that ethics is a necessity (mean = 83) and only somewhat agree that CSR and sustainability are a necessity (means = 66 and 64, respectively). When asked if they agree these topics are important since they are increasingly a focus of organizations, they only somewhat agree that ethics (mean = 63) is an important topic, and agree even less so that CSR (mean = 58) and sustainability (mean = 57) are important topics to be included in the curricula. Furthermore, they appear to be only somewhat above neutral (mid-point of 100 point scale) in their belief that understanding these topics provides students with a competitive advantage (means are ethics = 61; CSR = 53; sustainability = 53). Since ethics, CSR, and sustainability exhibit little support as required, important, or providing graduates with a competitive advantage, there appears to be a disconnect between industry’s expectations that graduates have knowledge of these topics and perceptions of deans and department heads regarding the necessity to include the topics or provide graduates with a competitive advantage post-graduation.
Based on the above results, it is not surprising that deans and department heads indicate minimal research funding is available for ethics (10 percent), CSR (7 percent), and sustainability (12 percent). Since, the allocation of resources directly speaks to the importance of an area (Dellestrand & Kappen, 2011), the lack of financial support for research on these topics may indicate the topics are not considered important academic endeavors, or it may simply represent a lack of knowledge of their importance. Since industry perspectives support additional coverage of these topics, however, it appears there is a need for additional research in these areas.

When asked their level of agreement with the educational results derived from studying these topics, deans and department heads somewhat agree that ethics education enhances students’ abilities in the ethical decision making process (mean = 63). Surprisingly, there is lower agreement that CSR education helps students understand an organization’s responsibilities to external stakeholders (56), and they were neutral in their agreement with the statement that sustainability education enhances a student’s abilities to understand the obligations an organization has to society and the environment (49). Additionally, administrators somewhat agree that ethics topics enhance student’s skills and abilities (64), and agree to a lesser extent that CSR (55) and sustainability (52) provide needed skills and abilities. Similarly, ethics education is perceived as having the most important results post-graduation, while sustainability has the least. These results may be due in part to the relative maturity of the ethics discipline compared to the other two topics.

Indicating their level of agreement regarding students’ use and recall of ethics, CSR, and sustainability knowledge gained from other courses in the completion of marketing projects, administrators responded with a mean score of only 4 for ethics, CSR, and sustainability on a scale of 0 (Strongly Disagree) to 10 (Strongly Agree). These results indicate a slightly negative perception that students recall or utilize previously presented material regarding these topics in later marketing projects (that is they are lacking in these areas).

These findings likely do not represent students’ actual use or recall of these topics. Rather, it is quite possible faculty are not requiring them to utilize the material. In a related question regarding undergraduate and graduate students being encouraged by faculty to recall their knowledge of ethics, CSR and sustainability from business courses in their marketing projects, the results (10 point scale) were as follows: ethics and CSR (5) and sustainability (4). These scores indicate a neutral to somewhat negative perception that faculty are encouraging the inclusion of these topics in marketing projects and may explain the recall results. For example, if faculty are not requiring the material in assignments, why would students retain it in their memory for later use?

The results of this study are mixed. Deans and department heads report moderately weak agreement with regard to the importance of ethics, CSR, and sustainability, or the results students gain from the inclusion of these topics in the curriculum. But they may simply be misinformed. It is not surprising there is little funding support for research in these topical areas since it appears deans and marketing department heads do not believe these areas are important, or provide students with a competitive advantage. Furthermore, the impression that faculty may not be requiring coverage of the topics in marketing projects is an area of concern. We also realize, however, that marketing departments are responsible for coverage of a breadth of topical areas ranging from consumer behavior and sales, to market research and data modeling. Given the scope of material that falls under the purview of marketing, these results may not be surprising, but should definitely spark a dialogue.

Jeananne Nicholls
Slippery Rock University
1 Morrow Way, ECB 010A
Slippery Rock, PA 16057
(724) 738-4386
jeananne.nicholls@sru.edu
RECONSIDERING THE PRINCIPLES OF MARKETING COURSE: MARKETING THE PROFESSION WHILE TEACHING THE DISCIPLINE

Ellen S. Novar, Wilmington College

EXTENDED ABSTRACT

This paper investigates the research on how students select academic majors and careers and if faculty can influence the decision. The author contends Marketing faculty often influence student choice of major and career and should be involved in that decision where possible. The introductory marketing course offers the opportunity for faculty to promote the broad career options available to marketers along with career development exercises. The course allows for this instruction and guidance to take place for many reasons. First, part of marketing is learning how to market oneself so it is entirely appropriate to cover material related to one’s professional development within the course. This helps all students in the course regardless of major and, therefore, is an appropriate objective of the course that can benefit students for life. It helps to address criticisms of colleges that they are not graduating career-ready students. Second, career development exercises allow students to learn more about careers in the field potentially leading to recruitment of more students to the major or minor. Third, student retention increases when they are focused and committed to a career goal.

Although the raw numbers of marketing majors are slowing growing, the overall percentage of students earning baccalaureate degrees in Marketing has fallen from 2.1 percent in the 2008-09 academic year to 1.92 percent in the 2010-11 academic year (National Center for Education Statistics). Concern about declining marketing enrollments is not new. Business schools and departments should be more deliberate in attempts to help students understand more about the major, the career path and how to prepare themselves for a successful job search. Prior research (detailed in the paper) on the topic points to these tactics: actively market the major to students; provide career information to students including through electronic means: e-mail and social media; involve parents in discussions early since the decision is often made before the student enters college; utilize the influence of fellow students, and reach out and educate high school counselors. For larger institutions who do not allow students to take an introductory marketing course until junior year, it is highly likely that the students will have already selected a business- or non-business major without the information provided about the field of marketing derived from the course. Schools who do not allow students to take the introductory course in marketing until junior year should reconsider this policy. Finally, marketing departments and/or faculty should partner with other departments on campus to attract marketing students.

How the introductory marketing course is taught and who teaches the course will influence student attitudes toward the major. Recommendations from prior research include having “star” faculty teach the introductory marketing course; use active-learning techniques in courses to build student perceptions of ability and/or aptitude; passionately marketing the discipline within the course; and inviting successful alumni as guest speakers.

While marketing faculty are working to increase the quantity of majors, they should also be preparing students for marketing careers. There are four reasons for this. First, students often procrastinate preparing for careers. Second, some naively expect good job offers to simply be waiting for them upon graduation. Third, many have insufficient knowledge of available career paths and their requirements. Fourth, many students fail to apply what they have learned about marketing to helping themselves achieve the desired positions.

Faculty should utilize the introductory marketing course to work with students on self-marketing projects including finding networking opportunities, reading through textbook appendices focusing on marketing careers, creating or enhancing résumé’s, and strengthening ties with professional associations, etc. For some business students, the Principles of Marketing course will be the only marketing course they will take. It represents an opportunity to help motivate and provide students the skills to begin marketing themselves for what might be an
Refereed Papers

...intensely competitive job market. This also helps business programs to stay compliant with AACSB standards requiring schools to include skill development (professional and career development) in the curriculum.

In the paper, the author presents a model for promoting the major and preparing students for careers within the introductory marketing course.

For further information contact:
Ellen S. Novar
Wilmington College
1870 Quaker Way
Box 1192
Wilmington, OH 45177
(937) 554-8926
ellen_novar@wilmington.edu
A SERVICES MARKETING PERSPECTIVE ON THE SHORT-TERM INTERNATIONAL STUDY TOUR

Peter A. Reday, Youngstown State University
Theresa Billiot, Cameron University
T.F.J. Steyn, Cameron University

ABSTRACT

This paper explores marketing of short-term (one to two week) international study tour programs to business students. A services marketing framework is used to define the target market and an appropriate marketing mix. The primary target market is business students who have low interest in studying abroad, not willing to take risks or tolerate ambiguity. Elements of the services marketing mix include the product, place, promotion, pricing, people, physical evidence, and process. These services marketing mix elements are discussed in relation to the primary target market for the short-term international study tour.

INTRODUCTION

Business schools are under pressure from university structures, accreditation bodies (e.g. the Association to Advance Collegiate Schools of Business [AACSB] (AACSB, 2013) or the Accreditation Council for Business Schools and Programs [ACBSP] (ACBSP 2013)), employers and even some students to increase internationalization of curricula. Many business schools offer courses in International Business, International Marketing, International Accounting, and/or International Finance. However in addition to courses, business schools are seeking ways of adding effective international experiences to the curriculum to bridge the theory-practice divide in international business education (Mughan & Kyvik, 2010; Hutchings, Jackson, & McEllister, 2002). Business schools understand that “a student in a professional program must be cognizant of international issues and possess the sensitivity to work in a diverse environment characterized by an alternative set of cultural, historical, political, social, religious, and economic issues” (Praetzel, Curcio & Dilorenzo, 1996, p.175; Toncar, Reid and Anderson, 2005).

However, business schools find it difficult to motivate students to participate in global experience initiatives. In 2005 the Lincoln Commission set a goal of one million U.S.A. students studying abroad annually (Commission on the Abraham Lincoln Study Abroad Fellowship Program, 2005). In 2012 it was estimated that participation is just above 250,000 annually. More troubling is that the base of participation is not increasing – groups without a tradition of participation therefore still do not participate (Salisbury, 2012). Institutions endeavoring to establish study abroad experiences consequently have a difficult time enabling students to appreciate these experiences.

This paper provides a perspective on the low participation problem by drawing a services marketing strategy framework to increase student participation in short-term international study tour programs (subsequently referred to as study tours). This will be done by considering the target market for study tours as well as a services marketing inspired marketing mix where seven marketing mix elements will be considered, namely product, place, promotion, price, people, physical evidence, and process.

THE TARGET MARKET

A variety of global experience programs are available to business schools for enriching student experiences. Kaufmann, Melton, Varner, Hoelscher, Schmidt & Spaulding (2011) identified four types of international experiential learning programs, namely: short-term study tours (one to two week faculty led visits to foreign countries with visits to foreign based companies and cultural institutions included); study abroad programs (semester long for credit experiences at a foreign partner university); international internships (semester long for credit living and working abroad experiences); and global marketing programs (interdisciplinary projects where a student group works on a project for a local client business but conducts research in a foreign country for a period of time).

Garver and Divine (2007) segmented business school students at a Midwestern university into four segments that would consider an international study experience. Segment 1 has a high interest in studying abroad, high tolerance for ambiguity, and willingness...
to take risks. Individuals classified under segment 1 prefer Europe and Australia as destinations and will more likely respond to messages emphasizing the experiential learning benefits of the experience. Segment 2 has a high interest in studying abroad, high tolerance for ambiguity, willingness to take risks, and some foreign language capability. Individuals constituting segment 2 prefer travel to South America and Australia, rather than to Europe, and will most likely respond to messages focusing on experiential learning in South America. Segment 3 exhibits similar characteristics to segment 1. Individuals in segment 3 are, however, concerned about the language, cost, and locations and will most likely respond to messages emphasizing low cost Anglophone European and Australian destinations. Segment 4 is least interest in studying abroad and least willing to take risks or tolerate ambiguity. Individuals included in segment 4 are focused on shorter experiences and consequently overwhelmingly prefers two week trips.

Garver and Divine (2007) concluded that segment 4 is often the least targeted, but perhaps has the most to gain from participating in a foreign experience. Therefore, the short-term study tour identified by Kaufmann et al. (2011) fits the needs of segment 4 best as the segment’s unwillingness to take risks or tolerate ambiguity necessitates faculty involvement.

THE MARKETING MIX

Product

A service product includes experience qualities (Zeithaml, Bitner, & Gremler, 2013). The experience qualities for a study tour include educational, professional, and cultural experiences. Educational experiences must include time for students to engage with and explore their new environment. In the study tour context company presentations and comparative projects can assist students in structured exploration of their environment. Since presentations are often passively received by students, student engagement should be ensured by requiring students to research the companies visited on the study tour and to ask questions during presentations by and meetings with company executives. With a comparative project, three person student groups select a business topic in their major that lends itself to comparisons between the country visited and the U.S.A. Direction of a comparative project before, during, and after the study tour should produce a gradable artifact that facilitates awarding academic credit for the study tour experience.

Professional experiences expose students to many of the elements of international business that are only briefly covered in texts. Company visits provide experiential learning opportunities (Duke, 2000; Moncreif, Shipp & Lamb, 1995) on these scantly covered topics by providing insights into how business is conducted in another country. Another professional experience might be for a student coming into contact with and learning to use the services of a concierge at a foreign hotel. Indirectly, professional experiences also relate to transportation experiences where students form an understanding of how to get to their business meeting in another country. This includes getting a passport and a visa (if necessary), securing an airline ticket, negotiating immigration and customs officials, and taking public transportation. Lastly, professional experiences also cover how to dress and act situation appropriate when in another country. Many students are unaware of what constitutes professional clothing and conduct in a foreign country. Students should, for example, be reminded to shave or tuck in their shirts (males), to dress modestly (males and females), not chew gum or not to wear baseball caps in meetings or at meals.

Dress and decorum also reflect cultural experience qualities as cultural conventions differ between countries. Acceptable and unacceptable dress and behavior are culturally determined and students need to be sensitized accordingly. Exposure to local cultural experiences (Richards, 2007; Schouten, 2007), interaction with locals (Gillespie, 2006), and trying out local cuisine (Montanari, 2006) however, forms the mainstay of cultural experience qualities wrapped in the study tour product.

Place

Country location, destinations in the foreign country and accommodations represent very important decisions about place for the study tour. Toncar et al. (2005) found that business students prefer Italy, France, and the United Kingdom (U.K.) as locations for study abroad programs. Given the characteristics of Kaufmann et al.’s (2011) segment 4 discussed above, the U.K. will probably prove to be the best alternative for study tours.

Destinations to visit in the foreign country are strongly related to the desired educational and cultural experience qualities of the product element discussed above. However, decisions about places to visit represent perhaps the most important element in attracting students to the study tour. Students have read about tourist destinations, seen them on TV, and want to cross them off their list of places to visit (Sachau, Brasher & Fee, 2010; Koernig, 2007). While visiting the U.K. for example, students will want to see Windsor Castle or the Tower of London.

As far as accommodations is concerned there may be some conflicting interests. Business professionals usually stay in four or five star hotels when traveling
overseas. For this reason it also makes sense to expose students to upscale accommodations on a study tour. Such lavish accommodations will, however, increase the cost of study tour participation for students (see below for a discussion on study tour prices).

**Promotion**

The conventional promotion mix for a service includes decisions on salespeople, advertising, sales promotion, and publicity (Zeithaml et al., 2013). Consistent with consumer behavior theories of perception, exposure, attention, and comprehension (Babin & Harris, 2013), Albers-Miller, Prenshaw and Straughan (1999) found that of U.S.A. college and university students, 29.6% were not aware their school offered study abroad programs, 41.2% admitted they had seen information about their school’s study abroad program, but only 17.2% knew a lot about the program. This suggests one of the keys to increasing student participation is enhancing awareness of the program and convincing students of the value of participation. Unfortunately, however, not all students, listen to their advisors, read their emails, watch university billboards or pay attention to social media. A good promotional technique would be to utilize student ambassadors—i.e. students who have previously participated in a study tour—to act as a reference group for positive word-of-mouth information. According to Solomon (2013) reference group influence can be important when the product is complex and high in perceived risk.

Irrespective of the promotional vehicle used, the message should create excitement and anticipation with students while helping them to make bigger picture connections between their own frame of reference and anticipated study tour experiences. For example, billing a visit to Christchurch College at Oxford University where much of Harry Potter was filmed is much more relatable and relevant to students than merely stating that Oxford University will be visited.

**Price**

Important price related aspects concerning services include price level and payment terms. Due to the intangibility of services, price levels perform an important signaling function for a service. The price level of a service communicates something about the anticipated quality of the service (Zeithaml et al., 2013). In this respect the study tour is confronted with conflicting interests. On the one hand a study tour should be affordably priced, but on the other hand pricing it too low may signal an inferior quality experience to the target market (Docters, Reopel, Sun & Tanny, 2004). Add to this the desirability of upscale accommodations (see above) and it follows that study tour prices should be set at medium to higher levels to make provision for more desirable accommodations while simultaneously signaling a quality experience to the target market. This does not remove the need to satisfy the generally important affordability requirement set by students considering a study tour (Murray Brux & Fry, 2010; Praetzel et al., 1996).

Payment terms are important to place a study tour experience within financial reach of students. A deposit with regularly scheduled pre-tour payments is a popular way of reducing sticker shock to students. Universities also subsidize student participation in study tours to varying degrees. In this respect universities subsidize either participation cost or payment schedules (or both). Subsidized payment schedules result in the university allowing student participation on a study tour with the understanding the student will pay back the agreed cost post tour. Failure by the student to honor the payback agreement will for example negatively affect graduation of the student and/or release of transcript information by the university.

**People**

In the service context there are mainly two groups of people involved, namely employees and customers (Zeithaml et al., 2013). As far as study tours are concerned these groups will be represented by faculty and staff organizing and leading the study tour (employees) and students participating in the study tour (customers). Although faculty generally will lead a study tour they commonly also play an important role in organizing the study tour (with or without staff support). For faculty to successfully organize and lead a study tour they need to embrace a service culture and exhibit passionate and excellent service leadership (Zeithaml et al., 2013; Edvardsson & Enquist, 2002). The success of the study tour is strongly dependent on the enthusiasm and professionalism of the faculty member. By modeling positive values during the buildup to and duration of the study tour students will take away a more positive experience. Such a positive experience will translate into positive word-of-mouth for future study tours led by the faculty member.

Service customers contribute through their own actions during the service delivery process to their own satisfaction and the eventual quality of the service they perceive to receive (Zeithaml et al., 2013). As active participation by students in educational settings increases learning significantly (Johnson, Johnson, & Smith, 1991) students are also responsible for co-creating educational value (Payne, Storbacka & Frow, 2008) from the study tour by actively contributing to a positive experience. This can be facilitated by defining
customers’ roles clearly, recruiting, educating, and rewarding customers, and managing the customer mix (Zeithaml et al., 2013). Setting behavior and participation expectations and assigning specific tasks to students will clear up customer roles. Students should be educated on their roles and rewarded for positive contributions to the study tour experience. The customer mix can be managed by segmentation of the student population and recruiting from the appropriate segments.

Physical Evidence

Service customers rely on tangible cues, called physical evidence, to evaluate and assess their satisfaction during and after service consumption. Physical evidence includes the physical facility in which the service encounter takes place (servicescape) as well as all other tangible elements associated with the service (Hoffman, Kelley & Chung, 2003). Physical evidence has a decisive effect on the customer experience (Zeithaml et al., 2013). Study tour physical evidence is an aggregate of many other service providers’ servicescapes (e.g. airports, airlines, hotels, company and cultural destinations, and restaurants) as well as tangible elements provided to students by the school (e.g. a branded t-shirt with the study tour date and destination printed on it), companies visited (product samples) or what students may gather themselves (e.g. buying mementos or gifts for family and/or friends). All these physical evidence elements facilitate the study tour experience for students. The tour organizer would want to use service providers (like for example airlines, hotels or restaurants), take students to destinations, and expose them to situations that will add positive physical evidence elements to the study tour experience. Such positive physical evidence elements will increase positive student feedback on the facilities encountered during the study tour.

Process

Service process includes the service delivery and operating systems – i.e. all procedures, mechanisms, and flow of activities in the service process (Dabholkar & Overby, 2005). This includes decisions on service standardization as opposed to customization, the simplicity versus complexity of the service process, and the degree of customer involvement in the service delivery process (Zeithaml et al., 2013). A study tour is by definition a highly involved service as students need to participate in and co-create the service as explained above. Although individual customization may not be possible, faculty led study tours usually exhibit a high degree of customization to the interests of participants. Faculty designed and led study tours are much more customized than the packaged student tours offered by national tour operators. Because of the intricacies of international travel and accommodations, and the interaction with foreign companies and individuals, the study tour process is fairly complex.

CONCLUSION

Business schools continue to search for ways to adhere to increasing calls for internationalization of curricula while also trying at the same time to bridge the gap between theory and practice by creating experiential learning opportunities. Global experience programs are used as an important instrument to address both the concerns of internationalization and the theory-practice divide. Business schools, however, find it difficult to motivate students to participate in these global experience programs, especially at institutions without a history and tradition of international student travel. Study tours are proposed as an alternative for business schools to expose their students to international travel.

Study tours are especially suited to students that are adverse to prolonged experiences abroad, who are risk adverse, and who do not tolerate ambiguity. To target these students the study tour should ensure educational, professional, and cultural experience qualities. In this respect the choice of country to visit, destinations in the foreign country, and accommodation represent very important place decisions. The promotional message to the target market should create excitement and anticipation with students while helping them to relate elements of the study tour experience to their own interests and knowledge base. The price of the study tour and payment terms should make the experience affordable to the target market, while at the same time communicating that quality experiences will be enjoyed during the tour. Faculty involvement in, and enthusiasm about the study tour is important to this particular target market. Faculty emphasis on service quality and service leadership will facilitate student co-creation of a positive study tour experience. Physical evidence elements associated with the study tour should enable positive student feedback about the study tour. Positive student feedback is even more important to the continued existence of the study tour program given the involved, complex, and customized nature of study tours.

REFERENCES

Refereed Papers


For further information contact:
Derik Steyn
School of Business
Cameron University
2800 West Gore Boulevard
Lawton, OK 73505
(580) 581-2847
dsteyn@cameron.edu
STUDY TOUR OBJECTIVE: ENTRY LEVEL INTERNATIONAL BUSINESS PERSON

Peter A. Reday, Youngstown State University
R. Wayne Counts, Youngstown State University

ABSTRACT

One of the objectives of an international business school study tour should be to develop students into entry level international business people – whether the student actually embarks on an international career or not. Coursework in international business topics does not necessarily prepare the student to be able to conduct international business. An internship is important but it is much harder for a student to add value to an organization in another country where the language, culture and customs are unfamiliar. Hence opportunities for real experience are very limited. Many schools therefore recommend an international study tour.

INTRODUCTION

Business students can acquire a strong theoretical underpinning in the basic business topics at their university if they so choose. However the theory/practice divide is very apparent in international topics. Students can study renowned experts such as Hofstede (1997) and Triandis (1973) to learn about different cultures and the perils of ethnocentrism, they can read about business etiquette from Dale Carnegie (1936), and they can be taught the basics of foreign languages. However preparation for entry level into a successful international business career is more than this.

Just as a degree in marketing alone does not prepare the student to prepare a successful multi-dimensional marketing campaign; students are encouraged to engage in learning activities such as internships and cooperative learning in order to complete his/her entry level training for acceptance into the marketing profession. The student learns how organizations are structured, marketing campaigns are developed, market research is conducted, and a whole host of other activities. Similarly, coursework in international business topics, while providing a theoretical underpinning, does not entirely prepare the student to be able to conduct international business. International business is different from working domestically; what is done remains basically the same, how the work is performed is what is different (McCall & Hollenbeck, 2002). Here an internship would prove invaluable, but is difficult to secure. There are several reasons for this; it is much harder for a student to add value to an organization in another country where the language, culture and customs are unfamiliar. The employer may be hesitant to commit the necessary resources for an unproven employee, and may even fear the intern will treat the internship like a paid vacation. Hence opportunities for real international work experience while the student is still in school are very limited. “While there are numerous ways to accomplish this goal, including formal education and training, experiential learning is key to increasing CQ” (Thomas & Inkson, 2005, p.5). Universities and colleges have responded to the need for internationalization of curriculum and experiential learning by providing study abroad programs and/or international study tours. An international study tour can provide a host of benefits for internationalization while making the best use of resources for both the organization and the students. Many schools, therefore, recommend an international study tour in order to bridge the theory/practice divide.

But what is an international study tour? There are a variety of programs available to universities. Kaufman, et al (2011) identified four types of international experiential learning programs. These were Study Tours, Study Abroad, International Internships and Global Marketing Programs.

Study Tours were at least 1 week and may include visiting companies and cultural institutions in another country, with faculty involvement. Study Abroad is longer than a Study Tour and may be as long as a semester. The difference here is that they are based at a partner school. The students may take classes there and/or use the school as a base for visiting other areas. International Internships are what the name implies – living and working abroad. Global Marketing Programs are interdisciplinary projects where the student group works on a project for a client in the home country then conducts research in another country for a period of time.

Garver and Divine (2007) segmented business school students at a mid-western university and found
Refereed Papers

four segments of students who would consider an international study experience. As in marketing of consumer products, not every segment wants the same thing, nor does every segment respond the same way. For example, here are the segments they identified:

Group 1 had a high interest in studying abroad, high tolerance for ambiguity, is willing to take risks – these people prefer Europe and Australia – message should focus on experiential learning. Group 2 also high interest in studying abroad, high tolerance for ambiguity, is willing to take risks, and has foreign language capability – these prefer travel to South America and Australia, not Europe – message is similar except focus on experiential learning for South America. Group 3 was similar to the first two, but since this group has poor language skills, it will only consider Europe and Australia. This is 40% of the sample. They were concerned about the language, cost, and locations. Group 4 had the least interest in studying abroad, least willing to take risks or tolerate ambiguity. They are most focused on as short term as possible, overwhelmingly preferred 2 week trips.

Garver and Divine (2007) further mentioned that group 4 is often the least targeted but perhaps has the most to gain from participating in a study tour. Therefore group 4 will be the target of this article.

In sum, the type of international study experience appropriate for the largest target market as mentioned by Garvin and Divine (2007) is the Study Tour as identified by Kaufman, et al (2011) which is short duration, of 1 – 2 weeks.

Properly structured, the study tour can also provide an academic/practitioner interchange (Hughes, Tapp & Hughes, 2008). Business schools understand that “a student in a professional program must be cognizant of international issues and possess the sensitivity to work in a diverse environment characterized by an alternative set of cultural, historical, political, social, religious, and economic issues,” (Praetzel & Curcio; 1996, p. 175) and (Toncar & Reid, 2005).

The study tour provides two additional elements for success in international business: practical international business experience and business professionalism. For example, until students have actually gotten a passport, flown for 10 hours to find their luggage did not, driven on the ‘wrong’ side of the road, smelled the smells, and eaten the food, they are unprepared to begin a career in international business. After all, not only does the student not understand what international travel entails, businesses seldom hire someone to conduct international business if the person has never traveled. The second element, business professionalism, is a form of non-verbal communication that encompasses how the person acts, dresses, and in general comports him/herself. This is especially important in international business environments where everyone does not necessarily speak the same language. The international business professional acts and dresses appropriately because doing so communicates a degree of trustworthiness and seriousness about business that leads to the expectation that s/he will act professionally during business activities such as negotiations, problem solving, etc.

ENTRY LEVEL INTERNATIONAL BUSINESS PERSON

Unfortunately the literature as to what is the definition of an entry level international business person is limited at best. Kaufman (1994) and Tesone and Ricci (2006) discussed the skill sets for entry level business professionals including the importance of specific knowledge, skills, abilities and attitudes. Professional business organizations generally have a set of requirements for each position they attempt to fill but either the requirements are too different from one another to be generalized into the literature or the requirements are proprietary to the individual organization and hence cannot be divulged. Cateora, Gilly and Graham (2011) said that the requirements for an international sales person were maturity, emotional stability, breadth of knowledge, positive outlook, flexibility, cultural empathy and to be energetic and enjoy travel. Nevertheless, there are two skill sets required for the new international business person that cannot be acquired in the classroom: practical international business experience and international business professionalism

PRACTICAL INTERNATIONAL BUSINESS EXPERIENCE

Since the student already has significant theoretical training, practical international business experience means the physical activities such as how to travel from one place to another and then to conduct ‘business’ in another country. The student must acquire experience in pre-trip activities such as how to get a passport (when to renew it, how to replace it if lost or stolen) and a visa (if required), an airline ticket, and a hotel reservation in another country. The seasoned international business executive knows all of these things and expects his junior staffer to understand them as well so that the executive and staffer can remain focused on the strategy and tactics to achieve positive results of the trip.

Passport: A passport is required for all international trips and may take 3 to 6 weeks to be issued. A visa may require 30 days or more after receiving the passport to be processed and returned to the traveler. Not all countries require a visa but some of the big ones such as China still do. These
documents are often required before the airline can issue a ticket.

Luggage: How does an international business person pack for a trip? Not only do the airlines limit the amount of luggage, there are practical limits on how much a junior business person can carry from the taxi to the train to the bus, while still appearing professional. Despite these physical limits there are requirements for business such as laptops, cell phones and business clothing. Balancing all these requirements and options takes time and experience.

Credit Cards: Many students have debit cards but not credit cards. Debit cards are often acceptable in some countries but usually are not practical. Since hotels almost always charge a credit/debit card when a person checks in, having a credit card with a sufficient balance available is critical.

Immigration and customs: Navigating through immigration and customs can be very quick and easy in many instances, but if done incorrectly, can result in wasted time, inconvenience, or much worse. This can be further accentuated in less developed countries. It is very important the student is aware of the process so that there aren’t any problems. By having the student experience immigration and customs on a study tour, the student should develop a heightened degree of confidence when confronted with doing it alone on a work trip.

While on the trip it is very important to get experience on cultures, currencies, modes of transportation, communications, and smells and foods. Culture is very important. Dale Carnegie (1936) mentioned that the sweetest sound someone can hear is someone else mentioning his name (page 83). Although there is no literature to support this concept is also true in other countries, it is intuitive that the international client does appreciate the foreigner caring enough to understand his country. Not caring about the local history, culture and economics may lead to the perception that the student is an ethnocentric “Ugly American” (a movie directed by George Englund and starring Marlon Brando in 1963). Unwittingly the inexperienced traveler can cross cultural taboos that could impair the success of a business trip. With a well-designed study tour the student can be exposed to areas of cultural sensitivity by the faculty-mentor and by local business practitioners recruited to aid in the students understanding of international business.

Currencies are confusing the first time a person encounters them in a foreign country. For example, Hong Kong uses Hong Kong Dollars and Shanghai uses Yuan despite their both being part of China. England uses the British Pound but Dublin, Ireland uses the Euro. It is very easy to make expensive mistakes. Mistakes while traveling on a study tour are learning experiences. Mistakes made while traveling with a senior executive can be very detrimental to a career.

Local transportation: Most Americans have spent little time in trains or taxis or even less time in busses. Yet these are common transportation modes in other parts of the world. Since it is vital to get to a business meeting on time, the student must always be aware of the options. The junior businessperson may be expected to make transportation recommendations for the senior people. These activities are completely beyond the average students’ educations and experiences yet vital to actually doing international business.

Smells and foods: International experience also involves smelling the smells and eating the food. This is far more important than it seems. On almost any international business trip, there will be the necessity to leave the 4 or 5 star hotel and interact with local people and eat local food. People in general enjoy the food in their own country and the dishes available. It is important for the student to actively enjoy foreign foods and experiences. If not, the young international business person may lose the confidence and the respect of the local people quickly. S/he may also begin to dislike international business.

American company visits: Perhaps the most important activity is to visit big multi-national offices of American companies. Big companies are preferred because they almost always grow better than the smaller competitors because they do more things right than the competitors do. This means the student is more likely to learn the best ways of doing business. Subsidiaries or branches of American companies are perhaps better to observe than are local companies as the student is more likely aware of the way American companies operate in America so that any differences between the organization in America and the American organization will be due to the foreign environment and not to company to company differences.

The above is not an exhaustive analysis of practical international business experience the student must gain. That is beyond the scope of this paper. However, what the above is intended to illustrate is that practical international experience is far beyond the classroom and far beyond a research project in a foreign environment. And yet, everything mentioned above is vital for the student to experience, and possibly begin to master, before his/her first business trip with an international business executive – hence the main thrust of this article: the entry level international business person.

The next section, business professionalism contributes the link between theory and practice in that students have the opportunity to participate with business professionals not only in their offices but also in after hour business settings.
BUSINESS PROFESSIONALISM

The entry level international business person must act and dress appropriately. This is especially important in international business environments where everyone does not necessarily speak the same language. Therefore in the absence of clear verbal cues, acting and dressing appropriately communicates a degree of trustworthiness and communicates confidence that the person is serious about business and will act professionally during business activities such as negotiations, problem solving, etc. Nonverbal behavior can be just as significant as spoken communication within the professional setting. Specifically, body language, including eye contact, contributes to more than 50% of an individual’s message. Albert Mehrabian said 93% of the impact we make on others has nothing to do with words. This concept applies regardless of your geographic location; however, appropriate nonverbal behavior is subjective to the culture of those involved. The image the person portrays not only reflects upon himself or herself, but also represents the reputation of his/her company. S/he portrays not only reflects upon himself or herself, but also represents the reputation, trustworthiness, and professionalism associated with his employer’s name (Anderson & Bolt, 2011).

There are three aspects to business professionalism from the perspective of the entry level international business person: Social skills, manners and etiquette, and dressing.

Social skills: Often the student is aware of proper forks and spoons in a formal dining situation. Since dining etiquette is rooted in social etiquette, dining customs will vary greatly depending upon a professional’s destination. For example, Chinese and Japanese use chopsticks while Arabs and Indians often eat with their right hands. Significant differences may exist not only in the dining style, manners, and the food offerings, but also in the timing of when it is deemed appropriate to conduct business. Even if the student is knowledgeable about dining etiquette, students are seldom trained in the etiquette for cocktails and hors d’oeuvres before dinner.

Manners and etiquette: Good manners are about making other people feel comfortable and being confident in a business or social setting representing your organization.” Dale Carnegie Training, 2011. Etiquette is the behavior deemed to be acceptable by society. However, what may be viewed as acceptable behavior domestically may be interpreted very differently abroad. For example, Business card etiquette is very important when doing business in Asia. An Asian bows and uses two hands to give a person his business card when being introduced. This is very important as the business card contains the person’s identification, including rank and company. This provides the basis for subsequent manners. In contrast, Americans are often introduced while sitting at a conference table. In that case business cards are tossed across the table at meetings. In Italy is it considered poor manners to present someone with a business card in a social situation (Zupek, 2013).

Shaking hands: American professionals shake hands with colleagues of both genders, use their right hands only and engage in the interaction briefly, with most handshakes lasting between two to three seconds. Americans view a firm handshake as a sign of confidence and trustworthiness. In the Arab world, shaking hands is mandatory in a business setting; but touching women in traditional, western dress is forbidden. In India, men and women shouldn't make physical contact in public other than handshaking. In Japan, older generations may not be comfortable shaking hands with Westerners. In Argentina, women should initiate handshakes with men.” (Zupek, 2013).

Punctuality: Americans expect people to be punctual for meetings but this is not necessarily the case in other countries. Although punctuality is an absolute must for every professional (West, 2010), in select countries it is common for business people to be kept waiting up to a half an hour for their international colleagues.

Clothing is an area where a person may be perceived as a professional or not. Clothing appropriate for a New York City banker may be inappropriate for a silicon valley IT company. What is appropriate for a company operating in another country? For example, in China, business attire is formal and very conservative especially for the female professional. When conducting business in China, women should be aware that wearing suggestive clothing is taboo and will result in offending her international colleagues. Also, when selecting footwear, shoes should be closed toe with very small heels, or better yet, no heel height in order to ensure that she is not taller than her Chinese hosts (Rakoczy, 2013).

International business professionalism in general is enhanced significantly if the students are taught to watch what the executives at the business meetings do, say and wear. Business executives almost always dress and act appropriately. If the student is taught to notice, s/he will gain insights into all facets of professionalism. The student can only learn this from watching, listening to and talking with successful business men and women.
SUMMARY AND CONCLUSIONS

Students can acquire a strong theoretical underpinning in the basic business topics at their university if they so choose. The international study tour provides two additional elements for success in international business not present in theory: practical international business experience and business professionalism.

This article highlights the need for more research into exactly what are the characteristics of entry-level business people. Further, if the international study tour is intended to take the place of an internship, what are the outcomes desired? This article suggests an outcome should be the development of entry-level businesspeople.

REFERENCES


Refereed Papers


For further information contact:
Peter Reday
Williamson College of Business
One University Plaza
Youngstown, OH 44555
(330) 941-3078
pareday@ysu.edu
ALONE YET TOGETHER: EXAMINING POSITIVE TRAITS OF DISTANCE WORKGROUPS

Henry C. Roehrich, Park University
Cathy L. Taylor, Park University

ABSTRACT

Communication can be challenging when participants are in the same room. When co-workers are geographically separated, communication problems can become exacerbated to the point where confusion is the norm. How can a supervisor co-ordinate the faculty members that are working at a distance? Traits of successful virtual workgroups are explored using the letters of “cohesive” as a framework. Solutions for building cohesive distance teams are offered. Authors are distance faculty for a private, nonprofit university and have decades of experience communicating in a diverse range of virtual academic workgroups. Authors are also from different states in the U.S. and collaborated on the article by distance.

Yet, in spite of this world-wide system of linkages, there is, at this very moment, a general feeling that communication is breaking down everywhere, on an unparalleled scale.

–David Bohm. Communication Quotes. (n.d.)

INTRODUCTION

In the quote above, David Bohm noted an increase in lack of communication despite technological advances. The success of online learning has brought this problem to education now more than ever due to the large numbers of students taking online classes and of instructors teaching those classes from home. Teaching online or at a campus geographically separated from the home campus can create a sense of significant isolation among faculty. (Fouche 2006; Ng 2006) A study of tutors at the University of South Africa documented this perception of isolation for staff at ten regional Reading and Writing Centres. (Fouche 2006) What is the cost of this isolation to institutions of higher learning? In a study by Dolan, this sense of aloteness or disconnection did not negatively impact faculty performance, faculty loyalty, and student retention, but increased communication face to face was perceived as beneficial for faculty development and loyalty to the institution. (Dolan 2011) Similarly, Ng and Fouche both suggested that distance faculty retention levels could be improved by proactively addressing isolation. (2006, 2006) The cost, then, could be lower faculty morale and retention rates and more work for those who remain in the form of frequent search committees and time spent mentoring and training new hires. Retaining faculty would be especially critical as this hiring and training process can consume huge amounts of time for more senior faculty.

How can institutions improve perceived disconnections? Where face to face contact is not possible due to budgetary concerns, working in virtual faculty workgroups could be a useful way to help connect geographically separated group members. What is a distance or virtual workgroup? Definitions of virtual or workgroup are often a matter of perception as explained below.

DEFINING THE VIRTUAL ACADEMIC WORKGROUP

Academic workgroups can be just two or three people or extremely large depending on what characteristics are used to define the group. An example would be a department with hundreds of virtual or distance adjunct faculty. Is such a department truly a workgroup? Sheeks and Hutcherson emphasize the role of the department as “the building block of the university” and the role that faculty perceptions play in whether or not part-time faculty is supported at the departmental level. (2009, p. 89). Thus, the existence of a workgroup would depend on the perceptions of faculty. Inviting and encouraging adjunct faculty to participate in academic workgroups would be the first step toward promoting a more collaborative environment.

Beyond the definition of a workgroup, what would make a workgroup virtual? Although larger workgroups face additional challenges inherent to their
According to Katzenbach and Smith (1993), “a workgroup or team can be a small number of members with complementary skills, committed to a common purpose with a set of performance goals and an approach for which they hold themselves accountable for the results” (p. 112). Whether or not a particular group fits this definition, the development of a cohesive workgroup can be explored by examining each letter that composes the word “cohesive”.

The model for “cohesive” was created by the authors and is a result of the positive experiences generated from their efforts in creating a scholarly approach to online faculty observation while collaborating in a virtual workgroup. Participants in the workgroup were all in differing locations to include Georgia, North Carolina, Virginia, Missouri and North Dakota in the United States. No workgroup participants were in the same geographic location, and this lack of face to face time occasionally created obstacles to communication that the group persevered through to eventually form a close-knit, supportive, and highly effective team.

Authors determined themes from participation in this virtual workgroup over a period of several years and then applied the themes to Maslow’s Hierarchy of Needs and Douglas McGregor’s motivational Theory X and Theory Y, which are contrasting theories of human behavior in the work environment. Maslow’s Hierarchy of Needs accentuates the importance of self-actualization.

C IS FOR COMMITMENT TO COMMUNICATION

The letter “c” represents communication channels and the commitment that should be established and implemented by the leadership responsible for the workgroup’s organization, development and implementation. Without an effective communication channel that provides feedback for problem solving and decision making, the group could experience productivity issues arising from the lack of information or miscommunication. Communication between members of the group can be enhanced with regularly scheduled meetings to discuss issues and the progress of working on assigned tasks. The association that is made between established goals and team success can be influenced by an increase or decrease in effective communication for the workgroup. (Bang, et al. 2010) Communication can then be affected by the interpersonal skills of the workgroup members, which can impact face to face or distance meetings conducted through technology.

When examining virtual workgroup dynamics, study participants reporting high levels of work related problems indicated that they would prefer to meet face to face less; however, team members facing moderate difficulty preferred more meetings. Teams facing fewer problems were content. (Boiney, 2001) Thus, a lack of enthusiasm for face to face contact could be an indicator of high group stress and dysfunction. Further, the results could indicate that face to face communication would be unneeded except for groups facing moderate difficulty and should even be avoided for highly dysfunctional groups, or during periods of high stress.

O REPRESENTS ORGANIZED OBJECTIVES

The letter “o” depicts an organized setting that provides each member with a clear set of objectives and an agenda that clarifies what is to be accomplished by the group and in what timeframe. The individual members of the workgroup do not have to have common needs, goals, or purposes; however, when the needs are harmonious among the members of the workgroup, a higher probability of group effectiveness is likely. (Hersey, Blanchard, & Johnson, 2007) The organized directional focus of the group can make the difference in the areas of productivity and goal accomplishment. If the group experiences an unorganized effort resulting from the leadership direction and input, then the results of the process may exceed time constraints and provide little or no contribution for the organization. A characteristic of effective workgroups is that they have the ability to respond to different situations, face different problems and adapt to change. (Hersey, Blanchard, & Johnson, 2007)

H IS FOR HEALTHY ENVIRONMENT

A healthy environment for the workgroup symbolizes the letter “h” in the cohesive formula. An environment that provides the opportunity to work independently or in a collaborative group process should be evaluated to determine a productive approach. According to a virtual workgroup study by Boiney (2001), more than two thirds of participants agreed with the statement that “members of the work team work independently whenever possible”. (p. 2) This indicates that one avenue to increased job performance and satisfaction could be assigning work in such a manner that employees work alone unless
group work is necessary. (Boiney, 2001) The level of stress, conflict, role ambiguity, technological challenges and other barriers to satisfactory job performance can affect the determination and participation of individuals in the workgroup process. The level of trust among members of the workgroup can be an influential element in the cohesiveness, interactions, and interpersonal relationships among the group members. (Costa, 2003)

**E IS FOR ENCOURAGEMENT**

Encouragement by members of the group and the leader is relative to the letter “e” in the cohesive formula. As the group members address issues in a collaborative work environment, they can depend on each other and allow the modification of ideas in order to problem solve for solutions. (Choi & Kang, 2010) While a group can have individual and collaborative accomplishments, there should be encouragement to continue working towards positive results as a group. If the collaboration is successful and there is recognition of accomplishments, then this can be an important factor as to how the members of the group will perceive any future efforts of encouragement.

**S REPRESENTS SUPPORTIVE LEADERSHIP**

The letter “s” suggests that being supportive could be a motivator for the group to take calculated risks when needed. Supportive efforts by the organization and leader of the group can instill the confidence and cooperation needed for problem solving and decision making by the workgroup. (Sheng, Tian & Chen, 2010) If the individuals that compose the workgroup perceive that other members value and care for them, they will respond with feedback in the communication process. (Bishop et al., 2005) If the group feels that the results of their efforts will not be supported by the organization, there could be hesitation to address issues and make needed suggestions for improvement. If there is an adversary to the workgroup that has influence in the organization, the cohesiveness of the group could be affected by the actions or presence of the opposition.

**I FOR INNOVATION**

An innovative approach to issues is paramount as suggested by the letter “i”. When workgroup members meet to discuss items on the agenda, the results of the decisions made from the group dynamics can make an influential contribution to the initiatives of the organization. With an innovative effort by the workgroup, new opportunities could appear through the discussions and resolutions of issues. If a consistent problem with resolving issues is shown, then the workgroup could experience a regression in the effort that is expended each week; however, if conflict is handled in a satisfactory manner, creativity and innovation can be inspired. The result could be a more effective workgroup. (Kotter, 1985) If the group addresses conflict effectively and employs innovative methods to address agenda items, there can be an increased level of confidence by the organization as to the existence and importance of the workgroup.

**V IS VITAL TO THE ORGANIZATION**

The letter “v” is concerned with how vital the workgroup is to the organization’s existence and growth. If leaders of the organization harbor Douglas McGregor’s Theory X assumptions about workgroup members as having little ambition and resistance to change, then tighter controls and lower productivity may result. If members of the workgroup find modest or no satisfaction in their efforts, then the group members may decrease their effort in approaching tasks and participating in meetings. Should this occur and the workgroup does not contribute in a way that is perceived as providing valuable input, then the organization could assess the value of their effort and participation as unwarranted. If Theory Y assumptions are present, then members of the group could feel that their efforts are respected and considered as being vital to the organization. Under the Theory Y assumption, the cohesiveness of the group could be strengthened through a sense of pride and accomplishment. (Bolman & Deal, 2008)

**E FOR EXPERTISE AND EMPATHY**

The letter “e” focuses on the expertise and the empathetic nature of members in the group. There should be the right mix of expertise in the group to facilitate problem solving, decision making and interpersonal skills in order to keep the group focused and free of personal disagreements. If a member of the workgroup is apprehensive because of their related expertise in an area, then a barrier can develop in the communication process among members. (Ward & Schwartzman, 2009) Such a barrier can develop if there is a problem with the expertise in using technology that is available to the workgroup. If this occurs, conflicting situations among members may impede a collaborative group process as the use of the technology is encouraged. (Johri, 2005)
CONCLUSION

Successful workgroup characteristics include equality in levels of technological expertise so that no one is left out, empathy among group members, vitality and linkage of the group mission to the organization, innovation in approaches, supportiveness in leadership, encouragement, a healthy work environment, organized objectives, and, most importantly, a commitment to communication. Application of these traits to distance academic settings would be beneficial to the institution in many ways. In Fouche’s study designed to measure the impact of isolation on tutoring staff in South Africa, professional development training on a regular basis, administrative support, collaboration with other tutors, and contact with other tutors helped improve perceptions of isolation. (2006) Dolan posed that improved communication with online faculty can improve worker affiliation or loyalty with the institution and rates of student retention. (2011) In Dolan’s study, adjunct faculty were most concerned with “(a) inadequate frequency and depth of communication, regardless of the means used, whether online or face to face; (b) lack of recognition of instructors’ value to the institution; and (c) lack of opportunities for skill development.” (2011, 1) Common themes between the two studies included a desire for more communication with colleagues and for professional development opportunities. Thus, improving communication for distance and virtual faculty should be a high priority. Also related, the concept of recognition of team or individual value ties into the section “V-Vital to the Organization” regarding vitality of the team to the organization. Perhaps providing professional development could be a way to meet this need.

Regardless of size of the workgroup, any team with one member who is geographically apart from the others can be considered a virtual workgroup. As a virtual workgroup’s dynamics and ability to meet goals effectively can be greatly impacted by the isolation of one or more of its members, studying effective traits in building cohesiveness and collaboration can have a lasting positive effect. An academic employer committed to developing virtual workgroups may reap many benefits to include improved faculty performance, improved faculty loyalty, and higher faculty and student retention. While the perception may be that it is more productive to be located on campus, opportunities to be innovative and creative can be encouraged through the use of virtual teams.

Further studies in the subject area of academic distance workgroups are highly recommended. For example, a study should be conducted to address the quality of work for faculty working in a virtual academic workgroup in comparison to those that are not working in a virtual workgroup. Finally, a study should be conducted of faculty members examining what skills, knowledge, and additional training the faculty need to be effective in a virtual academic workgroup.

REFERENCES


Fouche, I. (2006). A Multi-Island Situation without the Ocean: Tutors’ Perceptions about Working in Isolation from Colleagues. The International Review of Research in Open and Distance Learning 7(2) retrieved from:
Refereed Papers


For further information contact:
Henry C. Roehrich
School of Business
Park University
8700 NW River Park Drive
Parkville, MO 64152
(701) 330-6753
henry.roehrich@park.edu
STUDENT PERCEPTIONS OF A COLLABORATIVE ONLINE STUDENT EVALUATION OF TEACHING EFFECTIVENESS (SET) AND TRADITIONAL PAPER-AND-PENCIL INSTRUMENT

Ann Veeck, Western Michigan University
Kelley O’Reilly, Western Michigan University
Amy MacMillan, Kalamazoo College
Hongyan Yu, Sun Yat-Sen University

EXTENDED ABSTRACT

Student evaluations of teaching effectiveness (SETs) have proven to be a reliable and accepted measure (Marsh, 2007; Wachtel, 1998). Today, many academic institutions are shifting from the traditional paper-and-pencil evaluation methods to an online system. Online systems are broadly seen as efficient, fast, and less expensive than traditional methods. Even with significantly lower student response rates, mean online evaluation scores are consistent with traditional methods (Anderson, Cain, and Bird, 2005; Avery, Bryant, Mathios, Kang, and Bell, 2006). Interestingly, online SETs have another key advantage over traditional methods – that is that online SETs result in more qualitative feedback and written comments than do traditional methods (Anderson, et al., 2005; Layne, DeCristofor, and McGinty, 1999; Paolo, Bonaminio, Gibson, Partridge, and Kallail, 2000).

While the online SETs continue to be broadly adopted amongst academic institutions, another evolution is taking place in the classroom – that of collaborative work. Recognizing collaboration as a guiding paradigm in today’s classrooms, we began to note that our marketing students are a product of this collaborative focus, with students displaying more of an “expressive” social style (Merrill and Reid, 1981) than that of a “driver” which was common in the business classrooms of the 1980s or 90s. This awareness hatched the idea of combining the online SETs instrument with a collaborative twist.

Specifically, through the use of Google Docs, we created a collaborative online teaching effectiveness evaluation tool, with the settings on the Google Docs altered so that anybody with the link could edit the document. In other words, students could type simultaneously into the document with all students’ comments visible to all other students. This allowed students to not only answer the questions but to comment on other students’ comments.

To test this collaborative online SET, we compared it directly to a traditional individual paper-and-paper instrument. The two types of instruments were evaluated in four marketing classes at two stages of the semester: at mid-term and toward the end of the semester. Both the midterm and the final course evaluation were conducted in a computer lab for all classes. The students were randomly divided into two groups: 1) a paper-and-pencil evaluation group, and 2) an online-collaborative teaching evaluation group. The first group was given a traditional paper course evaluation to complete. The second group was asked to complete an online evaluation, using a link that was provided on the web-based course management software. The instructor left the room for ten minutes while the students anonymously completed both types of evaluations.

Following the completion of both the midterm and the final course evaluations, the instructor returned to the room briefly to distribute another evaluation tool: an “evaluation of the evaluation.” The “evaluation of the evaluation” was an anonymous paper-and-pencil questionnaire to assess how students felt about the course evaluation they had just completed. The questionnaire includes nine scaled items plus an open-ended question (“Comments?”). The instructor left the room for five minutes to provide the students with anonymity to complete this questionnaire. This questionnaire allowed the direct comparison of the two types of course evaluations: traditional paper and online collaborative. Student perceptions of the two evaluations were compared on measures related to ease, anonymity, and accountability.
The results of the “evaluation of the evaluation” on the two types of measurement instruments were compared quantitatively using one-way multiple analysis of variance with covariation (MANCOVA), with course instructor treated as a covariate. Results of the MANCOVA revealed that students rated the traditional individual paper SET significantly higher than the collaborative SET on all three measures of ease, anonymity, and accountability. In addition, open-ended comments of the students were compared on the two types of evaluations. These analyses also revealed lower satisfaction with the collaborative evaluation, with many students reporting that they found the process chaotic and that they felt that their peers were not taking the exercise seriously. In summary, the traditional paper-and-pencil evaluations were rated significantly higher than online collaborative SETs by students both quantitatively and qualitatively.

While the online collaborative SET underperformed in comparison to a traditional, individual paper-and-pencil SET in this study, we have learned from this experiment, and we plan to refine the evaluation procedure for further study. Changes we intend to incorporate for future trials include: 1) dividing students into smaller groups, 2) initiating small group discussion of the course and teaching effectiveness prior to the collaborative exercise, and 3) providing students practice with collaborative documents such as Google Docs in advance. We continue to think collaborative SETs may offer promise for providing students with value experience in collaboration, while simultaneously offering improved teaching evaluations.

For further information contact:
Ann Veeck
Haworth College of Business
Western Michigan University
3148 Schneider Hall, Mail Stop 5430
Kalamazoo, MI 49008
ann.veeck@wmich.edu
INTRODUCING A SOCIAL MEDIA MINOR INTO UNDERGRADUATE CAREER OFFERINGS

Alisa Agozzino, Ohio Northern University
Kathie Fleck, Ohio Northern University

POSITION PAPER

Social media is evolving every day. The quest for the next big social media platform seems to be the dangling carrot for many looking for a better way to connect, engage, and collaborate with others. Graduates who are taught the valuable skills needed to properly use social media platforms and incorporate them into organizations, but also how to measure the effectiveness of those same platforms to demonstrate how these tools are contributing to the bottom line will have a distinct advantage over their peers.

Given this information, this presentation will explore the development and establishment of a social media minor including the research, internal deliberation, and final curriculum that was developed and will be implemented in the fall of 2013.

The advent of social media has provided new and exciting platforms to connect companies to their customers, nonprofit organizations to their donors and beneficiaries, government agencies to the citizens they serve and family and friends to one another in an unprecedented manner. According to Forrester Research, the social media marketing industry is expected to grow to $3.1 billion by 2015. In 2011, McKinsey & Company published a report estimating the potential business value yet to be realized from social technologies is more than $1.3 trillion. Within the university setting, studies have supported the benefits of having a greater understanding of the different Web 2.0 technologies (McCorkle & McCorkle, 2012; Tuten & Marks 2012). Not only is the understanding of the tool better, but as Clarke and Nelson (2012) state, “Students also gained valuable experience about real marketing tools while simultaneously creating their online personal brand (p. 36). The hands-on experience is one that can translate into usable skill upon entering the workforce.

With such a compelling and dynamic avenue available to reach target audiences, businesses and organizations of all sizes want trained social media strategists. By adding a social media minor, Ohio Northern will provide students in a variety of majors the ability to graduate with skills that are at the forefront in this rapidly growing and evolving field. According to CNN (2012), NYU, Columbia, and the University of Washington, have introduced extensive undergraduate coursework on social networking, marketing, and learning. Additionally, CNN (2012) notes that Columbia Business School and Harvard Business School now offer social media marketing courses, and New England College even offers a comprehensive social media MBA (para. 6-7).

Students across ONU’s campus in any major will be allowed to enroll in this minor. It is expected that individuals from a range of professions such as engineering, pharmacy, entrepreneurship, and more will need some level of mastery in the use of social media platforms. This minor then becomes multi-disciplinary in nature and applicable to a wide range of students.

Students enrolled in this minor will be introduced to various social media platforms: learn how to develop, implement and measure effective, two-way communication strategies; conduct research using social media platforms; learn how to write appropriate online copy; and learn how to produce, edit, and publish audio and video files on social media platforms. A model social media marketing course developed for the University of Toledo MBA program found that, based on student assessments and comments, the class was successful in the areas ONU seeks to impact including: mediated professional collaborations, creative solutions formation, and success measurement for social media campaigns (Pentina, 2010).

The core curriculum will be comprised of social media principles, multimedia writing, social media strategy and campaigns, and digital branding. Additionally, three electives will be required to round out the minor. Elective
courses include: Marketing Research, Consumer Behavior, Entrepreneurship, Introduction to Public Relations, Introduction to Convergent Media, and Research Methods.

Given the uniqueness of this minor offering and the quickly evolving nature of social media, we will develop effectiveness measures at the outset. Students who complete a social media minor will be surveyed before and after graduation to determine the effectiveness of the minor and its impact on their individual careers. Further, faculty will continue to conduct interviews and focus groups with practicing marketing, public relations, and professional business communicators to determine the needs of the industry. We will continue to update course offerings by adapting the curriculum when necessary, adding or even changing required courses to best suit the evolution of the social media platforms.

As the platforms and university instruction evolve, it will be necessary to develop best practices in the pedagogical area as well as continued professional development of faculty to stay on top of each new derivative and generation of social media platform. We will look for guidance in research such as that of Rinaldo, Tapp & Laverie (2011) who found pedagogical benefits of using Twitter within the classroom in an experiential learning model to teach skills and creative uses of the platform.

While Ohio Northern University is neither the first, nor will it be the last, institution to begin to harness the growth and understanding of social media and connect that knowledge to skills-based curriculum. However, much can be learned through our deliberations, initial research, and methodology that could be useful and instructive to other institution’s considering similar measures. This presentation will be universally applicable to large and small schools with a wide range of curriculum offerings and expertise levels. We would expect this presentation to generate significant discussion and raise necessary questions to further ours, and other’s instructional goals.

REFERENCES


For further information contact:
Alisa Agozzino
Ohio Northern University
PAC 117
525 S. Main Street
Ada, OH 45810
(419) 772-2054
a-agozzino@onu.edu
MAKING A CASE FOR A CLIENT-BASED MARKETING STRATEGY COURSE

David Aron, Dominican University

POSITION PAPER

My earliest teaching experiences included use of the traditional case method. I was a junior faculty apprentice co-teaching with a senior faculty mentor who conducted class discussion among 20 honors students like a symphony. He retired and I moved on. While the benefits of the case method in its different formats are well-documented, consecutive semesters of teaching MBA-level Marketing Strategy, with small enrollment and wildly varying levels of motivation and effort among the few students, serve to amplify the challenges of the traditional case method and the need for an alternative approach.

One response was to adopt a live client model. This was motivated by my Dean’s request to move Marketing Strategy from a face-to-face classroom (with enrollments of five) to an online environment. In my other MBA course, Marketing Management, I use a client-centered approach. This provided my students with the benefits of live client interaction as well as engagement in service-learning opportunities (e.g., Lopez & Lee, 2005; Parsons & Lepkowska-White, 2009). I divide that class, typically 20 to 30 students, into teams, all working on behalf of one local business. Their deliverable is a marketing plan and final presentation. In my Marketing Strategy class I wanted to employ that real-world component but I was concerned about using team projects in this, my first foray into the lower-touch, higher-tech online environment. To borrow from, without duplicating, my other course I had students work with their own client with a similar deliverable, a marketing plan.

I put my Strategy class online and the 18 students had either their employer as a client or developed plans for their friends’ or family businesses. The next year I was back in the classroom, with nine students. This was an opportunity to try my new model in the face-to-face setting, and I maintained the one student-one client format. Early in the semester, one of my colleagues (a business law professor) wanted my feedback on marketing for a side business he was starting. I invited him to visit my class to share his questions with my students. The student reaction was a revelation. While guest speakers generally inform students based on the speaker’s own experience, our guest had more questions than answers. This was an opportunity for my students to shine and for almost three hours they answered his questions, offered remedies for his perceived challenges, and basically created a make-over of his business plan. Our guest was so grateful for our help that he thanked my class and asked “so, are you going to write up a paper or something on this for me?”

I was surprised. “Yes. Of course we are.” The class was surprised. “And that’s what we’re going to talk about next time. Summarize your ideas and be ready to share them next week.” The following week, my students were even more energized. We started our meeting by discussing the main marketing issues confronting my colleague, and I organized the students into teams based on what they perceived to be his key challenges. In this case, defining the product, social media marketing, and pricing strategies were seen as the main issues to be addressed. We agreed that each of these newly formed groups would collaborate to write a brief paper focusing on the key issue their team had chosen as the most important, due at the end of the semester.

Happy students. A happy colleague. I wanted to go on this ride again! For the next year, I wanted to turn this stroke of luck into something I had planned all along. I called on three local business contacts and planned our syllabus. Eleven students were enrolled in the class, and I divided them into three randomly assigned teams. I followed this procedure to execute my plan:

• In-class client visits were scheduled early in the semester but at least two weeks apart
• Students were arranged into three teams, revealed the evening of each visit
• The guest client would spend first part of our three hour class talking about their business and marketing challenges, followed by questions from the students
• Each team would then take the middle portion of the class to develop their preliminary recommendations to share with the client and the rest of the class
• Finally, each team would present their ideas and accept questions and feedback from the client
• One of the three groups would then be assigned to continue working with the client
  – This team would run a sort of reconnaissance mission the following week, taking on multiple roles
    as analyst, expert, author, and leader in building a case based on ideas generated during and since
    the client visit (Corrigan & Craciun, 2012)
  – This team would then write a paper to be delivered to the client, focusing on four to six key
    marketing strategy issues using the knowledge they gained in class
• The above was repeated for each of the three in-class clients, with each student participating in one lead
  group and the two non-lead groups re-assigned for each client
• In subsequent semesters, I have added a required first draft, and then a required second draft of these final
  papers to assure that they were “client-ready”

I have used this model ever since, and it has yielded several benefits to my students. The group interaction on a
common client serves to inform each student’s individual project, and vice versa. Students have used this class
project as an opportunity to focus on their own work-related projects while gaining related insight from our class
and coursework. On several occasions I have welcomed class alums back as clients for current students, deepening
the relationships created by this program. I have also nurtured relationships with “returning customers,” local
professionals who have repeatedly worked with my students in this and other courses. The classroom leadership
demonstrated during the post-client meeting information gathering also goes beyond the usual student experience.

This approach could work in a variety of marketing and business courses, but could it work in a larger class?
With more students, more than one group might be assigned to adopt each client while maintaining the combined
solo project/group project dynamic. One might also ask if this new approach would have worked well in either my
first five-person class, which I considered to be a success while using the case method, or the second, described
above, which was nigh unto hopeless. In such a small class, I would recommend bringing only one or two clients
for the entire class to adopt while maintaining each student’s individual project.

While the value of the traditional case study approach to teaching marketing cannot be denied, it is apparent that
it is not optimal for all teachers or in all classroom settings. The introduction of industry professionals into the
classroom as living case studies brings students closer to the real world demands, expectations, and variability in a
way that case studies can only simulate. These professionals can take the role of guest speakers and better yet, guest
clients that can share the learning experience with their student consultants. Future research regarding this approach
might evaluate student engagement, achievement, and both student and client satisfaction with the relationships that
grow simultaneously: with students paired with one client and working as part of a team with a second client.

REFERENCES

Corrigan, H., & Craciun, G. (2012). Wearing more than one hat: Improving student-authored case longevity while
encouraging additional student roles. Marketing Education Review, 1(Spring), 33-37.

Journal of Marketing Education, 27(2), 172-188.

Parsons, A.L., & Lepkowska-White, E. Group projects using clients versus not using clients: Do students perceive

For further information contact:
David Aron
Brennan School of Business
Dominican University
7900 W. Division Street
River Forest, IL 60305
(708) 524-6681
daron@dom.edu
ASSESSING AND REWARDING TEACHING PERFORMANCE

Donald R. Bacon, University of Denver
Yilong (Eric) Zheng, University of Denver

POSITION PAPER

As important as teaching performance is in the lives of students and faculty, this performance remains difficult to measure. One of the most common forms of teaching performance assessment is student evaluations of teaching (SET). However, SETs are far from a perfect measure of teaching performance (Clayson, 2009). SET, being fairly easy to collect and report, have become nearly the sole measure of teaching performance at the research site.

Other methods can be used to assess teaching, such as teaching portfolios (Babin, Shaffer, & Tomas, 2002) and classroom visits, but these methods are resource-intensive. Further, classroom observation may be unreliable and may only capture what SET are already capturing (Marsh & Roche, 1997).

At the same time, many aspects of teaching performance may not be included in SET or classroom visits but are very salient to faculty. For example, taking on new course preparations, teaching large classes, teaching in the evenings, or teaching several different courses throughout the school year create additional hardships for faculty, but faculty may not be rewarded for these extra burdens. At the research site, faculty are reluctant to take on any new preparations for fear that their SET will be adversely affected. Thus, unfortunately, the reward system builds in incentives to avoid innovations in teaching and curricula.

We present a new conjoint-analysis-based system of assessing and rewarding teaching performance that goes beyond SET to include several aspects that capture the difficulty of a teacher’s load. While the application of conjoint analysis in this context is somewhat unique, conjoint analysis has been used to understand how students rate teachers (Bacon & Novotny, 2002) and how students use SET in course selection (Wilhelm, 2004).

The Adaptive Conjoint Analysis (ACA) module in Sawtooth software’s conjoint suite was used to program an online survey to capture faculty reactions to several teaching-related attributes. A total of 52 faculty completed the survey (a 38% response rate).

The first step in evaluating the results was to check for validity. The resulting teaching attributes utilities, which can be thought of as the raw teaching points values, were compared across split-half samples of the tenure-track faculty. The correlation between these halves was .97, indicating good consistency across the faculty. The median validation r-squared of the individual models was .85.

Table 1: Resulting Teaching Points Model

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>SET</td>
<td>Add .1 point for every 1% over 75% top 3 box</td>
</tr>
<tr>
<td>Load</td>
<td>Subtract .5 points for each course release</td>
</tr>
<tr>
<td>Size</td>
<td>Average students per class x .033</td>
</tr>
<tr>
<td>Preps</td>
<td>Add .3 points per prep</td>
</tr>
<tr>
<td>New-to-you prep</td>
<td>Add .9 points</td>
</tr>
<tr>
<td>New-to-the-world prep</td>
<td>Add 1.4 points</td>
</tr>
<tr>
<td>For one 8 am start</td>
<td>Add .3 points</td>
</tr>
<tr>
<td>For one 6 pm start</td>
<td>Add .4 points</td>
</tr>
<tr>
<td>For one 8 pm start</td>
<td>Add .7 points</td>
</tr>
<tr>
<td>Mixture of</td>
<td>Add .4 points</td>
</tr>
</tbody>
</table>
grad/undergrad
Teach all graduates Add .6 points

The resulting teaching points model is shown above in Table 1. As can be seen in the table, faculty agreed that many aspects of teaching should be awarded extra points.

As of this writing, the faculty at the research site are deliberating over this model and considering minor modifications. Not all faculty understand conjoint analysis, and many faculty are resistant to any change in their reward system, even if they dislike the current system. Gaining faculty acceptance for a new model will likely require many informal conversations. We expect a formal vote on this model in the fall of 2013.

REFERENCES


For further information contact:
Donald Bacon
Daniels College of Business
University of Denver
2101 S. University Blvd
Denver, CO 80208-8921
(303) 871-2707
dbacon@du.edu
TEACHING TIPS FOR THE GOOGLE ONLINE MARKETING CHALLENGE

Theresa B. Clarke, James Madison University

The Google Online Marketing Challenge [http://www.google.com/onlinechallenge] is a global competition where students create an online marketing campaign for an actual business using Google's key advertising product, Google AdWords. Through this experience, students learn critical online marketing and account management skills using a real budget and live campaign performance data. In this workshop, a four-time winning professor from the Challenge shares how to confidently and effectively implement the Google Online Marketing Challenge. Participants will learn what the Google Online Marketing Challenge is, why it is a valuable course project, and how to incorporate it as part of a stand-alone course, an independent study, or an existing course. A brief overview of Google AdWords will be provided.

For further information contact:
Theresa B. Clarke
Department of Marketing
James Madison University
MSC 0205
Harrisonburg, VA 22807
(540) 568-3238
clarketb@jmu.edu
EXPERIENTIAL LEARNING IN MARKETING

Susan Deege, Culver-Stockton

POSITION PAPER

A business division at a small liberal arts college that emphasizes experiential learning has incorporated hands-on, student-focused, and activity-driven curriculum into the classroom in an intentional manner. Few subjects can generate as much real world excitement or relevant connection to popular culture as marketing, and classroom exercises and assignments have been enhanced through the addition of active learning. As with most pedagogical transitions, there have been accomplishments to celebrate as well as lessons to learn. This brief overview examines the first five years of the campus-wide endeavor, highlighting some of the changes and lessons learned in the marketing classes.

Specifically, the changes in the marketing classes were designed to encourage passive learners to more actively observe and evaluate the marketing efforts all around them, to encourage students to use their own initiative when learning, and to provide opportunities for students to evaluate their performance (and the performance of classmates) as they progress through the preparing, practicing, and performing stages.

In 2008 the college adopted a 12 week/3 week semester schedule. Students take three or four classes in the 12 week session of the semester; the 12 week is followed by the 3 week session where generally only one class is taken. The three week schedule facilitates classes that include domestic or international travel, as well as classes that include capstone or substantial projects. Although the 3 week is specifically designed to facilitate experiential learning, the 12 week courses are also expected to incorporate the new curriculum approach. The board and administration of the college further demonstrated their commitment to experiential learning by creating the position of Associate Dean of Experiential Learning in January 2012. The associate dean’s budget has provided in-service seminars that have often featured well-known guest speakers brought to campus.

One of the most obvious techniques associated with experiential learning is the flipped classroom. Marketing students have been expected to complete homework prior to the chapters being covered by the faculty, research and prepare in-class mini-presentations on a regular basis, or identify YouTube segments or other social media examples to present to their classmates as a way to understand the assigned topics. The changes introduced during the first semester of transition were generally well accepted by students, but caused some time-management issues and a particularly demanding schedule of grading and peer review efforts. One of the most evident problems was the repetitious nature of in-class presentations. Better lesson planning, which now allows students to choose from a list of learning/sharing assignments, has improved the quality of such exercises. For example, not all students were assigned to an in-class sharing of a website critique although all of them completed the exercise. Those who did not do the website exercise in a public manner did share another assignment, such as a supply chain research mini-project. Assigning the projects was done by a combination of students volunteering and/or drawing slips of paper out of a basket.

Any movement toward “flipping” can result in an anti-lecture stance, an attitude that the business division has had to thoughtfully examine in a way to resist overreacting to college’s curriculum changes. In survey courses, as well as classes that must cover a great deal of “black and white” knowledge, lecture is functional, particularly when coupled with guided activities before, during, and after class. Faculty have specifically added pre and post class assignments through the college’s learning management system that have been well received, and, with some prompting, completed by the vast majority of students.

Most significantly, the associate dean brought reason to the experiential madness that possessed some faculty. This was done through educational and hands-on seminars, but most significantly through the formal introduction of the eight standards of practice outlined by the National Society for Experiential Education (NSSE). The faculty senate formally voted to adopt these principles. Many faculty were struggling, and some overreacting, to the relatively gentle “mandate” of experiential learning. The NSEE principles have provided clear, reasonable, and
coherent guidelines. Campus wide discussion and consensus have also resulted in the realization that not every class, and certainly not every class session, will be *uber-experiential*.

Assessment efforts so far have been limited to semester to semester grade comparisons of the introductory Marketing course; there have been no statistically significant changes. Student evaluations gathered through the campus wide IDEA system have not yielded significant numerical changes either. However, the narrative comments reveal that students do understand the purpose of changes and expectations placed upon them and do appreciate the opportunity to learn more from each other. The college’s Institutional Assessment Steering Committee, chaired by the senior lecturer in Marketing, conducted a campus wide student survey in randomly selected classes that revealed that students do like engaging in active learning experiences, particularly travel, but do not have overriding negative attitudes about lecture. If opportunities for questions and discussion are included in such classes, students ranked them as very satisfactory.

After an initial overzealousness toward flipping the classroom and including experiential exercises, the marketing classes are being refined and constantly updated with the goal of improving student learning. At this point ACAT exit exams do not include Marketing, but when the discipline is added, a comparison to the ACT Field Testing results from prior years will be attempted. Of great importance to the author, however, is the fact that these classes have simply become more satisfying and pleasurable to teach. Students’ choices of websites, their dramatically different opinions about marketing campaigns (revealed through an “ads we love, ads we hate” exercise) have allowed their personalities and potential to be much more evident and appreciated. Reflective teaching practices as well as continuing the commitment to follow NSSE standards, found at http://www.nsee.org/standards-and-practice, will continue to improve the experiential nature of the marketing classes.

For further information contact:
Susan Deege
Division of Business
Culver-Stockton College
One College Hill
Canton, MO 63435
(217) 653-4360
sadeege@culver.edu
IMPLEMENTING ADAPTIVE SELLING
IN THE SALES CURRICULUM

David E. Fleming, Eastern Illinois University
Concha K. Allen, Central Michigan University

POSITION PAPER

According to the H. R. Chally Group, approximately 4/5 of marketing and 2/3 of all college graduates will go
into a sales related career. It is important that these students are provided training in sales classes that give them the
ability to differentiate themselves from other job applicants in the hiring process and skills that help them succeed
once they are on the job. According to a survey of sales managers conducted by the American Society for Training
and Development (Lambert, Ohai & Kerkhoff, 2009), the five most important basic competencies for new
salespeople to possess were (1) building relationships, (2) communicating effectively, (3) aligning to customers, (4)
facilitating change, and (5) negotiating. The ability of new salespeople to effectively engage in these key
competencies is fundamentally tied to their ability to engage in adaptive selling behaviors based on context and
cues. However, most textbooks lack specific direction on how to do this. They simply advise students to listen to
customers and adapt accordingly. This is akin to telling someone learning to swim to feel the water and swim based
on the currents; it does not teach an applied skill.

In order to graduate students with the skills necessary to engage in appropriate adaptive selling activities, it is
paramount that sales educators provide opportunities for students to learn what is truly involved in adaptive selling,identify what parts of the selling process and presentations can be adapted, and practice adapting their selling
processes and presentations appropriately in response to cues provided by the prospect or environment.

The objective for sales instructors should be threefold. The first is to make students aware of what the process
of adaptive selling involves. Instructors must, in non-academic jargon, explain what we mean by “adaptive selling,”
why it impacts their careers and identify the underlying guiding principles of adaptive selling. Within this
discussion the idea of prospect/client and salesperson personality should be included (e.g., the Keirsey Temperament
Sorter, Meyers-Briggs Type Indicator or Jung Typology Test) to help students see how their own style influences
how they interact with others. This lecture portion of the training is necessary to lay the foundation.

The second part is to help students identify those areas in the selling and presentation process that can be
adapted. The question then becomes one of what should students be taught to adapt, and how should these practice
opportunities be presented. Toward this end, Eckert (2006) provided a list of four key categories of adaptation
possibilities (1) information, (2) solution, (3) communication, and (4) process. Within each category he also
specified facets that can be tactical areas for adaptation. The delivery of this portion of the learning process is a
blend of lecture and interaction where the instructor must present the framework and engage students in critically
thinking about how they can adapt each of these areas. The class discussion would ideally be an iterative process
where the instructor presents a category and its facets and the students provide normative ways to change each area
based on the personality of, or cues from, the prospect/client.

The third objective is to allow students opportunities to practice adapting these areas in a safe yet realistic
setting. The focus is on giving students the opportunity to identify situations where adaptation is appropriate and
then to adapt based on the context and cues provided to them in an environment where failure is not detrimental to
their career or livelihood. In order for instructors to do this, they must provide a variety of exercises that gradually
work the students up to the level of adaptability they are going to need to be successful. A natural progression of
this type would be as follows: exemplar video, normative video case, role play exercise, product demonstration,
sales presentation. The exemplar video shows the students what the proper use of adaptive selling techniques looks
like and provides an opportunity for discussion of how the techniques were used. The normative video gives the
students a chance to observe a selling interaction and provide observations on what they think should have been
done to be more adaptive. The role play is the students’ first chance to practice adapting their own behavior to
external cues where they come in with a plan to sell to the instructor or another classmate and are presented with
unique or changing circumstances. The product demonstration gives the students a chance to work on adapting presentations while using an actual product. The sales presentation is the culmination of the process in which the students try to sell their product to a targeted “buyer.”

One of the major challenges for sales instructors in implementing this type of focus on adaptive selling is that it does require that the entire selling course be designed with adaptive selling as the center. This is not necessarily in line with most extant textbooks, so it requires additional time and effort by the instructor to create an adaptive selling focused course that is cohesive and still provides the necessary foundation for the novice student. The second major challenge for instructors is to obtain student buy in from the beginning of this adaptive selling centered course, because if they are not engaged from the onset, they are severely handicapped when it comes to implementation.

Future research should investigate best practices for delivery of the foundations of adaptive selling. While traditional methods are still used at this stage of instructional development, further refinement of the delivery methods may yield better results and initial buy in from the students. Future research should also examine expanding and refining the framework of areas for adaptation. Revising this framework should result in better equipped students by making sure that all relevant areas have been covered. Finally, pedagogical research should explore which exercises and in what sequence result in the best student outcomes.

REFERENCES


For further information contact:
David Fleming
Lumpkin College of Business and Applied Sciences
Eastern Illinois University
600 Lincoln Ave
Charleston, IL 61920
(217) 581-6045
defleming@eiu.edu
MARKETING IN ACTION: PREPARING STUDENTS FOR THEIR CAREERS THROUGH A CONSULTING PROJECT

Leslie Ann Goldgehn, University of San Francisco

POSITION PAPER

The field of Marketing has changed dramatically with advances in technology, social media, big data, and analytics. The work environment and economy has become increasingly competitive with a greater need for students to be better prepared for their careers. Blending academic rigor, theory and practice can be a major challenge in the classroom. My approach has been to constantly update my curriculum, bring in industry guest speakers, take my students on field trips, run simulations, and conduct consulting projects in the field. By far, the most challenging and rewarding pedagogical tool I have utilized is setting up and managing student consulting projects. (Please note: Neither the professor nor the students are paid.)

It can often be a challenge to find a business that will agree to let students have access to proprietary information. However, through my work in the community and staying in contact with former students, I constantly come in contact with small businesses, start-ups, and divisions within larger companies that face extreme marketing challenges. When presented with the opportunity for a free marketing study and plan, many companies welcome the opportunity to engage with students. They are often delighted to be able to gain the fresh perspectives that the students bring to their organization. The marketing consulting/plan project class presents a golden opportunity to help these organizations, involve my students in the business community, and better prepare students for their careers by putting them out in the world. As a result, I am able to align my course learning outcomes with the outcomes that companies are looking for in their employees.

The goal of the presentation is to educate and inform the audience how they can set up this type of consulting project, or course plan, and be more involved in helping their students prepare for the challenges of their careers. Attendees of this session will learn how, and be ready, to implement this type of project. They will be given the tools to be able to determine the necessary skills and expertise needed by the students, the type of input needed from the business, and examples of why some businesses are a better fit than others. Specific projects will be highlighted that had different marketing take-aways for the organizations and the students.

The breadth and depth of marketing is often difficult for students to fully embrace before they complete a marketing course. This lack of knowledge is often based on students viewing the most visible aspects of marketing, such as social media, advertising, and sales. It is important for students to learn the language of marketing, the various components of marketing, and how marketing interacts with the other functional areas within an organization. Furthermore, marketing, as a dynamic and changing discipline, is best learned through grounding in the classroom and experienced in the world.

Students expect to be entertained in order to learn. They demand more than lectures and power point slides alone from the professor. Students are genuinely interested in experiencing “the real world” in their coursework. In addition, students know the importance of experience when looking for an internship or a job. This course has opened the door to countless internships at participating businesses.

Through the consulting project along with lectures, course readings, cases, guest speakers, and short video clips, as appropriate, students:

• Learn essential marketing concepts and theories
• Understand decisions associated with the marketing mix
• Apply marketing concepts and theories
• Diagnose, analyze, and make marketing decisions
• Become excited about the field of marketing
• Understand role of a consultant
• Become involved in their business community
• Improve their business writing skills
• Develop their interviewing and oral communication skills
• Learn to present themselves in a professional manner

Undertaking a consulting project requires a great deal of upfront preparation on the part of the professor and the chosen business. Ideally, the professor should contact and start working with the business at least a semester in advance of project. Sometimes it requires making multiple contacts before an appropriate business is secured. Companies that are too large or too small are not a good fit for this type of project. Furthermore, the business has to commit to work with the student groups.

The professor should meet with the CEO, Director of Marketing, or Brand Manager to determine the following:
• What are the key marketing challenges the business is facing?
• Can these challenges be addressed through the development of a marketing plan?
• Will a student visit to the organization be possible and support the learning objectives of the course?
• Can the organization provide someone at a high-level to give a presentation about the challenges of the organization to the students at the university?
• Will the organization be willing to provide the necessary information to the class?
• What are the organizations goals for the project?
• Will the CEO, Director of Marketing, or Brand Manager be willing to attend the students’ presentations at the end of the semester?
• What marketing budget should the students assume when developing their recommendations?

A class and project of this nature presents a number of challenges. It requires the professor manage the student/client relationship so that both sides of the process are communicating and interacting effectively and efficiently. Students must interact with the client in a mature, self-assured, and respectful manner. It is also essential that the business be of sufficient size, be willing to face its challenges, and able to devote the necessary time to the project.

Despite these and other challenges, a consulting project of this nature allows the professor to frame the learning objectives and outcomes of the class while fully engaging the students. Many students report this project was the most meaningful part of their business education and helped prepare them for their job, post graduation.

This project/class has proven to be effective with undergraduate and graduate marketing students. Future research would include survey research about the specific benefits and shortcomings of the consulting project class. While my University reviews have been extremely positive, I would like to further query what the students gained and how active learning enhanced their overall business education. I would also like to conduct follow up interviews with students, after their first or second job, to ascertain how the project helped them with job skills and what else they needed to learn. Finally, many of the projects could be developed into case studies that could be published and used by a wide range of students. My plan for the next academic year is to further explore these possibilities.

For further information contact:
Leslie Ann Goldgehn
University of San Francisco
2170 Fulton Ave
San Francisco, CA 94117-1080
(415) 265-4983
lesliegoldgehn@gmail.com
MEASURING AND APPLYING PERSONALITY ASSESSMENTS IN A MARKETING CURRICULUM: A CASE STUDY UTILIZING MYERS-BRIGGS STEP II

Bryan Greenberg, Elizabethtown College
David Ruggeri, East Central College

POSITION PAPER

The Myers-Briggs Type Indicator (MBTI) is a tool designed to measure preferences. The traditional instrument, now known as the MBTI Step I, contains four indices representing four distinct preferences. These indices are Extraversion and Introversion (E/I), measuring whether one prefers an outward or inward orientation; Sensing and Intuition (S/N), measuring whether one prefers to rely on their five senses or intuition when it comes to perception; Thinking and Feeling (T/F), which measures if one prefers to make judgments based on logic or on values; and Judgment and Perception (J/P), which measures whether one prefers the S/N index (perception) or the T/F index (judgment) when dealing with the world around them.

A criticism of the MBTI is that it is too simplistic, offering limited insight into human behavior. Such criticism generally stems from the dichotomous nature of its indices. But much of this criticism results from misinformed or ill-trained assessors, who don’t properly understand or explain that the assessment measures preferences. In addition, those not properly trained in MBTI often use it for inappropriate purposes, such as job selection and hiring. While the MBTI inventory reveals preferences, it does not address the role of the environment, nor does it speak to actual behavior, which could mirror or contradict preferences. In addition, the MBTI does not imply that we possess only one side of each index (also known as our type). Individuals may have distinct preferences, which are spelled out in their four letter type, but they still often express behavior that is out-of-preference (thus expressing their opposite type).

Proper training can avoid such misunderstandings, enabling those completing the assessment to utilize the results to better understand their and others behavior. However, when we began using MBTI in the classroom, we found that students often had difficulty grasping the theories behind the instrument, which made applying these concepts (in group work, reflection exercises, and marketing applications) challenging. Students had an especially difficult time if their self-perceived type conflicted with their MBTI type. Students tended to view type as exclusive, and as such they saw individuals as either an E or an I, an S or an N, a T or an F, and a J or a P. If the MBTI type matched their own perception, it successfully reinforced their beliefs. If the type conflicted with their perception, they questioned the validity of the instrument. In either case, while we explained that individuals possess traits across each of the four indices, we found that many students still had difficulty understanding that type speaks to preferences, not absolutes, and that behavior is not defined nor limited by these preferences.

It was these findings that led us to explore the use of the MBTI Step II assessment. The MBTI Step II is similar to Step I (the traditional assessment that provides a four letter type) but slightly longer. The most important difference, however, is not the assessment itself but the report that accompanies it. While Step I provides the four letter type, Step II expands on this by providing the five components that comprise each of the index pairs. Respondents can see graphically where they scored on each of these components. This tool is especially helpful for those who see aspects of their personality that conflict with their MBTI type. While traditional MBTI results show a preference on one side of each index (the type), it is possible that one or more of the five facets comprising each index pair could be out-of-preference, falling on the opposite side (out of type). Individuals can see that some facets are clearer with respect to their in-preference type (the closer to the endpoint of their in-preference type, the clearer their preference), mid-zone (falling somewhere between their in-preference and their out-of-preference type), or clearer with respect to their out-of-preference type (the closer to the endpoint of their out-of-preference type, the clearer their preference).
Our interest in MBTI Step II was twofold. First, we wanted students to utilize the results to better understand themselves and those they worked with on projects. Second, we wanted students to apply the concepts when analyzing consumer behavior. However, we were unsure of the effectiveness of using MBTI and how well students understood it. As such, we conducted an experiment. Six Principles of Marketing sections were broken into three groups, with students from two sections placed in a control group (no MBTI assessment), students from another two sections provided the MBTI Step II assessment, and students from the last two sections provided the MBTI Step II assessment with additional follow-up assignments.

Both groups participating in the MBTI assessment (groups 2 and 3) were first introduced to the assessment through a brief in-class session (15 minutes). Students were then asked to complete the assessment prior to the following class session. This next class was devoted to explaining the MBTI in more detail, including a discussion of appropriate uses (both professionally and interpersonally) as well as questionable practices. In addition, students were responsible for case studies (Molson and the Royal Air Force) and small in-class assignments. The following week a second class session was used to distribute and discuss results. At the completion of this session, students were told to consider their own and other students results when working on projects throughout the semester. Over the remainder of the semester, group 2 received no further intervention while group 3 was given a variety of small assignments, both individual and group, that required them to discuss their own Step II results or apply MBTI theory to various marketing concepts (segmentation, consumer behavior, new product development). Students in group 2 were also required to complete a paper in which they discussed their MBTI Step II results. In addition, they were required to discuss their results with their group prior to beginning final projects.

Multi-item scales were used to measure group, project, and instructor satisfaction for each of the three groups. Differences between those who took the MBTI and those who didn’t were statistically significant, with an increase in satisfaction across all measures. In addition, differences between the two MBTI groups were also significant with respect to group project satisfaction. Looking at assignment results, the MBTI groups attained statistically significant higher exam scores, project grades, and final grades. Final project grades were also significantly different between the two MBTI groups.

Our goal is to further study how best to utilize MBTI in the classroom and whether the results we obtained hold with other classes and/or other uses. As such, we will be experimenting with additional assignments and projects over the coming year. In addition, starting this fall, all incoming students, regardless of major, will complete the MBTI Step II assessment. The goal is to have students and faculty utilize the MBTI results across classes and in advising sessions over the student’s college career. Data comparing these students and those not taking the MBTI will be collected and analyzed moving forward.

For further information contact:
Bryan Greenberg
Department of Business
Elizabethtown College
One Alpha Drive
Elizabethtown, PA 17022
(717) 361-1282
greenbergb@etown.edu
USING ENACTUS TO ACHIEVE DESIRED SERVICE LEARNING OUTCOMES

Janie R. Gregg, The University of West Alabama
Janice K. Greenwood, The University of West Alabama

POSITION PAPER

Service learning has become a hot topic in universities today as it provides an outlet for many universities to achieve their community outreach goals. Service learning also allows campus organizations varied opportunities for service. Since the mid-twentieth century, fraternities and sororities have required some form of community service. Today universities are finding ways to tap into these organizations and turn community service into service learning activities. Other organizations on campus such as academic organizations/fraternities, honor societies, and special interest groups also provide the vehicle necessary to enhance service learning activities. Service Learning Coordinators are hired to broaden the impact of service learning activities across the campuses. These coordinators teach professors and other organizational leaders a new approach that will, with a bit of pre-planning, turn the ordinary community service activity into a service learning success.

Students in Free Enterprise (SIFE, now Enactus) is an organization whose focus is on student-led service learning; students take their classroom knowledge and apply it in projects designed to improve the community. Some activities the SIFE/Enactus students at our university have accomplished include computer training, financial literacy, life skills, economic empowerment, entrepreneurship, environmental sustainability, and other business and social topics. The SIFE/Enactus team at our university, under the guidance of faculty advisors has been involved with service learning and the service learning coordinator at the university to make our projects more focused on making an impact with our community customers, the student teachers, the professor/advisor, and the university as a whole.

In this session, we will discuss how the Service Learning Coordinator works to help organizations plan and execute service learning programs that bring desired outcomes. We will discuss various projects that SIFE/Enactus has undertaken and look at the outcomes from their efforts. Future projects and our tips for success on how you can use your student organizations to enhance service learning at your university.

For further information contact:
Janie R. Gregg
College of Business, Station 21
The University of West Alabama
Livingston, Alabama 35470
(205) 652-3716
jgregg@uwa.edu
USING MENTORING WITH SERVICE LEARNING TO DEVELOP CIVIC LEADERS

Sheri A. Grotrian-Ryan, Peru State College
Kyle Ryan, Peru State College

POSITION PAPER

Oftentimes, when discussing notions of mentoring and service learning within the community, it is insinuated that the connection is among college-aged students and local youth. However, two faculty members at a rural institution have further posited the importance of applying formal mentoring from their professional perspective as well. In addition to college students serving as mentors to local youth through service-learning endeavors, the faculty members have served as mentors to the college-aged students learning to apply critical thinking and reflection to complex community issues through service learning.

To develop leadership skills, mentoring is often considered a critical component and useful tactic (Remy, 2009). According to Gibbons (2000), “mentoring is a protected relationship in which learning and experimentation can occur, potential skills can be developed, and in which results can be measured in terms of competence gained rather than curricular territory covered” (p. 18). Based upon the foundational mentoring research conducted by Kram (1983), mentoring is composed of career development (sponsorship, exposure-and-visibility, coaching, protection, and challenging assignments) and psychosocial functions (role modeling, acceptance-and-confirmation, counseling, and friendship).

Service learning, a teaching strategy that involves reciprocal institution-community partnerships, can be an appealing pedagogical tool for faculty consideration. “Despite increased attention to its benefits, service-learning is not thoroughly integrated into the curriculum at most colleges and universities,” and the lack of integration can often be attributed to scarce administrative support, faculty participation, and funding (Abes, Jackson & Jones, 2002, p. 5). The value of such a relationship to local communities, however, was noted and emphasized over 15 years ago. Bringle and Hatcher (1996) ascertained the valuable resources that colleges possess can be influential when addressing community issues such as economic development, educational and health needs, and community cultural life. Further positive outcomes result within institutions of higher education as well: community involvement, community service, and service-learning.

Knowing the opportunities that exist, a concerted effort has been made to utilize a longitudinal service-learning project to develop civic leaders while applying relevant mentoring functions. Over the course of two years, the CHANCE (Children’s Health, Activity & Nutrition Community Engagement) Initiative has been a multi-level mentoring program. The intent is to offer cross-disciplinary opportunities to students at our small, rural campus. Throughout the first year, Education (EDUC), Health, Physical Education & Recreation (HPER) and Business (BUS) majors were all involved in implementing a social-norms marketing campaign, and nutrition education was offered. Over the course of the second year, HPER and BUS majors partnered in offering pedometer education and implementing an integrated marketing campaign introducing physical activity possibilities through a CHANCE 5K run and CHANCE Youth Field Day.

Academically, faculty members have opportunities within the classroom to interact with the students and impart knowledge and experience to them. Only a select few of these students, however, choose to take the next step and become involved outside of the classroom. While it is unfortunate, in a sense, that more students are not reaping the rewards of such experiences, it does provide more of an opportunity for the faculty members to interact on a more personal level with those students seeking the guidance and mentoring. These same individuals, more often than not, tend to be student leaders within academic organizations that can be a nice compliment to the civic engagement initiatives too.

Based upon the initial two years of implementing a more rigorous service-learning plan with integrated mentoring efforts, much success has been realized from those students actively involved. The following provide a few examples of positive outcomes that have been realized by students:
• Year 1: three students earned first place in a statewide conference for business and leadership while presenting the CHANCE Initiative as a community service project (and explaining how it takes on a service-learning role), and then placed fourth nationally with the same project
• Year 1: one student was named a Newman Civic Fellow through Campus Compact due to her involvement with CHANCE
• Year 1: one student presented CHANCE at a statewide health and physical education scholarly conference
• Year 1: two students presented CHANCE at a statewide Campus Compact symposium
• Year 1: one student presented her personal involvement in CHANCE at an institutional undergraduate research conference and earned first place in the presentation division and second place in the paper division and was encouraged by faculty to present to the State Department of Education
• Year 2: three students earned first place in a statewide conference for business and leadership while presenting the 2nd-year CHANCE Initiative as a community service project; they have qualified for nationals to occur over the summer
• Year 2: two students were AmeriCorps Learn and Serve Scholars and devoted their service hours to the CHANCE Initiative
• Year 2: one student was named a Newman Civic Fellow through Campus Compact for her involvement with CHANCE and other leadership roles
• Year 2: one student presented a personal poster presentation at a statewide Campus Compact symposium
• Year 2: one student was admitted to the PHEAST (Public Health Early Admission Student Track) due to her large involvement with CHANCE

While this type of service-learning involvement and mentoring opportunities cannot guarantee future success as civic leaders, they undoubtedly provide a competitive advantage for these individuals in already having the experience of being involved. These types of events and accolades provide extensive resume builders as students pursue their future careers. The faculty members who have developed CHANCE are further committed to see what future years may bring, and as time continues to pass, more and more undergraduate students learn of the opportunities and seek involvement. Positive outcomes can be a powerful word-of-mouth marketing and recruitment tool for future volunteers to learn about civic leadership.

REFERENCES


Sheri A. Grotrian-Ryan  
School of Professional Studies  
Peru State College  
600 Hoyt Street  
Peru, NE  68421  
(402) 872-2420  
sgrotrian-ryan@peru.edu
HELPING STUDENTS KNOW THEIR BRAND STORIES FOR JOB INTERVIEWS

Garth Harris, Saint Cloud State University

POSITION PAPER

I teach a 4th year products and pricing class which means, for most of the students, it is their last year of college. They are usually planning or looking for a job while they are taking my class. As a faculty advisor to a number of these students I see that they do not put much thought into designing a resume and explaining who they are during their job interviews. To overcome this potential weakness I decided to incorporate storytelling into my class.

Narratives or stories are one way that humans make sense of the world (Lodge, 1990). A good narrative has some common elements that are needed related to problems, actions and outcomes (Alterio & McDrury, 2003). An introduction that grabs people’s attention leaving them wanting to know more is essential. A story also needs tension and stakes that lead to actions (McKee, 2003; Woodside, Sood, & Miller, 2008). What are you going to gain or lose? Why is what happens to you important? If a student cannot answer these questions then why are they telling the story and why should the audience care? Also a story must have a clear ending. You should bring the audience along as you complete what transpires in your story but at the same time you must know the takeaways or the point you are trying to drive home with the story. A story is also someone’s lived experience or perspective and tends to have a lasting impact when it has an emotional element to it that affects the audience (Boud, Keogh, & Walker, 1985; Alterio & McDrury, 2003; McKee, 2003; Woodside, Sood, & Miller, 2008).

To help students develop their brand story they did a series of in class exercises, presentations and assignments over the semester. They were first given a lecture on the elements of a good story (e.g. Escalas, 1998; Alterio & McDrury, 2003; Woodside, Sood, & Miller, 2008). Next they did an in class storytelling exercise similar to the speed dating process. Students took turns telling one -minute stories to different students and also listening to stories. The stories could be about anything. At the end of the exercise we had a classroom discussion about what were the best stories they heard and why. The findings that came out of that discussion were that a story needs to quickly grab their attention and needs a central theme that is relevant to the audience.

Students then had a chance to write and present two stories to the class. The first story was on their education background, which they presented in the middle of the semester. At the end of the semester they had another opportunity to tell a story about what their brand is or how they got hired for their first job after school. Students also had a chance to give their feedback on what they liked and disliked about each story including their own.

In analyzing the stories of the 40 students in the class some themes emerged. Students had a tendency to focus their stories on a timeline and list of events that happened to them without going into much detail. Most of them stayed on a theoretical level, carefully avoiding revealing themselves in their stories. There seemed to be a synthesis missing which is what you would see when creating a unified brand and meaningful story where are all the pieces imply each other (Woodside, Sood, & Miller 2008). The most ironic “stories” were those stories where the students addressed all the pieces of the assignment without actually talking about themselves. The students would talk about challenges but not center the story on what they learned about themselves through these events, which is what employers want to hear.

Students need to realize that stories need to have some tension or teleology, stories do not just plod along, they go and they lead the listener somewhere. Brand stories are not a list of facts that answer a need or question. The best stories were from students that focused just on one theme or challenge and really focused on how they overcame that challenge and the impact it had on them. In the process of focusing on how they overcame a challenge, the class started to understand who they are and what they represent. This is really the great challenge. How can teachers get students to come out of their shells and have them share who they are and not just focus on completing a task or just answering an interviewer’s question with a list of facts? My next challenge which I will be focusing on in the next semester is how to get students to be a little more vulnerable in the telling of the their stories.
That vulnerability and personal elements will allow the authenticity of the story to come through, which will help a student’s true brand shine through in job interviews.

REFERENCES


For further information contact:
Garth E. Harris
Department of Marketing
Herberger Business School
Saint Cloud State University
Centennial Hall 414
720 Fourth Avenue South
Saint Cloud, MN 56301
(320) 308-2032
geharris@stcloudstate.edu
FOCUS GROUP CHATS:
SIMULATE THE FOCUS GROUP EXPERIENCE
ONLINE WHILE BETTER ENGAGING STUDENTS

Alexandra Hutto, Millersville University

POSITION PAPER

Online courses are becoming increasingly popular and more pervasive for a wider array of courses. Perhaps one of the most challenging courses or modules in marketing to teach online is marketing research. The author has developed a technique for simulating the focus group experience in the online course environment. She employs the chat function in a Learning Management System (LMS) such as Blackboard or Moodle to mirror an online focus group experience with a subset of students who log in synchronously. The author coined a term for this technique in early 2012—the “focus group chat.”

Experiential learning has become increasingly popular, especially with Generation Y students. Instructors need to flex their creative muscles in order to come up with appropriate teaching tools for online courses such as marketing research. A core concept of this course is qualitative research, with a key element of that being focus groups. Most of the students have been exposed to the concept through media examples, parodies in commercials, or first-hand participation. However, instructors have a duty to impart best practices to their students. Going beyond the textbook lessons, engaging the students in an actual focus group experience brings the methodology to life. Additionally, when six to eight students, the optimal number, are brought together in a focus group chat for an hour to discuss a select topic, they begin to interact and learn about each other. This can be helpful as a precursor to them forming teams or working together in other capacities. It has been this instructor’s experience that online students appreciate the opportunity to bond with each other. Focus group chats afford such an opportunity.

By putting together a focus group guide for a topic of broad interest, laying out some basic ground rules, assembling the students in synchronous groups, and managing the discussion, instructors can simulate the focus group experience. The author has tried four different topics on 12 different focus group chats over four semesters from floating an idea for a new course to students’ media habits to asking how they sustain themselves calorie-wise throughout the day on a commuter campus. The results have been very promising. The students have responded well to the experience.

Three types of challenges can arise with focus group chats: technological, scheduling and participative. When students enroll in an online course, they are automatically granted permission to use the university’s LMS. However, that does not guarantee that all students in a course know how to use it properly. Students may need to be directed to tutorials and base-line resources to check that their systems are operating properly to use course resources such as the chat function. The instructor may want to highlight how to access Tech Support.

It can be challenging to gather students in an asynchronous course together for a synchronous activity. One solution might be to send out a survey asking about date and time availability. This instructor has found that with her student body, late evening times garner the best attendance (i.e., 8 or 8:30 PM start times).

In order to encourage participation, set expectations at the outset. Tell students that the exercise is fast-paced and engaging. Let them know that you expect everyone to answer every question, that there are no right answers—every opinion is valued—and that you expect them to stay for the entire session in order to receive full credit.

The next step for focus group chats is to roll them out beyond this author. How well do they work for other instructors? What learning can be shared across instructors? Can a repository of topics be compiled and shared? If so, is the Internet the best place for it? To what purposes can the data gathered be used? What are the best practices for using this methodology?
Position Papers

For further information contact:
Alexandra Hutto
Department of Management and Marketing
Millersville University
P.O. Box 1002
Millersville, PA 17551
(717) 871-5445
lexi.hutto@millersville.edu
PERSONAL BRANDING IN SOCIAL MEDIA

Katryna Johnson, Metropolitan State University

POSITION PAPER

Personal branding is the process by which individuals market themselves to the public (Peters, 1997; Shepherd, 2005). A personal brand is a reflection of the individual’s skills, abilities and lifestyle (Hearn, 2008). Taking control of the processes that influence one’s personal brand is vital to establishing and maintaining one’s personal brand (Hearn, 2008). To develop a personal brand, students need to develop a personal brand statement in which they communicate what makes them unique (Clark, 2011; Shepherd, 2005; Vitberg, 2010). Conducting a personal SWOT analysis to identify internal strengths and weaknesses assists in this process (Quast, 2013).

An individual needs to develop their personal brand positioning (Peters, 1997; Shepherd, 2005; Vitberg, 2010). This includes identifying a target market for one’s message and highlighting personal skills and knowledge that clearly give an individual a point of difference in the marketplace (Vitberg, 2010). If the goal for an individual in personal branding is to build one’s professional reputation, then providing evidence of professional qualifications and good communication skills is important (Hunt, 2012; Vitberg, 2010).

Students need to understand the concept of personal branding and how actions they engage in today can affect their future. When teaching the concept, some students are resistant to the idea that images or information posted on social networking sites such as Facebook could be used by organizations in the hiring process. A Career Builder report indicates that the top actions that can hurt individuals in the hiring process are the use of inappropriate or provocative photos or information (Hunt, 2012). The Career Builder report indicated that 29% of employers have used social networking information to hire candidates. Portraying a professional image (55%) and having information to support professional qualifications (34%) topped the list of information that assisted in the hiring process. Reviewing this type of information with students and teaching them about social media tools and basic elements of personal branding such as being authentic, professional and consistent in their use of social media is essential in the field of marketing (Clark, 2011; Gehl, 2011).

In the digital world, blogs, podcasts, Facebook, LinkedIn, Twitter and YouTube have been used (Harris & Rae, 2011). Maintaining consistency in the messages and images used across the platforms enhances one’s personal brand. New media platforms such as Pinterest provide individuals with a visual form of communication to convey their image. In February 2012, “Pinterest drove more traffic to websites than Twitter, LinkedIn, and Google+ and YouTube combined” (Hempel & Conrad, 2012, p. 109). As with other platforms, the images used on Pinterest should be authentic in that they express who a person is (Lacy, 2012). Pins should reflect one’s own work, be kept current, and credit sources (Lacy, 2012).

Students can monitor their personal brand through tools such as Google Alert (which allows them to know who has searched for them), Klout (which is a score on influence on Twitter) or Social Mention to determine if your brand is being discussed in social media (Gehl, 2011). Future research should examine exploding media platforms such as Pinterest and its use in personal branding.

REFERENCES


Position Papers


For further information contact:
Katryna Johnson
Metropolitan State University
College of Management
1501 Hennepin Avenue
Minneapolis, MN 55403
(612) 659-7217
katryna.johnson@metrostate.edu

MMA Fall Educators’ Conference – 2013
REACHING THE MILLENNIAL GENERATION IN THE CLASSROOM

Paul E. Kotz, St. Mary’s University

POSITION PAPER

The millennial generation (also known as Generation Y) is the age group of children born between 1982 and 2002, some 81 million children who have taken over K-12, and have entered college and the workforce (Manning, 2013, p.1). This generation will replace the Baby-boomers as they retire. As an educator who has worked with high school for 15 years and universities for 23 years, I am continually trying to understand how to address the requests of the various current student sets. It is my desire to be aware and adjust my teaching style to make learning for these students richer and more accessible.

To this end, I asked 63 students within three independent sections of a private Midwest high school aged 15 to 16 to answer two survey questions regarding their classroom experience: 1. What could we as teachers do differently to make a student’s experience better in the classroom? 2. What other tools do students need to be successful in the classroom? I share these findings with the reader on teaching methods germane to the millennial student to shed additional light in management and marketing classrooms; these young millennials will likely be the target group in our college and graduate schools.

Like most previous generations, millennials dislike homework but wish to be actively engaged in class and use their time wisely. Wilson and Gerber (2008) recognize millennials prefer to work in small groups with music playing in the background instead of working alone in a silent classroom. Stimulation is a motivator for many in this generation (p.34). Millennial students say they want to use both sides of their brain, especially their creative side. Some say they want to do what is enjoyable in their own estimation. They ask for more comfortable chairs because they sit in classrooms, in many cases, for six to seven periods per day. Comfortable, welcoming and flexible spaces are very important to this group.

Since they often employ laptops, they wish for schools to find additional, better ways to learn online. When videos and movies have relevance to the course, students appreciate the opportunity to do this media learning at home followed by the opportunity to ask questions in the next class (flipped curriculum). Students recognize their own visual learning skill and wish instructors would recognize this and teach to this style. Students also want to ensure fairness, want to matter in the group, and be acknowledged for their strengths. A cluster of this generation enjoys interactive games, quizlets, and other approaches that help review concepts in alternative forms to lecture. They ask for open notes on examinations, and more hands-on activities. They wish for adults to have patience with their active “multilayered brains.” The millennial group juggles many tasks at once. This generation often listens to music, works on the computer and watches television at the same time. This means they have come to expect stimulation in their learning environments and may be more focused than it seems to their teachers.

While they are similar to students of previous generations, they have used technology since they were infants, and are “wired” as no other previous group of students. This presents particular challenges and opportunities in teaching to millennials. Some college administrators believe that many Gen Y’s have “lost the sense of pure play.” According to Allen (2012), “They expect everything to be planned for them and do not expect to have as much freedom - or responsibility for structuring their educational lives” (p. 58). Wilson and Gerber (2008) noticed that having spent a large percentage of time in structured activities, Millennials are accustomed to having a large amount of adult supervision. Thus, they may have poor self-management and conflict resolution skills (p.32). Students are responsive and "very smart" according to some faculty. Members of this cohort set the bar high for themselves, and they, like their Boomer parents, expect success. They sometimes "expect" to get good grades and are upset when this does not happen. As of 2002, “81% of college mental health service directors reported an increase in students with serious psychological problems” (Gallagher, 2006). Some counselors have identified these psychological problems as a result of the overwhelming pressure on students to succeed.
Keeping this group interested by introducing a topic that taps into a personal interest is a primary way of reaching millennials in an educational format. Students repeatedly comment that relating lessons to topics of interest makes their learning experience that much better. This can be problematic because it is difficult for one or two instructors in a classroom to meet the personal interests for each individual. Lynch (2013) emphasizes “there is a growing mismatch between faculty and students in terms of teaching and learning.” Small group discussions, projects, in-class presentations and debates, peer critiques, team projects, service learning, field experiences, developing simulations, and case method approaches have been found to be successful for high school and college millennial students. Millennial students seem to thrive when they excel collaboratively while still keeping their unique personal approaches intact.

Providing frequent feedback is also essential for Generation Y to move to the next step and progress as learners. This feedback allows them to know when they are headed in the right direction and when they are getting off-track. Frequent attention from teachers is welcome. According to Elliot-Yeary (2012), “Millennials want to enjoy their learning. If it is not fun, it will be cast into the category of boring and may become less effective.” Millennials learn best when they are entertained. In the context of business management and marketing courses, the adults of the earlier generations may remember what it was like to arrive at young adulthood. They must also realize that this millennial generation needs to be nurtured, mentored, developed, and released to grow in their own learning.

REFERENCES


For further information contact:
Paul E. Kotz
Doctoral Leadership Program
Saint Mary’s University of Minnesota
2500 Park Avenue
Minneapolis, MN 55404-4403
(651) 487-3179
pekotz@stkate.edu
SHORT-TERM STUDY ABROAD COURSES: WHAT CAN BE DONE TO INCREASE STUDENT ENROLLMENTS?

Rob Kuennen, Coe College
Pam Carstens, Coe College

POSITION PAPER

The benefits of studying abroad are well documented (Dwyer & Peters, 2004; Ingraham & Peterson, 2004). But although the number of students studying abroad is increasing, in 2010/2011 less than 15% of U.S. undergraduate students choose to study abroad (Institute of International Education, 2012 Nov 13). To encourage greater numbers of students to take advantage of international opportunities, colleges and universities must understand why some students choose to study abroad and others do not, why some groups of students tend to study abroad in greater numbers than others, and what can be done to remove some of the obstacles to studying abroad.

The most recent Institute of International Education (IIE) reports show that the number of students from U.S. colleges and universities participating in some kind of study abroad experience more than tripled in the last twenty years, with numbers in the last ten years growing at a compound annual rate of 5.92% – despite travel scares and a weak economy. In 2010/2011, nearly 274,000 students, a record high, participated in a study abroad experience. The majority of these students, about 58%, participated in a short-term experience, defined as a summer program or a program of eight weeks or less (Institute of International Education, 2012a).

IIE reports also show that participation in study abroad experiences across demographic groups varies. Male students participate in much smaller numbers than female students, with males accounting for only 35% of those studying abroad (Institute of International Education, 2012b). Suggested reasons for the lower participation include differences in educational goals, in chosen majors, in average GPAs, and in participation in athletics (Dessoff, 2006). Minority student participation continues to lag behind participation by Caucasian students (Institute of International Education, 2012b), as does participation by first-generation college students and students from lower-income households (Dessoff, 2006).

About 15 years ago Coe College began making efforts to offer more study abroad opportunities for students. Since 1997, several semester-long exchange programs were established with universities in Europe and Asia. These programs reduce barriers for students wishing to study abroad in semester-long or year-long programs. In 2003, Coe dropped its traditional January Term and replaced it with an optional May Term. A decision was made to concentrate on offering May Term courses with two- to three-week off-campus travel components. The number of these courses and the number of students enrolled in them has nearly doubled over the last 5 years.

In Fall 2012, a group of students in an advanced marketing course began studying enrollment patterns in Coe’s May Term study abroad courses, noticing in particular the differences in enrollments across courses and in enrollment by gender, with nearly 75% of Coe’s participants in the last few years being female. The students gathered secondary information on enrollment patterns in short-term study abroad courses offered by U.S. universities and colleges and then developed a survey to gather information from Coe College students. Questions focused on students’ knowledge of May Term 2013 study abroad courses, reasons they might or might not participate in a May Term 2013 course, their previous international experiences, and their demographic profile. In Spring 2013, a follow-up survey of only those students actually registered for a May Term 2013 course was conducted, with questions focused on reasons for selecting one particular course over others, personal influences in their decisions, and students’ funding sources for the course. A small number of faculty offering study abroad courses were also interviewed to gain insight on some issues not captured by the surveys.

Preliminary analysis of results of the initial survey showed that most respondents (80%) had an interest in studying abroad. Students gave a wide range of reasons for considering participation in a May Term study abroad course, and a smaller range of reasons for not considering participation, with the expense of May Term the most
common reason. Results differed by both gender and year in school. Preliminary analysis of the results of the follow-up survey helped in identifying differences in how those registered for a May Term 2013 course perceive the May Term opportunity as compared to those not registered to take a course.

Analysis of the results of the surveys and faculty interviews is continuing, with a goal of making recommendations both to the administration and to faculty offering these courses. A survey of students who have completed a May Term study abroad course is being considered.

REFERENCES


For further information contact:
Rob Kuennen
Stead Department of Business Administration and Economics
Coe College
1220 1st Ave NE
Cedar Rapids, IA 52402
(319) 399-8271
rkuennen@coe.edu
KNOW THY CUSTOMER: ADAPTING ONLINE DELIVERY FOR ON-GROUND STUDENTS

Michelle B. Kunz, Morehead State University

POSITION PAPER

Continued budget constraints for universities result in reduced course offerings, larger class sizes, and often overloads or changing course loads for faculty. Such was the situation for me in the fall of 2012. While the Consumer Behavior (CB) course was once a course that I taught every semester, sometimes both on-ground and online, that changed in the fall of 2009. Reassignments for faculty, and administrative pressures resulted in another faculty member teaching the CB course, and I picked up new elective courses in both the MBA and undergraduate curriculum, along with core courses, and most of my teaching load was online. Thus, I found myself teaching a consumer behavior class, for the first time in two years, with an enrollment which continued to grow to more than 40 in an online course. The CB course is required for the marketing major and minor, and is an elective for the general business, management, and sport management majors. The fall term provided this one offering, online, for a much-demanded consumer behavior course.

The online courses that I have been teaching over the past four years have been heavily populated by online students, working on one of three online undergraduate degrees offered at the university. There are always a few on-ground students enrolled, but they have been a small portion of the course enrollments. Things were completely different in this course, with a clear majority, almost 78% of the students, being on-ground students, forced to take an online course, for which they had to pay an additional $300 in fees.

The “regular” online students had no problem submitting assignments on-time, and online. Nor did they have trouble with collaboration via online tools, and very rarely did they have issues keeping up with the workload/expectations. In addition, many of these students worked full-time jobs, and were very efficient with their time, and working in advance of deadlines.

Historically, in the online courses I have taught, only a minority of students were NOT in online programs. I did not have a significant amount of “blow-back” from the on-ground students in previous terms, as they “incorporated” into the online environment, and for the most part, had adapted to the expectations that I placed regarding course requirements, online collaboration, submission of assignments, and working in teams online. This however was NOT the case for this particular class.

They rely on in-class lecture/discussion to cover course content, rather than reading the assigned materials; make excuses for not having a textbook; procrastinate on assignments, and work to last-minute of deadlines; want to meet via phone call or in-person for team assignments; do not look for details on assignment feedback online, but rather rely on “talking” with the instructor.

Due to the large enrollment in the course, I converted one individual, on-going application assignment to a 3-student team project. I had also changed team peer evaluations, to a team participation grade, evaluated by the instructor, based upon the “trail” of posts in the team discussions and journal posts. Even with the changes I had made, I still spent about 3-4 hours weekly, grading discussion, posting detailed feedback to students on improving assignments, and updating weekly assignment descriptions and information.

Posting updates via the announcements page was not sufficient; I soon learned to email the announcements to the class. I also provided more detailed, in-depth explanations in the weekly assignment postings. I continued to stress the importance of documenting participation via the online tools in Blackboard, and as well stressed the application of this online learning environment to collaboration on the job, for distance-based teams they may have in their future job.
It is important to be cognizant of the student population in the online course within the first couple weeks of the term. While I had a general idea, I did not fully realize the significant impact such a large on-ground population would have for the entire course environment. In the future, I believe it is imperative to not only post my expectations about online collaboration and participation, but linking the online learning environment to their future employment, and the likelihood that they will need to collaborate with co-workers at a distance can reinforce the fact these skills are transferable to the work environment. The second strategy that I have not determined just yet how to implement, but which I feel is important is to develop the course materials in a way that all students must FIRST review the course expectations, requirements, assignment information, etc., BEFORE they can progress to regular course content and materials. In Blackboard setting materials in adaptive release, or review mode are possibilities that would alert the instructor to student review of these foundational materials/information. After all these decades teaching, it is still imperative that the instructor “Know Thy Customer.”

For further information contact:
Michelle B. Kunz
College of Business and Public Affairs
Morehead State University
150 University Blvd, Box 526
Morehead, KY 40351
(606) 783-5479
m.kunz@moreheadstate.edu
ENABLING STUDENTS TO TEACH EACH OTHER SOCIAL MEDIA BY USING A WIKI

Tyler Laird-Magee, Linfield College

POSITION PAPER

Today’s Web 3.0 technologies enable rapid, transformational change. Understanding and maintaining currency with the proliferation of and 24/7 social media platform changes can be overwhelming for marketing professors. What is new one semester may be old the next semester when it comes to teaching social media marketing (Hettche & Clayton, 2012).

At a small liberal arts college, our marketing majors have a limited number of elective courses from which to choose. Consequently, the Promotions Management (IMC) course must provide a broad knowledge base of traditional, digital and social media. This course was designed to equip student teams with the knowledge, experience and confidence to perform an IMC audit through real business client engagements, including social media use, and make recommendations for short, mid and long term IMC changes.

To address both needs, social media savvy currency and IMC assessment acumen, I completely re-built this course to fully integrate and leverage the dynamics of social media. Applying the adage, “The best way to learn is to teach”, this experiential learning approach required four student teams to become the “experts” of one assigned social media platform: Facebook, YouTube, Twitter and LinkedIn.

Having previously used a blog as a tool to collect primary research between students in different countries, a wiki seemed a good alternative for secondary data collection, as they are among the easiest Web-based collaboration tools educators can use (Weber, 2008), serving as a “collaborative library for any research paper in marketing” (Munoz, 2012, p 25). Our course wiki, which utilized the free, education offering from Wikispaces, did this and was positioned to students as a team research paper collaboratively written enabling 24/7 access and ability to always know its current status.

While each team had a specific, quantifiable metrics to deliver for this two-part assignment, I also engaged with the wiki in two ways: 1) Adding content to each team’s wiki in the beginning to get the teams going; and 2) Starting each week’s class with a visual content review, short discussion on new discoveries, and noting which team led in substantive posts. This team project culminated in the second step of each team ‘teaching’ their social media platform through an oral presentation and purposefully designed dialog with the other teams. Given this experience and learning outcomes attained, it appears empowering students to teach each other social media platforms in an IMC course works well. There are two recommendations and one observation those considering this approach should consider.

Taking what Lamb and Johnson (2007) admonished, having students understand how wikis work before embarking on one, is an area for improvement. In retrospect, Wikispaces offers a “Help” button with a wealth of insights available on the course wiki, including a section on higher education and tips for teachers. Perhaps having a quiz on key elements or offering a competitive in-class activity to find the answers to the top 5 questions/issues students experienced may be a way to overcome this issue next time.

Thinking team pressure and weekly classroom review of who posted what content would be enough to motivate members’ contributions, one student’s posts did not meet the minimum number and negatively impacted one team. In hindsight this could have been avoided by adopting Cronin’s (2009) scoring rubric developed to assess page contributions/edits. Although noted by Cronin (2009) this remains a challenge to do as current platforms — including Wikispaces — do not offer an easy way to grade students’ posts like online teaching software, Moodle and Blackboard, provide. At a minimum a syllabus rubric approach is well advised.
Regardless, using a wiki to enable real-time student learning of the major social media platforms in an IMC course was a good way to overcome traditional resource limitations, time constraints many professors may feel in maintaining 24/7 currency in many social media platforms, and prepare entry-level skills for prospective employers. Enabling students to learn by teaching is a new way to overcome the challenge of social media currency and, as evidenced by student feedback, they not only learned but also enjoyed being recognized by peers as an “expert” in one social media platform.

REFERENCES


For further information contact:
Tyler Laird-Magee
Business Department
Linfield College
900 SE Baker Street
McMinnville, OR 97128
(503) 883-2243
tlairdm@linfield.edu
CHALLENGE THE ACCEPTED: CREATE SOMETHING NEW IN INTERNATIONAL EXPERIENCES

Paul M. Lane, Grand Valley State University

POSITION PAPER

International programs at universities have for too long been cast out of one mold. They are for credit, for students, for a few weeks or a semester, often focused on one subject matter, such as history of Europe, social work in South Africa and so forth, and built around courses. They are traditionally expensive in terms of time, information, money and energy. You have to commit to going months in advance, there are many hurdles to cross to get accepted, or to try and get the course material to add in some way to the students already well planned pre-professional curriculum. What is there for the student who is married, who is non-traditional with a family, or who is working to pay their own rent, which does not go away when they travel? Where is the flexibility to accommodate those who have other commitments whether work, internships, military reserves or research? There is nothing wrong with the model being used to serve the traditional student population. What is wrong is there are huge segments of students and university supporters who are not served or are underserved.

There have been suggestions from time to time for change. Ha-Brookshire and Stoll (2009) recommended a roving reporter model with a person in the other country doing things for a US based class. The use of Skype or Oovoo between classes in different countries would be another.

Several years ago the author and his colleague were asked to make a choice between for credit and not for credit education. The choice was not for credit. This permitted the development of projects that did not have to meet specific enrollment levels, it allowed students to come without credit, it allowed community members, family members, and those from the business community with passion to join the projects. Today the initiative reports to Continuing Education. Students participate from two major state universities in the region and from other schools from time to time when they are interested. Also a very active part of the program are the community members who come from the major corporations in the area out of a desire for service, out of a passion to learn, out of a desire to use their skills to help others. In the last couple of years people from 18 to 72 have traveled with the groups all learning together about culture, life, and opportunity.

Because the experience is not being tied to a course, people can participate at a time that is good for them. In 2013, there were freshmen and recent graduates as participants. Also this, “not being tied to a course,” while reducing professional compensation to zero, it allows people to make the final commitment about a month before the travel takes place. This is great for those with families, those who are on tight schedules, and those who have to set aside money to come. If they can only get a week off from their job then they fly in on Saturday and return on the following Sunday. The focus is providing the experience to those who have not had the chance to go internationally before, or to those who have not experienced the culture being visited.

One of the things that advantage these types of projects is flexibility. In May 2013, six people came for three weeks, others for two weeks, others for ten days, still more for a week and two for only five days. They all had rich cross-cultural experiences some direct and some learned from those who came for a longer time. Does it matter? In the 21st century if the goal is more global awareness maybe it is time to think about international learning in new ways. There is nothing wrong with the old model except it is insufficient in the 21st century. What makes it interesting or attractive to students and community members? It seems to be the collaborative interdisciplinary focus on a common problem. When a team realizes that each is supposed to give of their ability to make something work it is amazing how wonderfully things can turn out. Perhaps it is about self-actualization.

In these trips there are two obvious ways to learn about the culture. One is from teammates, some of whom have been on multiple trips. The other is what the author likes to call a self-controlled dive into the new culture.
You could run back to the patio of the author’s hotel and rest safely on a couch or in a hammock. Or a student could explore the community with others or on their own. Most choose the latter stopping by to check in from time to time. What is great about these trips is that they are much less expensive. This year the three-week trip cost about $1500 for everything including all food, airfare etc.

There are several important challenges to the business of education. There is no tuition revenue; at the moment there is no real way to pay the faculty trip leaders, only students who can afford to pay can come as there is no real financial aid.

What does the future hold? As education is changing and universities and professors need to be more innovative it may be a time for a change. It may be time to find passionate faculty and help them in some ways to lead these types of international experiences and to look at new homes for these experiences, in continuing education, student life, or service learning. The 21st century is a time of opportunities. Millennial students are looking for different things in international experiences – perhaps it is time to focus on what the market wants.

REFERENCES


For further information contact:
Paul M. Lane
Seidman College of Business
Grand Valley State University
lanepa@gvsu.edu
(203) 558-3140
USING SOCIAL MEDIA
TO IMPROVE YOUR WORLD

Paul Lane, Grand Valley State University

Position Paper

Social media is much discussed in the classroom, in textbooks, and in practice. Tuten suggested that the challenges lay in time, the quantity of tools available, and the perception of their functions. The challenge is how to interest students to develop something meaningful for themselves. This led to the development of the assignment in social media, for basic marketing in the winter of 2013 in which the students choose tools and explain how they will use them.

In class different types of social media are explored and their potential discussed. For example students quickly recognize Facebook as a social site, but there are others they like as well including Twitter, Instagram, You Tube, Pinterest, etc. There is recognition that Linked in is more professional site but that depends on what career you are in. There is often some confusion about how to use it. Twitter often leads to a lot of discussion as to its usefulness as a social site, and its use as a professional site. In a class another six to ten sites will come up as being appealing to one person or another. You tube is often part of this discussion as at first students are thinking about the broadcast capabilities. As they begin to think about the power of the interaction You Tube and other video sites seem to diminish in popularity. The text section on social media is referenced as well.

The assignment is then discussed. The author has observed it is difficult for students to think about marketing strategically. They are very interested in elements of communication but do not seem to understand the concept of tying them together to achieve something. The assignment is crafted to encourage the students to think about using social media to enhance their lives, their causes, in some specific way. The goal is to achieve a personal strategic objective not just a personal brand.

Why is social media important to the student? How do they see it playing a role in their lives? Next are the top three social media sites in their opinion. The idea is to allow them to assess their own world. Students are asked to come up with their own goals preferably professional for social media, being proactive and thinking how they can use a tool to their advantage.

This leads to some interesting discussion as people are only likely to look at your material if they themselves get some benefit. How do you make yourself valuable to others in the world of social media? Given your goals what are the top three sites that you should be on? Suddenly the same set is not good for everyone in the class. Not where do you want to be, but where should you be? They are to choose the top three sites that would be good for them and their objectives. This is significantly different than just creating a brand image through posting pictures of yourself, your parties, your travels, and cool stuff. This is adding strategic thinking.

Next they have to share their explicit goals for participation. This could be a better job or networking with other professionals in the same geographic or work area. It could be about driving business to them as sales people, or small business people, driving traffic to their business site and so forth. It is a way to build their personal brand with strategic objectives. The following are some of the elements that students are asked to use in developing their personal social media plan.

• Goals for Participation: Students are asked to set up goals for participation. What is it that they hope to achieve in a defined amount of time by using social media?
• Profile Points: The assignment requires them to list profile points that they feel are important to communicate given their objectives for this exercise in marketing themselves using social media.
• Photo Criteria: Students are asked to give a lot of thought as to how they want to project themselves in a photograph(s) to support their stated objectives. Millennial students often squirm at the idea that the photo should be chosen with purpose to support the objectives. Good photos are that, and why not change it all
the time whenever you come up with a new cool photo? This provides an opportunity to discuss the importance of some consistency as well as change in brand creation.

- Plans for the Web: How will you make this happen on the web? Is this a one-time thing? Is this 15 minutes a day, is this seeking out so many new contacts a day, what is the plan. Most students have not thought about a market strategy for themselves.
- Target Segment: The assignment asks you to explain the target market and then relate how your choice of social media works for that segment: in terms of demographics, lifestyles, benefits, etc.
- Industry Norms: The last part of the assignment is to try to find information on industry norms for social media presence in their professions? This is a reminder that they are not alone, and not the first.

In the first class there was large number of nontraditional students. They seem to find the requirement of a plan for them to be on the web difficult. Conversely younger students were all over the web and did not see why they should focus on strategy at first.

Currently this is one of several web based assignments: pricing, design (new product) communication, secondary research and now strategy. In the next year it would be interesting to add one on primary research, or on choosing locations using web based information. This will also cover the major areas in marketing text and allow for discourse on using the web throughout.

REFERENCES


For further information contact:
Paul M. Lane
Seidman College of Business
Grand Valley State University
(203) 558-3140
ланепа@гвс.еd
CREATING AND TEACHING
A MARKETING ANALYTICS COURSE:
METHODS, OPTIONS AND RESOURCES

Thomas W. Lanis, East Central University

The purpose of this position paper is to provide an overview of the current state of teaching marketing analytics (aka marketing metrics) courses. It is hoped that through the conference presentation of this paper and subsequent discussions among marketing educators, we can move forward towards developing more consistent and relevant marketing analytics courses.

As analytics and analysis of big data grows in importance to businesses and executives (Barton and Court, 2012) and they need marketers with data analysis skills (Wyner 2013), business schools and marketing educators have responded with a variety of courses (Saber and Foster 2011; Pilling, Rigdon and Brightman 2012; Ganesh, Sun and Barat 2010) and course add-ons (Pirog 2010; Chennamaneni et.al. 2011; Chen et.al. 2012) to address the growing knowledge gap of marketing graduates. Yet when this author reviewed a number of marketing analytics courses being offered around the U.S., very little consistency was found in terms of course objectives and content. Meanwhile, despite an increasing number of trade books written to aid business and industry with the growing need to measure marketing and marketing performance, such as John Davis’s 1997 book Measuring Marketing and the popular book by Farris et.al. Marketing Metrics (2006), the major textbook publishers have yet to offer a textbook for this subject.

Further research on this topic can continue the work of aforementioned research by measuring the outcomes related to taking an analytics course such as the success of students in entry-level marketing analysis jobs. In terms of educational research, the marketing academics working in this field should coordinate their scholarly efforts to develop learning materials, particularly datasets, cases, problems and even exam questions.

REFERENCES
Position Papers


For further information contact:
Thomas W. Lanis
Department of Business Administration
Stonecipher School of Business
East Central University
1100 E. 14th
Ada, OK 74820
(580) 559-5573
tlanis@ecok.edu
ACTIVE LEARNING USING SALES CALLS AND CLIENT PITCHES

Rick Moran, University of Wisconsin – Superior

POSITION PAPER

The ability to sell is in demand by employers, with sales representative positions among the hardest positions to fill according to employment agency Manpower (Deeter-Schmelz & Kennedy, 2011). One reason is the increasing sophistication of the sales role. A salesperson today must be able to assess customers’ needs, analyze trends and master automation tools, while providing value in their relationships with clients. According to Fogel, Hoffmeister, Rocco, and Strunk (2012), “Critical thinking, analytical skills, and the ability to negotiate have become more important than an outgoing personality.”

While the outgoing personality may be optional, the ability to communicate effectively is not. Unfortunately, few students have the opportunity to practice sales skills in a realistic situation.

The activities discussed in this paper can make a difference in learning outcomes and preparation of students for the workplace. First, the activities can generate interest and excitement through real life selling experiences. Second, they can reinforce traditional classroom activities targeting specific learning objectives. Third, the sales activities provide experience students can add to their resumes. Fourth, the knowledge and understanding of selling situations gained will be useful when answering behavioral employment interview questions. Finally, the experience will allow students to achieve higher sales performance levels more quickly than they would have otherwise after starting their first sales job after graduation.

There are numerous potential solutions for gaining selling experience, but three have been piloted in classes by the author and received positive feedback from students. The first two involve in-class roleplaying, with students selling a product or service to the instructor in the role of the client. This permits the instructor to introduce sales objections, distractions, complaints, etc. In one case, a single sales person, possibly accompanied by a sales manager, makes the call. In the second instance, a team makes a pitch to the client. The latter case modifies a typical group presentation to the format of a pitch to a “client” or potential “client.” For example, in an advertising class teams can be assigned to different prospective clients with each asked to prepare a pitch for the client’s business. Similar scenarios could be used in public relations, sales or sales management classes.

In either case, the student(s) may face a friendly prospect (instructor) or one who can make the sale more challenging for them – in the process providing the class with a chance to observe different scenarios. It is important that the instructor and students remain “in character” during the exercise. If necessary, the instructor can occasionally stop the process, step out of character to handle a teachable moment and then step back into character to continue the exercise. For team pitches both the students and the instructor should know the specific role each student plays. For example, in a sales or sales management class the focus can be on an individual student or a pair of students in sales manager and sales representative roles. Similarly in an advertising agency pitch, there might be team pitches with a creative director, account executive, copywriter, and so forth. Additional types of teams could be used for other complex products: constructions, engineering, architecture, etc. For the latter types of teams, it would be important that the students understand the basics of the industry they represent.

The third solution makes use of Academic Service Learning to place students in real life sales situations. This allows students to gain valuable experience and become more comfortable with sales related activity. Academic Service Learning requires finding non-profit organizations willing to work with students for a part of the term and provide them with exposure to actual sales activity. The institution’s Academic Service Learning office can usually assist by suggesting organizations and providing releases, nondisclosure agreements and similar documents designed to protect the institution, student and organization. Activities could include telemarketing, retail sales, trade shows or another activity related to the non-profit’s operations or fund raising. Hagenbuch (2006), using both quantitative and qualitative analyses, found service learning in sales offered benefits for both students and partnering nonprofit
Position Papers

organizations. One benefit is that students can provide feedback to both the instructor and the organization, and students can get feedback from the organization on their efforts, mimicking an employee evaluation. The instructor should, of course, discuss the procedures for such reviews with both the co-operating organizations and the students to avoid misunderstandings.

All three of these options provide students with a relatively safe first encounter with face-to-face selling. Luthy (2007) notes that students need sales-related work experience or internships to complement their course work. In-class activities or service learning experience can provide experience and build confidence, making it easier for students to win sales related internships and jobs while in school. Those experiences will, in turn, make it easier for students interviewing for sales positions after graduation.

For all three activity types, academic evaluation is an important part of the experience. Use of a grading rubric or evaluation form is essential. As Carroll (2006) put it, the form “acts as a strong debriefing instructional technique, where detailed feedback can be articulated, which also facilitates the ease of correction and standardises the assessment, making it both fair and equitable.”

The challenges involved with these forms of active learning center primarily around the preparation time and effort to arrange these activities plus the trade off of valuable class time. In the case of Academic Service Learning, out of class activity could also require scaling back other projects or papers for the course.

The results to date are positive, but rely solely on feedback from students or, in the case of Academic Service Learning, the partner organization. A formal method for comparing pre and post learning activity performance by the student would be helpful in confirming whether there is a real change.

REFERENCES


For further information contact:
Rick Moran
Department of Business and Economics
University of Wisconsin – Superior
Belknap & Catlin, PO Box 2000
Superior, WI 54880
(715) 394-8386
rmoran2@uwsuper.edu
SMALL AND MEDIUM SIZED BUSINESSES
NEEDS FOR ENTRY LEVEL SALES
AND MARKETING STAFF

Rick Moran, University of Wisconsin – Superior

POSITION PAPER

Small and medium sized businesses often have sales and marketing employment needs that do not match those of bigger firms. To fulfill the needs of both small and large firms, as well as students, business schools need the capability of segmenting potential employers and targeting the segments in which they are most competitive based on their programs and the interests of graduates. To do so, institutions should review available secondary research as well as employment information of marketing and sales alumni. Additional data may need to be gathered using a survey of employers and/or alumni. Based on this information the institution can better understand its performance and the opportunities available for its graduates. As any student who has taken principles of marketing could tell us, business schools should be identifying the needs of both students and employers and then moving to fulfill them.

Business schools could explore a number of avenues to maximize the employment opportunities for their sales and marketing alumni. First, an attempt should be made to fully understand the needs of companies recruiting business students for sales and marketing positions. Hawes (1989) covers the logic used by firms in selecting institutions for recruiting and lays out a model for the behavior of employers, which notably includes establishing relationships with career service offices at colleges. Hawes also notes that a company’s choice of schools on which to focus for recruiting can be based on numerous factors. In general, business schools with students primarily from a relatively small region might be good matches for smaller, local firms. The candidates for sales positions from these schools tend to prefer to stay in the region, a benefit for local employers and a negative for larger national employers where geographic moves to distant field sales offices are expected upon hiring or as employees become eligible for promotions. Similarly, marketing students wishing to remain in the local area are more attracted to firms of any size with headquarters offices in the region. Finally, companies may prefer schools with programs specializing in aspects of marketing or sales management, or the application of marketing and sales to a specific industry (Hawes, 1989).

With the possible exception of students looking to remain in a specific geographic area, students generally seem to prefer larger firms over small to medium sized enterprises (SME’s) based on perceptions that salary and benefits are lower at SME’s. There is also a belief among graduates that SME’s “have lower levels of security, material rewards, starting salary, training and prospects for promotion compared to those offered” (Moy & Lee, 2002) by larger firms. While this may be a widely held belief among graduates, Singhapakdi, Sirgy, & Lee (2010) found that “marketing managers' satisfaction of lower-order needs (pay, job security, fringe benefits, etc.) in large firms” is not significantly different than what can be found in smaller firms.

Since some students have talents or personalities that may be better suited to the environment at SME’s while others would be a better fit for larger firms, students should be provided with objective pro’s and con’s for each to assist them in planning and decision making. For example, in larger firms marketers are likely be doing much more specialized work – maybe research or managing a single brand. In a smaller firm, a marketer would be more likely to be involved with a much wider array of marketing activities. For instance, a position touching on research, brand management, advertising and channel management would not be all that unusual. In addition, Singhapakdi et al. (2010) found that marketing managers in small firms generally enjoy a higher quality of life on the job than counterparts in larger firms. One driver of this was that “marketing managers' satisfaction of higher-order needs (social, esteem, autonomy, social recognition, etc.) in small firms is significantly higher than their counterparts in large firms (Singhapakdi et al., 2010).” They also found that employees at smaller firms “are likely to report higher levels of job satisfaction, esprit de corps, and organizational commitment (Singhapakdi et al., 2010).”
There is also the issue of the importance top managements at smaller firms place on marketing. Meziou (1991) found that CEO’s of small manufacturing companies often thought they were doing a poor job developing marketing within their firms, but at the same time it was observed that many of these same firms had initiated marketing efforts. This seems to indicate a desire to become more sophisticated as marketers, a positive sign for marketing professionals working for smaller firms.

Larger employers view recruiting as a competition for the best talent and spend time and money cultivating an image that is attractive to their target candidates (Scase, 2006). SME’s may not have the time or money to compete at this level, so they simply target students more concerned with features most closely aligned with what the SME can offer. Schools also need to realize the level of interest and experience firms have in recruiting sales and marketing staff can vary widely based on the firms’ needs. For example, a larger firm may hire dozens of sales and marketing staff every year. These firms would likely have a representative in in human resources focused on this recruiting. SME’s might hire only a handful of marketing and sales staff each year – or maybe have needs only occasionally. In those cases, there might not even be human resources representatives involved and relationships would be formed with management in sales or marketing.

Because of these dynamics, schools need relationships with both the larger, more obvious firms, and the SME’s in the school’s region. To increase the attractiveness of a school for recruiters seeking sales and marketing staff, schools should consider industry specific courses or programs for industries important to the region. In addition, schools can use internships and similar programs to develop relationships with companies of all sizes, not just large firms.

Other ideas include 1) Being sure SME’s are included as targets in campaigns to increase employer involvement, 2) Include guest speakers from SME’s, not just large firms, for both classroom and campus wide presentations, and 3) At some point(s) in the curriculum discuss with students the differences between working for an SME and a large firm.

While there are surveys of new graduates and where they work, very few segment the responses in ways that are useful to business schools seeking to be more competitive in the areas of marketing and sales. This is especially true of SME’s. Schools and educational associations should consider surveys of graduates that provide better information on the marketing and sale staffing needs of firms by size and job type on a regional basis.

REFERENCES


For further information contact:
Rick Moran
Department of Business and Economics
University of Wisconsin – Superior
Belknap & Catlin, PO Box 2000
Superior, WI 54880
Position Papers

(715) 394-8386
rmoran2@uwsuper.edu
SOAPS AND SIMS:
USING MARKETING SOAP OPERAS AND
SINGLE TOPIC MINI-SIMULATIONS TO TEACH
MARKETING CONCEPTS AND ANALYTICS

Nancy J. Nentl, Metropolitan State University
Craig Miller, Normandale Community College

POSITION PAPER

While marketing is a dynamic and fascinating topic, even some of the best marketing instructors can get bogged
down with tedium when teaching the framework and content for courses such as Marketing Management, Customer
Relationship Marketing, and Marketing Research. While learning this content is essential for students because it
provides the necessary foundation to advance to other business courses, it’s also a two-edged sword for instructors.
On the one hand, teaching marketing at a superficial level marginalizes the importance of its analytics. On the other
hand, the required analytics in any of one of those courses can be laborious for instructors to teach and even more so
for students to learn.

Designing relevant, compelling courses that strike the right balance between essential knowledge and
appropriate complexity is a tall order for today’s marketing instructors. Because it is challenging, some marketing
courses place few demands on the students to properly evaluate data and execute strategic decision making. Yet
failing to engage students at this level of analytical thinking presents a potential barrier to the learning process.
Thus, it is vital to create an environment where students are engaged and challenged to learn and where the
instructor can teach in a creative and effective way.

To address this challenge, we propose a new “soaps and sims” approach. That is, we have created a series of
humorous yet compelling marketing soap operas where students meet the unconventional CEO and employees of
PhisoTech, a small prototypical medical supply company in Texas. Students download the PhisoTech script for a
topic selected by the instructor that incorporates key concepts, discussion questions and strategic analytics. Students
then go online using their electronic devices and access the PhisoTech mini-sim to analyze the data and make
decisions that positively (or negatively) impact not only marketing but other functional areas such as finance and
R&D.

Some business and marketing instructors have resisted the use of simulation as a teaching tool because of its
complexities. However, the single topic mini-sim is a relatively new concept that serves to eliminate many of those
challenges associated with larger-scale simulations. Thus, teaching with this technology is less intimidating and
more satisfying.

One of the new features of the mini-sim is the “leaderboard,” an assessment tool which tracks student
performance and the speed with which each student learns the content. Future research can therefore assess the
learning potential of the “soaps and sims” method for its effectiveness in teaching the complexities of marketing
analysis and decision making.

Following are excerpts from the Marketing Management Soap:

Scene 1: Although the culture of PhisoTech was casual, Liz, the newest MBA hire, dismissed corporate casual
and almost always dressed for success. Today being no exception, she looked very professional in her Ann Taylor™
suit with dress boots. Sitting next to Liz in stark contrast was Herb T, a 20-year veteran of the company, in his
favorite polyester pants (he had them in every color) and a short-sleeved, perma press™ plaid shirt, outfitted with a
pocket pen protector. Trying not to be overcome by Herb T’s horrendous fashion faux pas, to say nothing of the
smell of the cigarette he had just smoked in the “Poky,” the designated smoker’s area outside the building, Liz quietly said, “I don’t believe we’ve met,” introducing herself to Herb T.

“Nice to meet ya,’ Liz. I’m Herb T and I manage the finance area, and here’s the good news. I think you and I will be working pretty closely together throughout this project.”

“OMG!” Liz thought to herself, horrified, “Tell me I didn’t just hear what I heard!”

Scene 2: Herb T was all ears in the meeting, as he listened to Jeb “the Colonel” Sanders, PhisoTech’s dashing Director of Marketing, while trying to wipe the pizza sauce that had dribbled down his shirt and then onto his poly pants during lunch. “I’m sure Liz and I can come pretty close to some price points that reflect what the market will bear, Jeb. We can burn the midnight oil and have it for you as soon as possible, right Liz?”

“Excellent, Herb T,” said Jeb. “You and Liz will probably be spending many long hours working together.”


Scene 3: Hearing that the marketing team was going to be traveling internationally, the department was buzzing. Liz, in particular, had already posted the news on her Facebook™ page to 1,000 of her closest friends.

“OMG!” thought Liz excitedly, during the meeting Jeb had called. “This is what I was put on this earth for - to be an ambassador of the world, traveling to its far corners to share the PhisoTech vision. I can just see it. Jeb and I traveling to fabulous, romantic places like Paris and Rome. Just us, no Herb T, no Kim. Business by day, and, well, who knows by night?”

Interrupting her thoughts, Jeb presented the travel itinerary. “For the first leg of travel, I’ve decided that Kim and I will travel to Paris and Rome. And Liz, you and Herb T will travel to Serbia.”

“Nooooo!” Liz screamed silently.

For further information contact:
Nancy J. Nentl
College of Management
Metropolitan State University
Minneapolis, MN
1501 Hennepin Ave.
Minneapolis, MN 55403
(612) 659-7292
nancy.nentl@metrostate.edu
DIALOGUE AND EMERGENT SOLUTIONS: FOSTERING EFFECTIVE TEAM DYNAMICS

H. Richard Priesmeyer, St. Mary’s University
Edward G. Cole, St. Mary’s University

POSITION PAPER

Dialogue is an approach to decision-making that differs fundamentally from discussion. It is a specific approach that requires individuals to suspend their own assumptions and work to understand the perspectives of others, and the differences in individual perspectives, before seeking a solution. The objective of a Dialogue session is to understand a problem better. Solutions are not sought and may not emerge during initial sessions; when they do present themselves they emerge as a natural result of the better insight held by participants in the Dialogue.

The practice of Dialogue is based on the seminal work of David Bohm who provided in his book On Dialogue, the rational and practice of a new means of communication. His work has endured and been applied to mediation, conflict resolution, medical ethics, supply chain management, and manufacturing settings.

Dialogue offers many benefits over traditional meeting styles. Most notably, it allows a group of individuals to discover subtle details that would likely never emerge in a traditional discussion. These details can then be considered in a final solution. Leadership also differs. Although the session can have a coach, it does not have an authority figure who directs the conversation and forces compromise or conclusions. The result is equal authority among the participants and a decision based on understanding ideas rather than on the authority of any single member. An additional benefit is that solutions are based on new insights from the various participants so they have the support and commitment of the group rather than partial support characteristic of a decision based on compromise.

Dialogue has more commonly been applied in workshops or organizational settings. It is, however, appropriate for use in undergraduate and graduate classes in courses with assignments that rely on teams. Our interest is in suitable contexts in business schools which would consist of external constituency projects, business plans, marketing plans, and case analyses. In these applications the team size ranges from four to six students and the projects are of significant scale that they require teamwork over an extended period of time. Team management skills often vary considerably in this context with a high likelihood that stronger members will become team leaders and may, consequently, assume a larger proportion of the work. Inequities in individual workload and contributions are common characteristics of student teams.

Dialogue offers an opportunity to directly influence team dynamics. It defines a set of behaviors for each participant and it provides a specific purpose for the session. Instructional guidance for individual students and the team as a whole is provided by a set of rules for dialogue. To operationalize this concept we developed a questionnaire that can assess the extent to which each participant adhered to the guidelines for a dialogue session. The questionnaire is completed by individual participants but then shared with others on the team who can comment on the assessment. The items on the questionnaire are based on the concepts and recommendations provided by Bohm.

Serving as a Dialogue coach or participating in a Dialogue session differs so greatly from a traditional discussion that compliance with the rules is challenging. The coach must trust in the gradual evolution of ideas and participants must refrain from being judgmental of others. Inevitably, there is notable stress during a Dialogue session as individuals must refrain from criticizing others. Gaining familiarity and experience teaching the method is a challenge.

An opportunity exists to use this method in a graduate capstone class with several significant outreach projects. While the authors are experienced with its use in corporate settings, there are likely some changes needed to fit this practice within the context of a weekly graduate class. We hope to gain this experience and provide it to others.
Additionally, there is a need for a rubric to assess the results of the Dialogue sessions (not to be confused with the questionnaire which evaluates the process). We expect that use of this method should result in projects that have greater depth and detail, better use of appropriate tools, and better integrated solutions but we seek suggestions and insights into this matter.

For further information contact:
H. Richard Priesmeyer
Bill Greehey School of Business
St. Mary’s University
One Camino Santa Maria
San Antonio, Texas 78228
(210) 508-1812
rpriesmeyer@stmarytx.edu
SOCIAL MEDIA MARKETING AND ITS IMPLICATIONS FOR COMPANIES AND MARKETING EDUCATION

Philipp Rauschnabel, University of Bamberg
Chris Hinsch, Grand Valley State University
Kirsten Mrkwicka, University of St. Gallen
Bjoern Ivens, University of Bamberg

POSITION PAPER

As social media platforms continue to attract record numbers of users, an increasing number of companies have established a presence in these virtual environments. However, recent research has shown that social media is often not as professionally managed as it should be (Persaud et al., 2012), and social media managers have little direction in terms of establishing and implementing successful strategies. Mishandling social media communication can have many negative consequences for the firm like missed opportunities with stakeholders, or even negative outcomes like a loss of brand image due to a collective attack on a firm’s social media presence (Thompson et al., 2006).

Social media has rapidly changed the way consumers and companies interact during the buying process (Hennig-Thurau et al., 2010; Riegner, 2007). For example, by creating user generated content or posting comments to a company publicly, consumers can interact with each other or even firm employees with insider knowledge about the product or service. However, other stakeholders like the employees themselves often use social media and this can have major implications for the firm. An example from 2009 shows the potential risks of employees’ mishandling their social media usage: two employees from the pizza chain “Domino’s” posted a video on YouTube where they served unsanitary food to customers. Here, undesirable content from employees, “employee generated content” (EGC) has been made publicly available for journalists, customers, and other online users. One could argue that effective social media marketing could have avoided this image crisis for Domino’s by outlining social media policy for all employees.

In this position paper, we will outline our assumption that companies must re-think their existing strategies to avoid several risks associated with social media. Furthermore, we propose that social media topics should be included in modern marketing education. We address the following research questions in this position paper: what is Social Media Marketing and how should it be managed?

Many prior studies used the term social media marketing to describe the adaption of marketing strategies and/or techniques to social media with a focus on customers. After reviewing various articles about social media in academic and practitioner orientated literature, and analyzing the publicly available brand generated social media content, we have developed a comprehensive two-part definition of social media marketing: reactive and proactive social media marketing, which both focus on several stakeholders, instead of simply on customers and marketing.

Passive social media marketing (PSMM) involves the use of social media content to achieve corporate goals, without publishing in social media. Contents published by users, competitors and other market players are captured, analyzed, described and distributed within the firm for use in their strategic or operational planning. Furthermore, passive social media marketing consists of regulations about how employees should behave when using social media, and of an emergency plan when harmful user contents occur.

Hence, passive social media marketing consists of activities that are not visible to any person outside of a company. Those activities include tasks that are usually managed by non-marketing departments like public relations, HR, or general management. In contrast, the publicly available social media marketing tasks are what we subsume as proactive social media marketing.

Active social media marketing (ASMM) is a strategic and cross-functional management concept, in which social media is used, in isolation or in combination with traditional media, to achieve corporate goals within one or
more stakeholder groups. Thereby, users have the opportunity to publish their own contents and to engage in public dialogues with the company and/or with other users on a social media applications hosted by the company.

We propose that the passive social media marketing activities are much more complex than the active tasks. Furthermore, we propose that each company must engage in passive social media marketing, but proactive use is only necessary in some firms (e.g., depending on their stakeholder needs and other market factors). The metaphor of an iceberg can be used to describe comprehensive social media management, where the active component is the small and visible part of the iceberg, and the much more complex passive component is both invisible and somewhat unknown.

The definitions provided above suggest that social media marketing is too complex to adopt existing management frameworks. Hence, the aim of our research is to (1) systematize tasks that are related to social media marketing, (2) develop a framework which provides guidelines for managers and researchers, (3) highlight tasks where more academic research is needed, and (4) develop an ideal-typical syllabus for social media marketing education.

We’re currently in the final stages of a data collection where we conducted over 50 qualitative online-interviews with managers, consultants, and researchers on social media marketing from the US, Germany, and Switzerland. Moreover, we interviewed several marketing consultants with social media expertise (about 40-60 minutes each, personally or via phone). Finally, we also conducted three case study interviews with social media managers from large companies (B2B and B2C).

As we have not started the main analyses of our qualitative data, we’re not able to provide final results. But the preliminary analyses suggest that an effective management of social media marketing is highly complex and requires interdisciplinary knowledge with respect to several fields (i.e. HR/leadership, IT, law, marketing, media, PR, process management, stakeholder management, and Strategy). Aside from the managerial importance of this framework, through our interviews with managers, consultants and marketing researchers we have identified several areas of need for interdisciplinary research along with topics that should be addressed in social media marketing education.

REFERENCES


For further information contact:
Philipp A. Rauschnabel
Department of Marketing
Otto-Friedrich-University of Bamberg
Feldkirchenstr. 21
96052 Bamberg
+49 (170) 5153673
philipp.rauschnabel@uni-bamberg.de
COULD FIRING A FEW STUDENT-CUSTOMERS HELP MOTIVATE THEIR COMMITMENT TO LEARNING?

Brent Smith, Saint Joseph’s University

POSITION PAPER

Myriad business metaphors have been applied to the environment, processes, and outcomes of higher education. In some circles, higher education has been referred to as an industry, wherein schools and faculty represent service providers and students represent the customers. Accordingly, some people believe that colleges and universities are essentially in the business of serving student-customers. Alas, however, there has been little dialogue about how well the industry’s stakeholders actually understand the portability, pros, and cons of the customer concept in educational settings. For example, is the student-customer always right? Are some student-customers more (less) important than others? Should any student-customers even be fired in order to protect or improve the quality of a classroom, institution, or degree?

In truth, the “industry” has suggested in some ways there is a “market” to be served. We have seen an increase in for-profit schools, massive open online courses, broadcast media advertisements, social media efforts, and flashy campus enhancements to recruit students. These marketing practices may help reinforce the idea that business metaphors are fully appropriate for our industry:

- run schools like businesses (e.g., promote programs, increase revenues, customer is right)
- students are customers (e.g., provide payment for a good or service)
- students are clients (e.g., receive personalized academic advising)
- students are products (e.g., be transformed into a stronger personal, employable brand)

As the primary market of the higher industry, today’s students now see themselves as customers who pay for an education, a degree, or simply either of these. While the student-as-customer idea may help schools promote themselves more effectively than they did in years past, that idea may present some unanticipated opportunities and threats for educators in the classroom. On this point, this position paper consider two issues that face today’s marketing educators: (1) how to broaden the narrative on treating students as customers, and (2) how to improve the quality of the learning environment for (un)motivated student-customers.

Generally speaking, schools want to attract and retaining quality students. Quality students want to develop their intellectual skills, improve their career prospects, and so forth. Whether students are viewed as customers, or just students, they deserve a quality educational experience. Yet, at times, educators find students “buying” their education by “shopping around” for majors, courses, and instructors. While the shopping behavior serves students’ choices, it can drive academic programs, resources, and so on, thus creating a situation where instructors become entertainers (not educators) trying to not lose popularity contests.

Taking such issues into account, the author proposes an idea known as mutual drop/add (MDA). MDA assumes that students are customers and requires that they actively commit to performing at their best potential in the classroom (Table 1). In short, MDA takes cues from real-world business practitioners, such as fitness trainers, hair stylists, lawyers, and physicians who reserve the right to “fire” customers that prove to be unmotivated, uncooperative, and/or unprofitable. Essentially, MDA broadens the student-as-customer narrative by suggesting that firing uncommitted student-customers can create more satisfying outcomes highly committed student-customers. In a survey of opinions about MDA, students generally supported the idea, believing that it could improve their own academic performance and overall quality of the academic institution).

Description of Mutual Drop/Add Idea to Students

Basic Concept

- Let the student-customer freely choose her/his classes and professors.
- ALSO, allow the professor to choose some of her/his (a) classes and (b) students.
- Part (a) already happens, (b) does not yet.
Basic Design (For Example)

- Start course with 30 students.
- Near drop/add deadline, evaluate students’ performance based on consideration of key metrics (e.g., attendance, participation, quiz grades) and determine:
  - Which 25 students to keep?
  - Which 1-3 students to drop (based on lowest performance)?
  - Whether to keep vacated spots unfilled, invite new promising students to fill them, or accept student nominations from faculty?
- Students dropped from class can register for another class or “try again” at later date.

Based on student responses, $MDA$ is an interesting idea, yet hardly a perfect one. Student responses suggest that $MDA$ could motivate personal performance, weed out uncommitted peers, and improve the reputation of their academic degree/institution. Therefore, next steps should involve asking marketing educators, administrators, and employers whether an $MDA$ implementation could produce effectively the various outcomes they desire.

For further information contact:
Brent Smith
Erivan K. Haub School of Business
Saint Joseph’s University
5600 City Avenue
Philadelphia, PA 19131
(610) 660-3448
bsmith@sju.edu
STUDENT SELF-MARKETING: A CASE STUDY

Zina Taran, Penn State Harrisburg

POSITION PAPER

Schools of Business expect their graduating seniors to have learned a certain set of skills, abilities and knowledge. Encouraged by various accrediting bodies, starting with AACSB, programs and departments fine tune their understanding of learning objectives and assurance of learning (Young & Murphy, 2003). At the very least, a Marketing program would likely want their graduates to understand marketing and to apply its principles to various situations, in an informed, thinking way, appropriate to the situation and circumstances. Schools employ experiential learning methods, service learning, hands on exercises, etc. to help students internalize the skills and approaches taught to them (Devasagayam & Taran, 2009). Anecdotally, a very popular method is to have students write marketing plans for real or simulated organizations.

On the other hand, the confluence of recession and massive entering into workforce of a very large cohort of Generation Y exacerbated the concern with making sure that business graduates graduate with maximally marketable skills and be able to stand out on the job market, get a job taking them onto a career path, and do well. Such concerns are more pronounced in some more depressed areas of the country.

How do we both, teach our students marketing in ways that “stick”, and help them with job search? By rolling the two into one assignment in a senior level Marketing Strategy course, the Capstone course for students within the Marketing major. Students are required to produce a marketing plan for themselves.

Since the conception of the assignment in Fall of 2011, it was used by several instructors. The author of the paper is assigning 8-10% of the course grade based on the grade for this assignment. Other instructors chose to lower the percentage. Other assignments in this course include case studies and semester-long group project creating a marketing plan for a business.

One problem arising with an assignment of this nature is student confidentiality. Since students are expected to honestly appraise their personal situations, strengths, weaknesses, opportunities and threats, as well as personal objectives, goals and interests, there is a potential for unwanted exposure. Right now, the policy is for students to explicitly highlight in the paper what the instructor is not supposed to mention when discussing this assignment. Students are also required to produce a “promotional sample” in the form of an oral self-pitch. The author enlisted a senior level marketing manager with hiring experience from a large business to listen to the pitches and give feedback. Most students go through several one-on-one sessions with the instructor preparing those pitches.

Some observations over the process of working on these plans and recurring themes

1). Most students experience rather strong negative emotions toward this assignment, including one student who barely managed to contain her tears before the class (actually, she probably still cried a little when people started presenting). Out of about 40 students across 2 classes, maybe one or two got all excited to see that assignment in there – and those were students who were going for a job interview right at the time. Counter intuitively, the better, most conscientious students were particularly upset by this assignment (perhaps, because they took it more seriously). The range of emotions varied, with most students expressing feeling depressed or upset over having “to think about all that,” being reminded about the realities after graduation, or talk about themselves to begin with.

2). Many students do not adopt strategic approach to their own careers and life. A recurring theme is “I just need a job. Any job.”

3). Many students are opposed to thinking beyond immediate current opportunities. If they already have a job, they do not see any importance to any further consideration of where the job market is or where it’s going, what their goals are, etc.
4). A large proportion of the senior level marketing students taking this course still does not really understand SWOT analysis.

5). As expected, if the grade for this project is not assigned or does not account for significant percentage of their overall grade, most students do not put much thought or effort into it regardless of the personal importance of finding a good job.

Going forward, it seems like this assignment bears assessment and follow-up beyond the classroom. Since its ultimate objective helping students with their careers, its effectiveness should be assessed as time passes and students get employed. Such assessment has several notable challenges. 1). It would require either very careful monitoring of individual decisions vis-à-vis the job market – or relying on interview and trusting individuals’ memory and ability to parse out that particular assignment out of a set of actions, decisions and thought processes. 2) Instructor halo effect.

An interesting research opportunity is in compiling student decisions and approaches to this project and relating them back to student personal characteristics and psychological profiles. Additionally, the full scope of ethical considerations needs to be fully understood.

REFERENCES


For further information contact:
Zina Taran
School of Business Administration
Penn State Harrisburg
777 W. Harrisburg Pike
Middletown, PA 17111
(717) 948 6152
zxt2@psu.edu
STUDENT ENGAGEMENT AND ITS IMPACT ON COURSE PERFORMANCE IN A LARGE LECTURE INTRODUCTORY MARKETING CLASS

William Wellington, University of Windsor
David Hutchinson, University of Windsor
A. J. Faria, University of Windsor

POSITION PAPER

To what degree does student engagement affect student performance in large lecture introductory marketing classes? Past research indicates that more engaged students tend to perform better than less engaged students in all aspects of course activity (Taylor et. al. 2011; Westerman et. al, 2011). Kinzie and Gonyea (2009) concluded that “The time and energy students devote to educationally purposeful activities is the single best predictor of their learning and personal development.” Taylor et. al. (2011) agree with this statement and in a review of the literature on engagement in relationship to teaching marketing, identified large lecture marketing classes as being those most likely to have reduced levels of student engagement because, “students feel anonymous, perceive communications as difficult . . . marketing courses include substantial teamwork,” and “social loafing in group activities can be a daunting problem when students are disengaged” (p. 73). A key limitation associated with most studies of student engagement and course performance is that the findings on individuals are usually confounded by the group work output that is assessed. The current study addresses this limitation by looking at large lecture sections in which the unit of analysis is strictly the individual marketing student.

The instructor of the large lecture introduction to marketing class at the Odette School of Business has designed a course to overcome some of the engagement issues discussed by Taylor et. al. (2011). The course has a midterm (30% of final course grade) and final examination (35%) but the remaining 35% of course grading is designed to engage students. In-class participation exercises, completed by each student and worth 5% of the course grade, are administered in every class and signed by the student before the work is collected. The assignments are evaluated by the instructor and reported on weekly via an individual online “grade-to-date” report. Out of class, students are asked to complete nine differentially timed online quizzes worth 10% of the course grade. The online quiz system provides instant grade feedback. Finally, students are required to take part in an out of class online simulation game worth 20% of the course grade. They participate as individual decision makers eliminating group work.

A post-test quasi-experimental design study of student engagement in the course was undertaken in three sections of an introductory marketing class over two semesters and included 408 marketing students taught by the same instructor using the same textbook, syllabus and evaluation scheme. Engagement was operationalized as participation (Charles, Bustard & Black, 2009) measured in two ways: via the completion and signing of the in-class exercise as well as completion of and participation in the ten decisions in the out of class online simulation game. The student population was formed into four in-class exercise completion engagement groups: disengaged (< 50% exercise completion), partially engaged (50-80% completion), mostly engaged (80-99% completion) and fully engaged (100% exercise completion). Four simulation participation engagement groups were formed: disengaged (<50% decisions completed), partially engaged (50-83% completion), mostly engaged (83-99% completion), and fully engaged (100% decision completion). Using the SPSS P.C. version 19 package, student engagement group versus course performance was statistically analyzed with MANOVA. The overall MANOVA findings show that there are significant differences between in-class exercise engagement groups for all of the course performance variables measured (see Table 1). These findings also held for the simulation participation engagement groups (see Table 2). Whether engagement was measured via in-class or out of class activity, the results for this experimental group were the same. An examination of individual group contrasts showed that in all cases fully engaged students performed significantly better than disengaged students on all assignments. These findings are consistent with past research as reported in the literature and are not confounded by having groups as a unit of analysis.
Table 1: MANOVA of Class Exercise Completion Engagement Group versus Class Performance Exercises

<table>
<thead>
<tr>
<th>Engagement Group</th>
<th>N</th>
<th>Mean Midterm Exam (Max: 30)</th>
<th>Mean Final Exam (Max: 35)</th>
<th>Mean Online Quiz (Max: 10)</th>
<th>Mean Simulation Grade (Max: 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disengaged</td>
<td>80</td>
<td>19.42</td>
<td>23.21</td>
<td>5.49</td>
<td>5.92</td>
</tr>
<tr>
<td>Partially Engaged</td>
<td>112</td>
<td>19.55</td>
<td>24.04</td>
<td>6.08</td>
<td>7.04</td>
</tr>
<tr>
<td>Mostly Engaged</td>
<td>128</td>
<td>20.74</td>
<td>25.29</td>
<td>7.16</td>
<td>8.46</td>
</tr>
<tr>
<td>Fully Engaged</td>
<td>88</td>
<td>21.45</td>
<td>26.27</td>
<td>7.71</td>
<td>8.96</td>
</tr>
</tbody>
</table>

Pillai’s Trace: .257

F: 9.46 Sig. .000

Table 2: MANOVA of Simulation Engagement Group versus Class Performance Exercises

<table>
<thead>
<tr>
<th>Engagement Group</th>
<th>N</th>
<th>Mean Midterm Exam (Max: 30)</th>
<th>Mean Final Exam (Max: 35)</th>
<th>Mean Online Quiz (Max: 10)</th>
<th>Mean In-class Exercise (Max: 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disengaged</td>
<td>24</td>
<td>17.55</td>
<td>21.54</td>
<td>3.67</td>
<td>2.32</td>
</tr>
<tr>
<td>Partially Engaged</td>
<td>59</td>
<td>19.12</td>
<td>22.94</td>
<td>5.63</td>
<td>3.14</td>
</tr>
<tr>
<td>Mostly Engaged</td>
<td>69</td>
<td>19.87</td>
<td>24.41</td>
<td>6.28</td>
<td>3.35</td>
</tr>
<tr>
<td>Fully Engaged</td>
<td>256</td>
<td>20.96</td>
<td>25.56</td>
<td>7.27</td>
<td>4.03</td>
</tr>
</tbody>
</table>

Pillai’s Trace: .321

F: 12.08 Sig. .000

REFERENCES


For further information contact:
William J. Wellington
Odette School of Business, University of Windsor
401 Sunset Avenue
Windsor, ON N9B 3P4
(519) 253-3000 x3151
r87@uwindsor.ca
GOOGLE+:
THE ULTIMATE EDUCATORS SOCIAL NETWORK

Lyle R. Wetsch, Memorial University of Newfoundland

POSITION PAPER

Google+ is one of the newest social media networks as it becomes two years old in June 2013, but since coming out of beta testing in September 2011, it has continued to add features, users, and has evolved into a significant tool for marketing academics to engage with their students. In January 2013, Google+ became the second largest social media network of active users, second only to Facebook. With educators exploring many different channels and types of social media to optimize engagement and delivery to students including Facebook Pages, Wikis, Twitter, Blogs, etc., Google+ is rapidly emerging as the most complete package for educators, allowing most of the advantages of other channels in one. In this paper we will look at the different features that can be utilized by educators.

Ease of Access & Messaging: Since coming out of beta in September of 2011, Google+ continues to add functionality and features to an already robust suite of offerings. In May 2013, Google+ added 41 new or enhanced features alone. While Google+ requires users to have an account to sign up, any Google account (Gmail, YouTube, Google Reader, Google Apps, etc.) can be used to establish a Google+ presence.

Personal Connection Capability: The main resistance to Facebook from educational institutions, including the K-12 school systems, is the potential for inappropriate ‘friending’ between students and teachers. The ability for friends to have in depth access to personal information has been an ongoing concern. With Google+, the segmentation of messaging allows for complete integration of personal and professional channels without exposing unnecessary information. Through the use of ‘Circles’, a Google+ filing system, you are able to create both personal and professional circles on the same account. By having complete control of your messaging, you can define the audience for your communications. A ‘public’ post will be deployed and readable from anyone who has ‘you’ in one of their circles and will also appear in Google’s organic search results. You can also send a post to a ‘circle’ such as one specific class or student team, or to an individual. Google+ also provides you with the ability to ‘lock’ the post and its contents including video or pictures so that sharing or forwarding of the message and its content cannot be complete. Class ‘Pages’ can also easily be created to provide even further segmentation and control of messaging and monitoring and there is no limit to the number of Pages that an individual can create.

Message Length: Sometimes the 140 characters of a Twitter post limits the conversation and may not be sufficient. Google+ provides you with a maximum of 100,000 characters to get your message across. This is one of the reasons that many organizations are discontinuing their use of blogs in favor of Google+.

Hangouts and Hangouts on Air: The ‘killer app’ of Google+ at the moment is Hangouts and Hangouts on Air, Google+’s video conferencing solution. While Skype allows the simultaneous connection between 2 users with their ‘free’ account, Google+ allows up to 10 individuals to be simultaneous connected to a Google+ Hangout. Connection is enabled through the Google+ website, Mobile Apps on tablets or smartphones, or you can even dial up to 2 of the users in from land lines or mobile phones from anywhere in North America for ‘free’. These Hangouts are kept private if you choose to connect them to one of your ‘circles’. If, however, you wish to have the session be exposed to more than 9 other individuals, you can choose to take your Hangout Live on Air. At a click of a button, you can simultaneously stream your Hangout on your class Google+ Page, your class YouTube Channel, and even embed it on your course website if you have access to the webpage code. This is how you can use this feature to deliver a class from a remote location and engage an entire class. While the first 9 students can connect via video conferencing, the remaining students can connect via YouTube or Google+ and engage with questions by posting.

Communities: A recent addition to Google+ is ‘Communities’. The ability to create both public and private communities allows for discussions and collaborations for entire classes, graduates, student groups, etc.
The features above as well as others that are present in Google+ address most of the usages of social media channels in education. The integration of these features in a single package is appealing for many educators. During the presentation of this paper, hands on demonstrations as well as case examples will be shown. Take your classes to the next level through Google+, the ultimate educators social network!

For further information contact:
Lyle R. Wetsch
Faculty of Business Administration
Memorial University of Newfoundland
St. John’s, Newfoundland, Canada, A1B 3X5
(709) 864-4388
LWetsch@mun.ca
PERSONAL ROI: THE CHALLENGES AND REWARDS OF INTRODUCING WEB ANALYTICS IN THE CLASSROOM

Debra Zahay-Blatz, Aurora University
Todd Kelsey, Communications for the World

POSITION PAPER

Starting with tracking visitors to a personal blog and adding social profiles to a Google+ profile can be helpful first steps in exposing students to the kinds of things they might benefit from in having exposure to Web analytics. Web analytics are becoming more and more important as businesses place increasing emphasis on tracking return on investment in marketing channels. Mastery of Web analytics will help students develop fluency that will prepare them to either interact with dedicated Web analysts, or “wear the analytics hat” themselves. Some of the fundamental challenges of introducing Web Analytics to students include the technical hurdles for configuring analytics; the “confidence hurdle” for students who may or may not have HTML skills or exposure to analytics before; and the “motivation hurdle” for students who may not naturally see the value.

But there are ways to paint a clear picture of relevance and overcome the various hurdles, and the result can be a boost to confidence, and a marketable skill for their portfolios. One effective starting point can be to empower students to integrate analytics with a personal blog, which provides a relatively pain-free way to start exploring analytics; and to take things one step further, students can be invited to create a Google+ profile and integrate their various social media profiles into Google+, which has the benefit of providing an “author style” search result in the Google search engine. These exercises provide a valuable lesson in the value of configuring analytics, and provide a good platform for discussion about the various kinds of information you can get with a tool like Google Analytics.

Students will need to have a baseline of compatible accounts for the exercise. In general, this involves having each student create a Gmail account, which many students already have. A Google/Gmail account then allows access to many powerful free Google tools, including Google Analytics, Blogger, and the Google+ social network. After accounts are created, the exercise could travel through the process of configuring a Google Analytics and Blogger Account, and the process of inserting a “tracking ID”, and reviewing some of the information that Google Analytics can provide, such as the number of visitors, where they’re coming from, etc.

Depending on the age and involvement of students in social media, they may have already been exposed to HTML code, which might be intimidating to some. Configuring analytics often involves copying snippets of code, which can be one challenge to overcome, but the way that Google tools allow you to work with the code does make it fairly straightforward. Some students might have a Wordpress blog, or other blogs, and creating the link between Google Analytics and these blogs can be a bit more involved, but is a useful exercise, especially for those without HTML experience, because it is increasingly important to have some exposure to HTML when working with social media and Internet marketing.

Some basic HTML knowledge can be taught in showing students how to integrate their various social media profiles into a Google+ “authorship” profile. After the proper code ‘snippet’ is installed, posts can appear in Google search results, in a professional format. Students can see, when logged in to Gmail, a profile picture and byline will be integrated right within Google search results. This “authorship” helps the search result to stand out. As with integrating analytics, it can be a challenge to make sure everything is configured correctly, but the end result can provide a competitive boost to students’ social postings, and serve as a helpful boost to confidence.

Much of business activity in analytics is revenue related, so that “non-transactional” analytics as used in the classroom have limitations. However, tracking demographics such as visitor location is an important analytic consideration, and that a variety of important concepts can be learned from non-transactional analytics. And basic
analytics can serve as a starting point towards developing transactional scenarios real or simulated ecommerce environments.

Another question that would be valid to raise in the midst of increasing social visibility, is to have a review of privacy settings in various social networks, so that students have a clear idea of what is public and private, and how to adjust it. For example, many students might not realize that some of their current or past Facebook posts, pictures and information may already be available in search queries and by visiting their profile without a connection. These considerations can be especially important in the job search process, and it is suggested that discussion include approaches for keeping personal and professional social media separate, to the degree that an individual wishes.

Even setting up a basic analytics “loop” can serve as a valuable springboard for introducing analytics in the classroom, and next steps might include a collaborative effort to take the next step with analytics, and set up some kind of transactional site or measuring some form of conversion. The measurement can be simulated or incorporated into Google AdWords/Analytics thought the Google Online Marketing Challenge, so that students can explore tracking financial ROI. If setting up basic analytics is an order of complexity, setting up transactional analytics is another order of complexity, and there is a need to develop techniques for introducing students to transactional analytics with free or open source tools, while keeping the complexity manageable.

Another area of opportunity for exploration and research would be to pit Google Analytics against its rivals, such as Omniture, WebTrends or Core Metrics, so that students could get a better idea of the type of tools they might encounter. Core Metrics can be obtained under the University license through IBM on a case-by-case basis. The licensing cost of other such tools can be prohibitive, even with academic discounts, but a consortium approach or corporate donations might allow valuable “live access”, so that students can list the tools on their portfolio.

For further information contact:
Debra Zahay-Blatz
Aurora University
debrazb22@gmail.com
UNDERSTANDING THE FLIPPED CLASSROOM

Rick Bonsall, McKendree University
Sheri Grotrian-Ryan, Peru State College
Lee Hibbett, Freed Hardeman University
Erin Fluegge Woolf, Southeast Missouri State University

UNDERSTANDING THE FLIPPED CLASSROOM PANEL POSITION PAPER

It is believed, ideally, teachers at all levels want their students to be fully engaged in the learning process. Recently, the flipped classroom approach has been receiving increased attention. Flipping the classroom can involve many nontraditional approaches, but most practices commonly use class time for experiential learning while students complete readings and/or listen to or view lectures outside the classroom (Bergmann & Sams, 2012). Even though nontraditional instructional techniques have been used for many years, recent advances in technology and increased education costs have yielded greater attention to alternative instruction techniques (Berrett, 2012).

With more attention, at times, comes more scrutiny. The flipped classroom discussion has generated many questions. Is it a fad or an innovative way to engage students in higher-level learning? Is it contrary to what educators believe is an effective way to enable learning? Is the basic concept of the flipped classroom really new? What is the value of utilizing the flipped classroom approach? What are the pros and cons? As you develop your flipped classroom, what should you do and not do?

Before we answer these questions, we should first answer three questions posed by Graham Johnson (Hennessy, n.d.), and if one answers yes to any of these, it is suggested that the flipped classroom concept is an appropriate solution:

1. Do you have enough time to do the things you want in class?
2. Do you spend a significant amount of time lecturing?
3. Are you struggling to meet the diverse needs of learners?

Many think that the flipped classroom is a new idea. By one account, it was introduced in 2006-2007 by Aaron Sams and Jonathan Bergmann (Sams, 2011). At that time, it was referred to as Educational Vodcasting. It has since been used by many others and popularized by Salman Khan. The problem with the flipped classroom is not the idea itself, but people’s perception of what the flipped classroom is. Unfortunately, the concept definition has been boiled down to simply doing the homework in class and viewing lectures at home. The truth is that the flipped classroom a complex approach that one should view as a continuum. The degree of flip depends on the course, the teacher, the students, and how appropriate flipping is to each of these components. Essentially, the purpose behind flipping is to enhance the learning process.

The ultimate goal of the flipped classroom is to have the best of both worlds—teacher-centered and student-centered education. Clearly, lecture is teacher centered because the teacher is active, and the students are essentially passive. Classroom activities such as debates, case studies, working problems, etc. are more student centered. Flipped classrooms enable a blending or melding of both. It increases or elevates the level of the students’ responsibility for their learning, but does not lessen the teachers’ responsibility in the learning process.

The most common argument in support of the flipped classroom is that if you simply lecture in class and then assign homework, it may be of no assistance if the students are struggling to still understand the concepts. However, you can move the lecture portion of the learning process to home, where students listen to you via video and podcasts, read the textbook and/or articles on the key concepts, and then they can essentially do their “homework” in class with an instructor available for assistance. This allows the assignments to be richer, more robust, and challenging because the teacher and student are working together. One can offer guidance, pose questions which require critical thinking, analytical reasoning, etc., thus enabling the learning process through timely, formative feedback.
The pros of flipped classrooms are many. Bergmann and Sams (2012; c.f., Walsh, 2012) provide eight main reasons to flip, in which seven are applicable to the college classroom:

1. Flipped classrooms help busy students.
2. Flipped classrooms assist struggling students.
3. Flipped classrooms aid in students of all abilities to excel.
4. Flipped classrooms increase student-teacher interaction.
5. Flipped classrooms allow teachers to know students better.
6. Flipped classrooms allow for more differentiation.
7. Flipped classrooms encourage classroom management.

In addition, Bergmann and Sams (2012) also offer four of the wrong reasons to flip (Walsh, 2012):

1. Flipping creates a 21st-century classroom.
2. Flipping allows faculty to become cutting edge.
3. Flipping exempts one from being a good teacher.
4. Flipping can make your job easier.

The key to understanding the value of the flipped classroom and to what degree one should utilize it hinges on truly understanding exactly what it is. In addition, one must return to the basics of course development: What are the learning outcomes? What teaching/learning methodology should be utilized? And, how will evaluation occur? These concepts and questions, along with many other ideas, will be addressed within our panel discussion.

REFERENCES


For further information contact:
Rick Bonsall
School of Business
McKendree University
701 College Road
Lebanon, IL 62254
(618) 537-2143
wrbonsall@mckendree.edu
Entreprenuership creates the majority of new jobs and innovations in America. Indeed, the US Census (2002) reported ten years ago that self-employed individuals with no paid employees operate three-fourths of US businesses. The Small Business Administration reports that small businesses with employees constitute more than 50 percent of the workforce. Entrepreneurship training is valuable because employers in larger companies want basic transferable skills leading to intrapreneurship such as work ethics, creative thinking, communication skills, adaptability, and willingness to take calculated risks, in addition to networking and some job experience.

The business world is rife with MOTS (More of The Sames) and TTWWADIs (That’s the Way We’ve Always Done It). This panel explores experiential learning situations in which students can apply marketing tenets to intrapreneurship and entrepreneurship. Classroom lectures and projects are not sufficient.

To begin with, entrepreneurship is about adapting to change and seeing change as an advantage rather than as a roadblock. Often students believe they understand change and the velocity at which it can happen in the classroom but external experience in the workplace during internship programs enables students to understand that change causes fear and distress for fellow workmates. Framing entrepreneurship in Fullan’s change management theory enables students to understand how to successfully negotiate the change necessary to be an internal corporate entrepreneur (intrapreneur) or how to launch and create a new service or product (Fullan, 2007).

Fullan’s benchmarks of change are the same pillars that entrepreneurs identify with as the skills that built their business. When working with students who are interested in entrepreneurship it is important to help them frame change as a positive. Fullan (2007) provides the theory and a business internship provides the experience.

Anun Hussain (2012) of HubSpot, a leader in social marketing media, believes that most marketing students are not adequately prepared for the real world. Simply simulating real life scenarios are not enough; a student does not actually learn to make crucial decisions in tight time situations while managing real dollars and, at the same time, upholding a real company’s reputation, without being on the job. Again, students need to use internships.

Students at George Fox University are assigned a product from an actual startup from a local think tank. Most budgets are less than $10,000. Graduating students seek to enter a highly competitive, digitized workforce. Consequently, students learn strategies to leverage the investment for these start-up opportunities. Social media and web sites, while placement is “free”, certainly cost money to manage and maintain the brand’s reputation, whether or not used for direct selling.

Students monitor competitors as well as what the public is saying about their company in developing a 6-month product entry strategy. Students monitor and manage all traffic to the web sites and utilize analytic tools.

Aside from internships, students also learn from reality TV shows. “Undercover Boss,” for example, follows corporate CEOs who go into their own companies as entry-level or front-line employees. Many times, the CEOs uncover flaws and then implement change in their organizations. Often times, these front-line employees are promoted as a result of their dedication. Other programs (“The Apprentice” and “Shark Tank”) portray business graduates and recent entrepreneurs creating new products for existing brands, seeking to extend their market reach,
and willing to offer equity in their companies for investment. While the time-compressed portrayals are simplified and glamorized, the overall messages can be quite realistic.

Other extracurricular experiences include student business organizations. Non-profit organizations such as The Kauffman Foundation, Junior Achievement, National Federation of Independent Business Young Entrepreneur Foundation, SCORE, SIFE (Students in Free Enterprise), DECA at the College Level, 4-H, and SBA Teens, all provide opportunities for hands-on entrepreneurial experience for high school and college students.

Entrepreneurship education in general, and internships specifically, offer students the opportunities to learn organizational, time management, and enterprise skills, which are highly transferable skills sought by employers. It matters not whether students become entrepreneurs, but whether students become entrepreneurial thinkers.

Immersing students in real life learning experiences will allow them to take risks, manage the results, and learn from the outcomes. From classroom projects, to identifying with entrepreneurial reality shows, to internships and mentorships with local businesses and corporations, marketing and entrepreneurship are linked.

REFERENCES


For further information contact:
Sheri Carder
Business Administration and Management Department
Florida Gateway College
149 SE College Place
Lake City, FL 32025
(386) 754-4407
sheri.carder@fgc.edu
CREATIVITY, FLEXIBILITY, AND STAMINA: BUILDING FUTURE MARKETING QUALITIES EMPHASIZING GUERILLA MARKETING TECHNIQUES IN TODAY’S STUDENTS

Traci L. O’Neill, Montana Tech of The University of Montana

DEVELOPING STUDENT ENTREPRENEURIAL MARKETING SKILLS PANEL POSITION PAPER

Today’s businesses, regardless of size, are challenged with how to actively engage consumers to surpass competition. The 4P’s have remained relatively unaltered with the exception of a fifth complementary “P.” However, identifying a business’s target market(s) and associated values and benefits is only the first step in customer engagement in today’s digital age. In theory, effective marketing strategies should render greater sales and profits. All good marketers understand the profit model, which suggests the only true alternatives to enhance profits include: amplified product price, intensified purchase frequency, and new customers. The preceding model is synonymous with Guerilla Marketing ideology, which suggests “acquiring new referrals, obtaining more transactions from existing customers, and meriting larger transactions from these customers” (Levinson, 1999).

Cottle (2012) defines Guerilla Marketing as achieving conventional marketing goals by utilizing unconventional means combined with innovative degrees of imagination. Levinson (1999) suggests Guerilla Marketing techniques are not expensive, not easy, not common, not wasteful, not taught in marketing classes, not found in standard marketing textbooks, not practiced by advertising agencies, and not known to the majority of competitors. Levinson (1999) advocates that today’s businesses must lessen reliance on traditional marketing strategies and focus instead on creating intrigue. To prepare today’s marketing students for future professional opportunities, it is vital to infuse marketing curriculum with Guerilla Marketing knowledge and techniques.

The inclusion of Guerilla Marketing within the marketing curriculum at Montana Tech of The University of Montana begins with a firm understanding of the concept of Guerilla Marketing via an assigned traditional research paper. To deepen the student’s understanding of Guerilla Marketing, the research assignment must include examples of real businesses successfully incorporating the concept within the confines of a traditional marketing plan. These examples better prepare the student to incorporate Guerilla techniques in their final marketing plan conducted for a business located within the community.

Students begin to realize time and creativity are necessary to create the right message, targeted at the right consumer, at the right time by incorporating an emotional Guerilla appeal. Or as Levinson (1999) suggests, effective marketers whisper just the right words, in just the right ears, evoking the exact response the target market desires. Building traditional long-term relationships must be further complemented by out-of-the-trapezoid thinking. In today’s business world outside-the-box is not enough to get noticed. One objective of Guerilla thinking is to construct, outside-the-trapezoid creative emotional appeals to move beyond top-of-mind awareness. Guerilla-based techniques also stress the importance of selling the unique merits of your business and/or product offer utilizing vibrant tactics. This is further complemented by an ability to make each consumer feel worthwhile.

Students assume the consultant role working with a real client. This relationship is further solidified by a working contract. At the onset of each semester the student and business owner construct a working agreement to better identify the owner’s goals and desired outcomes. Not only does this provide the student with a roadmap for their semester marketing plan, it also educates the student on contractual relations and working within the confines of a business-client relationship. A typical marketing plan outline is followed, complemented by the incorporation of Guerilla marketing strategies. To begin, exploratory questions concerning marketing purpose, benefits/value, target audience, marketing strategies and niche markets as well as current community identity are discussed and defined in collaboration with the business owner. The student’s marketing plan is further constructed utilizing Levinson’s (1999) Guerilla ideology, which includes the following premises:
• Complement traditional demographic characteristics with physiological characteristics to build emotional Guerilla appeals
• Focus on relationship excellence as well as competitive diversification
• Build strategies stressing the importance of building transaction size and frequency and touch points with existing rather than new customers
• Search for co-marketing opportunities with diverse and/or similar businesses
• Utilize current social media in a unique fashion
• Construct marketing plans and/or campaigns by building methodology synergy

Working with local small business owners has been both rewarding and challenging. At inception the greatest challenge is educating the small business owner on the importance of marketing beyond traditional advertising efforts. Similar to students at the beginning of the marketing course, almost 98% of all business owners believe marketing is just advertising on the radio, newspaper, and/or cable network. The student also encounters the “I’ve tried that, we’ve done that” mantra expressed by business owners upon suggestion of new marketing techniques. Students are mentored to build personal skills to prompt the client’s shift from resistance to adoption of true marketing ideology supported by market data. Every semester students are dumbfounded by the number of businesses, large and small, employing marketing strategies lacking appropriate reinforcement data. Each student completes an extensive situation analysis and environmental scan, which serves as the foundation of the marketing plan. Students enjoy objectively analyzing the business’s current market position and image. However, professionally presenting an honest market position and business analysis to the client is extremely challenging. Working collaboratively with the student, a professional approach is constructed and presented to each business client. The preceding effort has proven beneficial for use in the student’s personal as well as professional life.

Successful entrepreneurs must possess a high level of risk propensity, creative thinking, flexibility, and ability to deal with ambiguity. The aforementioned characteristics are synonymous with the required mind of today’s marketer. Marketing students must be well educated on marketing theory as well as the construction of a research based, well-calculated marketing plan. However, successfully gaining customers and profits is contingent on a business’s ability to go well beyond traditional marketing techniques. True success will be dependent on a marketer’s ability to assimilate emotional, out-of-the-trapezoid Guerilla techniques focused on the target consumer utilizing the appropriate infusion of marketing methodology. As Marcello (2008) states, businesses are in a constantly buzzing atmosphere, with a unique opportunity to express business to consumers in a manner that adds valuable moments to their everyday lives. Marketing is now a business of creation and influential art. Monetary prowess is no longer the driving force behind a campaign’s success. True marketing success requires passion, creativity, imagination, hard work, courage, strategy, flexibility, and adaptability. The right formulay of the preceding qualities is the weaponry artillery in which a business makes their presence known.

REFERENCES


Traci L. O’Neill
Business and Information Technology Department
Montana Tech of The University of Montana
1300 West Park
Butte, MT 59701
(406) 496-4892
toneill@mtech.edu
STUDY ABROAD: UNDERSTANDING MULTIPLE CHALLENGES

Kenneth Heischmidt, Southeast Missouri State University
Dan Rajaratnam, Saint Edwards University

STUDY ABROAD: SUCCESSFULLY NEGOTIATING RESOURCE AND OTHER CHALLENGES
PANEL POSITION PAPER

Study abroad by American students has tripled over the past two decades to over 274,000 students studying overseas for academic credit as reported by the Open Doors Report by the Institute of International Education in 2012. While this trend is encouraging, this report also indicates that the percentage of U.S. undergraduate students studying abroad is less than 10 percent and the overall rate is about 1.4%. This report also indicates that the majority of students studying abroad (58%) enroll in short term (summer or eight weeks or less) programs, followed by 38% in mid length (one semester or 1-2 quarters), and 4% in long-term (academic or calendar year) programs. While 54.6% of American students studying abroad go to Europe, followed by Latin America (14.6%) and Asia (11.7%), 14 of the top 25 destinations are now outside of Europe.

This panel will discuss the multiple challenges of study abroad for both short term and semester long programs; how to maximize the benefits and safety for both faculty and students; how to reduce risks and liability involved in such programs; how to prepare students and faculty for the study abroad experience by providing cultural sensitivity training, adequate information on the locations to be visited and full expectations of the travel processes the participants will experience. Also covered will be information currency exchange versus non-currency exchange academic programs; benefits of including business visits and cultural exposure; types of accommodation and travel etc.

This panel will discuss how academic institutions can expand their study abroad programs and promote them to students and faculty; how institutions may provide administrative and university support that impact success and operations of international study; these support items include curriculum fit, academic credit transfer, grading scale differences, awarding of scholarships and faculty compensation for planning and delivery of some programs.

For further information contact
Kenneth Heischmidt
Harrison College of Business
Southeast Missouri State University
One University Plaza
Cape Girardeau, MO 63701
(573) 651-2912
kheischmidt@semo.edu
4P’S OF INTERNATIONAL STUDY – STRATEGIES FOR SUCCESS

Pamela L. Mickelson, Morningside College

STUDY ABROAD – STRATEGIES FOR SUCCESS PANEL POSITION PAPER

Morningside College requires a student to take one May Term before graduating. The problem is to design a student experience that meets college requirements, design an experience that students will register and pay for, as well as expand on the faculty’s interest and scholarship. The purpose of this position paper is to discuss success strategies for studying abroad in a May Term using the 4P’s. Using the traditional set of 4 P’s – Product, Price, Place and Promotion is recommended; however, I will discuss my own set of 4 P’s for International Study – People, Planning, Playing, and Promoting as a strategy for successful programs.

The Morningside College May Term’s learning outcome is centered on life-long learning and may take place on or off campus. The four credit hour May Term course is unique to other programs of study, and should focus on experiential learning. The May Terms that I have taught are all study tours – including two abroad and two stateside. The two stateside have been a Southern Living driving tour and a New England entrepreneurial driving tour; the two study abroad have been to study ecotourism and entrepreneurship in Puerto Rico and Australia. Currently, I’m planning an Australia and Fiji - Ecotourism and Sustainability international study experience for May 2014. While I examine Product, Price, Place and Promotion as part of designing the course, I will focus on my own set – People, Planning, Playing, and Promoting for the purpose of this position paper.

The first P for a successful May Term is People. We are required to have at least 12 students for a study abroad May Term to be offered. Before offering an international study tour, I’ll research places and test my ideas with the Entrepreneurship Group, my advisees, and advertising classes. Since three previous study tours to Australia have been offered as May Terms, I’m interested in returning but change the experience a bit. Including the Fiji Islands and their sustainability practices will provide a new element to study. After test marketing the idea with my students, it was clear they also liked the idea.

The second P is Planning. Planning includes researching the price of the trip as well as and submitting curricular plans to meet student-learning outcomes. Price must include hotel, airfare, meals, excursions and fees. Faculty can find pricing assistance through specialized study tour organizations like EF Tours, Holbrook Travel, or even local travel agents. The additional planning to meet the ecotourism and sustainability learning outcomes needed many more conversations. I selected Southern World, who specializes in Australia, New Zealand and Fiji Islands. They actually have a US agent who lives in Illinois, making it very easy to communicate my requirements.

The third P is for Playing. One of the most frequent question I hear from students after “how much will it cost?” “is there any free time?” Integrating a little playtime is very important – for both students and faculty. During a fourteen or sixteen day study tour, I try to have at least three or four open days where students can plan their own activities. Most days are planned with excursions, and require students to conduct interviews with locals as well as write journal entries to reflect on the day’s activities.

Promoting is the final P. Faculty are responsible for promoting their own courses. Promoting includes designing and writing copy for posters, placing portal banner ads, email marketing to students and faculty, and hosting informational meetings. Of course word of mouth works, but that usually comes from students who have been to an informational meeting, or have seen the posters around campus. Below is a small sample of the 2014 study abroad May Terms.
Planning and facilitating an experience abroad for college students is challenging and rewarding. I look forward to sharing my experiences with faculty at the Fall Educators’ conference, and will provide detailed syllabi and itineraries in New Orleans.

For further information contact:
Pamela L. Mickelson
Department of Business Administration and Economics
Morningside College
1501 Morningside Avenue
Sioux City, IA 51106
(712) 274-5473
mickelson@morningside.edu
TEACHING ADVERTISING THEORY USING LIVE AUDIENCE POLLING IN THE CLASSROOM

Rita Dynan, LaSalle University

This panel position paper will discuss the use of live audience polling to teach advertising theory in an advertising course at LaSalle University. The paper will develop a case for creating a survey using Polleverywhere.com, (http://www.polleverywhere.com), a live audience polling web site, to teach the hierarchy of effects (purchase funnel) in advertising. The hierarchy of effects is used to teach both development of advertising objectives and the measurement of effectiveness of the advertising in relation to the stated objectives. The paper will explain how the live polling is used in the classroom to simulate a marketing research survey designed to test changes in advertising objectives such as awareness, knowledge, liking, preference and purchase.

Polleverywhere.com is a free web site that allows users to conduct live audience polling for an audience of up to 40 respondents. The instructor develops the polling questions for the survey using the Polleverywhere.com web site. The polling questions can be presented to the class in a PowerPoint format for easy projection. The students participate in the live polling by submitting a response to the poll question that is projected on a screen and they submit a response to the poll question via cell phone text messaging. Results are instantly tabulated by Polleverywhere.com and projected instantly in a live format as the responses are coming in from the students. The specific poll questions are designed to demonstrate both the development of objectives in advertising and measurement of effectiveness of stated objectives. The goal for this exercise is to teach students how advertising objectives such as awareness, knowledge, liking, preference and purchase are developed by real brands and to show how the advertising can be measured for effectiveness in relation to the stated objectives. Applying the hierarchy of effects in this way makes it easier for students to understand the theory of the model and makes it easier for them to use the model successfully to develop advertising objectives in assigned advertising projects.

The hierarchy of effects describes how advertising influences a consumer’s decision to purchase or not purchase a product or service over time and is a classic advertising theory. This theory is referred to as the purchase or marketing funnel in business and is a useful tool for determining whether or not a brand’s advertising works. The theory is taught in both graduate and undergraduate courses at LaSalle University. Students learn the importance of setting advertising objectives in relation to a brand’s marketing objectives and they learn the distinction between advertising and marketing objectives. Students develop their own creative content for a course project and are required to submit a creative brief with original creative content. Objective setting is a fundamental decision in a creative brief so students must learn how objectives guide the creation of creative content. Students learn that once the objectives are decided, measurement of the effectiveness of the ad is determined by measuring changes in awareness, knowledge, liking, preference and intent to purchase.

Several surveys were tested with various poll questions over a two year period and a series of poll questions that work best in the classroom were identified. The survey begins with an awareness question for a brand that is likely to have little brand awareness among the audience. Brands with low awareness levels were chosen intentionally so that changes in awareness before and after exposure to an advertising message could be measured. The Volkswagen Up! car brand was used recently and since this model is not currently sold in the U.S.A., awareness is expected to be 0-10%. After asking the first awareness question on the Up!, advertising is shown by switching the classroom presentation to YouTube for video viewing. The intent is to simulate a real television viewing experience. After watching the television commercials in class, a new series of poll questions in a “yes”, “no” format are presented starting with “are you familiar with the Volkswagen Up!?” Students submit their responses after viewing the commercials and the poll responses for awareness increase to over 90%. Although it is not realistic to observe such increases in awareness so quickly in a real advertising situation, an increase in awareness is demonstrated in the classroom. Knowledge is tested by asking students how many features of the car can be identified and the poll question is presented using a nominal scale. They are then asked to identify specific features of the car using an open ended question. If the student’s responses to the question are related to the content of the advertising, then
effective communication of product information can be established. To test liking, a Likert scale is used to ask the students if they “like” the Volkswagen Up!. Finally, another Likert scale is used to determine purchase intentions.

The primary challenge with this class activity is Polleverywhere.com’s limitation of 40 participants for a free polling session. If class size is larger than 40, the instructor would have to pay to conduct live polling in the classroom. This has not been a problem at LaSalle University because our class size is small and classes are never larger than 40 students. For a medium to large size University, this limitation may be a problem. Another challenge is convincing students that measurement of awareness, knowledge, and liking is a credible way to measure the effectiveness of advertising content. Although live polling can prove that the advertising message works, students think of measurement in more traditional terms like measuring results quantitatively using Return on Investment (R.O.I.). The method described in this paper is an alternative to measuring R.O.I. so there is a significant learning curve for the students.

Although the theory of the hierarchy of effects is not difficult to understand, the application to real advertising message development can be confusing for students. Showing that good advertising works to reach the goals of the brand and demonstrating how it is done in class is a valuable lesson. It is an important lesson for students planning a career in advertising or communications and is also important for successful completion of team projects in the course. Final advertising projects have improved since live polling began as a part of the curriculum of the course. An additional benefit of using live polling in the classroom is the increase in class participation. Class participation is usually 100% during live polling sessions. Occasionally, a student chooses to observe the live polling and not submit a vote but that is rare. More importantly, students enjoy live polling as a learning activity and they enjoy the enthusiasm that is generated during the polling process. New surveys with new polling questions will be added to the Advertising course and a survey with polling questions that simulate a concept test has been tested for a New Product Development course. As long as live polling remains fun for students, it will continue to be used to apply course concepts.

For further information contact:
Rita Dynan
School of Business and Management
LaSalle University
1900 W. Olney Avenue
Philadelphia, PA 19141
(215) 991-3625
dynan@lasalle.edu
As mobile devices become more ubiquitous, apps are becoming increasingly important. A mobile app is an application or program that can be downloaded or installed on a mobile device. This application is used to entertain, inform or assist the app user. The sheer volume of apps that are downloaded highlight the impact of this trend. In 2008, Apple launched its App Store with an inventory of 500 apps. In May 2013, Apple reported its 50 billionth download and the App Store offered in excess of 850,000 apps to iOS users in 155 countries (Apple, 2013).

With a mobile app, it is easier to adapt to the mobile device’s native features such as push notifications, camera, GPS, microphone, events and calendar. Gupta (2013) contends that successful marketing will very soon revolve around apps. The rationale for this can be explained by virtue of two phenomena. Mobile phones are unique in that they are personal, always carried, always on, have a built in payment mechanism, and are present at the point of creative impulse (convergence of user and creator) (Bellman, Potter, Treleaven-Hassard, Robinson & Varan, 2011). Dedicated apps have limited functionality but are easy to use and simplify the transaction interface.

This panel session examines the proliferation of apps for academic use. Each panelist will discuss his or her favorite apps for strengthening effectiveness and productivity in higher education. Panel attendees will be encouraged to share their favorites as well. A comprehensive list of the presented apps will be available at www.theMarketingProf.com.

REFERENCES


For further information contact:
Mandeep Singh
Western Illinois University
Department of Management and Marketing
414 Stipes Hall, 1 University Circle
Macomb, IL 61455 USA
(309) 298-1535
MandM@wiu.edu
DOING APPLIED RESEARCH WITH UNDERGRADUATE STUDENTS—A TRANSFORMATIONAL EXPERIENCE

Gail Eisenberg, Muhlenberg College

STUDENT LEARNING IN UNDERGRADUATE RESEARCH PANEL POSITION PAPER

Doing undergraduate student research can take many forms. I teach a service learning course (Marketing in Not-for-Profit Organizations) where the class partners with a community organization and the students do various marketing or research projects for the organization. I also teach Marketing Research where the students do a qualitative research project and a quantitative research project. Both of these projects are typically done for clients, often campus clients. The focus of this paper, though, will be on the independent study projects I do with undergraduate students.

Unlike the other forms of undergraduate research where all of the students enrolled in my classes are involved; with an independent study, I work one-on-one with a very small, self-selected, motivated group of students.

For the student(s), this is an opportunity to have a transformational learning experience. Either the student(s) are assisting me with my research project or together we design a research project that the student(s) will be able to execute during the semester(s) in which he/she is enrolled. The student(s) meet with me regularly throughout the semester. All meetings are collaborative in that I assist the students in finding solutions to any problems or questions that arise. At the end of the independent study, the student(s) formally present their research or findings to their client (if an applied research project) or to faculty members (if a conceptual research project).

This past year, two students, after completing Marketing Research with me, asked if they could do an independent study with me. Both of these talented students were seeking to work in marketing research and wanted to deepen their research skills. In creating an applied research experience for the two students, we agreed to start with the in-depth interviews their Marketing Research class had conducted the semester earlier for the campus food service, and to develop that into a descriptive study that the two students would execute. The Marketing Research class had done an exploratory study of college employees’ attitudes and behaviors regarding campus dining options. Now, instead of using a small, convenience sample, the two students would use a large random sample to provide reliable and valid information. This was a two-semester project.

During the first semester, the two students systematically reviewed the thirty in-depth interviews their classmates and they conducted and noted common themes, language, and important topics that surfaced. Additionally, the students interviewed the food services director to assess what he wanted to measure and learn from this study. By the end of the semester, the students had a tested survey that they would administer to a random sample of college employees (employees had to work at least 1,000 hours per year to be included in the sampling frame).

During the second semester, the two students conducted field work (internet survey), analyzed the results, and made a formal presentation of their findings to the management of the campus food service, including some corporate managers. The two students got a 75% response rate, thus, little chance of non-response bias. The director of food services used this data to inform some changes to food service offerings to the college employees beginning the next school year.

This high impact learning experience deepened the students’ knowledge of marketing research concepts and techniques and enhanced their communication and inter-personal skills. Additionally, the two students did secure jobs at marketing research firms after graduation.
For further information contact:
Gail Eisenberg
Accounting, Business, and Economics Department
Muhlenberg College
2400 Chew Street
Allentown, PA 18104
(484) 664-3442
eisenber@muhlenberg.edu
ENHANCING STUDENT COGNITIVE, AFFECTIVE, AND BEHAVIORAL DEVELOPMENT THROUGH UNDERGRADUATE RESEARCH

Jeanetta D. Sims, University of Central Oklahoma
Peggy Anderson, University of Central Oklahoma
Sarah Neese, University of Central Oklahoma
Atoya Sims, University of Central Oklahoma

STUDENT LEARNING IN UNDERGRADUATE RESEARCH PANEL POSITION PAPER

Individuals and institutions engaged in undergraduate research continually seek to measure and assess the impact of their efforts. While quantitative assessments associated with program headcounts, participation engagement numbers, grants funded, presentations given, and publications can provide evidence of thriving undergraduate research programs, qualitative assessments can provide greater detail on the personal impact of student undergraduate research engagement (Sims, Le, Emery, & Smith, 2012). This paper offers an account of the transformative impact of undergraduate research on enhancing the personal development of students.

For institutions committed to transformative or experiential learning, vibrant undergraduate research provides an avenue for advancing toward this mission. Transformative learning efforts at the University of Central Oklahoma seek to place students at the center of their own inquiry. When this is accomplished through undergraduate research, a key question becomes, “What is enhanced as a result of a student’s undergraduate research experience?”

Similar to models that account for consumer responses to persuasive communication attempts through a progression of stages that lead to behavioral change (see Belch & Belch, 2012, p. 155 for an overview), this paper examines the transformative impact of undergraduate student research through the lens of cognitive, affective, and behavioral development. Based on the written and oral reflective responses from interviews with students who have worked as Research Assistants, Table 1 summarizes key explanations given for how undergraduate research engagement has altered how students think, feel, and behave.

Table 1: Key Explanations Given for How Undergraduate Research Has Altered How Students Think, Feel, and Behave

<table>
<thead>
<tr>
<th>Cognitive Impact</th>
<th>Affective Impact</th>
<th>Behavioral Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greater creativity</td>
<td>Feel capable of growing and developing</td>
<td>Dressing more professionally</td>
</tr>
<tr>
<td>More thoughtful</td>
<td>Increased self-confidence and self-efficacy</td>
<td>Can acquire knowledge and know what to do with the knowledge once acquired</td>
</tr>
<tr>
<td>Improved listening skills</td>
<td>Feel more empowered and capable</td>
<td>Can demonstrate competence in professional interactions</td>
</tr>
<tr>
<td>More organized and structured thinking</td>
<td>Feel they have something to contribute</td>
<td>Developed own personal style in interacting professionally</td>
</tr>
<tr>
<td>Increased analytical abilities</td>
<td>Feel positive about life and the future</td>
<td>Can better solve problems through talking, helping, listening, or removing self from situations</td>
</tr>
<tr>
<td>Learned to organize thinking and structure thoughts in different ways</td>
<td>Less subdued and more emotionally engaged</td>
<td>Can better deal with obstacles and uncertainties when faced with them</td>
</tr>
<tr>
<td>Can better change and adjust the approach to thought as a result of the various research studies</td>
<td>Feeling of greater opportunities that exist where previously the feeling was nonexistent</td>
<td>Increased amount of discussing, talking, and analyzing about research and non-research topics</td>
</tr>
</tbody>
</table>
In summary, along with funded grants, conference presentations, and completed research projects, students are personally impacted through undergraduate student research engagement. This type of influence is perhaps best captured through the lens of qualitative inquiry to capture student accounts (and perhaps in future inquiries, faculty accounts) of what has been altered. In this case, students have offered numerous explanations on the ways in which undergraduate research has impacted their cognitive, affective, and behavioral development.

REFERENCES


For further information contact:
Jeanetta D. Sims
College of Business Administration
University of Central Oklahoma
100 N. University Drive
Edmond, OK 73034
(405) 974-2805
jsims7@uco.edu
ACTIVE LEARNING
IN THE CONSUMER BEHAVIOR CLASSROOM

Henry Greene, Central Connecticut State University

CONSUMER BEHAVIOR PANEL POSITION PAPER

For many business schools, Consumer Behavior is the first required marketing course in the marketing major. It is essential to create a course that is content rich, intellectually challenging and emotionally motivating. Students new to the business school should finish their first upper division marketing experience confident that they made the right decision choosing marketing as a major. Education research suggests that students benefit when they are actively engaged in learning exercises. Three specific exercises are described: survey analysis, in-depth interviews and student created, content videos.

Consumer Behavior consists of a set of topics related to the consumer purchasing process. Two major categories are psychological factors and environmental factors. Professors are challenged to discuss how these factors affect consumer consumption. Students need to understand how these factors can add value to the business – consumer exchange experience. A second issue to consider is how Consumer Behavior fits within the totality of the marketing curriculum. Many business schools require a course in Market Research, frequently scheduled after the Consumer Behavior class, but in practice, Market Research serves as a prerequisite to Consumer Behavior investigations. Therefore, it is advantageous in the Consumer Behavior class to explain how Consumer Behavior depends on Market Research. Issues such as data gathering, statistics and analytical modeling can be connected to customer profiling and consumer behavior models. A third consideration is to further develop analytic and communications skills. During the Consumer Behavior class, students should be given a few opportunities to utilize and advance their skills.

Active learning requires students to act and react to educational challenges during a class session. This paper describes three activities developed to engage every student during class sessions.

1. Quantitative Research Project - Early in the semester I introduce “The Compromise Effect”. Students are given a 1 question survey, it takes 1 minute to complete and 1 minute to tally. The question asks students to select a product (e.g. a shirt) from either 2 choices or choices. After completing the survey I start the lecture / discussion with a statement, “Joe’s Clothing Store sells 2 brands of dress shirts, brand a sells for $20.00 and brand b sells for $30. Joe sales are 90% brand a, Joe makes $2.00 per shirt. However, when Joe sells the brand b he makes $6.00. Joe would like to sell more brand b shirts and make a larger profit. What is one method to sell more brand b shirts? Usually no one offers the compromise solution, I mention adding brand c for $40 and discuss what might happens when 3 brands are offered and I suggest sales will increase. I ask, “do you believe it?” and then I challenge the class to determine if it is true.

This is a good opportunity to introduce theory, formulating hypotheses, create a test, computing a weighted average, analyze data and develop a conclusion. Most business students have taken statistics so this should be a meaningful application. Since I have results from the class survey I can share the results, go through the experimental process or, I can leave students with the challenge of distributing the survey to a small sample of people and writing up the results. In in the following class, I combine all of the results and determine whether the theory is supported.

2. Qualitative Research Project - As a second activity students investigate the shopping behavior and influencing factors that occur when people for a specific product, e.g. blue jeans. In class I discuss in-depth interviews and then pair up students. STEP 1 – students spend 10 minutes in class interviewing each other and asked to transcribe the interview. Students are encouraged to record their interviews, most have smart phones with recorders. Typically, the interviews will be short conversations with shallow and short answers. Students hand in and receive a harsh grade. STEP 2 - students are given the opportunity to replace their grade with a follow up interview in which they are encouraged to probe deeper, and ask follow up questions. The students practice a second
time. STEP 3 - Students are asked to interview 3 people outside of class, analyze the results, identify major themes and make observations. After completing the assignments, a large analysis is made in class, each student provides their observations and themes, a large composite diagram is created for the blue jean purchase process. The class can identify key factors that influence consumers and discuss strategies for marketing blue jeans based on the observations.

3. Student Created, Content Video Project - The most entertaining activities are the video projects. Students are given specific Consumer Behavior concepts and are required to create videos that explain the concepts. The philosophy is that an individual develops a deeper understanding of a subject when they have to explain it to others. In order to overcome technology issues, 1 class period is devoted to developing skills with appropriate technology. The session is scheduled in a computer classroom. At the start of the class I introduce an inexpensive video recorder; made available to students upon request. I demonstrate recording and uploading the video clips to a University drive that the class can share. Part 2 of the class is editing, I provide a short tutorial using Microsoft Live Movie Maker. I demonstrate adding and editing video clips, adding / editing music, inserting voice overs, writing captions, adding credits, etc. In the final portion of the class, students are presented with a written scenario, 2-3 scenes that explain some concept from consumer behavior. Student volunteers are enlisted, the scenes are recorded, the video clips are uploaded to the University drive and students are asked to create a video to explain the Consumer Behavior concept of interest. The final video should be no longer than 2 minutes. The videos can be reviewed before the next class.

After the students create their first video, I select another Consumer Behavior concept, create a video outside of class, and demonstrate what I expect students to accomplish. Students are then organized into groups and given a set of Consumer Behavior topics. As the semester progresses, when students seem less attentive, I give them 10-20 minutes of class time to work on their video projects: create scenarios, articulate scenes, write dialogue, etc. This is particularly beneficial to commuters who have a hard time meeting with other students outside of class.

Past results indicate that the active learning exercises described in this paper do increase student engagement and motivation. To date the video projects receive the highest ratings and generate the highest degree of satisfaction. Students love to watch themselves in videos.

For further information contact:
Henry Greene
School of Business
Central Connecticut State University
1615 Stanley Street
New Britain, CT 06050
(860) 832-3199
hgreene@ccsu.edu
NATIONAL COMPETITIONS AS TEACHING TOOLS – ADVANCES IN THE USE OF CASE COMPETITIONS

Natalie Adkins, Drake University
Amanda Moore, John Brown University
John Talbott, Indiana University
Gail Zank, Texas State University

Case-based learning is a fixture in marketing education at the undergraduate and graduate level at many top business schools. Cases are most often focused on a single business discipline or at best join together students from various business disciplines. National case competitions can be effective teaching tools that can bring students together from diverse backgrounds to solve real problems. The authors contend that national case competitions help students experience the full pantheon of marketing activities and are excellent tools for teaching marketing management and planning. In the remainder of this paper the authors will present their teaching experiences and insights that support this contention.

Traditional learning approaches with strong teacher-centric and subject-oriented content encourage surface learning and do not allow students to integrate knowledge. This model still dominates much of university education and is especially prevalent in large classroom education (Margotson, 1994). Case studies are a major instructional tool in business schools and improve student engagement (Tempest & Starkey, 2009). The Harvard Business School describes the case method as “a powerful interactive learning tool that brings the complex and dynamic realities of business analysis and decision making into the classroom.” Unfortunately, many cases have failed to keep up with the rapid rate of change in organizations, are recycled based on instructor comfort, and enforce traditional ideas about how businesses should be run (Tempest & Starkey, 2009). National case competitions are by their nature fresh and relevant and address many of the issues that plague traditional approaches to case teaching.

After attending an educator’s workshop sponsored by the Direct Marketing Education Foundation (DMEF) in 2001, Author Adkins instituted the DMEF Collegiate ECHO competition as a requirement in her upper division IMC and direct and interactive marketing courses. This annual competition sponsored by the foundation arm of the Direct Marketing Association asks students to create an interactive marketing campaign for a corporate sponsor. Students conduct research to inform the development of a creative platform and executions aimed at meeting the sponsor’s goals. Through the project students gain practical experience in linking research and strategic actions. Plans are evaluated by judges from the sponsoring organization and by members of the Direct Marketing Association. Prizes are awarded to the top three plans. Author Adkins has served as mentor and advisor for numerous national semi-finalists and five “top three” submissions. Students learn valuable team-working skills and expertise in preparing a professional proposal, which better prepares them for future jobs.

Author Talbott is the faculty sponsor for a national case competition that brings business-marketing students together with students of the fine arts, to solve a case problem centered on the introduction of a new brand. The student interactions in the competition are mediated using digital communication technologies. This allows the competition to run with only limited faculty oversight and minimizes time away from campus. Student learning outcomes include an improved capability to work together in teams where members have different intrinsic motivations, an appreciation of design thinking, and the ability to create effective presentations using digital communications tools.

Author Moore incorporates the Collegiate Effie & MINI USA Brand Competition as a core component of her marketing strategies course. Students work in collaborative teams to identify challenges for the brand, conduct primary research and develop tactics to help the brand overcome a strategic communications challenge. Students must also create a short video showcasing their executions and tactics. The top three teams from the US are selected to present the case to MINI USA, providing an exceptional learning opportunity for the students. Students learn to
link their tactics to insights and develop strategies that overcome key challenges for the brand. Author Moore was the faculty supervisor of the team who won first place in the 2013 Collegiate Effie & MINI USA Brand Competition.

Author Zank is the faculty sponsor for the American Marketing Association (AMA) Case Competition. At her university, students receive upper level elective credit for participating in a Directed Study class where the focus is the competition. Students create a written submission to address the marketing challenge proposed by the case sponsor. Based on the written submission, the top ten schools are chosen to present their recommendations to judges from the sponsor company at the International AMA Collegiate Conference. Written submissions are judged on a situation analysis, primary research, target markets and positioning, and the marketing (or IMC) plan. This class allows students to develop project management and team skills. Students come to appreciate the importance of justifying strategies as well as the reality that there is often more than one correct solution. Many students comment that they believe that participation in this class has helped them in their job search.

National case competitions vary in structure and content but always offer a unique learning opportunity for students. They offer faculty an opportunity to broaden pedagogical understanding and try new techniques that can then be deployed in the classroom.

REFERENCES


For further information contact:
John Talbott
Kelley School of Business
Indiana University
Bloomington, IN 47505
jstalbot@indiana.edu
IDENTIFYING THE BARRIERS TO AN EFFECTIVE RECRUITING STRATEGY FOR STUDY ABROAD

Peter J. Gordon

EFFECTIVELY MARKETING AND RECRUITING FOR STUDY ABROAD PANEL POSITION PAPER

As Thomas L. Friedman says in his book, The World is Flat, “Every young American today would be wise to think of himself or herself as competing against every young Chinese, Indian, or Brazilian.” Sadly, though, only about 1% of all students at institutions of higher education in the U.S. study abroad for academic credit. While business students do study abroad at rates higher than many other disciplines, it is still at a much lower rate than business students in other developed countries. In the case of the author’s university, a growing number of outbound study abroad students are actually inbound students who choose to add a third country to their resume. Sadly many American students see little benefit to adding even a second study country.

The AACSB identified four “challenges” for business education, three of which relate to globalization:
• Strong and growing economic forces
• Differences in organizational and cultural values
• Cultural diversity among employees and customers
• Changing technology in products and processes.

However, in order to increase participation rates, one has to begin by understanding the barriers that discourage participation. The most commonly cited reason cited by students for not participating in an overseas experience is cost. This was verified by a recent survey completed by the Magellan Exchange, where “Finances” were stated as a significant barrier to study abroad. However, cost has several elements. First, there is perceived cost. Ask a student who has never travelled how much an airline ticket to Europe costs, and you will get answers that wildly overestimate the cost. An informal survey of entering freshmen, eliminating those self-identified as previous travelers, yielded an average expected airfare cost of over $5000. There is also likely an overestimation of the cost of living overseas, especially in first-world countries. So a necessary first step in a recruitment program must be to communicate accurate cost information to the students.

Next, opportunity costs need to be addressed. How much income will the student forgo by spending a semester abroad? A reasonable estimate of a 20 hour a week job, and slightly above minimum wage, over a 15 week period is a total income in the vicinity of $3000. With careful planning, a student planning to study abroad in their first semester senior year has six semesters/three years of earnings to generate $3000 of replacement income. That means only $1000 a year needs to be earmarked in a special savings account – or around $20 a week. Expressed that way, it is hard for a student not to realize this is within financial reach.

Finally, sources of funding help can be determined. Students with student loan eligibility can likely borrow the necessary additional funds. Viewing the learning experience as the acquisition of an asset rather than a fleeting expense may help put the idea of borrowing money into perspective. In addition, there are likely a number of scholarships available to the student. Alumni can be encouraged to support funding scholarships to help students study overseas. At the author’s university, scholarship funds to pay for airfare have been made available for students who have assumed a leadership position in any of the professional student organizations in the college. This yields a multiple benefit – the student is encouraged to take a leadership position in an academic organization linked to their major and earns a scholarship to fund a study abroad. Two pluses for the student’s resume.

Armed with a realistic expectation of the actual costs that will be incurred in a semester abroad, the student is now in a better position to make an informed financial decision. However, once the quantitative barriers are reduced, a myriad of qualitative barriers emerges. One that is particularly powerful, yet understated, is fear. It is difficult for a healthy twenty year old to admit they are scared to go overseas. So a strategy needs to be developed to reduce fear.
Connected with “fear” are related qualitative barriers – impact of parents and friends, influence of professors and other role models and the barriers imposed by both the academic and administrative departments. From the Provost’s office, to the Registrar to the Dean to the Department, an attitude of “how can we make it work” must replace the prevailing attitude of “but we have a rule”.

The most effective marketing and recruiting strategy may be developed only after consideration of the various barriers preventing student participation. The relative weight of the various factors mentioned above will vary from institution to institution, so a careful analysis may prove helpful prior to the implementation of any recruiting strategy.

For further information contact:
Peter J. Gordon
Department of Management and Marketing
Southeast Missouri State University
1 University Plaza
Cape Girardeau, MO 63701
(573) 651-2914
pgordon@semo.edu
EFFECTIVELY MARKETING AND RECRUITING FOR STUDY ABROAD

Pallab Paul, University of Denver

This paper focuses on how to market and recruit for study abroad programs. I would like to share my experience with such study abroad programs which I directed over 20 years now with some success in a small private university. My experience primarily involves short term travel courses to many countries such as Cuba, Denmark, Estonia, Finland, France, Hong Kong, Norway, Singapore, and Sweden.

As anyone creating a study abroad experience would attest, the most difficult part is marketing and recruiting students. The basic principles of marketing hold true here – students must be shown the benefits of such experience that will outweigh their costs. The following top-10 steps helped me to market and recruit students successfully:

1. Start early. A good guideline is to start planning about a year before the trip.
2. Most of the universities these days require clearance from the upper administration, risk assessment and university counsel. Get these done as quickly as possible so that you can legally market your course to the students.
3. If you are working with an outside provider for the logistical arrangements (such as air, hotel, local transportation,) it might be helpful to get an initial estimate/contract. Alternatively, the faculty can do it himself/herself, but be prepared for a lot of work.
4. Prepare one-page leaflets/brochures to describe the course, earn credit hours, applicability of the course in students’ degree programs, eligibility and prerequisites, highlights of the course, and above all the associated costs.
5. Emphasize how this course is unique, especially in comparison to other on-campus courses. Highlight the course content as well as the benefits of being in a foreign country, such as total cultural immersion.
6. Same information as in bullet points 3 and 4, but in more detail, should be provided on a website dedicated for this travel course.
7. Seek help from the Communications Office, at the college level as well as university level, to promote the course.
8. Participate in “Study Abroad Fair” or the equivalent that most of the universities hold these days.
9. Conduct information sessions multiple times targeting interested students.
10. Utilize past students as Ambassadors who can provide testimonials of their experience to the potential students.

For further information contact:

Pallab Paul
Department of Marketing
Daniels College of Business
University of Denver
2101 S. University Blvd., Room 497
Denver, CO 80208
(303) 871-4143
ppaul@du.edu
EFFECTIVELY MARKETING AND RECRUITING FOR STUDY ABROAD

Peter A. Reday

EFFECTIVELY MARKETING AND RECRUITING FOR BUSINESS STUDENTS STUDY ABROAD
PANEL POSITION PAPER

This paper focuses on 2 week study abroad international business programs. An outline of the steps necessary to create and manage a sustainable short term study abroad program in American universities is presented. The objective of this effort is to encourage as many students as possible to enroll in a study abroad program.

All such programs earning 3 units of semester credit require three critical items: appropriate faculty members, appropriate locations, strong academic content and a 18 month marketing plan to be successful.

A. Appropriate faculty:
1. At least two faculty members must go on each trip. This allows one faculty member to be available to manage emergencies and one faculty member to manage the other students. Roughly one faculty member per 8 students.
2. Experienced faculty who want to lead study tours. Not all faculty wish to be away from home for two weeks with college students.
3. At least one of the faculty members must have traveled to the area sufficiently often to recommend good places and to avoid ‘bad’ places – remember many students are very naive and the university is liable if things go wrong.
4. Likeable faculty. Students generally avoid faculty members they do not like, regardless of their expertise.
5. Faculty who speak the local language well enough to manage an emergency.

B. Appropriate locations:
1. The first study tour should be to an English speaking location to minimize culture shock while still imparting a sense of the ‘foreign’
2. The next location should be one of the major business areas of the world such as China, India since the student is likely to encounter businesses from these areas.
3. Selection of location should be based on countries of interest to the students.

C. Appropriate academic content
1. Rubric appropriate for student majors. Rubric to be utilized on the trip. Note: the study tour is a fast-paced event. The research part must not be so difficult that the student must take time away from the rest of the tour.
2. Proposal defense to faculty and students before the trip and final defense after the trip regarding the rubric and the results
3. Research one company to be visited on the trip. Develop a series of questions that cannot be answered by simply reading the paper.
4. Daily there should be a meeting to discuss the visits of the day. These should be on a ‘role playing’ basis as though the faculty were senior executives and the students were employees.

D. Tour events planning
1. Business visits
   1. At least one visit to companies representing all the business disciplines such as marketing, financial, manufacturing and US Embassy
   2. One meeting in the morning and one in the afternoon. This affords the opportunity for a de-briefing after the visit and sufficient time to travel to the next visit. If there is remaining time, the students can work on their business rubrics (see ‘C’ above)
   3. How to find appropriate businesses to visit?
      i. Alumni are a great source of local contacts
      ii. The American Chamber of Commerce in the country is a great source of companies – there is almost always a web presence where complete names and addresses are listed
2. Independent student travel – students should travel independently in groups of 2 or 3 to some pre-approved location
3. Travel agent
   1. Book airfare and hotels. Note these have to be reserved early in order to get sufficient numbers.
      i. All students should go on the same flight to ensure everyone stays together in the event of airline problems.
      ii. Rooms get booked early. It may be necessary to reserve a block of rooms to get a good price and a good selection.
   2. Specialized tours – these add to the flavor of a trip. Walking tours of London or Dublin; trips to the Great Wall in China or the Taj Mahal in India are all tours that students will remember for years afterward.
   3. Someone may have to make pre-payments – this is difficult for the university
   4. Students and faculty members pay the travel agent directly – faculty member must never touch cash – avoid appearance of impropriety
   5. Faculty members should pay their fair share. Some tour operators provide free room and board for a specified number of students. This forces the student to pay a higher price.

E. Marketing Plan:
1. Three months prior to the beginning of the school year and at least 6 months before the tour
2. Get a program ready that describes the international study tour program, locations, what it includes and what it does not
   a. Locations: see above
   b. Companies to be visited – US subsidiaries and other multi-nationals
3. 5 x 7” postcard – bigger than normal to be noticed but not so big as to cause higher stamp fees
   a. Photographs of previous year students in front of well-known international locations sent to student’s home. Parents will see the card and help sell the study tour to their kids. A letter will not work.
   b. On reverse side, short description of the study tour(s).
   c. Dates of information sessions during the academic year. Suggest 4:00pm on alternate Tuesdays and Wednesdays.
      i. Show web site or video from previous trips
      ii. Alumni from a previous trip to discuss the trip
      iii. Pictures, events, academic tasks, and costs
4. Other media
   a. Poster with the information from the postcard prominently for an entire year where all undergraduates can see. The challenge is to get the poster noticed – remember the consumer’s perceptual filters?
   b. Update the web site with the information described in #3.
   c. Social media
5. Significant irrevocable deposits must be made 60 days from the departure date. Irrevocable because the travel agent often must make deposits that are not returnable.
6. Total price, including airfare, obligatory transportation and breakfasts must be less than $3,000.
   a. Source of low prices for airfare and hotels
      i. Alumni working in the industry
      ii. Frequent flyer / guest programs – bulk bookings
      iii. Work with the travel agent as this is an area of profitability for them

For further information, contact:
Peter Reday
Williamson College of Business
One University Plaza
Youngstown, OH 44555
(330) 941-3078
pareday@ysu.edu
MARKETING AND RECRUITING FOR FACULTY-LED MEDIUM TERM STUDY ABROAD PROGRAM

Sushila Umashankar, University of Arizona

EFFECTIVELY MARKETING AND RECRUITING FOR STUDY ABROAD PANEL POSITION PAPER

Study Abroad programs take many shapes and forms and vary based on geographic region, intensity, credits offered, and supervision provided. Each of these variables calls for different approaches in creation and marketing of study abroad experiences for students.

This paper focuses on academically intense, medium term study abroad programs in emerging markets. The challenges are many in such programs. The BRICS countries are culturally and geographically very distant from the United States. A medium term study abroad program lasts 2 to 3 months. There are no providers that can assist with a complete package that has a rigorous academic component to it. This paper outlines the steps necessary to create and manage a sustainable medium term study abroad program in American universities.

Planning time frame for partnership with an academic provider and a tour logistics provider: 18 to 24 months

Academic partner:
1. Check university sources to get leads on earlier partners used by other departments and colleges in the region you are planning to enter
2. If the region is new to the entire university, a lot of groundwork has to be laid. Writing letters to major universities in the city/region in the area of specialty is critical.
3. Do further research on the type of infrastructure available at the universities that respond favorably
4. Plan a trip to the city/region at least 18 months prior to the start of the program
5. Plan all your meetings with the possible academic partners in the city/region

Tour and logistics partner:
1. Screen and evaluate at least three possible providers
   a. Many providers already have established relationships with the Study Abroad office and individual colleges and programs
   b. Study Abroad offices have guidelines on approved vendors in this field.
2. Plan long meetings with each of the approved providers when you visit the country/region

Upon return review all the information and solidify the program structure based on the resources available in the city/country/region. A complete RFP can go out to the choice vendors/providers. Academic partners are chosen based on their resources to accommodate and host our program and their knowledge and fluency in the English language.

After reviewing all the bids, the next step is to choose the academic and tour partners and work with them in developing a budget for the program. This is an iterative process as common frames of reference for effective communication between the parties is rare. There are also administrative expenses such as Study Abroad fees, faculty and TA salaries, ERE, international airfare, etc. With some ballpark figure on the cost of the program, one has to estimate the size of student demand at that price. The costs associated with the administrative part and the academic partner services are to be treated as fixed costs. The tour partner’s bid also has fixed costs and variable costs. It is best to get the costs from the tour partner on estimates of student enrollment: conservative, most likely and optimistic scenarios. Build the overall program costs on the conservative estimates of student demand that could be considered break-even point.

Ten to twelve months before the start of the program, prepare the following:
1. Get a program brochure ready that describes the program, what it includes and what it does not
2. Get a large poster made and display it prominently for an entire year where all undergraduates can see
3. Update the web site with exciting information about the uniqueness of the program.
4. Plan a launch event with an informational meeting, some refreshments and time for questions and answers at the end
5. At the event, have a light ethnic performance by tapping into University student resources from appropriate departments
6. Get contact information from the student attendees.

This will generate some buzz about the program. It is a good idea to visit classes where the target market is likely to be enrolled.

Recruiting is easier when then students see a unique opportunity for intellectual and cultural growth. This can be done with a value package that outlines all the benefits of such extraordinary experience. If a similar program was done earlier, the past students can be great spokespersons.

At this stage, another trip to the country may be necessary to tie up all loose ends with the academic partner and the tour partner. Accommodations for students and faculty have to be finalized. Many students enjoy the ability to cook light meals. Small stove and a small refrigerator are amenities to look for in each student room. Take good pictures of the accommodations, access to swimming, laundry, gym, dining options and clubbing options.

Recruiting must be completed 10 weeks before the start of the program. All students must have valid passports that do not expire at least 6 months after the end of the program. Plan for at least 5 hour-long meetings spread over 5 weeks to instruct the students regarding immunizations, visa requirements, flight tickets etc. If the program is located in a country that does not speak English, it is also a good idea to arrange for some language lessons that would teach them a few essential words. Introduction to the culture is very important at this stage. It would reduce the impact of the culture shock when they arrive in a foreign market.

It is a good idea to find a local travel partner in your own home city to make arrangements for all international tickets and visas. Undergraduate students prefer to travel together and have someone do the group booking. Unfortunately, these group bookings have to be done at least 60 days in advance. This makes it critical to complete the recruitment of students at least 10 weeks before the program starts. It is also important to insist that the students pay for the program in full at least 30 days before the start of the program.

It is a challenge to put together a medium term study abroad program. There are many issues to deal with once the students are on the ground in the foreign country including responding to over protective parents!! The rich experience we can provide for the students makes it all worth it!!

For further information contact:
Sushila Umashankar
Eller College of Management
University of Arizona
320 McClelland Hall
1130 E. Helen
Tucson, AZ 85721
(520) 621-1023
sumashankar@eller.arizona.edu
THE CHANGING NATURE OF CLIENT-BASED PROJECTS

Lori L. Lohman, Augsburg College

SUCCESES AND CHALLENGES WITH CLIENT-BASED PROJECTS PANEL POSITION PAPER

In over 20 years of using client-based projects in marketing research and marketing management classes, I have noticed an evolution in how projects are conducted. These changes can be loosely grouped into five categories: 1. changes in methodologies; 2. changes in client requirements; 3. changes in type of information desired; 4. changes in how students communicate with clients and each other; and 5. level of comfort with quantitative information.

1. Changes in methodologies
When I first began teaching marketing research in 1990, students routinely used mail or telephone surveys for data collection. While phone surveys in particular were not always popular with students, it did enable them to collect an acceptable number of responses with more in-depth questioning than with mail surveys. Over time, technology has subsumed these approaches, such that most students today end up using either an online survey package such as Qualtrics or Survey Monkey, or else they end up doing on-site, in-person survey distribution. This latter approach is not usually advocated among professional researchers, but the decline in landline phone usage and subsequent challenges with the random-digit dialing technique has made the use of in-person surveys more prevalent in my classes (and many clients have asked for this approach rather than calling or e-mailing their constituents).

2. Changes in client requirements
It has always been challenging to get major “big-name” companies to allow students to conduct research on confidential topics for them. In recent years, jitteriness about information leaks has led more clients to request confidentiality agreements, which could potentially be legally binding. I have never been in favor of having students sign any type of document that could cause legal issues for them later on, and as such, have requested that clients restrict the type of projects and information they provide to students.

3. Changes in type of information desired
Over the past five years or so, more and more clients have asked for information about their customers’ use of various social media tools. Secondary data are readily available regarding usage by various demographic groups. Students need to remind clients that social media sites are tools used to carry out a well-designed marketing strategy, and are not the strategy itself.

4. Changes in student-client communication
Much of the communication between students and clients today occurs through the use of technology, rather than through face-to-face meetings or phone calls. While it may be easier to reach people via e-mail (and most business can be handled this way), there will still be times that students must meet with their clients in order to ask questions, seek approvals, and clear up miscommunication. Such meetings also force students to develop interpersonal skills that will be necessary for them to succeed in business. Millennials tend to be more comfortable with impersonal communication tools. They need to be reminded that “people skills” are just as important. Colbeck and Campbell (2000) reported that students themselves identified group projects as a way to develop these skills.

5. Declining level of comfort with quantitative information
Many students are exhibiting less knowledge of and comfort with quantitative information, such as an understanding of basic statistics and financial concepts. Bove and Davies (2009) noted that statistical knowledge needs to be a prerequisite for being able to conduct a marketing research project. Further compounding the problem with students’ use of “numbers,” clients are less willing to share financial
Panel Position Papers

information (one underlying reason for the increased number of requests for formal confidentiality agreements). Because of this, many of my students have been more successful with developing projects for non-profit organizations.

REFERENCES


For further information contact:
Lori L. Lohman
Department of Business Administration
Augsburg College
2211 Riverside Avenue
Minneapolis, MN 55454
(612) 330-1220
lohan@augsburg.edu
SUCCESSES AND CHALLENGES WITH CLIENT-BASED PROJECTS

Nadia Novotorova, Augustana College
Kristen Regine, Johnson & Wales University

SUCCESSES AND CHALLENGES WITH CLIENT-BASED PROJECTS PANEL POSITION PAPER

In 2009, the Small Business Administration (SBA) reported 27.9 million small businesses in the United States (SBA, 2013). The majority of these businesses are sole proprietors, which means the small business owner is stretched in many different directions: budgets, payroll, human resources, marketing and finance. How can these millions of small businesses continue to do it all and still grow their business? The solution: Partner with local colleges and universities for assistance in solving their marketing problems. Part of a successful experiential education experience at universities includes a critical component: providing students with opportunities outside the classroom. Client-based projects become a pivotal role in the college experience as evidenced by the criteria demanded by hiring managers. Today, higher education faces many challenges. One of them is how to keep students interested in the subject and enhance learning outcomes. Present day student learners tend to excel by learning in a hands-on environment. As part of an advertising class at Augustana College, students are assigned to work on client-based advertising projects where each team of four students becomes an agency working on a “live” project for a real company. These projects are very challenging since small local businesses and non-profit organizations usually have very limited budgets for advertising. It helps students to develop their analytical skills and creativity, and teaches them how to work successfully in a team environment.

Involving client-based projects into the college curriculum is a win-win for the business owner and the students. The business owner is generally very appreciative and excited for the opportunity and the students are excited to flex their muscles and put their new found learning into practice by building a portfolio and expanding their network. Working with clients in the classroom presents its share of challenges and rewards for students. For some universities, having access to local small business development centers, local chambers, networking events and areas with many start-up businesses make it the perfect situation.

The next step is where to find clients? Some of the best sources of clients include alumni, networking events (located in newspapers), the Small Business Administration, and social media such as Twitter, Facebook and LinkedIn. LinkedIn has a plethora of groups (over 1 million as of 2012), posting updates to your newsfeed, and looking at such national organizations as the American Marketing Association (AMA) and the Public Relations Society of America (PRSA). Additional opportunities for finding clients also reside with the students. The instructor can assign the students to canvas the community or use their own network to seek out clients for the classroom.

One of the major challenges for the faculty member is setting expectations with the client and the students. The faculty member plays a dual role in working with clients in the classroom. They are the go-between and need to work with students who may or may not be used to managing deadlines and have a client change directions mid-way through a project. From a teaching perspective, managing students’ expectations i.e., a client changing their mind or not really sure what is the best fit for their business is the most challenging. For example, in one situation at Johnson & Wales University, the faculty member worked with a client for image consultants. The business owner wanted a social media plan but it was evident she also needed at least two interns to manage her social media strategy. Marketing students are used to learning about multi-billion dollar consumer brands in the classroom but the reality is small businesses have only a fraction to spend on their marketing programs which leads to the next challenge -- budgetary constraints. Budgetary constraints are the main challenge. Clients most times have very limited budgets when coming into the classroom or do not feel comfortable discussing their profitability with students. At times, the budget number is zero, which can send students into a tailspin. However, this can be a way for students to use their creativity and find ways to barter and use public relations when executing their ideas.
Moreover, the other challenging side of client-based class projects is that it involves extensive preparation for the faculty. For example, it involves client screening and selection, developing project nature and scope, managing client-student meetings and discussions, and providing timely feedback on the project’s progress. However, all of this hard work pays off through many positive outcomes such as enhanced student learning, building college recognition among the local community, expanding internship opportunities for students, and helping students in building their portfolios so that they are better prepared for job interviews. Overall success for the clients and the students include building a long-term relationship. Students’ positive reactions while working with clients include increased confidence, bridging the gap between academia and practical business experience. For the international student population who is unable to work while attending school, it is the ability to build their resumes with something other than course work. Students who work with clients feel more prepared for their first jobs and also feel more comfortable dealing with failure. Employers are looking for experiences from job candidates during their tenure at college not just GPAs.

In conclusion, the key to integrating clients into your curriculum is adequate planning for the faculty member. Experiential learning gives students a critical advantage to finding a job upon graduation. To ensure success in the classroom and with the client, it is recommended to make use of the classroom environment building in mini projects that tie into the overall project such as developing a SWOT analysis, discussion of research findings and presenting creative ideas that serve as a way to ‘add additional value’ to the students and develop a more professional client project.

REFERENCES


For further information contact:
Kristen M. Regine
School of Management, Department of Marketing
Johnson & Wales University
8 Abbott Park Place
Providence, RI 02903
(401) 598-1338
kregine@jwu.edu
THE WHY, WHAT AND HOW OF DOING CLIENT-BASED PROJECTS FOR A MARKETING RESEARCH COURSE

Saroja Subrahmanyan, Saint Mary’s College of California

SUCCESES AND CHALLENGES WITH CLIENT-BASED PROJECTS PANEL POSITION PAPER

I have taught both full and part-time MBA Marketing Management and Marketing Research courses for over 20 years in four different institutions, both within the U.S. and abroad. In almost all of these courses, I incorporated term projects. However, only three years ago, I consistently started incorporating client-based projects as part of the MBA Marketing Research courses that I taught at Saint Mary’s College of CA (SMC). Feedback from students in these classes indicated that such projects enhanced the learning process considerably. However, the process of arranging for clients and making it a mandatory part of the course was quite challenging. Key takeaways from my experience are listed below as:

**Why**
Incorporating client-based projects is a way of creating a community-engaged pedagogy. However, partnering with clients for MBA class projects can be challenging. Students are working professionals and have limited time to do team-based projects that also involve liaising with a client. Yet, even within a short 11-week “quarter”, which is the length of time for a course, students are able to immediately apply the concepts they learn in the course to an actual project. Also, they get to play the role of consultants and present in front of the client as well as the instructor, which raises the bar. Students often produce more professional quality reports and presentations when an external client also reviews their work. They are better able to realize the importance of ‘marketing budgets’ and give more thoughtful recommendations that take into account client constraints. Further, client-based project have the associated uncertainty and ‘messiness’ of any real-life project. While this is challenging, no amount of textbook or lectures can capture how this can be dealt with as working on a real-life project. Another benefit is that unlike student projects where the students themselves determine the scope, here students do have to satisfy the management objectives. Thus, there is less scope alteration to suit students’ convenience. Finally, some students were even able to get jobs in the market research industry after the class. The ‘consulting’ experience created interest in the area and added to their resume.

**What**
Clients within the local community who were familiar with SMC were good partners. Some small business owners approached the business school on their own as they wanted to get ‘free’ research done. In general though, active solicitation was involved. My first go-to group was SMC alumni who are in senior positions and have the authority to sanction the project. Such clients understand the demands of the course better than others since they have gone through the program. The projects so far were in both the non-profit and for-profit domains. However, students preferred projects in the non-profit area. They felt they were helping a worthy cause rather than what they considered as ‘free’ consulting. A few non-profits partnered with my class for several projects and over multiple years. SMC also has centers such as the Catholic Institute for Social and Lasallian action (CILSA) that invites community partners for service learning collaboration for undergraduates. Attending and networking with non-profits enabled me to tailor some projects for a graduate research class. In addition, centers and departments within the college that needed to understand the college community’s perception of their services served as clients on occasion.

**How**
To avoid surprises and frustrations, a lot of upfront thinking had to be done. I started reaching out months in advance of the start of the course. For each project, based on discussions with the client, I prepared a brief report that outlined the scope of the project, a brief background of the company, management objectives, and possible research questions in each phase and client contact information. I had to envision upfront whether the management objectives could be satisfied using the research methods taught in the course and within the time frame.
Also providing students with sample research questions upfront (based on discussions with the client) can provide direction and focus. This report also served as an MOU and included deliverables expected from both students and clients (e.g. client was required to provide contact information of its customers if an in-depth interview or focus group of clients was called for). IRB approval process was initiated well in advance when required. The project scope and related guidelines were given to students on the first day of class. My projects involved 3-4 client projects for each class, where each team would do a different project. It helped to have extra projects on hand when enrollment figures were higher than anticipated. Advance thinking on possible legal issues helps. For example, students could not work directly with clients of a bank and conduct surveys. So, alternative ways of getting appropriate samples had to be thought of at the beginning. The design of my marketing research course is very structured with student deliverables every week on the project. This enabled steady progress and also allowed students to immediately apply what they learned to the next step in the project. The first part of the course dealt with qualitative research methods and the second with quantitative methods such as surveys. The project scope was such that students could apply these methods and also provide useful insights for the clients. Students made two presentations to the client, one halfway through the quarter at the end of the qualitative research phase and at the end after the surveys. The mid-way presentation allowed for any course correction if needed.

Client-based projects are very time intensive for the instructor. One major factor that made it successful for the marketing research course was having the project as a big component of course objectives and assessment. Having small class sizes (less than 20) helped to keep team sizes manageable and also have sufficient variety of projects. How would one successfully handle client-based projects for larger class sizes? Are there companies that routinely look for student projects that instructors can tap into? For what type of course would client-based projects be more suitable? For one of the Marketing Management executive MBA courses in which students were assigned a client-based project, student feedback was mixed. One reason was that unlike the marketing research course the course was not structured around the project and the project played a smaller role in assessment compared to cases, simulations and other tools. Thus, students could not devote as much time to the project. I invite dialog on mini client projects that could be done in a workshop style manner, other ways of making client-based projects work, and for what type of situations client-based projects might not work well.

For further information contact:
Saroja Subrahmanyan
School of Economics and Business Administration
Saint Mary's College of California
380 Rheem Boulevard
Moraga, CA 94556
(530) 867-1370
ssubrahm@stmarys-ca.edu
THE HBS CASE METHOD: ALIGNING COLLEGIATE OUTCOMES TO WHAT U.S. INDUSTRIES NEED

Lee Nordgren, Park University

USING CASE INSTRUCTION EFFECTIVELY PANEL POSITION PAPER

The U.S. Competitiveness Project at Harvard Business School (HBS) has the world’s top competitiveness experts, including Michael Porter, joining forces to help revive America’s waning national competitive advantage. In September of 2012, replicating their 2011 survey, Porter, Rivkin, and Kanter (2013) questioned almost 7000 business leaders from all U.S. states and 115 countries. Comparing leaders’ observations between years and to over 1000 responses from America’s general public (pp. 3, 26), the scholars concluded U.S. competitiveness is at risk and is at a crossroads due to longstanding systemic change in the business environment. To get on the road to healthy competitiveness, educators and producers must intensify their alignment and collaboration with each other as they retrofit yesterday’s knowledge base to tomorrow’s industry needs (Porter, Rivkin, & Kanter, 2013). Effectively using HBS Case Method Teaching can help align collegiate learning outcomes to what U.S. industries need.

How did America lose momentum? Beginning in the late 1970s, the global and the U.S. marketplaces experienced a metamorphosis. Porter (1990) among others argues that innovation is necessary to sustain competitive advantages. In contrast, rather than investing to keep the workforce flexible and fit for global change, “America and Americans maintained an illusion of growing prosperity” (Porter, Rivkin, & Kanter, 2013, p. 4) enabling consumption by borrowing against a future based in fantasy, as if our metamorphosis were merely a bad dream. Even though the U.S. has changed into a service-oriented economy, Pisano and Shih (2012) demonstrated that the widespread transfer of operations abroad and away from R&D has decreased opportunities for producers and innovators to interact to create competitive advantages. Logically, too, because HBS Case Method aligns learning institutions to industries and increases their cooperation, such collaboration should boost the competitiveness industries need. This practical education should prepare graduates to innovate as industries need.

How can HBS Case Method help restore America’s momentum? Harvard Law School’s Dean invented the Case Method in the late 1800s (HLS, 2013), and HBS (2013a) adapted it to business in 1924 and chose the Case Method as its main instructional mode. Today, a student prepares over 500 cases during a two-year MBA today, as I did 25 years ago. The HBS website claims, “the Case Method is the best way to prepare students for the challenges of leadership” (HBS, 2013b), and I agree completely. “We teach people . . . the courage to act under uncertainty . . . [and] to take a stand” under time pressure with limited information when there is no one right answer (HBS, 2007). After practicing decision-making in 500 real situations for 90 minutes with 90 well-prepared classmates, I always felt confident to choose and act, even in the chaos of East European economic transition.

When given the academic freedom to teach as I was taught, I have used the HBS Case Method successfully with Harvard cases for undergraduates through executives across diverse cultures. Initially, it takes students out of their comfort zone as it brings the industry and office into the college classroom. Later, students learn to identify opportunities and solve problems as managers who must find the questions and the answers. As students take increasing ownership for their decisions, they begin to think innovatively and competitively. I regularly see their metamorphosis from passive learners to persuasive classroom leaders; this outcome matches what industry needs.

There are significant differences between HBS Case Method Teaching and other case instruction practices, especially at the undergraduate level. HBS Case Method is based on student-centered, Socratic Method, with the professor organizing comments on the board. Uncomfortably absent are textbooks, PowerPoints, and lectures. One student is cold called without warning to open the case, which encourages all to be prepared. Guided minimally by the professor, the class identifies and analyzes a problem for which students generate, evaluate, and choose a solution in discussion like a real, problem-solving business meeting. Grades are about half case discussion and half case exams. Teamwork comes from the study group, a voluntary, socially-generated team that does nothing graded; it helps individuals prepare for class. Unlike most education, this mimics the environment I faced in top multinationals.
Harvard professors write field cases with about 20 pages, often based on their consulting experience, sometimes disguised for privacy. This publishing keeps faculty close to industry. In contrast, typical non-Harvard textbooks usually have library cases based on secondary material and that are often descriptive rather than decision-oriented. Most field cases are less artificial, and more current, with several pages of financial and other data that must be analyzed. The level of depth and the degree of realism of field cases gives students complex, problem-solving practice that develops analytical and critical thinking skills in a way that matches what I have experienced as a business leader.

What if you have no such cases? Al Rosenbloom (2012) provides a useful literature review of, and his results for, undergraduate student writing of marketing cases with teaching notes. His 180 students produced written cases in teams entirely from secondary data. The mean number of hours per student was 21 to produce the case and 10 for the teaching note, with maximums of 80 and 72, respectively (p. 72). Benefits include an active assignment that involves students in the real world of marketing data and problem solving plus a potential supply of cases for future use. Rosenbloom used this to fill a gap in available international marketing cases targeting the poor. I trained professors in developing countries to use the same exercise but with primary data to build an affordable supply of study cases based in their home environments. This fits the live-case approach reviewed by Laukkanen, Mattila, Salo, and Tikkanen (2013) with the added benefit of collaboration between education and industry.

REFERENCES


For further information contact:
Lee Nordgren
MBA Director, Park University
911 Main Street, Suite 900
Kansas City, MO 64105
(816) 559-5678
lee.nordgren@park.edu
USING ALUMNI INSIGHTS TO COMPLY WITH AACSB STANDARDS

Gwendolyn Catchings, Jackson State University

Adopted by the Council in April 2013, three principles that have a major impact on business program development are found in AACSB Standard 8 - Curriculum Management and Assurance of Learning (AoL), and Standard 9 - Curriculum Content. As stated, Curriculum Management “refers to the school's processes and organization for development, design, and implementation of each degree program's structure, organization, content, assessment of outcomes, pedagogy, etc.” On the other hand, AoL “refers to processes for demonstrating that students achieve learning expectations for the programs in which they participate.” As a complement to Standard 8, Standard 9 “refers to theories, ideas, concepts, skills, knowledge, etc., that make up a degree program.” Both Standards, although numbered differently, were in place in 2003. However, business schools continue to face challenges in meeting these requirements (Weldy & Turnipseed, 2010).

In an effort to comply with Standard 8 and 9, schools seek input from a variety of internal and external stakeholders. Internal stakeholders include faculty, staff and students; while external stakeholders may include advisory councils, public policy makers and recruiters. Alumni are vital to these processes because they offer a unique perspective as former students (internal) who have matriculated through the program and now as employees and practitioners (external) applying the knowledge learned in their respective programs (Kendall & Pogue, 2006). These alumni can provide advice, council and direct input into the development of the program (Buttermore, 2011). Kendall and Pogue (2006) also see alumni data as being useful for policy development and program assessment, and feel the gathering and use of alumni data will increase in the years to come. In essence, alumni can provide a valuable service to business programs by sharing insights on both the content of the program (curriculum) and how well the program prepared them for their career (AoL). More importantly, as the demands of the business community change on a global and cultural level, alumni are ideal sources for relaying this information to their respective business programs.

AACSB Standards relative to program objectives or assurance of learning allow for the use of direct and indirect measures as evidence of learning (Martel, 2007). Weldy and Turnipseed (2010) explain that direct measures relate to what students actually learn while indirect measures relate to students’ perceptions of learning. Further, direct measures using course-embedded assessments (i.e., case studies, presentations and projects) and demonstration of performance (i.e., projects, presentations and portfolios) are required along with indirect measures which include surveys, interviews, and focus groups. Both measures are needed to give a clear picture of the program and alumni data can provide both. Kendall and Pogue (2006) attest to the value of alumni surveys (indirect measure) in assessing the quality of their experiences while in college and since graduation. This insight can be valuable in course design and in developing a curriculum that meets the expectations of various stakeholders (Weldy & Turnipseed, 2010). For example, Martell (2007) describes how Fox School of Business at Temple University used data gathered from alumni focus groups to justify replacing a general education public speaking course with a new course that focused on oral and communications skills as needed in business. This closing-the-loop process, as discussed by Buttermore (2011), calls for eliminating the gap between what students learn and what business needs. Exploratory research by Weldy and Turnipseed (2010) used a real world management project to compare students’ perceptions of learning to actual learning. Results showed the value of using this direct measure to increase student learning. In essence, direct measures that prepare students for real-world experiences will increase learning, aid in their ability to secure employment, and should booster their perceptions of the program. In addition, the use of alumni data via indirect measures should support the use and formulation of direct measures for use with future students.

Research by Ingram, Haynes, Davidson-Shivers and Irvin (2005) acknowledge the value of alumni input into program development, but raise the problem of tracking, contacting and gathering data. Not only are there survey
research challenges (survey design and response rates), there is also the issue of keeping up-to-date on graduates’ contact information. For their research they developed five research questions related to: alumni career paths, quality of career preparation, preferred level of involvement, ways to make involvement easier and keeping the database current. Rather than just conducting a survey, the goal was to develop a strong alumni support community. The quantitative and qualitative aspects of the survey allowed for the gathering of extensive data that was subsequently used for developing (1) an alumni tracking system, (2) programs that would help build the community, (3) ways to coordinate alumni efforts, and (4) an analysis of what was right and what could be improved. Once formed, this community can become a valuable source for measures of learning and program improvements.

Richards-Wilson (2002) also highlights the value of building strong alumni relationships and feel alumni are willing to assist in their program’s development. By seeking out and showing the value of alumni perspectives, business programs have the potential to make significant improvements. In addition to helping the program meet AACSB Standards and gauging their preparation for careers, alumni could become a source of employment for future graduates and donors of resources to the program, especially since they helped to build it (Ingram, Haynes, Davidson-Shivers & Irvin, 2005). One cautionary note offered by Plice and Reinig (2009) relates to the kind of alumni who can offer the most value. For AACSB purposes, it is important to solicit insights from alumni who studied under and showed a mastery of the current curriculum, and who work in the business community. Additional examples are needed for gathering and applying alumni data along with the challenges faced in doing so.

REFERENCES


For further information contact:
Gwendolyn Catchings
College of Business
Jackson State University
1400 John R. Lynch Street
Jackson, MS 39217
(662) 385-0688
gwendolyn.c.catchings@jsums.edu
Panel Position Papers

USING ALUMNI INSIGHTS IN MARKETING AND BUSINESS PROGRAM DEVELOPMENT

Michelle C. Reiss, Spalding University

Business program development is a continuous process involving faculty, the school chair and academic affairs. Faculty members in the school of business typically have the primary responsibility for the content, quality, and effectiveness of the business curriculum; however, it is vital to include community and alumni insights in this process. In order to meet the needs of the times it is crucial that existing curriculum prepares students for the current business environment. Therefore, we have adopted a curriculum and program development process specific to our School that includes 1) an extensive program review, 2) a continuous curriculum review and 3) an alumni survey.

Under the current guidelines, the entire business program is reviewed in whole every other year. This extensive review is led by the Chair of the School of Business and involves the faculty of the School, the Business Advisory Board and alumni. Since implementing this process in 2008 we have completed two extensive reviews. The 2008-2009 extensive curriculum review included the following:

1. Data from a curriculum review survey sent out to Advisory Board Members and alumni. The 2008-2009 survey included the following questions:
   - Core Curriculum Review - a list of current courses in the major, asking the respondent to indicate which courses could be eliminated and which courses could be added to provide students with a relevant business education.
   - Top Three Skills - most important skills a graduating student should gain from a business school education.
   - Demographics – job title and industry of respondent.
2. Data from the International Assembly for Collegiate Schools of Business (IACBE) accreditation Common Professional Component requirements.
3. Data from the 2007-2008 Unit Scorecard Outcomes Assessment.
4. The consensus of the School of Business faculty on the specific changes.
5. A final review of the changes by the School of Business Advisory Board.

After completion of the 2008-2009 curriculum review, the above described process was evaluated by both the faculty of the School and the Business Advisory Board. From this evaluation, it was determined that the step related to accreditation could be eliminated from the next extensive review process and the next survey would include more questions. Thus, the 2010-2011 extensive curriculum review included:

1. Data from a curriculum review survey sent out to Advisory Board Members and alumni. The 2010-2011 survey included the following questions:
   - Core Curriculum - a list of current courses in the major, asking the respondent to indicate which courses could be eliminated and which courses could be added to provide students with a relevant business education.
   - Hiring Preferences – preference between students with a general business degree or students with core business courses plus a concentration.
   - Concentrations – which concentrations to add to core curriculum.
   - Level of Need in Regional Business Community – which concentrations have a high need level in community.
   - Top Three Skills – most important skills a graduating student should gain from a business school education.
   - Demographics – place of employment and job title of respondent.
2. Data from the 2010-2011 Unit Scorecard Outcomes Assessment.
3. The consensus of the School of Business faculty on the specific changes.
4. A final review of the changes by the School of Business Advisory Board.

On a continuous basis, the faculty of the School of Business review individual course requirements. Less extensive changes to the curriculum, which can include but are not limited to, course description changes, course title changes, and prerequisite requirement changes, can occur on a yearly basis. These changes can be based on the faculty member’s experience with a particular course, the results of our outcomes assessment or changes in the current business environment that necessitate changes in the curriculum.

Alumni insights are also collected every spring via the School of Business Alumni Survey. This survey is emailed through Question Pro to all previous year’s graduates. The primary purpose of this survey is to gather program-level assessment data by asking:

1. Employer Actions – has graduate received additional responsibilities or a promotion?
2. Job Performance – has job performance improved as result of curriculum.

Since implementing this program development review process, two challenges have been discovered. First, response rates on our surveys continue to be a challenge. Even though we inform upcoming graduates that we will contact them in the future about their experiences at Spalding, response rates can still be small. Second, the next extensive review was supposed to occur in the 2012-2013 academic year. During a faculty meeting we determined that our core curriculum is currently very solid so we decided to review the program within a regularly scheduled board meeting (which includes alumni). The School faculty are currently discussing if the extensive review process can change to a three or five year cycle while maintaining the quality of the program.

For further information contact:
Michelle Reiss
School of Business
Spalding University
901 South Fourth Street
Louisville, KY 40203
(502) 873-4249
mreiss@spalding.edu
PREPARING STUDENTS FOR
CHALLENGING SALES ENVIRONMENTS
THROUGH INNOVATIVE ONLINE DELIVERY

Henry C. Roehrich, Park University

INNOVATIONS IN TEACHING PROFESSIONAL SELLING
PANEL POSITION PAPER

Students should be prepared to enter a sales environment that focuses on the satisfaction of customer needs while encouraging repeat sales. An approach to teaching professional selling to students in the online classroom requires creative and innovative methods that encourage time management, critical thinking and problem solving skills. It is beneficial to students that the course material and delivery include activities that involve these skills in weekly assignments and the core assessment. Even though college instructors may recommend starting a research project the day it is assigned, students have waited until the week before the due date in doing so. The challenge for the instructor is to introduce activities in the course that enhance student learning while also motivating students to complete the activities before the course deadlines.

The core assessment can be used to bring course information together so that students can be assessed as to whether the learning outcomes were met as defined by learning goals and objectives. When students are assigned the core assessment project at the beginning of the course, procrastination in developing and completing the project can be a factor in the submission, quality, assessment and grading of the project. This is where the instructor can engage the students through formative assessment during the course and affect the outcome of the core assessment project grade. Effective formative assessment will require the active involvement and participation of the learner (Sadler, 1989). This means that the learner will be required to establish standards, evaluate desired positions and take steps to achieve targets (Taras, 2002; Taras, 2006).

A way to approach the problems associated with students waiting to develop and submit the core assessment at the end of the term is to assign units to be completed during the progression of the course. An objective of dividing up the project is that student’s efforts should involve the development of a creative project that involves research and analysis while enhancing learning. If the student waits until the final week of the course to start their research, there can be many factors that inhibit the process. A factor to consider is that finding supporting documentation and analyzing the data can take time and effort. Another factor is the chance that the student, due to time constraints, may overlook key information. In addition, the assessment process can vary based on faculty time and department resources (Allen, 2004).

Working on the core assessment project in units during the term, students can understand the benefit of receiving timely feedback and making adjustments that improve the quality of the final project. If divided into units, the key areas that core assessment in the area of professional sales management can include is as follows: describing the 4’Ps; sales force selection and recruitment; incentives and compensation; demand estimate with sales quotas; environmental influences; and evaluation. The student would develop the assigned section for that week and submit it for grading.

This process requires more effort on the part of the instructor during the course grading process, but it also allows time to provide formative assessment so that the student can make needed adjustments in future sections of the project. Approaching the core assessment project in this manner can enhance learning for the student and provide insights that may be included in future sections of the core assessment project (Taras, 2006). An encouraging climate may influence the student’s effort in understanding the assessment provided of the work submitted (Fisher, Cavanagh & Bowles, 2011). It can also enable the instructor an opportunity to provide summative assessment that can reflect the process of learning and display how the assessment process contributed to the quality of the core assessment final project.
In conclusion, the challenges that educators face in motivating students to complete and submit a core assessment project in an online course can require innovative approaches. If students receive feedback and support from an instructor through an effective formative assessment process, then those who struggle with the development of a project may receive the encouragement and direction to succeed in meeting the learning goals and objectives of the course. In addition, the success of struggling students through a formative process that encourages participation by the students can also be a motivator for a faculty member that is dedicated to student success.

REFERENCES


For further information contact:
Henry C. Roehrich
School of Business
Park University
8700 NW River Park Drive
Parkville, MO 64152
(701) 330-6753
henry.roehrich@park.edu
"GOT HEALTH" A TEACHING PARTNERSHIP DEVELOPING A COURSE ON THE ETHICS OF MARKETING HEALTH AND HEALTHCARE

Don Jones, Luther College

MARKETING ETHICS: CRITICAL INCIDENTS, ROLE PLAYS AND OTHER STRATEGIES PANEL POSITION PAPER

This is a review of a teaching partnership that was formed to create a course that examines the ethical questions of the marketing of health and health services. One instructor is a member of the college’s nursing faculty with extensive clinical experience. The other member is a relatively new faculty member in the department of Economics and Business who has over 20 years of corporate marketing experience. Class size was capped at 50 and was composed mostly of graduating seniors. There was an even mix of management and biology/nursing majors. The course has been conducted two times. The first was in a one-month January term in 2010. The second time was during a 4-month semester in the fall of 2011.

The teaching partnership developed for the course brought a variety of benefits. One valuable component was the interdisciplinary exposure gained by the instructors and the students. Our partnership allowed a merger of techniques between pre-professional and business disciplines. For the instructors, this allowed learning from each other in terms of material presentation, assignment creation and student evaluation. Of particular value was the partnership between an experienced tenured professor with an inexperienced colleague. This opportunity allowed for mutual benefits for both faculty members. For both instructors there was an improvement in teaching resulting from their collaborative work.

The partnership benefited the students as they worked towards the course goals of ethical reflection and analysis. Many of the students from the sciences were uncomfortable applying business concepts to their future careers. At the same time the business oriented students were challenged by the environment facing them as potential managers in healthcare services. For many it was a successful experience as they merged different perspectives to complete various group assignments.

An innovative strategy was developed which immersed students in moral decision-making using faux “family groupings.” Demographics of the families in terms of race, income, location and employment were provided to students. Students of varying majors were assigned to diverse, multicultural family groupings and were challenged to work through ethically ambiguous “real life” scenarios related to the marketing of health care services. Scenarios “unfolded” throughout the semester and students were challenged to make decisions relevant to their “families.” The situations provided to students were ambiguous and did not have “right” or “wrong” answers. This caused considerable student discomfort, which was evident in their course evaluation comments. Faculty was often asked, “How do you want me to answer?”

Students were challenged to complete moral decision-making by both group work and in the writing of individual papers. For example, students prepared opposing viewpoint papers on whether the Affordable Care Act was “just” or “unjust” which mirrored Supreme Court discussions at the time. Some assignments were much more specific and tackled current events, such as whether a hospital should lease space to McDonald’s.

The final group activity was the development of a cause marketing campaign. The goal of the assignment was to build a real world campaign to support a charitable cause. A variety of projects were presented with some student groups tackling local issues and some student groups developing marketing campaigns for developing countries. Our goal was to provide experiences to the students that might assist them with any future service work.
It is no surprise that students seem more engaged with material that they found to be relevant. This pedagogical innovation allowed for students to creatively develop identities that were relevant to their understandings of the world around them. This innovation was unique in that it also required students to grapple with the complexities of understanding and financing complex medical scenarios. Students received a “family situation” that included demographic and financial data that may have been radically different than their own backgrounds. Students creatively developed characters within the demographic framework that both integrated unique aspects, yet allowed for the development of personal relevancy. It was interesting how deeply the students identified with their “family characters” and how invested the students became in working through interpersonal problem solving and decision-making within the family dynamic. Family identities and alliances fluidly evolved over the course of the semester as different challenges were presented. The coherence and identification of the family group as “family” was interesting to observe. This innovation was unique in that it fostered “real life” understandings as they unfolded over time. Utilizing the course of a semester for unfolding family scenarios fostered deeper reflection and understanding of other’s often-differing beliefs. One example was a group dealing with the death of an elderly maternal member. The group dealt with the issues their family dealt with in a video “docudrama” that was presented during the college’s senior symposium.

The development of family groupings is but one pedagogical mechanism that can be utilized to contextualize and personalize the teaching of complex interpersonal decision-making. Certainly “role-playing” is a well-accepted mechanism for gaining understandings about other perspectives. As faculty work to engage students in deeper learning about complex situations that have powerful communication concerns; evolving and unfolding situations that involve “family dynamics” can help call into questions issues of a deeper nature including issues of inclusivity, power, gender, and bias. Artificial family groups with evolving story lines are but one technique to add relevance, creativity and application of theoretical understandings to every day perspectives.

For further information contact:
Don Jones
Department of Economics and Business
Olin Building
Luther College
700 College Drive
Decorah, Iowa 52101
(563) 387-1706
jonedo01@luther.edu
TEACHING MARKETING ETHICS: SUCCESSFUL PRACTICES

Michael J. Messina, Gannon University

MARKETING ETHICS: CRITICAL INCIDENTS, ROLE PLAYS AND OTHER STRATEGIES
PANEL POSITION PAPER

Today, topics on ethics and ethical behavior are popular in society and are necessary dialogues for all types of organizations. The marketing discipline identifies four key topic areas for evaluating ethical practices including product, place, price, and promotion. Ethical issues can arise within each of these main categories as well as related areas such as marketing research, customer service, and even sustainability practices.

In my opinion, the main goal of a marketing ethics class is not to teach students to be ethical, but rather to expose them to as many different scenarios that are both ethical and unethical and allow the students to decide what is right or wrong. It will not be long before current students will be employed full time and will eventually hold supervisory positions. As new employees, they will be confronted with a variety of ethical issues that must be dealt with. Although ethics topics and the subject material are not necessarily different between a graduate and an undergraduate course, the method of presenting the material and interacting with students is somewhat different. For my undergraduate classes I have found that the Lincoln-Douglas debate format to be a very useful exercise since it also draws in the entire class. Teams are randomly selected and are then given an opportunity to debate a topic which is also randomly picked by a team member. Each team consists of no more than three students, and takes an opposing view of an ethical marketing issue. At the end of each debate, the entire class votes on which team produced the best argument and can also base their decision on a team’s supporting documents, references, and related materials that were presented. Another learning situation that I use for the undergraduates is to invite managers from local companies who are willing to discuss various ethical issues that they either faced directly or were aware of in other organizations. I have found that the students are motivated to ask questions at the end of each manager’s presentation with an objective of gaining a better understanding about an organization’s expectations and codes of conduct regarding ethical behavior. Each classroom speaker attempts to ask students the hypothetical question, “What would you do?”

My graduate marketing ethics classes take a slightly different approach. I ask students to identify two topics within the four main marketing categories of product, place, price and promotion. One assignment asks the students to find a research based article from each of the two topic areas chosen and be prepared to summarize each article by identifying the strengths, weaknesses, and the areas for improvement for each article. Students are expected to present their summaries to the class which then generates an open discussion. All students gain knowledge from the key ethical points presented in the articles which is also important because students often do not have the time to read the various articles that are discussed in class. Another assignment for graduate students is to develop a research proposal that could benefit either a business or not for profit organization. One expectation of this assignment is for students to develop a survey to be distributed anonymously, for the purpose of obtaining information about employees, customers, suppliers, or even competitors. Generating data about how any of these groups feels about a particular ethical issue can be important. Ultimately, there are always a number of ethical issues organizations confront regularly that some believe are ethical while others believe are entirely unethical.

For further information contact:
Michael J. Messina
Dahlkemper School of Business
Gannon University
University Square, Box 3191
Erie, PA 16501
(814) 871-5755
messina@gannon.edu
RESOURCES FOR TEACHING MARKETING ETHICS

Jeff W. Totten, McNeese State University

MARKETING ETHICS: CRITICAL INCIDENTS, ROLE PLAYS AND OTHER STRATEGIES

PANEL POSITION PAPER

I have taught Business Ethics at Bemidji State University (MN) and at McMurry College (TX), using cases from the textbook as well as cases from members of the Society for Case Research (SCR) (www.sfcr.org). I have also written a few critical incidents, the name we use in SCR for very short cases with strong teaching notes. While incidents have grown in length to around three to four pages, I remain a supporter of our original definition of one-page only incidents (our internal philosophical battle and I digress).

One of the best simulations I’ve experienced as a participant is Soy-Dri, written by Drs. Linda Ferrell and Debbie McAlister LeClair (Ferrell & Thorne LeClair, 1998). I’ve used this in marketing classes (Principles, Personal Selling) when I’ve covered ethics. The scenario involves a quickly called meeting of business heads (Vice Presidents of Marketing and Finance, for example) of a company that makes powder products for industrial and consumer use. The ethical issue involves what decisions need to be made regarding a product recall after the company learns that some consumers have used its industrial product instead of its diaper powder product because it is cheaper.

I’ve also used a paper simulation game developed, I thought, by Dr. Crespy of Miami University (Ohio), called METHICS. In a Google Scholar search, though, I haven’t found the citation yet. As I remember, the game was based on actual ethical scenarios encountered by his former students. The game involves moving up a paper pyramid based on whether or not students believe each other’s stated response to a given scenario.

I’ve written several incidents, most of which dealt with ethical situations in marketing. One was based on the Firestone tire recall that began with an insurance adjuster noticing a pattern (Totten, 2001). Another was based on the Kansas City pharmacist who was watering down cancer drugs, ferreted out by some nurses and a pharmaceutical salesman (Totten, 2002). Another one, of a personal nature, dealt with blood centers and telemarketing (Totten, 2006).

A Google search revealed many resources that the marketing professor may tap into for cases, incidents and simulations. These include:


REFERENCES


Panel Position Papers

For further information contact:
Jeff W. Totten
McNeese State University
Box 92135
Lake Charles, LA 70609
(337) 475-5534
jtotten@mcneese.edu
NATIONAL COMPETITIONS AND STUDENT LEARNING

Maryon King, Southern Illinois University
Peter Knight, University of Wisconsin - Parkside
Chad Milewicz, University of Southern Indiana
Brian A. Vander Schee, Aurora University

As they manage their curriculum, business schools have access to a constantly increasing number of local, state, national, and international student competitions. Can these competitions effectively contribute to student learning? If so, how can an institution effectively incorporate student competitions as part of the curriculum? This panel session addresses these questions. The members’ experiences provide insights into a spectrum of possible scenarios a marketing department might experience when attempting to integrate large-scale competitions into a marketing curriculum.

This panel’s experience provides a unique opportunity to discuss how large-scale competitions can be incorporated to marketing curriculum in a variety of ways. Chad Milewicz shares the benefits and challenges including competitions on a non-credit basis. He draws on his experience with the National Collegiate Sales Competition and the Royal Roads University International Undergraduate Case Competition. Maryon King provides insights regarding several competitions impact on student learning based on a variety of experiences in from the Southern Illinois University. Brian Vander Schee discusses the preparation, execution, and outcomes of integrating the GfK NextGen Marketing Research Competition as a one-credit hour class. Peter Knight presents how UW-Parkside used the National Sales Competition and the National Collegiate Sales Competition for teaching and recruitment in their newly established Sales Certificate program.

At the University of Southern Indiana, the marketing curriculum includes a single personal selling class and a sales management class as electives. There is currently no certificate program, track, or concentration in sales. Thus, the National Collegiate Sales Competition (NCSC) and its associated career fair provide a non-credit opportunity for students with an interest in professional selling to improve their skill set and explore career opportunities in the field. For students considering a sales career, the competition provides an immediate, tangible way to enhance student learning in the absence of an advanced sales class. Even as a non-credit opportunity that exists outside the standard curriculum, the University’s experience highlights how student competitions can enhance student learning. At USI, participating in such competitions has also influenced participants’ career success upon graduation.

There are several methods for recruiting and managing student competition teams when course credit is not an incentive. At USI, we have tested three methods. For the NCSC we invite all students, regardless of grade level, who are interested in a career in sales to participate in team training. We then use one faculty and one professional judge to watch students’ role plays and select the top competitors. This approach is focuses primarily on expanding the availability of the learning experience. In other competition teams, faculty members recruit specific students based on their performance in other classes and potential to excel in the competition. This approach focuses primarily on the team’s performance. For two international case competitions in which we participate, we are trying a third approach that combines these two methods. In this case, we are forming a student club that is designed to give students greater responsibility for recruiting and managing the teams, while faculty focus more on enhancing participants’ learning experience.

The GfK NextGen Marketing Research Competition began in 2012. Student teams of two to four are asked to submit a 2,000-word abstract outlining their research proposal for one of three potential topics, including the option to design their own study. Four institutions are selected as finalists and then asked to actually execute their marketing research plan and submit a fully developed comprehensive report. The winning student team is provided free airfare, hotel, spending money and entrance to the Advertising Research Foundation Annual Conference in New York City where the team makes a presentation at the awards luncheon. The team from Aurora University was the
The success of this team set the stage for future development in the marketing curriculum. Students are routinely asked to complete client-based projects or internships for academic credit yet nothing is offered for the significant investment students make in participating in a national competition. The institution agreed to add a one credit hour course in the future to award students for their efforts, to increase accountability for the team and instructor and to help assess learning outcomes. The final project submission will be used to demonstrate mastery of material. In this case students executed both qualitative research using in-depth interviews and focus groups as well as quantitative research using survey design, data collection and then analysis using SPSS. It is also hoped that students will perform to their full potential knowing that a grade will be assigned based on their contribution.

The University of Wisconsin-Parkside introduced its first personal selling class, Principles of Personal Selling, in Fall 2008 and expanded the curriculum in 2010 to include 2 additional classes, Advanced Personal Selling and Selling of Services. These courses were added to gain approval by Peter of a Sales Certificate which was subsequently certified by the Sales Education Foundation (SEF). The SEF certified program is one of two holding that certification in the State of Wisconsin and one of 61 worldwide. A requisite of SEF certification is that an Industry Advisory Board be formed and many board members are active in class activities. The University of Wisconsin-Parkside has also rapidly become a strong competitor in National Sales Competitions, garnering 17 awards at the National Sales Challenge (NSC) and National Collegiate Sales Competition (NCSC) since March 2009, including 7 top 4 placements at NSC and 5 top 3 placements in the Graduate Division at NCSC.

Competition case materials are often used in sales classes, to both determine strong competitors for future competition and provide additional motivation to master essential sales skills. An orientation session is also held for students taking the initial Personal Selling course highlighting career opportunities available in Sales in general and in particular through Sales Competition. Sales Certificate graduates who were competitors provide testimonials at this event. All these practices appear to increase motivation to learn and excel amongst Sales Certificate students, particularly as many past sales competitors are enjoying excellent sales careers with outstanding employers such as Johnson and Johnson, W.W. Grainger, Bunzl LLC and Federated Insurance.

For further information contact:
Chad Milewicz
Romain College of Business
University of Southern Indiana
Evansville, IN 47712
(812) 464-1937
cmilewicz@usi.edu
CREATING GLOBALLY AWARE STUDENTS

Donna J. Bergenstock, Muhlenberg College

INNOVATIONS IN TEACHING INTERNATIONAL MARKETING PANEL POSITION PAPER

All students, regardless of their major, must learn to think globally, even if they have no desire to ever seek employment or serve in a military or volunteer capacity overseas. At 20 or 21 years of age they may not fully understand or appreciate the fact that they are citizens of the world, and it is up to us as educators to make international/global issues and influences relevant to their lives. As students learn on the first day of my Globalization & Marketing class, all business is global ... even the small deli across the street from our small, liberal arts college in our medium-sized town in Pennsylvania.

Business majors at Muhlenberg College follow a curriculum consisting of eight foundation and core courses within the disciplines of accounting, economics, finance, and business; and four concentration courses within their chosen field (marketing, management, entrepreneurial studies, etc.). As a business program within a liberal arts institution, the major is limited to 12 courses and we are not able to offer a foundation course in international business. Out of necessity, the 300-level Globalization & Marketing course exposes marketing concentration students to many fundamental issues in international business, but within a marketing framework.

Ideally, students in this class will achieve more than a basic understanding of international topics. In the end, they should be able to integrate their newly acquired international and marketing knowledge with information from their liberal arts courses and strive to acquire “global competency,” identified as crossdisciplinary skills and knowledge that will enable students to identify, understand and respond to global issues on several dimensions. These dimensions include cultural empathy and commitment to equality, an ability to communicate in several foreign languages, and an in-depth knowledge of global history, politics, economics, etc. along with comprehension of the complexity (successes and pitfalls) of globalization itself (Reimers, 2009).

Each year, my course planning for Globalization & Marketing, which is offered only during the Spring semester, begins in early January with an overview of and reflection on the latest world news. I focus on big-picture events, and use this information to zero in on a specific region or continent of the world, upon which I base a semester-long group research project called “The Export Plan.” With this project, students are challenged to find a tangible, non-technology product to export to middle-class consumers in a less developed or emerging country. A requirement is that the product may not yet be available in their chosen country, although it may be available to consumers in more advanced economies. For example, when planning for Spring 2011 the Middle East was in the midst of its Arab Spring. Using the World Development indicators database from the World Bank, I generated a list of emerging (Algeria, Morocco, etc.) Middle-East nations. Students could choose a country of interest from this list. Last year, as world interest shifted to Africa, students were given a list of less developed African countries such as Swaziland, Ghana, and Senegal. The research outline provided to students is based on The Country Notebook guide found in our International Marketing text by Cateora, Gilly & Graham.

The Export Plan also provides a framework for the entire course. Every topic covered during the semester, every macro- and micro-environmental element that must be addressed by global marketers is a research item in The Export Plan. When discussing topics such as trade restrictions and protectionist measures, inflation and unemployment rates, religious influences or gender/family roles, I always include the students’ research on their respective countries. They are eager to share what they’ve learned about their countries and together the class generates ideas relating to necessary product adaptations, promotional strategies and pricing plans. During the first two months of the semester, when students are conducting their extensive research, I impress upon them to always consider the implications of what they are learning about their country. This knowledge informs the marketing mix decisions they make in the latter part of the project. A few years ago a group researching Morocco learned: a) young people, especially women, have a very low literacy rate and, b) Arabic is the official language but French is the commonly spoken language of education, commerce and government. The students proposed exporting Fisher-Price flash cards in both Arabic and French.
Today, a wealth of resources addressing every conceivable facet of international business is available to both students and faculty. Given the constantly changing global environment, the challenge lies in finding timely, applicable readings and devising appropriate, stimulating assignments to help students become globally competent. I find keeping abreast of global current events to be incredibly time-intensive, more often obligatory than pleasurable. However, class discussions when I share events with my students and help them understand why, for example, they should be concerned with the federal farm-bill subsidy of Japonica Rice or Russia’s plan to let the ruble weaken are highlights in my teaching day. Favored sources for daily global news include The Wall Street Journal, The New York Times, and The Economist. I also use articles from these sources, along with short textbook cases, video clips, and Harvard Business Review articles for individual writing assignments, quizzes, paired in-class discussions, and topic debates.

Controversial issues seem to resonate well with students, and quite often controversy dies slowly. Several topics introduced five or six years ago continue to make headlines, so I combine older articles with the newer ones to provide historical context. Global counterfeiting and piracy, the Muslim cartoon controversy that originated in Denmark and sales of tobacco to emerging markets are a few issues I like to address each year. And every event, controversial or current, matches up with a research category from The Export Plan. For example, the cartoon controversy addresses the cultural aspects of religion and politics.

In conclusion, as the process of globalization speeds up, as country cooperation and interdependence becomes more prevalent, students cannot overlook or underestimate the needs of global consumers. Using a project such as The Export Plan as a pedagogical tool facilitates inclusion of fundamental international business concepts into a class and helps students make the connection between these international concepts and global marketing strategies. My goal, my desire, is to send students out into the world as engaged global citizens or at the very least, globally aware citizens.

REFERENCES


For further information contact:
Donna J. Bergenstock
Department of Accounting, Business, Economics & Finance
Muhlenberg College
2400 Chew Street
Allentown, Pennsylvania 18104
(484) 664-3587
bergenst@muhlenberg.edu
Panel Position Papers

TIDE CASE: ENVIRONMENTALLY SUSTAINABLE PACKAGING, PRODUCTION AND DISTRIBUTION

Hope Corrigan, Loyola University Maryland

ESSENTIAL COMPONENTS OF SUSTAINABILITY MARKETING PANEL POSITION PAPER

Case analysis is an effective method to teach marketing students about essential components of environmental sustainability. Three evening MBA students at Loyola University Maryland (Katy Cook, Pamela Mooring and Christine Zeitschel) wrote a case that examines how Procter & Gamble was able to change its Tide laundry detergent formulation and packaging to create a greener consumer product. This case was published in 2010 in Strategic Marketing: Creating Competitive Advantage by Douglas West, John Ford and Essam Ibrahim. The Tide case has been used several times with both undergraduates and evening MBA students taking Brand Strategy and focuses on the following course learning objectives:

• Describe how manufacturers and retailers can benefit from producing and selling eco-friendly products
• Explain the 5 Rs associated with environmental sustainability
• Use data from the Environmental Protection Agency to determine opportunities to reduce packaging waste
• Identify green products seen in the current marketplace
• Summarize what your employer is doing to reduce its carbon footprint


Students synthesize material in the case and in a Brand Packaging article (A New Revolution in Packaging, http://www.brandpackaging.com/articles/a-new-revolution-in-packaging) to explain the five Rs that support environmental sustainability. After students learn about the five Rs, Reduce, Reuse, Recycle, Remove and Renew, they are able to apply these concepts to Procter & Gamble’s efforts.

The case instructs students to use data from the United States Environmental Protection Agency (Municipal Solid Waste, http://www.epa.gov/wastes/nonhaz/municipal/msw99.htm) to determine opportunities to reduce packaging waste. Collecting information from a government website provides background needed to analyze the external legal and regulatory perspective of the case. Focusing on the proper management of plastic solid waste is one method used by Procter & Gamble for the new Tide formulation.

The next case question asks students to identify at least two green products seen in the current marketplace. This helps students evaluate environmental sustainability from the consumer’s perspective. Depending on the size of the class, each student can describe one or two of the green products they have recently encountered. Good examples described in the past include water bottles that use plant based vs. petroleum based materials, organic cleaning products and Tide Pods that were introduced in March, 2012.

Lastly, students studying the Tide case summarize what their employer is doing to reduce its carbon footprint. This discussion question works best with graduate students who are employed full or part-time. Responses reveal
Panel Position Papers

best practices of environmental sustainability being used by various businesses. A suggested follow up application question is to have students determine how these efforts are examples of the five Rs of environmental sustainability.

REFERENCES


For further information contact:
Hope Corrigan
Marketing Department
Sellinger School of Business and Management
Loyola University Maryland
4501 North Charles Street
Baltimore, MD 21210
(410) 313-9654
hope.corrigan@verizon.net
INCORPORATING ENTREPRENEURSHIP INTO MARKETING EDUCATION

Panel Position Paper

We view incorporating entrepreneurship into marketing education as part of the larger issue of engaging the 21st century student. The Net Generation (born 1980-2000) is different from previous generations. Many educators, marketers and policy makers agree that digital technologies are the facilitators of these ‘Millennials’ as students, consumers and citizens. These technologies influence their worldview and their approach to education, work and politics (The Economist, 2010). In the past, many students engaged in a group like approach to organized learning and rejuvenation of innovation among teams (Trigwell, 2005). Today students are not only working in a collaborative, peer-assisted environment, they are working with the aid of research at their very fingertips.

We view incorporating entrepreneurship into marketing education as part of the larger issue of engaging the 21st century student. The Net Generation (born 1980-2000) is different from previous generations. Many educators, marketers and policy makers agree that digital technologies are the facilitators of these ‘Millennials’ as students, consumers and citizens. These technologies influence their worldview and their approach to education, work and politics (The Economist, 2010). In the past, many students engaged in a group like approach to organized learning and rejuvenation of innovation among teams (Trigwell, 2005). Today students are not only working in a collaborative, peer-assisted environment, they are working with the aid of research at their very fingertips.

Students studying business, entrepreneurship and marketing can learn from the success stories of self-made men and women. The chairman of DentalPlans.com recently shared his story of leveraging consistent communication and digital networks on the Internet with students at the University of Miami. When an entrepreneurial speaker shares his vision, students realize engagement and a motivation that they too can achieve such success. Shifting the paradigm from text to live, real world presentations, and using video tools such as YouTube, Hulu and Ooyala enables students to experience the transformation from ideas in the mind of an ordinary person to the creation of a profitable business. This is powerful.

Students change over time in terms of what engages them. What educators should do to bring entrepreneurship into marketing education changes in the same way. Students can absorb the wisdom of entrepreneurial speakers, validate this learning through viable sources on the Internet and add these entrepreneurial speakers to their networks. A recent study surveyed approximately four hundred students. The students were questioned about their level of engagement with their professors as the result of the incorporation of the methodologies just discussed, including digital technologies, into the classroom (Levy, Hoel, Rollins, Robinson, & Sams, 2013).

There was a significant relationship between the inclusion of tools such as Twitter, Mogula, Vimeo and Veoh and the strength of the bond formed with the professor. Furthermore, stronger bonds with the professor promoted increased success in job acquisition upon graduation. Students indicated that the use of online publications such as Franchise Gator in the classroom added significant value. Additionally, students indicated that if the instructor utilizes more technology and provides an engaging environment, they are more likely to bond with that instructor and utilize them in future job searches and for reference letters. When students utilize the tools the instructor has provided, motivation to succeed and contribute more to the classroom environment increases (Levy, Hoel, Rollins, Robinson, & Sams, 2013). Such diffusion of learning helps students bring innovative ideas to fruition.

It is important in terms of engagement to bring entrepreneurship into the 21st century marketing classroom. There has been a sharp increase in the number of students who aspire to be entrepreneurs. Even students who plan to work for others recognize the need to grasp entrepreneurial principles because they are likely to be employed by corporations who practice ‘intrapreneurship’ and/or compete with entrepreneurial firms in certain markets.

Entrepreneurship can be incorporated into marketing education through emphasis, examples and experiential exercises. The new entrepreneur typically is responsible for all of the ‘4Ps,’ because they are not large enough to employ specialists. Therefore, the emphasis should be on the big picture, rather than on the details of individual marketing silos. The focus should be on creating sustainable competitive advantages and a compelling value proposition to acquire and retain customers. It is important to emphasize that careful marketing research can
increase understanding of customers and substantially increase the probability of success. It can also make a favorable impression on potential investors and employees. Primary research can be expensive; it is therefore important to explore readily available and inexpensive secondary sources first. Use the Internet.

We can reinforce the teaching of theory with concrete examples. Choosing entrepreneurial firms as examples maintains the entrepreneurial focus in the marketing course. Students are interested to learn that Walmart began as a variety store in Bentonville, AR. They are encouraged by the story of a hairdresser who made his own shampoo and went on to found the Aveda Corporation. Students are surprised to discover that the most profitable airline in the sky is Southwest, which began in 1971 with only 3 planes flying within a single state. Tell students about local success stories; many local entrepreneurs are happy to address and encourage the students.

Guest speakers and the digital tools previously discussed help to make the theory real for students. The students can then move on to internalize and retain marketing principles by completing experiential exercises. If the exercise is entrepreneurial in nature, it can serve to reinforce entrepreneurship at the same time. One such experiential tool for reinforcing entrepreneurial marketing is the Marketplace Simulation. Each team of students manages a company selling a newly created product. The teams compete for customers and profits. Students are engaged by the game. They devote more time to the course and remember more content, as demonstrated by their improved test scores.

Incorporation of entrepreneurship into marketing extends beyond the traditional business school curriculum. It can also be applied by schools of communication and journalism to courses on journalism/media and integrated marketing communication. Entrepreneurship can be introduced into the capstone course in journalism/media by requiring a capstone project that creates new media. A new course in leadership strategies can serve to introduce entrepreneurial concepts to students who plan to be journalists as well as those who plan to be marketers.

In both the capstone project and the new course, students are part of a program that is not intentionally a program on entrepreneurship but a program that prepares students to be strategic thinkers in traditional fields. However, traditional fields are facing disruption; these students will either be disruptors or will be those who evaluate the resource diversion to support disruption. The leadership class starts with theories on innovation but builds to hands-on creation of a business plan and then to presentation of the ideas to investors. Students must pitch their ideas to investors and/or play the part of investors who evaluate the new ideas. The students as evaluators of the new concepts have “money” to invest and have to consider the wisdom of an investment.

These students will go into many disparate organizations but all of them will be concerned with creating a vision for the future. Preparing marketers within any organization to understand how to think about growth is vital. The students may work in large organizations or in startups, but the need to instigate, evaluate and manage change will be an integral part of their futures.

REFERENCES


For further information contact:
Marjorie Fox
College of Business and Public Administration
Southern University at New Orleans
New Orleans, LA 70126
(504) 941-2134
mfox@suno.ed
LEARNING BY (REALLY) DOING: ENHANCING THE IMPACT OF CLIENT-BASED PROJECTS

Vassilis Dalakas, California State University San Marcos

Client-based projects provide valuable experiences for students through active experiential learning (Gremler, Hoffman, Keaveney, & Wright, 2000) that helps the students apply the course material to real-life problems and situations (Razzouk, Seitz, & Rizkallah, 2003). I have used client-based projects in many of my marketing classes over the years and have found them to indeed add an important practical dimension to student learning and to help bridge the connection between theory and practice.

In general, students’ motivation increases by the fact that their recommendations may be used in such a real-world setting (Fox 2002; Goodell & Kraft, 1991). Indeed, in my experience, many clients respond to the students’ recommendations positively and seem eager to go ahead with implementing them. However, the enthusiasm quickly wanes and, in most cases, the student projects end up sitting on the proverbial shelf. Informal conversations with my students have revealed that the students are disappointed to not see their ideas implemented, especially when some students put substantial effort in preparing high-quality plans. In fact, a study comparing students’ perceptions and experiences of client-based projects compared to non-client-based projects revealed that they were both perceived similarly positively; the added component of the client did not necessarily make the experience more exciting as one would hope or expect (Parsons & Lepkowska-White, 2009).

Therefore, despite the sense of realism that client-based projects entail, one of the key challenges is that the recommendations are not actually implemented and, consequently, the students are not able to see how well their ideas and recommendations would actually fare in the real-world setting. In order to address this issue and make client-based projects more meaningful, I experimented with a new approach regarding the applied project in my Consumer Behavior class by adding two key components that enhanced the real-world connection:

1. Project included actual implementation of proposed ideas by the students themselves.
2. The grade for that part was tied to actual outcomes of implementation.

While the idea was used in a consumer behavior class, it is applicable to any marketing class that uses an applied client-based project.

All students (individually or in groups of two) prepared ideas for marketing activities for a real client from the community. All students had to prepare reports with their proposed recommendations; the reports were due within the first month of the semester to allow enough time for implementation. In addition to the professor, the client received them as well and had to read them and indicate if they would be okay to have the proposed ideas implemented. Students who got the green light from the client had the option of proceeding with implementing their idea and then, in the end of the semester, give a presentation to the client highlighting what they did along with the results of their implementation.

Given this was the first time I tried it, I introduced the idea of implementation gradually by not making it required. Students whose ideas did not get approved by the client or who received approval but did not wish to implement their idea had to take a comprehensive final exam during finals week for the opportunity to earn the points that their classmates earned through their idea implementation, their presentation, and a reflective essay. Although this cannot be a direct comparison, in this case, I am considering the amount of work and stress associated with implementing the idea, getting graded on its results and presenting to the client, to be comparable to a comprehensive final exam. The students who chose to implement were also graded on implementation results (10% of course grade), presentation of their implementation to the client (12% of total grade), and a reflective essay (3% of total grade). The students who did not implement took a comprehensive final that was worth 25% of the total
grade. In a class of 35 students, 17 students ended up implementing their recommendations, whereas the other 18 took the comprehensive final instead.

Tying grades to actual outcomes on real-world tasks is a valuable addition to the educational experience of business students. Student learning through actual implementation is a direct experience that is hard to replicate in a traditional classroom setting, at least to that level of realism. Students were indeed very motivated by the fact that their grade was tied to results; all students’ plans that were implemented generated results that corresponded to an A, except for one that generated results corresponding to a C.

Students’ reactions to the experience indicated that the innovation was very well-received even though students were initially concerned and worried about what was entailed and especially the fact that their grades would be tied to actual results of their implementation. The comments highlighted how beneficial was the realism through the actual implementation of the idea. An additional benefit was the increased level of engagement the students had with the project and, consequently, the client’s organization; such engagement motivated some of the students to pursue continued involvement with the non-profit organization after the semester ended.

REFERENCES


For further information contact:
Vassilis Dalakas
College of Business Administration
California State University San Marcos
333 S. Twin Oaks Valley Road
San Marcos, CA 92096-0001
(760) 750-4226
vdalakas@csusm.edu
OPERATION VALUATION: EXPERIENTIAL LEARNING ABOUT PRICING AND VALUE CREATION

Adam J. Mills, Simon Fraser University

AXCESSCAPON TEACHING INNOVATION COMPETITION

TEACHING NOTE

A frequent concern raised by marketing students (particularly after graduation) is that despite pedagogical training in and understanding of the tenets and principles of pricing theory and value creation, students often fall back to competitive pricing strategies and a trial-and-error approach to price-setting because of ease and accessibility. Operation: Valuation was created in response to this practical dilemma to offer students a risk-free and experiential means of a) developing a deeper understanding of value creation principles and price setting than pure instructional pedagogy can offer, and b) creating a real-world, experiential, hands-on opportunity for students to engage in price-setting – as well as related marketing tasks such as IMC and sales – in a market environment free of financial risks or possibility of negative financial ramifications.

Operation: Valuation is designed as an independent student assignment, to be executed over the course of several weeks or months. The assignment is outlined and described in detail on the first day of classes, with a deliverable (due) date set in tandem with the class module on pricing – generally around week 8-10 of the semester. Results and content from the student deliverables (memos) will be used as a catalyst for class discussion. Quickly dubbed “The Craigslist Assignment” by my students, the Operation: Valuation assignment instructions are straightforward, and can be included in either the syllabus or as an additional assignment outline sheet. Instructions for the current iteration and design are as follows (note: scalability and adaptability discussed later):

1) Go onto the “Free” section of Craigslist (ironically found under the “For Sale” section), find something that interests you, and acquire it. We’ll call this Item A. 2) Trade Item A for something else. This will be Item B. 3) Trade Item B for something else, Item C. 4) Sell Item C.

Make trades however you want. You can use the “Barter” section on Craigslist (also under the “For Sale” section), make deals with your classmates, or any other way you can think up. For each of the three items you get, please take a picture (camera phone is fine) and note the following dollar amounts: what you think it’s worth, what you would like to get for it (i.e., your asking price), and what you would realistically actually take for it. Finally, in a two-page memo, tell your story. (Pictures count as an appendix.) This will probably include information about all your items, as well as any relevant and interesting information on your process, any relevant marketing concepts that came into play (promotions, pricing, targeting, sales, etc) and the final cash amount you ended up with. Lastly, discuss what you think marketing managers should know about pricing and value (i.e., your key managerial lessons and takeaways), based on your experience. Notes: A) If you want to keep Item C instead of selling it, make a supported valuation of its market price. B) You’re welcome to do more than two trades if you want. C) You get to keep the cash or item you end up with.

Because of the time requirements of arranging deals and finding barter partners, a minimum of four weeks will be required for successful execution; eight is recommended. The goal is to allow students to proceed at their own pace without adding unnecessary pressure that could detract from the process, which is more vital to the learning process than the final result. This assignment relies on the barter process, which requires buyers and sellers to explore motivations and value perceptions in much greater depth than cash deals. Where money can simplify transactions, trading requires what economists refer to as a “(double) coincidence of wants” where buyer and seller must a) see greater value in the others’ item than their own, and b) find a customer with inverse buying/selling desires – I want what you have, and you want what I have. (If appropriate, the instructor may want to point out that the barter economy is actually fairly similar to the dating process, with which most students will be familiar.)

On the day of the pricing class, I spend the first half of class running lecture or case study as usual (90-120 minutes) then dedicate the second half of the session (60-90 minutes) to a discussion of Operation: Valuation, which
can be casual and fun for the students. Student memos are due several days before the class session on pricing, as instructor preparation for the in-class discussion will take approximately 3-4 hours (based on a class size of 35 students). Recommended preparation for the class discussion includes four tasks as follows:

- Reading through all the student memos (which is generally quite entertaining), the instructor can prepare a summary document of the managerial lessons for discussion in class and/or distribution to students as a handout. Students will generally appreciate that the lessons have been “crowdsourced” by their peers. (Alternatively: Simply take note of the key overall themes of these managerial takeaways to spur class discussion along certain avenues of thought. From previous iterations of this assignment, themes may include: STP, advertising strategies, direct selling tactics, subjective valuation of goods, price as a driver of expectations, value propositions, time sensitivity of CB, and value-added service.)

- When going through the assignments, keep an excel spreadsheet (template available) to track a) the total final value of each deal, b) how many students traded up or down, and c) how many students sold vs. kept their final items. (From experience, over half of students will keep their final items – which prompts a very interesting line of discussion about perceived value and personal connection. Students will generally be quite impressed with the total value created by the class in such a short time.)

- Make a list of the more “interesting” trade deals to help spur the in-class discussion and storytelling… the most lucrative deals, unique or peculiar items, interesting approaches to making deals, and if an item has changed hands between classmates and thus fell into the value equation for different students at different times. Ask students, if they have kept their final item, to bring it in for “show and tell.”

- Create a slide show of some of the pictures provided by students to support the previous discussion points. This can create some fantastic levity in the classroom, particularly if students have “posed” with their items. (Alternatively: the instructor can screen-duplicate on a projector and simply open the memos and “zoom” to the pictures, as students take turns sharing their experiences and lessons.)

In class, the pre-selected examples and pictures can be used as “starters” for various paths of discussion. Students will generally feel quite comfortable speaking in class here, as this is more experiential narrative than a formal presentation – this is a wonderful opportunity to engage some of the quieter students in class – and classmates will generally be quite rapt with their peers’ experiences. Although each will have in individual experience, the shared nature of the process and generally parallel narratives can be provocative. If students have brought in items for “show and tell” this will facilitate group discussion. (The instructor can also choose to participate in the assignment, and then bring in his or her own item for show and tell. My personal preference is to keep my participation under wraps, then “surprise” them by opening the discussion with my own final item – this can be a fun way to start the class discussion session, due to the the equalizing nature of shared experience.)

As currently outlined, Operation: Valuation counts for 10% of the student’s overall grade in a 4th year marketing strategy course, hence the short memo deliverable. I generally grade this assignment based on participation and effort rather than content, given the small weight (i.e., 10/10 if completed, 8/10 if missing key elements, 5/10 if within an hour late, 0/10 if very late or not submitted). However, this assignment is extremely scalable and fairly adaptable to a number of marketing contexts. It can quite easily be scaled to a greater percentage weight of the course by expanding the deliverable. For example, at a 25% course weight, a final deliverable of 5-10 pages with more structured content requirements would be appropriate (i.e., “discuss the managerial takeaways from your experience as related to: customer segmentation and targeting, personal selling, perceived value, negotiations and pricing strategies.) In the current iteration and weight, this assignment fits into one module of a marketing strategy course, but can be shifted to cover a number of central modules to a course such as consumer behavior, personal selling or sales, marketing communications, or negotiations, simply by shifting the focal content (i.e. pricing).

For further information contact:
Adam J. Mills
Beedie School of Business
Simon Fraser University
500 Granville Street
Vancouver, BC V6C 1W6
(604) 454-4581
adam_mills@sfu.ca
PEER EVALUATION AS BASIS FOR CLASS PARTICIPATION GRADES: THE PEP APPROACH

Can Uslay, Rutgers University

AXCESSCAPON TEACHING INNOVATION COMPETITION

TEACHING NOTE

It has been observed that peers collectively may have the advantage of better and more vantage points for observation than supervisors. On the other hand, it is possible for peers to provide biased reports due to rapport and/or provide identical/inflated ratings to avoid potential confrontation. It appears like an approach that combines both peer and supervisor feedback is best. For example, end-of-semester peer reviews are collected for most project/team-based courses, and these are implicitly or explicitly incorporated into grading. However, time lag involved with this approach can lead to unreliable feedback and end-of-semester is too late to influence the motivation and effort of the students.

The peer evaluated participation (PEP) approach expands peer reviews to every class session rather than limit it to end-of-semester reviews. Student involvement and class participation are important antecedents to class interaction which is a main driver of learning. As a result, in-class participation typically commands a significant proportion (as high as 60% for traditional case-based courses) of the course grade. Nevertheless, how to measure and evaluate in-class participation remains an ongoing challenge for (marketing) educators. One issue is that these evaluations can be deemed subjective by the students which can be discouraging, on the other hand it can also be very time consuming to generate reliable evaluations.

The PEP approach involves providing a student (or possibly two students depending on class size) a form with which to record in-class participation for each class session. Using the guidelines in the form, the student volunteer evaluates the class participation of all students for that session. At the end of the session, the student and the instructor review the form and the student signs off on it. The scores for each session are aggregated and graded periodically (e.g., bi-weekly for classes that meet twice a week or at the end of each month) and provided to the students as an indicator of the level of their in-class participation. While the aggregate PEP scores tend to correlate highly with the instructor’s independent class participation evaluation at the end of the semester, they also provide several advantages.

First, the students are inherently cued during every class session that their class participation is being evaluated. Simply this “Hawthorne effect” appears to enhance the level and quality of their participation and interaction. Second, PEP empowers the volunteer students (as many as 28 students if the class meets twice for 14 weeks), and their involvement in evaluation can also enhance the way they conceptualize and acknowledge (the value and quality of) in-class participation. Third, the instructor may not have enough observations in the beginning of the semester to assign reliable participation grades. By the time (s)he has enough impressions to assign them, it may be late/difficult for the students to change their study/participation habits. The instructor can clarify any discrepancies between his/her grading and that implied by the PEP scores early in the semester and assign them more reliably. The intermediary PEP grades can also serve as basis for rewards (e.g., MVP: “most valuable participant” of the month as selected by peers) and motivate future class participation. Fourth, the high correlation between the instructor’s grade and the cumulative PEP grade can be utilized to counter the occasional student argument that he/she deserves a much better grade. That is, PEP scores can be used as hard evidence in a typically soft grading area. Finally, PEP can also save the instructors time (who might otherwise have to assign grades/take notes on a large number of students after every class). Overall, PEP is proposed as a complementary approach to instructor evaluation and compares favorably against other sole evaluation options.
I have been successfully using the PEP approach in every class I teach (spanning undergrad, grad, core, and elective courses). While it is challenging to isolate the net benefit of the PEP approach beyond anecdotal evidence, student surveys indicate that students appreciate the benefits of the PEP approach as part of the reason the classes have been effective. I have decreased the overall weight of class participation from 30% to 20% to accommodate other assignments in recent years but have not had any noticeable change in the quality of class participation, which I attribute to my use of PEP. A sample version of a PEP form to be included in course syllabus and form given PEP volunteers is available upon request.

Sample Student/Volunteer Instructions:

In-class participation component of your grade depends on the quality more so than the quantity of your in-class contributions. Highly valued contributions include asking insightful questions, redirecting discussion when the current point has been adequately covered, providing appropriate analysis, summarizing and/or reconciling previous comments, and drawing learning points from a particular case. It is critical that you be able to follow a discussion, synthesize and evaluate perspectives, and offer insights to advance discussion. Therefore, development and demonstration of oral communication skills is given a high priority in this course.

In addition to my evaluation, the quality of your participation will be evaluated during each class by a volunteer classmate. The volunteer will get perfect score for the session volunteered provided that he/she records reliable and accurate evaluations (e.g., if the score for everyone is the same then the volunteer has probably failed). These scores will be totaled periodically and scaled. Name cards are a must (if you wish to receive participation grades) so that the volunteer can evaluate your contribution.

Please be informed that class participation is more than a simple function of how many times you speak. The volunteer will use the following scheme to evaluate your contribution:

Effective Participation Evaluation:
A. Is the point/comment relevant to class discussion?
B. Is the participant a good listener (or is the same point already made by another?)
C. Do the comments add to our understanding of the issue?
D. Does the comment show evidence of analysis (or is it mere opinion or verbatim repetition of facts without analysis?)
E. Is there willingness to test new ideas, and think out-of-the-box?
F. Do the comments clarify and highlight important aspects and lead to a clearer statement of the concepts being covered?
G. Is the participant willing to interact with other class members (including clarification, rebuffs and rebuttals)

The students’ scores for each contribution will then be summed, scaled, and subsequently assigned to one of five categories (i.e., outstanding participant (3 points); good participant (2 points); adequate participant (1 point), unsatisfactory participant (0 points), non-participant (0 points) to evaluate class participation for each class.

For further information and PEP teaching rubrics contact:
Can Uslay
Rutgers Business School at Newark and New Brunswick
Rutgers University
100 Rockafeller Road
Piscataway, NJ 08854
(848) 445-5274
can.uslay@business.rutgers.edu