



# **A Community of Learners**

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**Dawn Edmiston, College of William and Mary**  
**Brian Vander Schee, Aurora University**

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**Marketing Management Association**

***19<sup>th</sup> Annual Marketing Management Association Fall Educators' Conference  
September 17-19, 2014, San Antonio, Texas***

**ACKNOWLEDGEMENTS**

The Marketing Management Association Fall Educators' Conference is really a unique experience. The value proposition is outstanding yet the passion for teaching excellence in marketing education evidenced by the level of participation and quality of presentations make the conference truly amazing. The conference would not be so outstanding if it were not for the hard work of MMA contributors and external supporters.

The conference began with three pre-conference workshops. Thanks to pre-conference workshop instructors Theresa Clarke, Bill Wellington and Lyle Wetsch. This was the second year to offer the Doctoral Student Teaching Consortium. Thanks to Mary Conran for coordinating the Consortium as well as the faculty colleagues listed separately in this publication. Also special thanks to AxxessCapon for financially supporting the consortium. Thank you to Zina Taran for coordinating the Career Placement Service as well.

The conference received many refereed paper submissions. Cengage Learning supports excellence in teaching scholarship by sponsoring the best conference refereed paper award. The Journal of Research in Interactive Marketing also sponsored an award this year for the first time with the outstanding paper in interactive marketing education. Thank you to all the refereed paper reviewers listed separately in this publication.

Two competitions highlight the conference program. AxxessCapon sponsored the Teaching Innovation competition for the fourth year. Thank you to Bill Madway for serving as the competition coordinator as well as to the judges listed separately in this publication. Thank you to uSamp for supporting the Outstanding Teacher-Scholar Doctoral Student competition. Pam Kennett-Hensel served as the competition coordinator with help from the judges listed separately in this publication. uSamp also sponsored the Thursday Awards Lunch – thank you!

Interpretive Simulations sponsored the Journal for Advancement in Marketing Education outstanding reviewers and article awards. Interpretive also helped us to identify each other by sponsoring the lanyards and name badges, which was much appreciated.

Dawn Edmiston and Debbie DeLong did an excellent job once again serving as the conference proceedings co-editors. The session chairs listed separately in this publication also help to make the conference run smoothly, thank you for your involvement. Thank you to all the exhibitors noted below as well.

Mark your calendars for the next MMA Fall Educators' Conference to be held September 16-18, 2015 at the San Juan Marriott Resort & Stellaris Casino in Puerto Rico. The 2015 MMA Spring Conference will be held March 25-27, 2015 at the Palmer House Hilton in Chicago.

Thank You,

Gail Zank, Conference Chairperson

Brian A. Vander Schee, Conference Program Chairperson

## Exhibitors, Awards, and Competition Sponsors



## **CONFERENCE AWARDS**

Cengage Learning 2014 MMA Fall Educators' Conference

**Best Refereed Paper Award Winner**

*Improving the Collaborative Online Student Evaluation Process*

Ann Veeck, Western Michigan University

Kelley O'Reilly, Western Michigan University

Amy MacMillan, Kalamazoo College

Hongyan Yu, Sun Yet-sen University, China

Journal of Research in Interactive Marketing 2014 Outstanding

**Interactive Marketing Education Paper Award Winner**

*Value of Interactivity in the Online Learning Environment*

Bela Florenthal, William Paterson University

Interpretive Simulations 2014 Journal for Advancement of Marketing

**Education Reviewer of the Year Award Winners**

Henry Greene, Central Connecticut State University

Alison Yacyshyn, University of Alberta, Canada

AxcessCapon 2014 Teaching Innovation Competition Finalists

Datha Darmon-Martinez and Katherine Jackson, Truman State University

Cindy Rippé, Tarleton State University

David Sleeth-Keppler, Humboldt State University

uSamp 2014 Outstanding Teacher-Scholar Doctoral Student

**Competition Finalists**

Weixing Ma Ford, University of Houston

Sarah Roche, University of Texas - San Antonio

Minita Sanghvi, University of North Carolina - Greensboro

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**AxcessCapon Teaching Innovation Competition**

Competition Coordinator – Bill Madway

Judges – Theresa Clarke, Gopala Ganesh, Paul Hensel, Pam Mickelson, Brent Smith, Ann Veeck

**uSamp Outstanding Teacher-Scholar Doctoral Student Competition**

Competition Coordinator – Pam Kennett-Hensel

Judges – John Cherry, Matt Elbeck, Eliane Karsaklian

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# SIMULATING CONTEXT THROUGH FILM AND ESSAY IN THE DBA QUALITATIVE RESEARCH CLASS

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## ***INNOVATIONS IN TEACHING QUALITATIVE RESEARCH PANEL POSITION PAPER***

Getting DBA students to think in qualitative terms as opposed to traditional quantitative measures can be a challenge for students immersed in a positivist framework. One of the conceptual impediments is context, or the historical, societal, and cultural connections that shape our understanding of reality. Quantitatively, context is an external factor to be limited by controlling variables. Qualitatively, though, context shapes interpretation and knowledge. This panel position paper will review the assignment I use to introduce qualitative research to our DBA students by situating the literature, myth, and landscape of the Southwest within Patton's (2002) characteristics of qualitative research. I will briefly describe how I use film, "The Milagro Beanfield War," directed by Robert Redford (1988), and narrative essay, Tony Hillerman's (1973) "We All Fall Down," to introduce context as well as qualitative design, analysis, data collection and fieldwork strategies.

Saldaña (2009) introduces the medium of film in graduate qualitative research classes "as an introductory framing device (p. 248)" that suggests a specific context enabling viewers to examine concepts from a certain perspective. Providing a cognitive hook, both the film and essay, as representative "texts," tangibilize, or make real, the culture, geography, and lore of the Southwest and facilitate the objective of the assignment: To understand the qualitative paradigm by applying Patton's (2002) characteristics to both the film and essay.

The "Milagro Beanfield War," set in the ruggedly beautiful, mountainous rural area of Truchas, New Mexico, presents an exaggerated perspective of a cultural invasion in which powerful outside real estate investors, anxious to pave the way for a highly profitable resort area, are pit against the Spanish inhabitants of the fictional town, *Milagro*, or Miracle. Cultures clash as economic disparity and ownership of water rights collide. Patton's (2002) characteristics readily emerge in two scenes. In the opening scenario we are introduced to the philosophical Coyote Angel, the ghost of Jose Mondragon's father, as he informs Don Amarante, the village elder and the repository of all religious practices, that his town is dying. The scene illustrates the paradigm's unique case orientation by identifying the contextual elements found in one specific town, such as the visual description of the rural landscape, cultural idioms, and religious beliefs. In the school bus scene the viewer is introduced to Herbie Platt, the NYU student ethnographer, arriving in the dusty rural town, eager to study the indigenous culture of the Southwest. Platt carries his tools: a small stack of books, a tape recorder, a typewriter, and palpable enthusiasm. As the participant observer, he quickly becomes immersed in the culture and its people, tape recording conversations with Don Amarante. Afterwards, we see Platt consulting with Don Amarante as he solicits the elder's interpretation of the setting, thereby demonstrating member check as a triangulation method.

In the second "text," Tony Hillerman, the masterful New Mexico storyteller of Native Americans, skillfully describes 'context' in the same geographical mountainous area. In his essay, "We All Fall Down," named after the plague-inspired nursery rhyme, Hillerman narrates the unexpected appearance of the bubonic plague in rural Northern New Mexico in the 1960s. Using a combination of inductive and deductive methods, the main protagonist, Bryan Miller, a U.S. Public Health Service field man, uses extremely careful site observations as well as interviews of the deceased victim's relatives. His "interviews" also include careful examinations of several dead species of animals clearly illustrating Miller's role as the primary instrument of data collection. In a deductive mode, he makes note of a wide range of clues to triangulate and narrow the search effort until he is able to find the most-likely foci in the Grass Mountain ground squirrel community.

There are several advantages to using these works. Temporarily suspended from the milieu of other business courses, students are immediately engaged in the plots and the film's introduction of humor facilitates a positive learning environment. The context is readily evident stimulating dialogue as students identify how geography and

culture shape key issues. The film's characters provide visual references to qualitative research, specifically, data gathering, interviewing, participant observation, immersion in the culture, the process of developing fieldnotes, and ethnography as a qualitative research method. In stark contrast to the film's comedy, Hillerman's essay captures the impending horror of a possible outbreak of the bubonic plague and the inductive methods used by the scientist to track *pasturella pestis*, the soil-bound bacteria that causes the plague. The narrative captures the emergent nature of qualitative research, its design flexibility, and the value of the researcher's personal experiences and insights in determining the source of the outbreak.

There are, however, drawbacks to this exercise. Firstly, fiction does not replace methodology; therefore, it is important to read and analyze the assigned text and journal articles. Secondly, time changes interpretation; history, society, culture, and regional influences frame and define experiences, cultural issues, and perspectives.

The resulting student papers demonstrated an understanding of the characteristics of qualitative research and how both fiction and non-fiction can depict the influence of context. Both "texts" help students shift from positivist to qualitative mode by offering 'hooks,' or points of association, that facilitate the transfer of concepts to future course assignments.

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# INCORPORATING NON-PROFIT CLIENT LEARNING PROJECTS IN A MARKETING RESEARCH COURSE

*Sarah Rand, St. Catherine University*

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## ***EFFECTIVE CLIENT-BASED LEARNING PROJECTS PANEL POSITION PAPER***

Given the greater emphasis placed on the concepts of societal marketing and cause-related marketing in today's business environment, service learning is an especially good fit for marketing courses. Integrating client-based learning projects in marketing courses is not a new concept; several authors have provided helpful insights regarding how to develop and implement such projects successfully (Klink & Athaide, 2004; Motner, 2010). Based on my experience over the past five years, involving five courses and more than 20 non-profit clients, such projects provide a significant learning opportunity for students and a valuable source of marketing research insights for clients. Careful selection and screening of the projects and clients, alignment of the course curriculum with the skills students need to successfully complete the projects, and thoughtful consideration of how to prepare students to judiciously work through each step in the marketing research process will result in a highly rewarding project for students, faculty, and clients. Additionally, students find meaning in the projects through the beneficiaries of the projects: the greater community.

Buyer Behavior and Market Research (MKTG 3350) is St. Catherine's upper-level business course that integrates client-based projects to explore key marketing concepts in marketing research. There are two pre-requisites for this course: Principles of Marketing, and Statistical Analysis. Students taking the course learn fundamental market research strategies by conducting market research for a non-profit organization. This course is organized based on a timeline that outlines the steps in the marketing research process: determining the research problem, selecting the research design, executing the research design, and communicating the results. The core skills that students gain include the ability to: (1) understand the market research process and move from general analysis of data to interpretation and recommendations for action, (2) apply theory to practice using project management techniques, (3) develop and manage client relationships, (4) work effectively on a team, and (5) develop and refine oral and written communication skills.

Careful selection and screening of the client-based projects at St. Catherine University is made possible through The Center for Community Work and Learning (CW&L). The CW&L connects students in 60 to 80 courses per year with over 100 organizations in St. Catherine's surrounding community. The primary purpose of these connections is to provide students with opportunities to learn through hands-on experience and begin to demonstrate ethical leadership by addressing community-identified needs. We are fortunate at St. Catherine's to have access to CW&L staff because of their relationships with community partners and background working with a variety of project specifications. Designing and implementing client-based learning projects require advanced planning and effective communication. As a best practice, the project descriptions, project parameters, and a timeline should be completed two to three months in advance. Prior to being considered for the course, clients are asked to write up a detailed description of their proposed project. Projects are reviewed in partnership with the CW&L. Typically four to five projects are selected with three to four students per project. Ideally, a variety of research methodologies will be incorporated. Students self-select the projects they will work on based on their level of interest and expertise.

The level of client engagement and the degree to which the teams receive coaching from faculty and other students are the primary keys to success. Clients are expected to attend two class sessions; one at the beginning of the course, to meet the student teams, and one during the final class session for each team's oral presentation. The outcomes of the first client meeting include identifying the specific research questions, developing an estimated timeline for completing each step in the marketing research process, and establishing a clear strategy for client communication and interaction. To ensure effective student-client communication, students submit weekly updates on the project's status and identify deliverables for the upcoming week.

After meeting with the clients in class, students prepare a research design proposal for the clients to review and approve before moving forward with any form of data collection. Privacy issues are a primary concern in conducting client-based projects, particularly when dealing with non-profits that may serve vulnerable populations. Clients are responsible for providing students with access to participants and any personal contact information is managed by the client. Students do not distribute surveys or have access to personal client information without approval from a faculty member and full disclosure of the student/client relationship is made. In some cases, students may receive permission to recruit participants they have relationships with, such as fellow students. Although marketing research is typically exempt from IRB review, IRB should be consulted before initiating client-based projects.

The timing of the data collection and analysis phases differ from project to project, which provides for rich classroom discussions. Class lectures facilitate an understanding of various research designs and analysis strategies; examples of how to report findings are discussed before the data analysis phase begins. Because there are a variety of research methodologies in process, project analysis strategies also differ. This is an essential part of the learning because students from each team benefit from the other teams' experiences collecting and analyzing data. A substantial portion of class time focuses on coaching the teams through the challenges of conducting original research. Some teams tend to have more difficulties than others at various stages of the research process. These difficulties often pertain to a lack of client communication or an inability to collect meaningful data. The need for faculty to work closely with the clients and each team is essential to work through these challenges.

One of the most valuable steps in the research process is for each team to present a final draft of the client presentation to the class. This dry run provides a rich opportunity for students to practice their presentations and receive direct feedback from the class, based on a grading rubric provided earlier in the course. One or more iterations of the presentations are created based on faculty feedback between the draft and final client presentation. The clients, business faculty, and CW&L team members are invited to hear all of the final presentations on the last night of class. Faculty, clients, and students provide written feedback after each presentation. Clients are also asked to share their perspectives on the presentation and specifically on how the information provided will impact their organization moving forward.

Students' experiences in MKTG 3350 are evaluated in several ways including personal reflection and formal evaluations from the Department of Business Administration and CW&L. Students will likely have differing perspectives regarding the value of a client-based learning project based on several factors: the project content, ease of collecting and analyzing data, degree of client support, and the student team dynamic. Feedback from students indicates that their experiences are enhanced when the project requirements are aligned with other class activities and assignments, and when there is quality interaction between the team members, client, and faculty member. The skills students frequently report gaining from such projects include time management, communication, self-confidence, and proficiency in the field of study. Clear expectations for students and clients, intensive faculty support, and the ability to have a meaningful impact on the client's missions help to make these projects a rewarding experience for all those involved.

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# THE VALUES OF INCORPORATING PROFESSIONAL SELLING IN MARKETING EDUCATION

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## ***INTEGRATING PROFESSIONAL SELLING IN MARKETING EDUCATION PANEL POSITION PAPER***

The four Ps of marketing – Product, Price, Place, and Promotion – have been an educational mainstay for several generations of marketing faculty and students since first introduced over 50 years ago (McCarthy 1960). It has been recently written that, “[f]ew goods or services, no matter how well developed, priced, or distributed, can survive in the marketplace without effective promotion - communication by marketers that informs, persuades, and reminds potential buyers of a product in order to influence an opinion or elicit a response,” (Lamb, Hair, and McDaniel 2013, p. 257). The five recognized elements in promotional strategy are advertising, public relations, personal selling, sales promotion, and social media. Of these, personal/professional selling has been utilized to communicate strategic messages to and within the marketplace by businesses and organizations more than any other method. It is precisely the salesperson’s professional responsibility as the company boundary spanner to establish, cultivate, and maintain positive business relationships in the market that makes professional selling the ideal field to help exemplify marketing concepts taught in both undergraduate and graduate-level business courses.

Professional selling could easily be described as the ultimate in micro-marketing. Not surprisingly, most college students have easily recallable personal experiences of salespeople attempting to persuade, inform, or remind them to buy something, support something, major in something, etc. It is this individual familiarity that students have as targeted consumers that can help them better grasp larger-scale macro marketing concepts. And it is through the context of professional selling that instructive and clarifying parallels can be made.

A very effective way to exemplify professional selling in marketing courses is through this same relating of first-hand experiences, but from the instructor or an industry-based guest speaker. Knowledge has been disseminated verbally for thousands of years and word-of-mouth is still acknowledged as one of the, if not *the*, most effective forms of communication (Lamb, Hair, & McDaniel 2013). When first-person examples and illustrations are included in the course material, such as the printed examples common to most textbooks, they can be useful. But, when an actual person re-creates their own experience in front of the class, it can be incredibly powerful and memorable.

One reason for this is that faculty and guest speakers who have training and experience in professional selling tend to have a more dynamic presentation style than most; one that’s good at getting and keeping their audience’s attention. Real-life anecdotes also usually involve some type of humor, especially those about rookie mistakes or customer problems, which really help involve students. They can truly create some very effective teaching “light bulb” moments. Of course, care should always be taken to conceal the actual identities of firms and people.

It can be particularly productive to treat whatever the shared experience or narrative as a small case study. Alternatively, the students could role-play the incident, being given only the initial set-up information about what happened. Watching how the students handle the situation provides a very constructive and discussion-inspiring learning opportunity. It is also important that the students explain *why* they made the choices they did or if role-play was not utilized, why they think those involved made the choices they did. These approaches can really help attach a mental handle to the marketing concept being studied – whether in Advertising, Principles, Retailing, Research, B2B, etc. – to make it more memorable. It may also increase students’ chances of recall at test-time.

Three additional positive values of including professional sales in marketing courses were observed by panelists. The first was an increase in students openly sharing their experiences of dealings with salespeople; especially their being targeted via social media. A second interesting finding was that several students voluntarily commented in course evaluations how much they enjoyed the personal inclusions, learned from the windows into

the real world, and wished more faculty would do likewise. The third, and most significant, outcome was how it sparked interest in Sales as a legitimate and viable career option among students who gained a better understanding of what it is really like, what it involves, what it has to offer, and the very important role it plays in Marketing.

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# MARKETING ETHICS: INDEPENDENT COURSE OR CURRICULUM INTEGRATION?

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## ***MARKETING ETHICS: INDEPENDENT COURSE OR CURRICULUM INTEGRATION? PANEL POSITION PAPER***

In his book “Zen and the Art of Motorcycle Maintenance,” Robert Pirsig introduced the idea of Cartesian Anxiety as an obstacle to developing quality solutions. Cartesian Anxiety occurs when the number of options to resolve a rich and complex problem is artificially reduced to just two, even though many other options may exist. This artificial constraint prevents individuals from generating new choices and from recognizing the opportunities for viewing complex problems in creative ways. The question presented to this panel is a Cartesian Anxiety problem. Whether Marketing Ethics should be taught as a standalone course or integrated throughout the curriculum ignores the many other ways that universities and colleges are exposing students to ethics issues. The purpose of this brief paper is to review the previous research on this question and address some of the considerations of panel members as to whether ethics should be taught across the curriculum.

Curriculum and pedagogical issues continue to represent a major concern in business ethics instruction. In a worldwide survey of business ethics scholars, Holland and Albrecht (2013) found that the primary concern listed across all scholars worldwide was “Business Ethics Education” including curricular and pedagogical issues. While the topic of standalone versus integrated ethics content was not specifically addressed, respondents’ concern over “the ability to integrate with core business classes” and “obtaining involvement from faculty in other major disciplines” would be consistent with the issue.

Whether ethics should be taught as a standalone course or integrated throughout the curriculum is a long-standing discussion. It is similar to previous debates on whether global issues, presentation skills, writing skills, and other topics should be taught as standalone courses or integrated. The arguments are similar. A standalone course offers the opportunity to highlight the subject matter and acts as a signal to students and other stakeholders that the institution takes the topic seriously. It is easier from an accreditation standpoint to measure student performance in a single course than over multiple courses. However, it also requires instructors who are skilled in teaching the subject matter. It takes up space in the curriculum that may preclude other, equally worthy courses. Finally, it is difficult to cover ethics issues for specific areas, such as marketing or finance, with sufficient depth to assist students who are struggling with issues particular to their fields.

Integrating the content across courses, by contrast, gives students a more concrete set of applications to specific issues that they will encounter in their field. It shows students that ethics is useful and important across a wide range of applications. Unfortunately, it also requires instructors to allocate class time to ethics discussion. If students have no background in ethics, the instructor must introduce students to basic ethics concepts so that they have a framework with which to address the problem. It also requires instructors to feel comfortable with ethics topics so that they can lead class discussion and address student questions in this area. From this quick review, the presence of strong pros and cons for each alternative show why the “integration or standalone” question continues to generate ongoing discussion for many institutions.

The home institutions of the members of this panel have addressed the question of whether ethics should be taught as a standalone course or integrated throughout the curriculum in a variety of ways that demonstrate the many approaches that can be taken to expose students to ethics beyond “integrating or standalone.” At one institution that has AACSB accreditation for its undergraduate, graduate, and accounting programs, ethics is introduced at the undergraduate level through a junior-level course that is required for all business majors.

Students learn an ethical decision-making rubric that is shared throughout the business school. At the graduate level, all students are required to participate in a workshop prior to the start of their program. During this workshop, students are trained in a decision-making rubric that incorporates ethical concerns. At another institution, ethics is expected to be integrated across the curriculum, and ethical reasoning is one of the goals of the department, which is officially assessed throughout the curriculum; this institution is a private, liberal arts, Benedictine institution that has a "small" major of Global Business Leadership. Another instructor teaches an introduction to advertising course at a small private university in the Northeastern United States. While the university has a course that addresses legal and ethical issues in business, many students may not have yet taken it when they are in the advertising class. In addition, some students come from other colleges that do not have a required course in ethics. Thus, this situation calls for an integrated approach.

In summary, whether ethics should be taught as a standalone course or integrated throughout the curriculum is an artificially restricted pair of options to a complex problem. There are many considerations for where ethics should be taught including institutional accreditation (AACSB or ACBSP) requirements, the types of different majors affected, whether programs are at the undergraduate or graduate level, as well as the overall role of ethics within the institution. The skills and backgrounds of faculty must also be considered – some have no background or interest in teaching ethics. The availability of appropriate teaching materials may affect the decision as well. While many marketing textbooks include concepts of ethics, they are often marginalized in a single chapter or in a box toward the end of chapters. The following list of texts related to marketing ethics is not exhaustive, but it does illustrate that there are teaching materials for an instructor pursuing either a standalone class in marketing ethics or an integrated option.

Books related to Marketing Ethics (2000-present)

<b>Title</b>	<b>Authors</b>	<b>Published</b>
Ethics in Marketing: International Cases and Perspectives	Patrick E. Murphy, Gene R. Laczniak & Andrea Prothero	2012
SAGE Brief Guide to Marketing Ethics	SAGE Publications	2012
Ethics in Marketing and Communications: towards a Global Perspective	Mary M. McKinley	2012
Marketing Ethics	George G. Brenkert	2008
Marketing Ethics	Rick D. Saucier	2008
Marketing Ethics: Cases and Readings	Patrick E. Murphy & Gene R. Laczniak	2006
Advertising Ethics	Edward Spence & Brett Van Heekeren	2005
Ethical Marketing	Patrick E. Murphy, Gene R. Laczniak, Norman E. Bowie & Thomas A. Klein	2004
Ethics in Social Marketing	Alan R. Andreasen	2001

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# EFFECTIVE STRATEGIES FOR TEACHING INTRODUCTORY MARKETING

*Nadia Novotorova, Baker University*

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## ***EFFECTIVE STRATEGIES FOR TEACHING INTRODUCTORY MARKETING PANEL POSITION PAPER***

Teaching introductory marketing in the current environment is an exciting and challenging task due to many technology innovations and changes in our social interactions that offer new ways to market and advertise products. In my experience, success in teaching introductory courses comes from three major directions: (1) student engagement in the learning process; (2) application of different teaching techniques to appeal to students' various learning styles and experiences; and (3) creating a positive, supportive environment in the classroom.

I believe that it is important to build connection with your students starting from day one. One way to achieve this outcome is to offer our students a variety of fun projects where each group of students acts as a marketing agency to develop creative marketing ideas and present them to class. This type of in-class activity helps students not only to get to know each other but also to see the broad aspects of marketing and the challenges companies are faced with. Teaching introductory marketing course involves constant updating not only the material introduced to class but also the way it is presented to students. Keeping in touch with local advertising agencies and inviting them to your classes has been an effective way for me to keep students interested and engaged in the learning process.

One of the local agencies I have been working with for years is Media Link, Inc. My students have used their software to create effective media campaigns and to learn how to apply in practice such advertising terms as "reach" and "frequency". Another effective approach to teaching introductory marketing is to use exciting examples in lectures. I put together many short presentations based on unique marketing strategies related to 4Ps. It usually works well in terms of engaging students in class discussions. For example, it is shocking for students to learn that ice cream price could range from one dollar to twenty five thousands. This type of example is a good basis for discussions on segmentation, targeting, and marketing mix elements. It is always great to have students not only actively participate in class discussions but also be willing to share their own examples/experience. Learning from each other helps to keep students engaged.

Team projects are another effective approach in teaching introductory marketing. From my experience, it works well when students select an existing company to analyze and develop marketing strategy for. There are two main reasons why it works well. First, there are various sources of data available to explore with an existing company. As a result, students are developing their research skills in obtaining data, improving their critical reasoning and problem-solving skills by analyzing the company situation and developing new marketing strategies. Secondly, there are usually five teams in the class of twenty students. As a result, students have an opportunity to learn about five different companies from each other's presentations, which is a great learning outcome. To help students to select a company for their projects, I ask them to choose 3-5 companies first, narrow the list down to two, and then make a final decision. I encourage them to provide arguments on why these companies are a good choice for the project. However, it is their decision to make a final choice. I have also learned that it is better to assign the term project in week one so that each team starts creating a team name and logo (which is always a very exciting thing to do) and apply the course material to their project as they learn.

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# TEACHING BUSINESS ETHICS: WAYS TO PROMOTE CRITICAL THINKING

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*Amy Rodie, University of Nebraska at Omaha*

*Charles Salter, Schreiner University*

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## ***TEACHING BUSINESS ETHICS PANEL POSITION PAPER***

Many of us know from experience that actually *practicing* ethical decision making and abiding by ethical values can be difficult in high-stakes situations. Yet, the potential devastation to stakeholders from unethical business decisions is very real, and we are vividly aware of it due to recent and spectacular ethical failures across multiple business sectors.

While consequences of unethical business decisions may be dramatically more far-reaching, students' ethical challenges may not be so different from business professionals'. How to respond to a friend seeking an insider tip at some point in one's career may not be so different from deciding what to tell a friend who asks to copy homework today.

Our panel proposes that ethics-related learning is especially meaningful when students experience high-stakes that matter. High performance pressure, important stakeholders, less-than perfect information and a range of potential options are typical of ethical dilemmas, and students gain enhanced understanding from grappling with them.

Panelists will discuss developing ethical challenges and ways to motivate and guide students' critical thinking and ethical decision-making. Our goal is to equip all session participants with new ideas for enhancing students' awareness and ability to ethically address the types of issues they may face across their careers.

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# PROMOTING TEACHING EXCELLENCE, INNOVATION AND STUDENT SUCCESS ACROSS A UNIVERSITY

*Debbie Laverie, Texas Tech University*  
*Enda McGovern, Sacred Heart University*  
*Lou E. Pelton, University of North Texas*  
*Barbara Ross Wooldridge, University of Texas-Tyler*

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## ***PROMOTING TEACHING EXCELLENCE, INNOVATION AND STUDENT SUCCESS ACROSS A UNIVERSITY PANEL POSITION PAPER***

This position paper summarizes information shared in a panel presentation and discussion about Promoting Teaching Excellence, Innovation and Student Success across a University.

Barbara Ross Wooldridge: The University of Texas at Tyler established a Center for Teaching Excellence and Innovation. The center champions several initiatives to promote teaching excellence and innovation across the university. These initiatives include: 1) PATSS (Patriots applying technology for success and savings), 2) academic innovation, 3) servicing learning and 4) undergraduate research. The initiatives are supported by Faculty Fellows in the areas of teaching innovation, service learning, undergraduate research and data analytics. The university currently has seven faculty fellows; the fellowships were awarded in a competitive process. Each faculty member had to complete a detailed application, which was sent to three external reviewers from different universities. Once accepted as a fellow the faculty member signed a contract promising to create and deliver two faculty development workshops in their area, open their classrooms for observation, to provide seminars for new faculty orientation and to support the initiatives of the Center for Teaching Excellence and Innovation. In return each fellow received a one course off load for the academic year, a stipend and developmental money for workshops and career development. The faculty fellow program started in Spring 2014. Three workshops were held and all were well attended. Developmental grants have been offered in service learning. More workshops will be held in the summer and fall of 2014. In the fall of 2014, if fellows have successfully completed the terms of his/her contract they may continue as a fellow for a second year.

Enda McGovern: Sacred Heart University initiated a Summer Technology Institute week for 24 faculty to explore and experiment with the latest digital pedagogy software and device hardware now available to enhance teaching excellence. A number of graduate students from the Computer Science and Media Studies programs were assigned for this week to assist and act as reverse-mentors in their role. Each College assigned their faculty in groups of three and key goals were established prior to the beginning of the institute. Each morning a speaker with specific expertise was assigned to lead the group in exploring the related topic, some of which included 'Developing Video-Based Instructional Materials using Echo 360' and 'Effective Assessment Strategies'. Thereafter each afternoon faculty groups worked on their specific goals in preparing for presentations held on the Friday morning. The Institute discovered an interesting concept in looking at how faculty can become more innovative in adopting and utilizing the latest digital pedagogy. Basically the first phase, which we are now entering, is the idea of 'content created'. Faculty are currently exploring both the software (maybe Apps) and creating the content, such as video, podcasts, or discussions. This is time consuming but does create original content that effectively personalizes class material. The second phase is for tomorrow and is referred to as 'content configured'. In this instance the publisher of the textbook will provide the digital content and faculty will simply configure it, and to some degree personalize the material, to suit their class delivery. Preparation time will be reduced and students will become more immersed in the digital world of education. The final phase is referred to as 'content adapted' and this is identified with the future of education. In this instance the content will be universally available, i.e. all over the internet. The role of the professor will be to act as 'curator' of the content and to decide how they plan to deliver the material in the format most productive to their student profile. If faculty can better understand which phase they are currently in,

and how they wish to advance to the next phase, then a path for advancing innovative teaching will be clearly delineated for all to follow.

Lou E. Pelton: This position paper addresses the different learning and teaching styles addressed in a start-up Quality Enhancement Program (QEP) initiative at the University of North Texas in AY 2005-06. It introduces the development and deployment of a blended format University Course Curriculum course that has increased in enrollment by over 500%. This is Year 5.

To fully appreciate the nature and scope of this course, allow me to introduce you to a professor named Dr. Julius Sumner Miller. His somewhat windswept hairstyle and horn-rimmed glasses were not too unlike his mentor and teacher. Although, he earned a Ph.D. in physics and worked as a physics professor at a number of universities, ranging from Dillard University to the U.S. Air Force Academy, his “fame” was far removed from university settings. The American physicist Julius Sumner Miller was better known by his television persona on Disney’s “Professor Wonderful,” a popular children’s show in the 1960s, and on Canada’s “The Hilarious House of Frightenstein” in the 1970s. Although he was born in Massachusetts, his Mom was Lithuanian and she spoke twelve languages; his Dad was Latvian. Why do we begin this course with this unusual biographical sketch of a television personality who died one-quarter century ago. No. It is largely because this second-generation Eastern European had an inimitable impact on the way we engage in learning and teaching. Professor Julius Sumner Miller asserted the following about teaching: “What we do, if we are successful, is to stir interest in the matter at hand, awaken enthusiasm for it, arouse a curiosity, kindle a feeling, fire up the imagination.” Unlike some of the traditional delivery formats, this course challenges students to engage in experiential learning, an opportunity to self-direct and manage self-directed interests, enthusiasm and curiosity about the peoples, places and perspectives that constitute the American consumer population. This course is designated as one of the N-Gen courses offered by the University of North Texas, an initiative to provide a learning and teaching platform for self-directed, student-engaged inquiry. In this technology-enabled learning community, Experiential education is often contrasted with didactic education, in which the teacher’s role is to ‘give’ information and build knowledge to the student and to prescribe study/learning exercises which have information/knowledge transmission’ as the main goal. Specifically, we assess consumer role sets in culturally-diverse settings, brand preference formation in different cultures, and cultural imperatives in the marketing of products and services.

Debbie Laverie: The Teaching, Learning, and Professional Development Center (TLPDC) at Texas Tech University supports the university’s commitment to excellence in teaching and learning. We also aim to develop and advance the whole person by providing practical teaching assistance and other interactive development opportunities for faculty, graduate students, and staff; encouraging innovation in experiential pedagogies; supporting technologies that enhance the teaching and learning process; and promoting the Scholarship of Teaching and Learning (SoTL). The center has been a national leader in service learning pedagogy. The development of the emphasis on service learning at Texas Tech University has impacted the entire institution and specifically and in the Rawls College of Business.

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# ONLINE EDUCATION IS HERE TO STAY! ASSESSING OPTIONS FOR DELIVERY TO STUDENTS

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Jacquelyn Warwick, Andrews University*

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## *ADVANCES IN ONLINE MARKETING EDUCATION PANEL POSITION PAPER*

Online education is here to stay; so, it is not whether to have online classes, but how universities intend to offer them while continuing to meet the needs affectively, effectively and efficiently for both teacher and student. This panel will discuss these various issues.

First, the new University of Wisconsin online certificate plan is outlined. The University of Wisconsin officials tout the UW Flexible Option as the first to offer multiple, competency-based bachelor's degrees from a public university system. UW Extension officials encourage students to complete their education through online courses with no classroom time at the university required except for clinical or practicum work where needed for certain degrees. Students pay a fixed per semester tuition, progress at their own pace, and complete the course when they demonstrate a mastery of competencies via online.

Specifically, The University of Wisconsin-Parkside will be engaged in offering an online 60 credit Professional Studies BA degree completion program based on 6 "stackable" certificates scheduled to begin admitting students in the fall of 2014. Students with an AA degree or equivalent credits will be eligible to apply. Students will need to demonstrate mastery of the competencies for 4 of the 6 certificates to gain the degree. The certificates are essentially "pass/fail" but students, to pass every assessment, must exhibit a level of mastery expected of industry or professional organizations.

One of the biggest challenges in the development of the Flex Option Sales Certificate has been replicating the extensive use of role plays between a seller and buyer in the sales classes. The developers will be creating video role plays for Flex students to critique to assess understanding of best practices in sales techniques. Students will also have the opportunity to compete a capstone assessment that would require students to prepare for a complex sales call and then conduct the sales call via a webinar platform similar to Go To Meeting or Web Ex.

Aside from role-playing and webinars that add dimension to an online class, another issue to be discussed is how an educator's affective delivery can also enhance online learning outcomes. Research will be discussed that attempts to systematically investigate the impact of internet-based educator's affective delivery on sales learners' reactions and training effectiveness.

Specifically, this research examines the underlying mental processes of how educators' affective delivery (EAD) influences three types of learning outcomes: 1) student evaluations, 2) learning retention, and 3) behavioral change. Sales employees participated in a sales training webinar, in which the educator's affective delivery was manipulated to be high or low. Results indicated that high-intensity EAD has a positive influence on learner evaluations and on behavioral change but no effect on learning retention. This means that high-intensity EAD does not increase learner memorization of material but it does increase learner ability to apply learning to practical problems and increases learner appreciation of the training. The effect on behavioral change means that passionate online educators motivate sales personnel to apply training material to their job while less passionate educators decrease the likelihood that material will be applied. Sales training is only valuable if sales personnel are actually willing to use it on the job. Therefore, educators' affective delivery is important for successfully implementing online training material. Furthermore, it can be argued that learner evaluations influence willingness to take future training sessions. Thus, the positive influence of educators' affective delivery on learner evaluations is important because sales personnel who evaluate a training session positively should be more open to further online trainings. As such, educators' affective delivery improves the likelihood that sales personnel willingly participate in future online training sessions and actively continue to learn.

Even though the online context often constrains instructors' movements, the evidence from this study suggests that sales learners are receptive to online educators' affective delivery. Although it is essential to seek educators who are passionate about teaching, we contend that the intensity of educators' affective delivery is situational so the technology design is also important. The teaching station should not unduly confine the educator and should ideally allow and encourage the educator to gesture freely and move around naturally. Moreover, there are a number of benefits to educators' high-intensity affective delivery, including better teaching evaluations and improved behavioral change. However, this also means that training designers should use multiple types of learning assessments to evaluate educators.

Online teaching is considered to be efficient but there are many things a professor can do to make sure that the students get the most out of the experience. The interaction between professors and students and student-to-student is constantly an issue brought up in connection with online teaching. The more variety you can supply for both these types of interactions, the less alienated the student feels as they sit behind a computer in their home working through the class. A typical online interaction format is using a case forum where students have discussion amongst themselves. Although this is a great technique, there are other ways you can help alleviate this feeling of isolation among the students. Suggestions would be using recorded videos, not just for lectures, but for more one-on-one topics of discussion; using audio with Power Points; using simulations where students are in groups getting to know each other as well as playing against others in the class, and; using audio grading instead of written text as well as online presentation techniques so that students have to come together to see and present to each other.

Often marketers use focus groups to discern what customers are looking for in a product. It is no different with online teaching. Asking students what they are looking for is a great way to discern what an instructor can be doing to better the experience for everyone. Results of one such focus group will be discussed to strengthen online teaching. Since online teaching is here to stay, we need to all find ways to make it reflective of our best teaching and present an online class setting where the experience is positive for all involved.

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# **EFFECTIVELY TEACHING RETAIL SALES ESTIMATING: HOW TO PLAN THE WORK AND WORK THE PLAN**

*Henry C. Roehrich, Park University*

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## ***EFFECTIVELY TEACHING SALES ESTIMATING AND METRICS PANEL POSITION PAPER***

The ability to effectively forecast realistic sales estimates can be important to the success of a student that enters a career in retailing. Retailing careers can include working in banks, hospitals, higher education, discounters, mass merchandisers and department stores. The purpose of this paper is to provide a strategy on how to teach effective sales estimating in retailing in addition to detailing the theory used in the development of this approach.

The theory of Andragogy developed by Malcolm Knowles has been adopted by educators from various disciplines in higher education according to Chan (2010). The andragogical approach is essential to help prepare students for their working environment and has been applied in the classroom to engage students and encourage critical thinking (Forrest and Peterson, 2006). The theory of Andragogy is based on the psychological definition of adult, which states that people become adults psychologically when they arrive at a self-concept of being responsible for their own lives (Knowles, 1984). Andragogy is an approach to address the distinct needs of the adult learner and is based on six assumptions: (a) self-concept, (b) role of experience, (c) readiness to learn, (d) orientation to learning, (e) internal motivation, and (f) need to know (Chan, 2010).

The subject of sales estimating can be considered uninspiring if the student does not relate to the subject or have experience in this area. In order to create interest and enhance the learning process, adult learning principles are modified to create a teaching strategy that incorporates the student's previous experience along with their desire to learn. In teaching sales estimating in retailing, teams can be assigned to develop a strategic retailing plan that demonstrates the skills and knowledge required to be successful in the industry.

According to Knowles (1984), the first assumption of self-concept refers to students becoming more self-directed as they mature. As students reach the retailing management course, they should have completed the prerequisites and have a basic understanding of retailing concepts. Motivating the students to desire to learn how to estimate sales during the course can require a creative approach by the instructor that encourages a collaborative learning environment (Knowles 1984). Students should have the freedom to design a retailing strategic plan and the presentation approach used for the plan. Providing students the freedom in the design of the plan encourages interaction and participation among team members.

In the second assumption of Andragogy, the role of experience which could create student enthusiasm is considered in teaching sales estimating techniques (Knowles 1984). The retailing strategic plan should demonstrate that sales estimating is key to inventory control, customer service and bottom line profit for a retail organization. If the student has prior experience in the retail environment as an employee or customer, there may be an understanding of how accurate sales estimating can effect merchandise assortment and staffing. Whenever the situation exists where the sales estimating process is inaccurate, the student should recognize that the customer could have a challenge finding a product or someone for assistance.

The student's readiness to learn in order to deal with the business environment is based on the third assumption of Andragogy (Knowles, 1984). The challenge for the instructor is to encourage the student to understand sales estimating techniques, which can affect customer service and impact future career opportunities. The instructor approach should explain how the history of a basic product can forecast future sales while the estimate for a new product can be developed from the sales curve of a similar product. Demonstrating to the student how to increase or decrease sales estimates based on current trends or future expectations can affect the student's interest and readiness to learn.

According to Merriam, Caffarella, and Baumgartner (2007) and Forrest and Peterson (2006), adults learn for immediate application in the fourth assumption. The retail strategic plan includes sales estimating, which is problem-centered, task-oriented, and life-focused. This is an application that will enable students to problem solve future situations in the retailing industry. The fifth and sixth assumptions have an influence on how students approach problem solving. In the fifth assumption the students will need to be internally motivated and in the sixth assumption the students need to know why they are solving the problem (Chen, 2010).

The use of Andragogy can improve communication while moving students into self-directed learning (Knowles et al, 1998, pp. 66-69). The application of this theory and the implementation of a team project that encourages collaboration can be used to connect life experience and current responsibilities with new learning. Understanding what motivates students and what they perceive as important to learning should be included in classroom activities so that participation and interaction can be expected of the students.

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# WHAT SHOULD MARKETING STUDENTS KNOW ABOUT FORECASTING?

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## *EFFECTIVELY TEACHING SALES FORECASTING AND METRICS PANEL POSITION PAPER*

My objective is to provide guidance for professors regarding the basic forecasting knowledge marketing students should have obtained in their academic preparation. I will describe characteristics of data that students should be able to identify. During the panel I will show examples that illustrate commonly used forecast methods in marketing environments. Data for the examples are available from the author.

Marketing graduates should understand what is possible and what is reasonable. They should know to expect forecasts to be wrong and to not be critical of forecasts that are not “correct.” They should demand that forecasts take advantage of the quantitative tools that have evolved over the years. It is well known that quantitative forecasts outperform judgmental or subjective forecasts (Wilson & Keating, 2009). They should realize that forecasting is a mix of art and science which means that they need to use quantitative forecasts with selective judgments rather than blindly accepting results just because they come from a sophisticated forecasting program.

When students graduate with a degree in marketing they should be familiar with the most commonly used quantitative forecasting methods, when each is appropriate, and how to interpret the results. At the very least, as professors, we should take steps to insure that students have a basic understanding of the most widely used modern forecasting tools.

To understand forecasting students need to understand the nature of the data they may encounter. In particular, students should understand what is meant by trend, by seasonality and by cycle. They should also know something about how to deal with qualitative events and outliers.

Students should understand that **trend** refers to a general upward or downward movement in the data series. If the end point is higher or lower than the start point there is a trend. A good way to have students evaluate trend at an introductory level would be to have them graph data in Excel and add the trend line. If it rises over time the trend is positive. If it falls over time the trend is negative. If this trend line is flat we would say there is no trend, or that the data are stationary. For example, the for some periods the prime interest rate is relatively stationary, while U.S. Personal Income data has a positive trend.

**Seasonality** refers to patterns of increase or decrease that occur at the same time each year. Many sales data are seasonal, often having their peaks during the November and December holiday period. For example, Abercrombie & Fitch illustrates high holiday seasonal sales. We should guide students to not only look for seasonality but also to think about what they see. Is the seasonality consistent or does it vary from year to year? For example many holidays (such as Christmas) are at the same time every year. For some holidays the time may vary from year to year (such as Easter or the Chinese New Year).

Students should also look to see whether the degree of seasonality appears to be constant or not. The degree of seasonality for A&F is not as great in the early years shown as in the later years. In this case a multiplicative treatment of the seasonal component, such as with the most common form of a Winters’ model, may be preferred over an additive seasonality that results from the use of dummy variables in a regression model.

New monthly private housing starts data have a **cycle** as well as trend and seasonality. The “housing cycle” is well known. At the start there is downward movement, followed by an upward movement, then another downward movement, and so on. In a true cycle there would be constant amplitude and constant periodicity. However, business data are rarely, if ever, so consistent. Students should at least be aware that when forecasting data that have a cycle getting the turning points right is quite difficult and involves considerable qualitative judgment.

Often marketing data are influenced by some qualitative phenomena. Such an influence could be due to internal company actions such as a special promotion or it could be an external influence such as a natural disaster. In forecasting these are called “**events**” and can be modeled in various ways. Modern forecasting software will typically include an “event model” for which the underlying algorithm is usually hidden. It is common for the algorithm to be similar to exponential smoothing models. Usually multiple events can be included as well as multiple occurrences of any given event. Such events can also often be accounted for with one or more dummy variables in regression.

Students need to realize that exponential smoothing is not a single narrow topic. It is quite possible that marketing majors may think they understand exponential smoothing because they were exposed to the simple exponential smoothing concept (although many never even get this far). Marketing graduates need to know that simple exponential smoothing is only useful when data are stationary. When data have a trend students should know to consider Holt’s modification of the simple exponential smoothing model that takes a trend into account. Winters’ extension of the Holt’s model is appropriate for seasonal data. Students should know that these three quantitative forecasting methods will generally provide reasonable forecasts when correctly applied. We are negligent if our marketing graduates do not have a good understanding of causal multiple regression analysis in general, and specifically for use in forecasting. This tool is valuable in so many ways that every marketing student should have had experience developing and evaluating regression models. One good place in which to apply this knowledge would be in the context of building a forecasting model.

Making the best possible forecasts using data that are readily available can help businesses provide consumers with the right product at the right place at the right time and at the right price. In practice, the marketing division of a business either “owns” or “contributes to” forecasts (McCarthy et al., 2006). Also, forecasting is a required skill found in marketing job postings at all career levels (Schlee & Harich, 2010). As a result, forecasting knowledge and ability should be an essential attribute of any marketing major. However, many marketing alumni feel “underprepared” in the quantitative and statistical aspects of marketing (Davis et al., 2002).

Students should be able to identify trends, seasonality, cycles, and/or events/outliers in sales data. They can then determine appropriate forecasting methods to use and make reasonable forecasts. Finally, students should be able to critically think about the results and evaluate the forecast using metrics such as RMSE and MAPE.

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# PERSPECTIVES AND ISSUES IN UNDERGRADUATE STUDENT RESEARCH

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## ***STUDENT LEARNING IN UNDERGRADUATE RESEARCH PANEL POSITION PAPER***

This panel addresses a variety of perspectives and issues in undergraduate research that are relevant to marketing educators for both in and beyond the curriculum. Two major kinds of questions are tackled by the participants: 1) those revolving around the outcomes or costs and benefits to the students that are involved in research, and 2) those revolving around best ways to build a curriculum most conducive to effective undergraduate research. On the student side, the relevance of viewing undergraduate research from a social marketing perspective, as well as the importance of a holistic approach to analyzing the impact of undergraduate research on students as students graduate and as students reflect on their research activities and on the role research plays in their lives years after graduation are addressed. On the institution side, considerations include building a research culture through marketing curriculum development as well as scaffolding multi-year student researcher as a way to grow the student researcher as they go through the program.

Since undergraduate research involvement among faculty can be regarded as a form of “behavioral influence” (Andreasen, 2006, p. 94), a solid social marketing approach can have great utility. Advancing undergraduate research throughout an educational institution will involve behavioral influence attempts with faculty and students as well as departmental, college, and university leadership. Social marketing involves influencing behaviors, having the right audience-centered mindset, using a systematic planning process, executing the process with a core set of concepts and tools, focusing on priority target audience segments, and delivering a positive benefit to society (Andreasen, 2006; Lee & Kotler, 2011). Typically individuals in non-profit organizations or marketing and communications agencies are the practitioners of social marketing. However, educators interested in advancing undergraduate research should look toward the principles and techniques of social marketing, which are portable beyond addressing social problems and can be very relevant in promoting undergraduate research initiatives.

An approach to creating conditions for successful undergraduate research is to embed research into the marketing curriculum (Basu, Lee, & Chapdelaine, 2011). The Association to Advance Collegiate Schools of Business (AACSB) sets standards for “intellectual contributions that make a positive impact on business theory, teaching, or practice” (AACSB International, p. 3), which seem to align quite well with the idea of building a research culture in a way that embeds undergraduate research throughout the curriculum. There are different ways to do so, and each has its own challenges and advantages. Embedding research requirements into the curriculum may allow undergraduates to realize their roles as researchers by equipping them with necessary content (on the research process), tools (analytical), and confidence (through mentorship by faculty). The ability to reward effective research activities may be built into assessment methods, which may include the assessment of student performance on class content (achieving specific student learning outcomes through assessment methods such as research projects) and of the quantity and quality of student research (e.g., presented at the department, university, conferences or published in scholarly journals). In order for a research culture to be fully realized, it is further recommended that marketing research be seamlessly integrated into relevant courses.

Another practical tool to build a curriculum that fosters student research is multi-year scaffolding. While many student research projects last only one year, there is sometimes the opportunity to mentor a student over multiple years. With the extended time comes the chance for more in-depth guidance and research productivity. In these instances, the scaffolding method of teaching and learning can prove particularly valuable. The scaffolding

technique has been used most abundantly in the teaching of complex reading, writing, and critical thinking (van de Pol, Volman, & Beishuizen, 2010), making it a strong fit to train student researchers. Depending upon the skill level and interests of the student and the demands of the faculty mentor and research project, multi-year scaffolding can take multiple forms. For example, a 3-year progression for somebody developing the skill of formulating research question would go from refining the question developed by mentor in year 1 to fully student generated and refined in year 3.

Finally, returning to the fundamental *raison d'être* of our efforts as educators to have undergraduate students conduct research, the panel turns its attention to attempting to capture the impact and concerns of undergraduate student researchers beyond their school years. While some studies have addressed the potential benefits of research to students (e.g. Hartmann, Widner, & Carrick, 2013), most studies concentrate on current students. Attempting to evaluate the impact of any particular activity that a student undertakes while in college on their career and life in general a few years after they graduated is a rather complicated task and presents severe methodological problems from issues of causality to attribution. Yet it is important to continue to discuss and investigate the impact on the student beyond the classroom. Deep interviews with several people who were engaged in undergraduate research while in college help paint a holistic picture of the impact of research activity as the alumni reconstruct it.

In summary, undergraduate research involvement is increasing across educational institutions, especially with support, resources, and research from the Council on Undergraduate Research. Marketing educators can benefit from applying a social marketing approach to promote undergraduate research, from building a research culture through embedding research into the marketing curriculum, scaffolding of the efforts over multi-year period, and from maintaining their relationships with the alumni. It is important to assess our efforts both in the short term and long term over the students' career.

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# USING AND APPLYING PEER REVIEW OF FACULTY

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## ***EFFECTIVE PEER EVALUATION OF TEACHING PERFORMANCE PANEL POSITION PAPER***

As part of the Collective Bargaining Agreement between the Montana Tech Faculty Association and the Montana University System (MUS), probationary faculty are expected to prepare a portfolio that includes an evaluation of instructional performance. The instructional performance includes a personal narrative, student evaluations of instruction, and peer reviews. These peer reviews may include an observation of a faculty member's class, and/or a mid-term Small Group Instructional Diagnosis (SGID) that is performed by a qualified faculty member. The MUS faculty handbook also states faculty should demonstrate they have made a successful attempt to improve their instruction based on student feedback.

The SGID process was developed at the University of Washington in 1982 (Clark & Redmond, 1982). The purpose for developing this process was the recognition that the end-of-course evaluation failed to improve courses and is used more by administrators to assess teaching effectiveness (Clark & Redmond, 1982). Clark & Redmond (1982) sought to find a process that could be used to improve course instruction and provide feedback to the instructor that would not be shared with administration. Clark and Redmond (1982) also recognized faculty members who sought feedback from their students about the class found students reluctant to share their thoughts with the person who ultimately decided their grade in the class. Clark and Redmond (1982) also recognized the need to call this process feedback, not an evaluation. Students participating in an SGID were informed they were not evaluating the course, but giving feedback that could lead to changes and improvements in the class.

To gain honest feedback, the SGID is done outside the presence of the course instructor to give students freedom to express their thoughts about the class and the instructor. The SGID generally takes an entire class period. The SGID is intended to be a formative assessment where through feedback from students to the facilitator, and from the facilitator to the instructor, changes could be made to enable a more effective instructional experience.

It is up to the faculty member to request an SGID or an observation for the class. When an SGID is requested, it is the responsibility of the faculty member to contact a faculty member who is qualified to complete the SGID. Students are informed by the faculty member that an SGID will be conducted in the class and on what day. When the day arrives, the facilitator informs the class he or she is there to conduct the SGID. Student are informed of the purpose for the activity, and students generally look upon the activity favorably, especially when they are told this activity is requested by the faculty member who is seeking feedback from students in the class to learn what is working and not working in the class so the faculty member has time to make adjustments. It is important students realize the faculty member sincerely wishes to obtain student feedback; to know what is working and not working in order to improve the course.

The SGID process can be done as the title suggests, in small groups of 3-4 students who work together to formulate a group response to each question, then designate a spokesperson from each group to share with the class the conclusions of the small group. The peer reviews conducted by the author have not organized students into small groups, but provide a SGID survey handout to each student asking them to share their thoughts on the strengths of the course, what is not working in the course, what can be done to improve the course, what would be the best way to improve the course, what is the most important thing the student has learned in the class to date, how much they have learned, the speed and pace of the course, plus what the student thinks of the textbook.

Once students have completed the SGID form, students are then asked as a group to share their thoughts on each question. As students respond, their comments are written on the board and the entire class is invited to share their respective thoughts on each question in order to reach a class consensus. Students are thanked for their feedback and are told this information will be shared with the instructor, and are assured the handwritten forms will not be shared with the instructor.

The facilitator must then create a report that includes all student feedback and provide this report to the instructor within a week of completing the SGID. The facilitator should then sit down with the instructor and share the thoughts and comments of the students with the instructor. This SGID report may then at the discretion of the faculty member be included in their personal portfolio, or may be excluded and consider the report to be a personal guide to assist them in improving their course/instruction. After receiving the report, the instructor should return to the class and thank them for sharing their thoughts on the class and inform the class what changes they may see in the class as a result of the feedback.

The MUS faculty handbook also requests faculty include peer evaluations of faculty who have observed their classes and reviewed teaching materials. Faculty members are expected to contact a peer faculty member to observe their class and provide a written report discussing what they observed in the class. These reports are included in the faculty member's portfolio as evidence of their teaching effectiveness or effort to improve their teaching effectiveness.

Besides the formal evaluations, informal discussions with other faculty members about what is working or not working in their classes should be conducted on a continuing basis. More experienced faculty members should recognize that new faculty members should be given the opportunity to ask questions and seek advice to help them as they spend time in the classroom. Even experienced faculty may find themselves encountering a situation that requires them to ask questions of their peers. If you wish to improve collegiality and instruction, giving feedback and being a sounding board for your colleagues is an important part of improving institutional outcomes.

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# TEACHING EVALUATIONS: DESIGNING PROCESSES TO GUIDE IN THE USE FOR COLLEAGUES

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## *EFFECTIVE PEER EVALUATION OF TEACHING PERFORMANCE PANEL POSITION PAPER*

Every university seems to have some form of required peer evaluation of classroom teaching. This single process attempts to achieve two simultaneous goals – to aid the faculty member in teaching improvement and to act as an evaluation tool for personnel decisions such as tenure, promotion and merit review. It is common to have a departmental colleague review the subject professor's teaching and then provide some input. At our University, the reviewer is assigned by the Department Chairperson, visits a pre-arranged class session of the faculty member to be evaluated, completes a form, discusses the observation/recommendations with the subject, both sign the form and it is then submitted to the department office for review.

This process seems to be filled with potential problems as both a teaching improvement aid and as an evaluation tool. First, the reviewer is assigned to a particular faculty member to be evaluated. As such it is possible bias might enter the assignment process by different standards employed by each reviewer. Next, as the classroom visit is pre-arranged, one might suspect that extra careful preparation by the subject might go into preparing for that specific class session. Finally, the post-review discussion between both parties could easily be a matter of conflict avoidance, leading to distorted favorable evaluations, or, alternately, a disharmony and disagreement between parties which could be destructive to departmental culture in the future.

To develop a less flawed system, it is first necessary to determine the true purpose of the evaluation. Is it because the subject wants to improve teaching performance, or is it to fulfill some personnel requirement such as promotion or tenure? It is questionable that one evaluation method can serve both purposes. If the former is the reason for the evaluation, then it might be better for the faculty member to seek out colleagues, both within and outside the department, even outside the university, and have them evaluate the class. With no paper trail, such evaluations are likely to be honest and provide the faculty member with useful suggestions for teaching improvement. This will likely be of the greatest benefit to the evaluated faculty member.

Evaluations aimed at performance improvement are forward looking – helping the faculty member to improve in the future. Evaluations for Tenure and Promotion are more current (or backward) looking. They evaluate current performance and then determine if that performance has met the criteria for a stated personnel reward. It is therefore more difficult to develop a systematic approach to evaluation for personnel purposes that is balanced and fair. Some thoughts on potential procedures which may help the process are:

- Random assignment of Reviewers to class observation. Multiple reviewers should be used each year, especially during the early years when tenure decisions are being made.
- Reviewers from within the department/college as well as those from outside should be used. Inside reviewers can more usefully evaluate the communication of technical issues, while outsiders might be able to provide more feedback about teaching techniques.
- If there is a "Teaching Improvement" office on campus, perhaps people from that office might be utilized as well.
- The faculty member to be evaluated should provide a list of at least "x" number of classroom visit options. From this list the reviewers can randomly pick dates, which results in an unannounced visit. Even a once-a-week class has 15 meetings in a semester, so that should leave multiple potential visit opportunities, even eliminating test, special speaker, field trip and team presentation days.

- Completed teaching evaluations could be treated in much the same way as recommendations letters. The evaluations can be either open or closed, at the option of the subject. Closed recommendations would likely carry more weight in the decision making process.
- A feedback session may be scheduled between Chairperson and the reviewed faculty member in order to provide the subject with a status report. But the actual evaluation document does not need to specifically shared with the faculty member under review. Perhaps both parties may need to submit an acknowledgement that a discussion took place,
- Alternately, redacted copies of multiple evaluations by different reviewers during the academic cycle can be given to the subject faculty member, with reviewers names removed. This would provide the subject with the evaluations of their teaching, but does not disclose the source. The reviewers should be cautioned not to disclose identifying information to the subject.
- Rater equivalence might also be an issue, especially if multiple faculty members are applying for promotion/tenure, etc., at the same time. How equivalent are two subject's reviews of "excellent" by different evaluators? This problem may be minimized by using the same raters for all candidates, detailed evaluation forms and criteria, or by using a larger number of raters.
- Special processes need also be developed for web-based classes. As the classroom experience slowly gives way to a digital approach, effective ways of evaluation web-site design and content need to be developed.

Assuming that an honest review of teaching effectiveness is desired as part of faculty evaluation for personnel related decisions, then more carefully designed systems for generating such reviews is necessary. However, one might cynically suggest peer teaching evaluations are not all that important, given the weight often placed on the singular criteria of research publications. In part, the token lip-service given to quality teaching in the tenure/promotion process is perhaps a result of poor evaluation processes. Designing a more rigorous and scientific approach to the evaluation of teaching may help elevate the importance of quality teaching in personnel decisions.

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# TEACHING DATA VISUALIZATION

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## *TEACHING DATA VISUALIZATION PANEL POSITION PAPER*

**WH:** One of the primary goals of data visualization is to find a view or projection of the data that reduces complexity while capturing important information (Fayyad, Wierse, & Grinstein, 2002). A cursory look at many articles and books stresses the importance of visualization techniques in providing insight into “big data” applications. Yet many students are overwhelmed diving into the “fire hose” of complex, large datasets. Gaining experience with both presentation and exploratory graphics (Chen, Hardle, & Unwin, 2008) can be daunting. Because of these and other concerns, I’ve taken a different approach to teaching data visualization to students.

Students are required to learn and use a variety of tools as part of the data visualization course (e.g. Excel, Tableau, etc.) and depending on their level of expertise, typical applications often fall into two types: “canned” data or large, complex, financial/economic/government data sets available on-line at a variety of web sites. While both types of applications can work well to teach concepts, they do have certain drawbacks. “Canned” data is just that; often too simple to be engaging, or too vague making it difficult for students to adapt it to real-world applications. “Big data” applications, while certainly more realistic, can require time and effort beyond that available in the classroom. One way to strike a balance is to include “local” data sets. Local data sets are those that you can find in your local community, be it the university, a city/county government office, a history museum, etc. There are several advantages of using local data sets: it’s easy to add/reduce complexity as needed, it’s “real” data (students tend to have some familiarity with the data), and it can serve as a benefit to the community providing the data.

An example of one of the local data sets we are using in the data visualization course is a project for a team of honors students to present information about the US Civil War west of the Mississippi. Students accessed a variety of information sources, providing them with practical experience with both structured and unstructured data. The final product of the project’s on-going work has been utilized by the National Mississippi River Museum and Aquarium in Dubuque, Iowa. Pairing traditional approaches to teaching data visualization with local data applications appears to engage students more fully and enhance the breadth and depth of their learning.

**FM:** Data visualization is integrated into a Country Market Selection exercise designed for a Global Marketing Management class. Students use distinct visualization approaches at the macro (country selection) and micro (site selection within a country) levels. At the macro level, students use the Gapminder system to screen potential country markets for a firm targeting software based training products to women managers in the USA. The firm wishes to expand internationally and is seeking markets which fit its profile of target market characteristics.

In this process, students use the Gapminder system to display data on several key market characteristics in complex visualization environment which allows three distinct measures to be displayed simultaneously, chronologically, geographically and comparatively. By selecting the appropriate measures and viewing their relationship in attractive countries across geographical regions and over time, students identify the most attractive country markets and select one for the firm’s initial international expansion.

In the second phase of the project, students use location analytics tools in an online geographic information systems (GIS) environment to select the most favorable available location within the target country. They use scale dependent maps to explore the distribution of key market characteristics for various sizes of geographic units within the country, allowing them to identify three potential locations for the firm. Next, they create drive time trade areas around each of these locations, defining the relevant market area of each. They then use geo-enrichment to attach relevant demographic and purchasing information to each trade area. Finally, they compare tabular data for each market area to identify the most attractive location for the firm’s initial location. Thus data visualization allows students to visualize complex data relationships and make macro and micro level market selection decisions.

**MP:** In the "Data Visualization with R" project, in a Marketing Research class, students use R to visually explore data collected by the Pew Research Center's Internet and American Life Project on, "In-Store Mobile Commerce during the 2012 Holiday Shopping Season." R is an open-source scripting language that has excellent graphics and is conducive to exploratory data analyses. The use of R in industry is growing rapidly; R can be integrated with InfoSphere Streams® (IBM) or SAP HANA® (SAP), enabling analyses of data streams containing millions of events or messages per second. Firms like Facebook and Google use R extensively for data analyses.

For this project, students use the R package, "vcd", to create mosaic plots to visually examine 1) linear and nonlinear relationships between variables (including 2-way interactions) and 2) statistical significance of loglinear models through color shading. In addition, students use the "car" package to create scatter plots and superimposed linear and non-linear regression "lines" to visually examine relationships between variables (including 2-way interactions). Thus, for example, students learn that although there is a significant negative correlation between age and tablet ownership among US adults (18 years or older), graphical analyses show the probability of tablet ownership is curvilinear with respect to age; probability initially increases among younger adults (18 or older), reaches a peak among adults in their late thirties and then decreases with age. Students also examine variables that are related to the likelihood that a person used their cell phone from a store to call a friend or family member for shopping advice. Graphical results show that there were main effects of gender, (women > men) and age (younger adults > older adults). In addition, graphical results show that the gender effect is substantial among younger adults (18-35 years) and is minimal among adults 35-65 years. The plots generated by R scripts provide students with important lessons about the use of information technology for exploratory visual data analyses and about the use of plots to better understand and communicate the results of analyses.

**DW:** As scholarly instruction aligns with corporate change and a demand for enhanced knowledge and skills, it is vital for universities to educate students in the advanced data visualization techniques being driven by the explosion of "big data" from both transactional systems and social media, i.e. Twitter and Facebook. Data visualization is a way to see business data clearly and graphically and to understand its meaning, patterns and trends. The best data visualizations provide relevant insight and enable exploration of underlying patterns and relationships, critical to strategic planning and sustainable growth. Yesterday big data for decision making was based on data informed decisions; today big data is based on data informed change and problem solving co-creation.

From a scholarly perspective, various learning objectives can be achieved by using data visualization tools. Design websites, such as [www.benfry.com](http://www.benfry.com) and [www.densitydesign.org](http://www.densitydesign.org), enable students to think creatively about mapping conceptual and physical space. Statistics visualization tools (Gapminder) help students examine changes over time and hypothesize the reasons for change. Geographic Information Systems (GIS) and Google Maps offer the ability to create persuasive visual representations to support an argument or recommendation. This is just the beginning to a new world of data mining and problem solving. Prior to incorporating an information visualization tool it is imperative to confirm if the tool meets or exceeds the learning objectives for the course and is feasible and appropriate for the knowledge and skills of the students, the constraints and context.

Corporations and market research agencies are aligning to the needs of consumers and clients from a deliverable perspective. The need focuses on the ability to view, analyze, manipulate and communicate information instantly. Executives are utilizing real-time data to track emerging customer and marketing performance trends and are seeking robust tools to provide static and interactive formats. For deliverables, some market research agencies are using graphic design teams to develop presentations, reports and/or infographics from research findings. A variety of data visualization tools are available and are categorized under Social Networks, Music, Internet, Visualization, Search, News and RSS, and Data. The best rated tools within each category will be reviewed.

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# EXPERIENTIAL LEARNING ACROSS THE MARKETING CURRICULUM

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## ***EXPERIENTIAL LEARNING ACROSS THE MARKETING CURRICULUM PANEL POSITION PAPER***

Since its inception, the concept of experiential learning (EL) was based on the idea of linking theory with practice through students' interaction with their environment (Dewey 1938). As marketing educators, we want to help students build the necessary skills to be successful in the workplace. Evidence of these skills is when students are able to apply marketing concepts, and what better place for them to do so than in the classroom?

Various articles address the benefits of incorporating EL in introductory marketing courses (Drea et al. 1997), capstone courses (Razzouk et al. 2003), and domain-specific areas such as sales (Hawes and Foley 2006). So how can EL be incorporated into an entire curriculum both at the undergraduate and MBA levels, where students are limited on time?

### *EL in the Undergraduate Marketing Curriculum*

Marketing plans of study are constructed so that students are exposed to all aspects of marketing upon graduation. While some students are easily able to link what is learned in one class to application in another, others find it difficult. Faced with the challenge of maximizing student learning throughout the Marketing curriculum, the first author and her colleagues observed that some students were graduating with effective portfolios and strong skills, while other students in the same program came out with no tangible evidence besides a degree. Interestingly, those students that took the offered EL Marketing courses, which were electives, were those in the former category.

To address this discrepancy, changes were made based on one primary objective for the marketing program: the ability of students to think like marketers by analyzing real situations, identifying key problems, and creatively formulating marketing strategies to solve those problems. Existing EL courses were made requirements and placed at key points in students' education experience. Also, while not EL in designation, the introductory course to Marketing was moved to the fall semester of students' sophomore year. This allows for early exposure to marketing concepts, which is essential for later application.

Four EL courses are now required and are all grounded in the theory taught in preceding courses. While all focus on the promotion side of Marketing, each requires a different theoretical grounding that precedes the course.

- Personal Selling trains students in the sales process by connecting them to sales professionals. It is taken after Integrated Marketing Communications, which addresses the role of sales in a company's communications.
- Advertising Management links student groups with local businesses to aid in promotions through Google AdWords. It is taken after student exposure to Consumer Behavior and Marketing Research, which help students analyze the business's situation, identify its target market, and propose ways to reach that market.
- Digital Marketing Campaigns gives students the opportunity to work with a local business to create a digital campaign. It is taken immediately after Digital Marketing Strategy, which exposes students to various digital marketing tools including social media.
- Advertising Campaigns II prepares students to compete in a regional advertising competition, pitching campaigns to companies like Mary Kay and JC Penny. This final EL course is taken in the eighth

semester and is grounded in all courses prior. It is particularly dependent on Advertising Campaigns I, the research-intensive portion that allows for the creation of a strategic campaign.

### *EL in the Executive MBA program*

The International Residency class in the hybrid Executive MBA program allows for using a set of EL stimuli to meet the needs of different learning styles. The course consists of pre and post-trip online activities sandwiched around an 8-day trip to Santiago Chile. Planned (structured) EL occurs through country and industry analysis assignments as well as through company visits in Santiago. Unplanned (unstructured) activities include journaling and team consulting projects with Chilean startups. Having students with an average of 10 years managerial experience in an international context makes this project possible.

This project is the centerpiece that helps integrate all EL course components. The startup businesses are selected by our in-country travel agency that arranges hotel, business visits etc. The startups are small, from 2-20 employees, and are thankful for any marketing analysis that can be provided. The student teams and startups are paired up and meet several times online during the five weeks prior to the trip. In Santiago, a day is reserved for students to meet with their respective startups and make their final presentations.

Needless to say, the short timeframe and cultural differences make these projects very challenging. The partners must quickly reach a consensus on the scope of the work and then the process becomes chaotic, requiring iterative adaptation. Faculty are assigned to two or three teams and they coach students through the process, but guidance is minimal. In spite of or maybe because of the ambiguous, dynamic nature of these projects, EL can be maximized. One particularly strong outcome is seeing students “teach” their customers about marketing concepts they’ve already learned in their program.

Incorporating EL into both undergraduate curriculum and Executive MBA programs is possible through the strategic placement of existing EL courses. This placement allows for solid theoretical grounding and direct application. It also encourages students to more effectively tie together various concepts throughout their education.

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# EFFECTIVELY SCALING EXPERIENTIAL LEARNING IN MARKETING

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## *EXPERIENTIAL LEARNING ACROSS THE MARKETING CURRICULUM PANEL POSITION PAPER*

Both academics and employers agree that experiential learning in marketing, with its emphasis on practical process-based skills, has great long-term value (Cooper and Lee 2000; Peters 2000). When properly executed, experiential learning takes learners through four stages of a learning cycle: concrete experience, reflective observation, abstract conceptualization and active experimentation. It should also be flexible enough to offer value for a range of learning styles (Kolb et al. 2002).

At Miami University, we first engaged in experiential learning in marketing in 1971 with an innovative interdisciplinary undergraduate capstone called Laws, Hall and Associates that was team-taught by an interdisciplinary faculty team and placed marketing, graphic design, and mass communications students in competitive teams to solve client-based business problems. For over three decades, the course successfully developing graduates who were self-directed learners possessing skills in the areas of critical evaluation, oral and written communication, problem solving and analysis and the flexibility to adapt to changing industry environments (Cooper and Lee 2000; Gray, Whiten, and Knightbridge 2002; Wee, Kek, and Kelley 2003).

In 2005, the Department of Marketing decided to require all senior marketing students to complete an experiential learning senior capstone. Initially, the course struggled to overcome some unique challenges. Firstly, the scale of the course was like no other experiential learning effort that we had attempted. Each semester, the course had to accommodate 120 to 150 students who were taught in five sections by four faculty. Secondly, due to its status as a university and business capstone, the course had to be flexible enough in its approach and content to challenge students from varying backgrounds each semester while still maintaining levels of organizational and pedagogical standards across its numerous sections. A third challenge was the course's history; it had been taught autonomously by each of the faculty teaching the course, resulting in dramatic variance in expectations of student effort and performance, in quality of teaching, and in student evaluation and learning. Lastly, the course had to engage students who approach the course with varying levels of motivation and aspiration in their last semester at Miami.

During the early years of experiential learning, Wolfe and Byrne (1975) proposed that experientially-based approaches involve four phases: design, conduct, evaluation, and feedback. It was clear as we struggled with the challenges of replicated a quality experiential learning capstone on a large-scale that we had to pay particular attention to the design phase. This phase involves the upfront efforts by the instructor to set the stage for the experience. Included in this phase are the specification of learning objectives, the production or selection of activities for participants, the identification of factors affecting student learning, and the creation of a scheme for implementation. (Gentry, 1990).

After three years of varying approaches to the course, we decided to find a solution that would allow us to have all students work on the same client project and enhance collaboration within the teaching team. We undertook a challenging but engaging project for the National Collegiate Athletic Association that allowed us to develop a new structure for the course that kept all 120 students truly engaged throughout the semester – an issue that had been a serious problem in previous semesters. Consistent with our charge to increase audience for NCAA Men's Basketball, we organized the students into twenty teams and created a tournament. Faculty worked closely with four teams in each section throughout the semester. We held our own "March Madness" in the last week of the semester, in which business practitioners from across the tri-state enthusiastically judged all twenty teams to select the "Final Four." All teams received feedback from the judges, and finalists received coaching to prepare for the Final Four. The following day, the top four teams presented to the client team from the NCAA. The client then identified two finalists who competed in a head-to-head Question and Answer session to determine the champion. All 120 students participating in the course attended the Final Four and were engaged throughout the event. Two years after its inception, a decision was made to rename the course "Strategy Works" to more accurately capture the emphasis of

the course and to begin to communicate to students and to clients that this course was an equal offering to our other branded capstones.

While we appeared to have solved the challenges of operating at scale and improving student engagement, we had yet to take advantage of the faculty team that was focused on the course. Davis (1995) identifies four areas in which collaboration is important - planning, content integration, teaching, and testing. While we had captured aspects of collaboration in planning and content integration, faculty were tackling teaching and testing on an individual basis. To this point, each faculty member took his or her teams through the semester quite autonomously, exposing them to alternate perspectives only when they presented to the first round of judges.

To collaborate on testing, we implemented two rounds of internal reviews of all twenty campaigns throughout the semester where students present a prescribed portion of the campaign to the entire teaching team for review and feedback. As a result, the students could gain from the expertise of all faculty teaching the course, rather than just their assigned professor. This resulted in an increase in both the quality and dimensionality of the campaigns developed by the students, and in the sharing of both pedagogical approaches and content knowledge among the faculty team. The faculty team now adheres to a standardized organizational structure across all sections of the courses and meets on a weekly basis to share and plan. Additionally, we addressed considerable fluctuations in grading across faculty by creating a system where a team receives its grades from the entire faculty team and receives a standardized grade based on its performance in the competition.

The course has proven to be enormously successful with businesses, who sign up a year in advance, pay a reasonable fee, and recruit students into full-time employment. They come to our students for an outside perspective that is not entrenched in corporate thinking or for their expertise as millennials and digital natives. Student teams have had their recommendations successfully implemented by corporations of all sizes throughout in the US, and, most recently, in China.

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# TEACHING INTERDISCIPLINARY PERSPECTIVES TO FRESHMEN BUSINESS MAJORS

*John Talbott, Indiana University*

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## **TEACHING INTERDISCIPLINARY PERSPECTIVES PANEL POSITION PAPER**

The amount of data stored on the Internet is now more than one Yotta-bite which is equivalent to 1,000,000,000,000,000,000,000,000,000 bytes. (Factshunt.com, 2013). This trove of information documents the rapid change in our society and the myriad ways companies are serving the economic desires of consumers. Firms must rapidly adapt and foster innovation within the organization to insure the firm stays relevant. Top performing firms like Google, Apple, and others have embedded innovation in their corporate culture and other firms need to match this capability (Beckman, 2007). Creative innovation in business school curriculum is needed to match this need for innovation within organizations operating in an environment of rapid change in technology, society, and the environment. But, even the best business schools struggle to adapt curriculum to match the ever-changing environment within today's business organization (Adler, 2006; Tempest & Starkey, 2009).

Hornsby (2013) and others have identified factors that contribute to an organizational environment conducive to corporate entrepreneurship and innovation. They note that organizational boundaries that induce, direct, and encourage coordinated innovative behavior across the organization are more effective in stimulating innovative behavior as they allow for collaboration between department and functional areas of the firm. It is important for business schools to develop teaching mechanisms that help students practice cross-functional collaboration and develop perspectives on the roles of different functional areas within business. This will prepare them for careers in a cross-functional innovation environment in the workplace.

As part of major curriculum redesign a Midwest business school has implemented a course called "How Business Works". The course attempts to provide students with a contemporary, decision-oriented primer on how a business operates, an understanding of how the various functions of business relate to one another, and a framework and roadmap for future coursework. An interdisciplinary faculty team developed the course during the spring and summer of 2012, and launched it in the fall term of 2012. The collaboration has resulted in a highly innovative cross-functional introduction to business uniquely designed for freshman business students. From the initial design stages, the new "How Business Works" course was not the traditional lecture-based introduction-to-business course that one finds in every business school. Some of the key features of the course design include:

- *An Integrative Theme/Tool:* The course is designed around the idea of the "business canvas," a nine-block model developed by Dr. Alex Osterwalder and used at Stanford and UC Berkeley to provide engineers, scientists and entrepreneurs with a structured way of understanding a business. The "canvas" model is used throughout the HBW course as a way of encouraging/requiring a structured thinking and problem solving approach (Osterwalder, 2010).
- *Hybrid Delivery Model:* Recognizing that students learn in different ways, the learning model includes traditional lecture and case discussion, as well as the online delivery of content. This approach gives students a flexible, self-paced introduction to business topics through the online channel, allowing the faculty to use class time for penetrating discussions and engaging exercises to deepen students' understanding of the material and its application.
- *Hybrid Assessment Model:* The course has a variety of assessments including traditional individual-based quizzes, written case analyses employing the canvas tool, a mid-term research report, a final team-based project, and a final exam. Students receive both individual and team-based feedback from the MBA teaching assistants, the faculty, and corporate project sponsors.
- *Case-Based Approach:* The primary mode of instruction is through real examples found in published HBS and Stanford business cases (Kristen's Cookie Company, Westlake Lanes, Zipcar, and Zappos) and a real-world business project. Each integrative case is taught across four class sessions by faculty from different functional areas. Each faculty member drills down on their functional area of marketing, operations, finance, or management/ HR issues, while also highlighting the interrelationships and interdependencies of these functions.

- *Corporate Sponsored Project*: A significant differentiator for freshman-level instruction is the challenge of a real-world corporate sponsored project. This project is structured in a way that supports student development but also requires a substantial team deliverable. This has an added benefit of exposing some of our freshmen to corporate partners, and has resulted in freshmen internships, and a full-time hire of a student mentor.

While there is a lot of discussion about the importance of cross-functional teams in business, it is very difficult to create a truly cross-functional course. From the initial discussions about content and case selection to the final delivery of lectures, online material and project assessment, cross-functional integration has been a key characteristic of “How Business Works”. This requires a very high level of integration, not only in planning but also in delivery. The faculty members use the online [Strategyzer](#) (2010 tool to share what they’ve covered in each class session with other members of the instructional team, and incrementally build a canvas, which includes all of the major functional elements of the business plan.

This course leverages technology in a variety of innovative ways. As mentioned previously, the course uses an online platform for hybrid delivery of content. Technology is also used to support the “canvas” model/theme by integrating a commercially designed iPad application into the class discussion and using it to create models based on the cases being taught. Students have the option of using either the iPad app or an Excel-based version of the canvas to submit case deliverables. One of the most innovative uses of technology in the course is in the creation of the final deliverable. Students learn to use a web-based presentation tool, and as a team, they record and upload their final presentation/deliverable for evaluation by the class. This requires students to learn how to create and deliver effective presentations in a virtual environment with hard time constraints. It has also had the unintended but positive consequence of tapping into students’ design creativity.

Through their performance in class discussions, individual cases analyses, exams, and team projects, the students in “How Business Works” have demonstrated their understanding of the holistic nature of a business enterprise, the primary functions of an organization, and the key managerial decisions involved in running a business. This experience provides a strong foundation for their next three years of study at the school and raises the bar for subsequent coursework. The course has been very highly rated by students and has been twice nominated for an Innovative Teaching Award.

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# EFFECTIVE STRATEGIES FOR TEACHING MARKETING ANALYTICS

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## ***EFFECTIVE STRATEGIES FOR TEACHING MARKETING ANALYTICS PANEL POSITION PAPER***

Too often Marketing educators teach the soft skills associated with understanding consumer behavior and ignore the analytics. This panel seeks to discuss ways to make teaching analytics easier at both undergraduate and graduate levels.

At the undergraduate level, students enrolled in business schools must take a capstone course of marketing, normally referred to as Principles, Concepts, or Management of Marketing. The purpose of this capstone is to familiarize the student to the business challenge of identifying customer needs and taking action to fulfill those needs in the marketplace. The current state of the marketing capstone is a compilation of all topics included in the marketing definition, such as the cumulative process that includes marketing planning, implementation and control which comprises perspectives, paradigms, theories, concepts, frameworks, principles, methods, models, and metrics of marketing strategy with varying degrees of emphasis on integrative structures. Although there are more than 100 textbooks devoted to the teaching of the marketing capstone and their overall learning objectives range from engendering customer value frameworks [see Kotler and Armstrong 2010; Grewal and Levy 2010], prioritizing the marketing mix [see Lamb et al. 2009, Pride and Ferrell, 2009], and emphasizing the evolution of marketing applications [see Salomon et al., 2008, Kotler, 1997] the commonality is to use marketing dashboards instead of an integrative marketing analytics approach. Marketing dashboards are restrictive to particular topics; marketing analytics provide a broader understanding of where the information is coming from, how the information needs to be transformed, which tools are best for this transformation, and how the results fit into the marketing concepts. Departing from specific statistical software such as SPSS, which most companies do not have access to, my recommendation is to use Microsoft excel as the foundation of marketing analytics. It is in this way, that I address the gap in the literature referring to the degree of congruence of those foundations and skills as prescribed in the literature and their practice. Particular focus is on the integration of those concepts and how the student is able to implement them in practice.

One simple way to introduce analytics is through the use of a case that has a dataset associated with it. There are many different sources for obtaining such cases – one that we have found particularly useful is the Ivey School's Quantitative Case Repository. The cases come with compact datasets (ranging from a few hundred observations to the many thousands). Using this data everything from simple thought analyses (like, "how would we segment this market?") to more complex statistical applications (Regressions, ANOVA etc.) can be performed. The beauty of this sort of approach is that we can use one case to tie in the disparate topics (pricing, promotions, customer segmentation etc.) that are taught all semester long – providing a unifying thread to otherwise seemingly unrelated topics.

In addition to data mining, third party reports, statistical analyses of survey or experiment results, analytics provided by social media tools, and analytics embedded into some CRM tools, there are also software packages designed to manage marketing activities. On such software suite is Teradata Applications (formerly Aprimo) which includes Marketing Operations (MO), Customer Interaction Manager (CIM), and Real-Time Interaction Manager (RTIM) software. Faculty do not have the time to learn every tool. Teradata University Network (TUN) has traditionally been a resource for MIS faculty as a repository of exercises, software, activities, and articles to be used in MIS classes. As of May 2014 TUN is now a repository for articles, exercises, cases, and activities for Marketing. There are currently cases, BSI videos, articles, and PowerPoint presentations related to marketing analytics on the website on which faculty and students can register for free. In addition, there is an exercise for demonstration purposes for MO, CIM, and RTIM. Faculty do not need to learn the software; they can follow the directions and do a demonstration in class. There is also a homework assignment for each of the three software tools. Students will

begin to become familiar with the software and how it can function by doing the homework but do not have to learn the software to do the homework. This repository is an excellent resource for faculty who want to begin incorporating analytics into their classes without investing a lot of time learning the software.

As shown above, marketing analytics instructors can draw upon a variety of resources for helping students learn how to gather, evaluate, and interpret data. Given the need to foster effective teaching and learning, instructors should consider how their particular students may best absorb lessons and articulate insights regarding marketing analytics. This advice acknowledges that students will vary in their literacy and numeracy skills, and, thus, in their ability to recognize problems and opportunities germane to markets and marketing activities. Nevertheless, all students, undergraduate or graduate, can benefit from a marketing analytics program that emphasizes some combination of the following elements:

- Exercises to identify and characterize markets and marketing problems/opportunities in measurable ways (e.g., sizing, performance, forecasting)
- Education about the data -> information -> decision sequence
- Exposure to various data sources, data creation methods, and data analytic methods utilized “behind the scenes” in everyday business (e.g., social media, retailing)
- Emphasis on developing deeper, actionable insights about content surveyed in earlier courses: (a) marketing stakeholders (e.g., marketing channel members); (b) core marketing concepts (e.g., market segmentation, positioning, competitive analysis, 4Ps); and (c) presentation of information to decision makers (e.g., dashboards, data-driven presentations to colleagues in other functional areas of business)

Ultimately, marketing analytics instructors should reinforce the idea that effective marketers create *and* measure value demanded by *and* delivered to customers for their students. Thus, instructors should emphasize that mere analysis is insufficient if it is not translated into a market offering and value proposition.

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# SUCCESSFULLY USING OPEN EDUCATIONAL RESOURCES

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## ***SUCCESSFULLY USING OPEN EDUCATIONAL RESOURCES PANEL POSITION PAPER***

Using Open Educational Resources (OER) is perhaps the largest movement toward collaboration, open academics, and sharing ever devised. In advocating openness, educators achieve a new vision of learning where education at all levels is transformed. The implications of OER and its practice have the potential to change forever paradigms once thought to be so sacrosanct to be inviolate truths about how learning materials should be authored, published, and distributed. This paradigm shift is as revolutionary as the effect that email has had on the first class letter. Marketing professors and other scholars who actively pursue OER face many challenges, naysayers, and cynics who claim it is just another passing fad. The truth is that while there are challenges, the opportunities to bring high quality materials to students of any age, at little or no cost is in fact transformative.

Potentially viewed as a perfect storm in higher education, OER provide tremendous opportunities for the future. As defined by Atkins, Brown & Hammond (2007), “OER are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use or repurposing by others” (pg. 4). By this definition, the creator of any OER sacrifices personal ownership of the content created, including “full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge” (p. 4).

In order to successfully utilize OER, faculty must first be fully aware of challenges that may exist. One prominent issue that surfaces is the issue of intellectual freedom. The immediate danger inherent to the creation of any OER at the request of an institution is that, once the content has been created, it will immediately be distributed for others to use, modify, edit, etc. This, in itself, is the entire purpose of OER, but it does not prevent potential unscrupulous behavior by college administrators searching to stretch a budget by asking its best and brightest to create a course load for multiple faculty (adjunct or otherwise) while offering a modest stipend to only one.

This potential downfall regarding the creation of OER is one that each individual at each prospective institution must deal with on their own, as the sole purpose of OER is that the individual sacrifices the rights of academic content for the greater good. This, in and of itself, allows an academic institution to transfer ‘ownership’ of the content of a course to any and all faculty under their employment.

Maintaining a contrarian view, the general practicality of OER can further be addressed. While the overwhelming attraction of using OER is the cost factor, there is clearly a cost in both the production and use of these resources. Publishing companies are rapidly adapting and innovating in an effort to secure a stronghold in this new environment. It is critical to discuss the non-monetary costs to the users of OER, our students: quality issues and the impact of digitized content on comprehension.

The first non-monetary cost is the impact of digitized content on the overall quality of the educational resource. The International Council for Open and Distance Learning has worked with a number of organizations to promote high quality, innovative educational practices, such as OER, through a two-year initiative, OPAL, which ran 2010-2011. There are some world-class institutions that have introduced OER (Rice University, MIT, Carnegie Mellon), but the downside of OER is the lack of universal standards regarding editing, vetting, and currency of the content. Not all sources of OER provide a feedback mechanism for comments by users of the content. There is no clear incentive for faculty to provide rich resources developed over many years to the public for free. At this time, tenure and promotion decisions do not align with the creation of free resources to be used by competing universities.

The second non-monetary cost is the impact of digitized content on comprehension. Although not all OER need to be digitized, the trend seems to be operationally defining OER as digital content given the ease of production and distribution. In this digital age, with content becoming readily available on e-readers, tablets, mobile devices and the old fashioned laptop we need to be conscious of the impact of disseminating content through tech devices versus paper. Jabr (2013) reviewed research spanning 30 years, and the research on the differences between reading online and reading a traditional document are unclear at this time; however, some effects are becoming more clear:

- a. In controlled experiments with students, researchers found that recall was the same whether the student read the material on a computer monitor or a bound booklet. However, students who read the material in print were able to tap into short-term memory and a stable long-term memory of the material.
- b. Another set of controlled experiments with students found that screen-based reading may be more physically and mentally taxing and results in lower scores on objective tests and reports of stress and tiredness.
- c. Reading on screens often results in shortcuts, like browsing and scanning. Readers of paper-based documents are more likely to engage in metacognitive learning strategies like rereading difficult passages.
- d. Finally, in a comprehensive review of online digital text and implications for reading in academe Cull (2011) explores the issue of brain activation involved in searching and reading online. Hyperlinks and the ability to browse makes online reading more cognitively complex.

As faculty, we need to be informed consumers in an effort to successfully utilize open educational resources. Not only are there positive factors to address, but we also must consider both the quality of the content/resources we use, as well as the potential impact on student learning and comprehension. Having a deep understanding of various issues that surround OER, faculty can fully appreciate what OER have to offer and find success in using them.

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# BEST PRACTICES IN TEACHING WITH SOCIAL MEDIA

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## ***BEST PRACTICES IN TEACHING SOCIAL MEDIA PANEL POSITION PAPER***

While handbooks for using social media in the classroom can be found for institutions that specialize in distance learning (e.g., Edutopia's <http://www.edutopia.org/blog/guidebook-social-media-in-classroom-vicki-davis>), instructors at more traditional institutions of higher learning are often left to develop their own practices for implementing social media into course assignments and classroom management. As most Millennials are comfortable with social media for personal use (Millennials: Technology = Social Connection, 2014) and will be expected to handle social media platforms as professionals in fields like marketing, public relations and journalism (Jacques, 2009), the inclusion of social media in the classroom seems less a stylized choice than looming necessity. This panel will provide information from the voices of experience--instructors who use social media while teaching--and share best practices. The panel authors have separated the following advice on best practices by platform.

With Facebook, students can benefit from participation in a class Facebook group where the students are required to post and respond to industry-related items. This type of assignment is a strong incentive for students to identify and analyze current events. This benefit continues for students after they have completed the course and begin working in the field: the Facebook group becomes a means of professional development and industry monitoring. For example, alumni and industry professionals invited to the group can share practical problems they are experiencing on the job.

Twitter can be used both as a means of conversation or a venue for posting important information like assignment due dates and employment opportunities. Exam review sessions can be held via Twitter. For instance, during a set review time, students can ask questions to using a class hashtag and expect instructor response. Because of Twitter's archival feature, other students can locate the questions and answers participated. Students uncomfortable speaking in class may be more likely to ask questions in this format. Additionally, Twitter acts a great means of sending deadline reminders. This allows students to search for information related to a course number or course topic and can limit the number of "it's on the syllabus"-type questions asked. Similarly, news about current events and internship or job opportunities can be posted using a specific course hashtag. Millennials are constantly engaging on Twitter and by having them follow Influencer sites about the course, they will be exposed to information on the topic. Through this method, students will constantly see real world applications of lessons learned in class. Further, they will be able to relate course theories to real world events and create the link themselves.

Instagram is a powerful tool for a generation of students at least twice as likely to post a "selfie" than their instructors (Taylor, 2014). For travel-based or experiential-based courses, Instagram serves as a means to showcase the work students are doing while abroad or working with a client. Because hashtags are used in Instagram as in Twitter, the process of creating and using a course-specific hashtag eases searches for material in both platforms. Additionally, the incorporation of a project-based class activity using Instagram for a client can provide students a way to see beyond the social application of Instagram and think about a marketing strategy approach for the social media. The activity helps students appreciate Instagram as an avenue for generating marketing activity, branding, and awareness for an actual organization/client. Likes and comments can be tracked to evaluate user engagement.

The activity focuses on student learning through an active marketing application for a client by creating relevant marketing content generated from the Millennial perspective.

Blogging is an effective tool for university students when it is done as a means to demonstrate as an expertise in a field and a revelation of their knowledge. Since the social media revolution, the landscape has changed for students and job seekers. Blogging enables students to reflect their competency on a subject and become an influencer in their program of study. By the time students are completing their programs and searching for employment, they already have a presence online and when Googled will reveal their interest and expertise.

Surprisingly, Pinterest, a pictorial sharing board, has somewhat of a different effect on students today. In a recent survey amongst approximately 100 students at the University of Miami, a quantitative analysis was done to determine how significant Pinterest is to the level of engagement in the classroom, and, if in fact, it should be used. Collected responses in this randomized survey asked students if they have a Pinterest account and how often they use it. Interestingly, the male to female ratio was pretty split in answering the questions, and although many of the respondents had fairly new Pinterest accounts (less than 2 years), most could not identify what they truly use the social media tool for. As Pinterest is not a communication medium like Facebook or Twitter, it seems less of an interest to the students. From this, one can draw the conclusion that the interaction beyond posting pictures important, as demonstrated in Instagram, Twitter, or Facebook. The need for a personal interactive element extends beyond pictorial idea sharing, but rather the knowledge spillover that occurs when posting. It seems as though according to the data, students do not know whether this will be impactful in the classroom, as they are not quite sure what to use the social media tool for. Nearly all students did not know or have not used their University's Pinterest page. Perhaps, Pinterest is too young as it takes time for any individual to readily accept a new technological avenue in their lives, and the infiltration will occur once the boredom from the other social media communication tools will occur. Yet, despite the lack of clarity on what Pinterest does, or how it will be used, respondents still felt it is important enough to consider integrating into the curriculum. Perhaps, if it is expressed on how to use Pinterest, the same way educators had to be trained on online modalities like BlackBoard, it will soon take shape.

Millennials are considered the net generation (Howe & Strauss, 2000) and have characteristics including "digital literacy, experiential and engaging learning, interactivity and collaboration, and immediacy and connectivity" (Skiba & Barton, 2006, p. 3). Incorporating social media into the classroom provides effortless expose of information to these students. For instance, Facebook creates networks of peers and instructors, Twitter exposes students to real world events and links theory to current events, and Instagram can showcase experiential learning experiences. Finally, through blogging students can connect with industry leaders and become thought leaders. Social media has changed the landscape of teaching and connecting with job seekers. If students are publishing information on the web about their field of study it will reflect their maturity, expertise and passion and make them more marketable.

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# WHY THERE HAS NEVER BEEN A MORE IMPORTANT TIME FOR COLLEGE STUDENTS TO HAVE A PERSONAL BRAND

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## *TEACHING STUDENTS TO DEVELOP A PERSONAL PROFESSIONAL BRAND PANEL POSITION PAPER*

Trends indicate that college students, known as the millennial generation, are the largest (McGlynn, 2008) and most educated generation to date (Pew Research Center, 2010). They are also the first generation to compete with four generations for jobs (The Multigenerational Workforce, 2009) and the first to inherit an economy in decline (Greenberg and Weber, 2008). For millennials, born after 1980, to stand out during the most competitive, saturated job markets ever for college graduates (Vedder, Denhart, and Robe, 2013), they must have a marketable personal brand that potential employers can immediately identify as adding value to their company.

This paper introduces a simplified three-step process for personal brand management. The purpose is to help young professionals better position themselves as the “next” expert in their fields and to accelerate growth. The “three-D’s” for personal professional brand development are to: *Discover* your authentic voice; *develop* a platform to voice it; and *decide* to live from that voice each and every day.

**Discover:** Many people get on the proverbial “wrong bus” in life at an early age and never get off. Statistics say that it takes 10 years, or 10,000 hours of practice (Gladwell, 2008), to become an expert in one area or field. Understanding who you are, what you do, and why you matter is the greatest discovery a student can make early in their career. This allows them to spend their most valuable asset, their time, working in their expert area. The best definition of leadership that I use comes from my mentor, Coach Micheal Burt, who said leadership is, “Finding your unique voice in life and inspiring others to find theirs.”

Unfortunately, in my experience, we do not spend nearly enough time in our educational careers answering some of the most basic questions for professional development: What are you naturally talented at; what are you passionate about; and where is there a need in the world for your unique abilities? At the intersection of these three questions lies our unique voice. Until that voice is discovered then it is very difficult to break through a noisy world where we are all in constant competition for other people’s attention.

**Develop:** Just as companies have brands—so do we as individuals. Being able to articulate your position in the market will increase brand awareness, which allows you to attract opportunity rather than constantly chase it. Having a clearly defined unique value proposition will grow confidence in your own ability to sell to buyers (employers). Find ways to promote yourself both online and offline and make sure that what you are putting out to the market is a positive, authentic reflection of your message.

There are more online resources than ever to stand out through so it is important that each platform is consistent with your brand management. There are two types of experts: results experts and research experts. Early on in your career you may begin as a research expert who creates a website and blogs about the knowledge and skills required in your expert area. The more value you deliver to your target audience, the more your followership will grow. If packaged correctly, this will create more opportunities for both your short-term and long-term personal brand platforms.

**Decide to live:** Once you pick a lane for your career then spend as much time working, and studying in that area as possible. Some simple strategies are to attend workshops, listen to online podcasts, or watch YouTube clips of industry experts relevant to your expert area. Deeply study these materials, package up the concepts, and then teach them to your own networks on a regular basis to accelerate growth.

Surround yourself with other motivated professionals who share similar core values as you. Having a support group who share a dominant focus allows you to hold each other accountable, gain clarity, and remove timewasters that subtract value from your life. Be willing to sacrifice short-term pleasures for long-term gains and surround yourself with others who live from this same mindset.

Being able to find, package, and sell your personal brand to the world is essential to success during today's crowded markets. The process must be followed and the price must be paid when it comes to building a recognizable personal brand. Discover your authentic voice, develop a platform to voice it, and decide to live from that voice each and every day. Carve out a space in your market and be known as the go-to, must-have young professional in your field. By practicing the "three-D's" you will grow confidence in who you are, what you do, and why you matter. There has never been a more important time to stand out, and to develop a personal brand as a college student.

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# STUDENT PREPAREDNESS FOR NETWORKING: IMPLICATIONS FOR PERSONAL BRANDING

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## **TEACHING STUDENTS TO DEVELOP A PERSONAL PROFESSIONAL BRAND PANEL POSITION PAPER**

With more than 1,000,000 college degrees granted annually, competition for jobs is great (Schawbel, 2009). Networking serves two important roles in building a personal brand to compete in the job market. First, one's network of contacts can be tapped to acquire more knowledge that enhances skills. Second, a professional network is a communication channel that can be used to meet people, share information, and pursue business opportunities. This research examines networking preparedness of undergraduate business students in the context of buyer/seller relationships.

Perceptions of networking differ among professionals. Some people network relationally, focusing on quality of the interface. Other people network on a transactional scale, valuing the result. Relational networking and relationship marketing share key characteristics. Mirroring relationship marketing, networking includes distinctions of trust, cyclical education, ongoing relationships, maintenance, and a continuous dialog (Cannon & Sheth, 1994). In contrast, transactional marketing measures a goal by using an object of importance (Macneil, 1978). Furthermore, these transactions are usually discrete with little to no future interdependence (Dwyer, Schurr, & Oh, 1987).

Personal branding first gained prominence following a seminal article by Peters (1997). Personal branding is the process by which individuals differentiate themselves and articulate their unique value (Schawbel, 2009). A key benefit of a personal branding program is differentiation of one's abilities from competition (Harris & Rae, 2011). The advent of digital platforms such as Facebook, Twitter, and LinkedIn have lowered barriers to launch and manage one's personal brand. Social networking sites have blurred the distinction between professional and personal brands (Labrecque, Markos, & Milne, 2011). Developing an authentic personal brand in which professional and personas are aligned can aid in building one's professional network by creating vivid associations such as "real" and "trustworthy."

To assess students' understanding of professional networking and their comfort level engaging in networking activities, students enrolled in sections of an undergraduate sports marketing course were surveyed. A total of 151 students participated in the study. Building a network of professional contacts is vital to establishing a personal brand in sport business and standing out in a highly competitive market. Three aspects of networking were assessed: 1) students' perceptions of networking, 2) confidence with engaging in face-to-face networking, and 3) self-assessment of what is needed to become better at networking.

Data analysis and results shared during the panel session focus on networking definitions and self-ratings of networking abilities. Data collected on students' perceptions of networking was analyzed using content analysis. Themes or categories were identified from keywords appearing in students' definitions. A single-item, 10-point scale with anchors of "very uncomfortable" and "very comfortable" was used to measure confidence with engaging in face-to-face networking.

Students' concept of professional networking as reflected in their definitions reflects a disproportionate emphasis on shallow engagement with others, falling under a category labeled "connections." A total of 113 students (75%) defined networking as pertaining to building connections with other people. Relationship building was the theme with the next highest frequency of mentions as 45 students (30%) included a reference to relationships in their definitions of professional networking. Two other themes, learning and sharing, received few mentions as elements of networking (5% and 3%, respectively). With regard to students' self-ratings of their ability to engage in face-to-face networking, the mean for the sample was 7.21 on a 10-point scale. This result suggests students feel rather comfortable engaging in face-to-face networking. This finding may not be surprising given that a majority of students equate networking with shallow engagement (i.e., making connections).

Like many other concepts taught in higher education, students must be taught the conceptual underpinnings of professional networking as well the more practical “how to” of networking. It is assuring to know that students generally feel comfortable about the prospect of taking part in face-to-face networking, but opportunities exist for marketing educators to develop students into more effective networkers. Results from the sample suggest that a transaction-based view of networking as making connections held by many students should be complemented with instruction on how a relationship orientation can form quality network contacts.

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# CREATING A COURSE IN PERSONAL MARKETING

*Lisa D. Spiller, Christopher Newport University*

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## **TEACHING STUDENTS TO DEVELOP A PERSONAL PROFESSIONAL BRAND PANEL POSITION PAPER**

From actors and musicians to athletes, supermodels, and politicians, people jockey for market position and media exposure in popular culture and our society today. Virtually all of the people who are famous today have become so via shrewd personal marketing. Many of the same concepts that go into marketing a celebrity apply to ordinary people. As marketing educators, we are in a unique position to be able to help today's college students prepare themselves for the highly competitive world that awaits them after graduation. Many university administrators and deans profess that students lack professional skills (poise, polish, preparedness) needed to be successful in internships, careers and graduate programs; and that there is a great need for enhanced professional grooming of students.

For the past 20 or more years my university, like many others, has focused on the "inbound success" of our students. We have a number of programs and activities designed to help students determine their majors, improve study habits, more effectively utilize technology and library resources, etc. We have a number of student initiatives such as Third-Week Grades, Captains Care, SophoMORE Saturday, and Free Tutoring, all designed to help our students be successful while "in" college. However, do we do enough to ensure their "outbound" success?

Let's look at this from a marketing perspective. Its students and alumni directly affect the brand image of a college or university. Moreover, as academic institutions, we are only as strong as our weakest link – and our current students and those who graduate from our university without proper professional preparation for success, will ultimately define us. I sincerely believe that we, as educators, impact the lives of our students. However, from an "outbound" success perspective, it is likely only the top quartile of students is receiving any formal form of outbound success preparation at most schools. While virtually all colleges and universities have active and competent Career Planning Centers, it is likely that many are underutilized—especially by those students who need assistance the most. This is where a course in Personal Marketing can come to the rescue.

Every fall semester for the past three years I have been offering a Personal Marketing course to students enrolled in our Honors Program. This course explores the basic marketing concepts and strategies used by people who brand, promote and market themselves to the greater public. In addition, and most importantly, students learn how they can personally use proven marketing strategies and techniques to achieve some desired outcome of "outbound" success. What follows in this paper is a brief overview of the personal marketing course that I have created at my university.

The course is divided into two halves. The first half focuses on learning basic marketing concepts and hearing the success stories of many "ordinary people" who have utilized personal marketing to achieve professional success. During the first half of the course the students learn from professor lectures and a variety of guest speakers, mostly successful entrepreneurs, who represent diverse areas and industries. Each person comes to the classroom and shares his or her personal marketing success story. These people include a musician, dentist, fitness guru, the owners of a real estate firm and a financial planning company, a local politician, and an artist. In addition, during this time students are researching a nationally-known individual, who they feel represents a personal marketing success story, and are writing a paper documenting their subject's personal marketing strategies and activities. Each student prepares and delivers an oral presentation to the class on his or her personal marketing success story subject before our mid-semester break.

During the second half of the semester the students are tasked with putting together a comprehensive personal marketing plan for themselves. Once again, I invite a number of guest speakers, several from our Center for Career Planning and our Business School Advisory Board, to come and speak on specific topics pertinent to the

development of a personal marketing plan. These topics include (but are not limited to) developing a resume, writing cover letters, creating LinkedIn profiles, employing networking strategies, and organizing a portfolio. I also require my students to complete a series of five exercises which are designed to help them explore and determine their own personal marketing capabilities, initiatives and tactics. These exercises include:

1. Brand Personality Assessment
2. Entrepreneur Analysis
3. SWOT Analysis
4. Features/Benefits Conversion
5. Sound Bite Introduction

The comprehensive personal marketing plan requires students to compile a binder with eight tabbed dividers representing the following components:

1. Objective Statement; Mission Statement; Personal SWOT Analysis
2. Personal Logo & Photo on a Business Card; USP Identification
3. Sound Bite Introduction - *written in the format as it would be orally delivered*
4. Sales Cover Letter, Resume & LinkedIn Profile page
5. Portfolio/Brag Book
6. Identification of Mentor(s) & Networking Strategies Detailed
7. Bold/Daring/Risk Taking Item Identification
8. Detailed Action Plan: Strategies & Tactics with Timeline for Implementation

Each student must deliver an oral presentation to the class with highlights of his or her personal marketing plan. Most of the personal marketing plans have been excellent and what is even more spectacular is the level of confidence with which each student presents his or her plan. Since the course I teach is an Honors Program course, the enrolled students represent diverse majors, with only a few each semester from the business school. Past students have represented majors in biology, chemistry, engineering, communications, art, history, political science, accounting, marketing, finance, music, theater, modern language, computer science, psychology, sociology, government, philosophy, and others. The non-business majors are particularly eager to learn and apply the course material since this course is likely their only exposure to business-related topics. I conclude the course by distributing a recommended reading list and encouraging students to never stop honing their personal marketing skills. Many students who are not eligible to enroll in the course have contacted me to request a copy of this handout as they must realize that personal marketing knowledge and skills are extremely valuable.

Past students have raved about the course and have consistently rated it as the most valuable course they have taken in the program and/or at the university. The biggest challenge in teaching this course has been getting the students to realize that they must personally market themselves—that this marketing process is more than “bragging” or “honking their own horns.” Savvy personal marketing is crucial in today’s highly competitive world and it is a necessity for anyone who wants to be successful in life. If your school isn’t currently offering a program, course, workshop, or seminar on personal marketing, perhaps you’ll be able to pioneer one. If creating an entire course doesn’t work for the curriculum at your school, consider incorporating a few lectures, modules or exercises into one or more of your current marketing courses. After all, anything we as educators can do to assist our students in being successful both in and out of college is a worthwhile endeavor.

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# STUDENTS UTILIZE INNOVATIVE EXERCISES TO LEAD CLASS DISCUSSIONS OF VIDEO CASES

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## *DEVELOPING STUDENT CREATIVITY IN MARKETING EDUCATION PANEL POSITION PAPER*

Marketing faculty often look for different approaches to increase creativity in the classroom. Strategies to move students from knowledge-based learning to creative problem solving frequently involves team projects, generating novel ideas, and active learning techniques (Lee; McCorkle et al.). In the video case exercise, undergraduate students were given the opportunity to work in small groups, interact with the professor, lead a class discussion and practice the creative process.

Students enrolled in Retail Marketing were divided into teams of three or four students, and each team was assigned a video case (Table 1, Column A) that supported a broad range of topics covered in the course (Table 1, Column B). Teams took the role of the instructor and led a class discussion of the key retail concept(s) in the video and created an original class exercise (Table 1, Column C) for fellow students. Video cases were scheduled between week 8 and 15 of the semester (Table 1, Column D). Prior to the date of the video presentation, teams watched the video, read recommended articles, and visited company web sites to prepare detailed written responses for the case discussion questions. Teams also prepared PowerPoint slides to facilitate the class discussion of each question and proposed an idea for the class exercise. During a project day meeting, the professor reviewed drafts of the responses, slides, and exercise to provide feedback to each team.

**Table 1. Video Case Assignment – Spring 2014**

<b>A. Video Case Title</b>	<b>B. Course Topic</b>	<b>C. Original Class Exercise</b>	<b>D. Due Date</b>
<b>Human Resources at Patagonia</b>	Human Resource Management	Write a Cover Letter for a Position at Patagonia	Week 8
<b>Merchandise Planning at BuyCostumes.com</b>	Information Systems and Supply Chain Management	Growth Strategies for BuyCostumes.Com Using a Product/Market Matrix	Week 9
<b>Whole Foods</b>	Managing Merchandise	Product Position Map for Grocery Stores in Baltimore	Week 10
<b>Fashion Buyer in the UK</b>	Buying Merchandise	Role of a Fashion Buyer for Identifying Brand Trends	Week 11
<b>Factors in Pricing</b>	Retail Pricing	Pricing at Hamburger Quick-Service Restaurants	Week 12
<b>Pizza Hut goes Multi Channel</b>	Retail Communication Mix	Social Media Comparison for Pizza Chains	Week 13
<b>Bass Pro Shops</b>	Store Layout, Design, and Visual Merchandising	Design Your Own Bass Pro Shop	Week 14
<b>Customer Service at Ritz Carlton</b>	Customer Service	Ritz Carlton Policies Influence Apple Store's Customer Service	Week 15

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It was exciting to see teams use their previous course knowledge and imagination to brainstorm possible alternatives for the class exercise. Teams had to consider the time required to show the video, discuss the assigned case questions, and allow necessary analysis for the class activity. Teams had 30 minutes to show the video and then lead a class discussion with the rest of the students. Students gained a different perspective when they took on the roles of discussion leader and class exercise creator. Teams successfully encouraged the class to actively participate and discuss key concepts highlighted in the video case and in their original class exercise.

Teams were graded on Written Responses, PowerPoint Slides, Class Discussion and the Interactive Class Exercise as summarized in Table 2.

**Table 2. Grading Criteria for the Video Case Assignment – Spring 2014**

Deliverable	Grading Criteria
Written Responses	<ul style="list-style-type: none"> <li>- Did the team clearly respond to each discussion question?</li> <li>- Were tables, graphs, and marketing tools used to support responses?</li> <li>- Were there format/grammatical errors?</li> </ul>
PowerPoint Slides	<ul style="list-style-type: none"> <li>- Was the delivery deadline met?</li> <li>- Was the presentation organized and easy to follow?</li> <li>- Was there variety in the format used in the slides?</li> <li>- Did the slides support the discussion questions?</li> <li>- Did all slides have a descriptive title and sources as needed?</li> <li>- Did the slides have any typos?</li> </ul>
Class Discussion	<ul style="list-style-type: none"> <li>- Did the team use the time efficiently?</li> <li>- Did all team members participate in the video case discussion?</li> <li>- Did the team encourage interactive participation from the rest of the class?</li> </ul>
Class Exercise	<ul style="list-style-type: none"> <li>- Did the team design an original, dynamic class exercise that supported the marketing concepts covered in the case/course?</li> </ul>

Encouraging students to create a novel class exercise worked well with video cases, but it could also be incorporated into other assignments such as reading a marketing article, reviewing material from a textbook chapter or with written cases. A benefit of this project for the professor is that team papers are received one at a time, versus all at once, which distributed the grading schedule.

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# EXERCISING CREATIVITY WITH TECHNOLOGY IN THE MARKETING CLASSROOM

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## ***DEVELOPING STUDENT CREATIVITY IN MARKETING EDUCATION PANEL POSITION PAPER***

The college classroom is changing rapidly whether we choose to acknowledge it or not. Not only is it physically changing, it is changing in terms of the audience and methods of instruction. The changes that are taking place all provide opportunities for enhancing creativity in the classroom. For marketing education, one might speculate that developing student creativity is the most valuable experience that can be fostered in the classroom.

Good marketers must be creative in providing new solutions to meet changing consumer needs and wants. The business environment is changing, as are consumer products, media vehicles, technologies and consumer expectations. The world of communication is becoming increasingly cluttered. It is essential that marketers continually develop innovative solutions to break through the clutter and better meet the needs of consumers. Breaking through the clutter and developing new solutions for consumers requires creativity. Therefore, it behooves marketing educators to develop creative thinking skills among their students.

The changes in the college classroom provide a plethora of opportunities for creativity. Many college classrooms today are equipped with digital technology. The college professor has the ability to transform a lecture into a multi-media presentation. Not only can students watch and listen to course content as it streams from multiple sources, but they can interact with it. Students have the ability to go on line, search for information and even produce their own content and instantly distribute it.

The capabilities and unique skills of the college student should be recognized and appreciated. Students no longer learn the old fashion way. They study with multiple interruptions and they learn utilizing amazing technology in the palms of their hands. They play games, listen to music, watch videos, socialize and study with electronic devices that they carry around all day.

Some education theorists acknowledge learning as a 4-phase process. Passively listening, reading and writing and speculating only represent a subset of the learning experience. Witnessing the application of theory and personally practicing the application of theory provides a more thorough learning experience. If you want students to exercise their creativity skills you can't just talk about it or show examples, you have to engage students in creative activities.

As a result of the need for creativity in the marketing profession and the availability of technology in the classroom, marketing professors should develop tasks for students that encourage creativity utilizing relevant forms of technology. Consider the following class activities:

**Fundamentals of Marketing** – Students spend 8-10 weeks creating a marketing campaign to raise money for charity and then they are asked to execute it. They are expected to use social media to generate donations. The winning team(s) receives a financial reward generated from a small percentage of the donations.

**Marketing Research** – Students are given a consumer activity, e.g., dining out, purchasing sneakers, selecting a college, etc. and asked to conduct exploratory research, descriptive research and inferential research to understand the values and needs of their target audience. In the research process students are exposed to “photo elicitation”, one on one interviewing techniques and SPSS, statistical software. Based on their discoveries they make recommendations as if they were actually working as marketing consultants.

**Consumer Behavior** - Students are presented with various concepts such as: puffery, Elaboration Likelihood Model, The Compromise Effect, Framing / Prospect Theory, Evaluating Demographic Differences, and then they are asked to devise experiments, collect data with electronic surveys and then test the theories. Once the experiments

are concluded and hopefully proven correct, students are asked to explain how the theory can be used to enhance marketing communication.

**Advertising** – Students are given specific products and asked to create radio ads, magazine ads, TV ads and social media ads. The assignments are positioned as competitions, winners are awarded small prizes.

**Direct Marketing** – The most popular project in the class has been the creation of the infomercial. Students receive brief training in video production and editing and then are trained in AIDA to produce their infomercials. Students have shown appreciation for the opportunity to learn a new skill and apply it to an experience relevant to their field of study.

Creating unique learning opportunities for different marketing courses that are relevant and educational is a worthwhile strategy. However, developing and conducting hands on activities does require more planning and more class time. A new strategy that has recently emerged in my teaching is SCCV, student created content videos. It has proven to be educationally effective and emotionally engaging.

Student created content videos which consisted of developing 2-4 minute videos to explain specific learning objectives. This activity has been assigned in my Consumer Behavior, Direct Marketing, Advertising and First Year Experience classes. The results have always been positive. In a recent Direct Marketing class, 3 teams of students were tasked with creating SCCVs, each team worked on a different learning objective. Students were tested in terms of learning the stated objectives and a comparison was made between Students responsible for creating videos versus the students who were not tasked with creating videos. All videos were shown to all students before the assessment. The results were as follows:

Learning Objective	VIDEO TEAMS	Non Video Teams
1. Definition of Direct Marketing	.87 (6)	.83 (12)
2. 5 Components of Direct Marketing	.81 (6)	.73 (12)
3. 3 Different Types of Lists	.83 (6)	.65 (12)
TOTAL – learning objective scores, % correct	.84 (18)	.73 * (36) Z=1.98, p < .056

Data support the claim that students, who created content videos, did learn the course material better than students who did not work on the videos.

A second survey measured student response to the video projects. Using a Likert scale for responses, 1 – strongly disagree -- 5 – strong agree. Students were asked to comment on the video creation activity.

Creating course content videos is a valuable educational experience	3.9
Creating course content videos is an enjoyable experience	3.8
Creating course content videos develops useful skills	3.7
Creating course content videos helps team members bond	4.3
There are better ways to learn course content	2.9
I would prefer to do something different than create videos	2.7
Creating a video to learn course content is unique to my college experience	4.3
More marketing courses should require video creation	4.1
Video projects are a highlight of this course	4.4

Students enjoy the video activity, they believe it is a good learning experience and develops a relevant skill.

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# EFFECTIVELY USING PUBLISHER SOFTWARE RESOURCES

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## ***EFFECTIVELY USING PUBLISHER SOFTWARE RESOURCES PANEL POSITION PAPER***

Textbook publishers have provided higher education with valuable teaching and learning resources. They have developed proprietary materials like the test bank, teaching notes, PowerPoint slides and student practice exams. Previously, the instructor resources were provided on disk with the desk copy of the textbook. However, now the publisher's website includes an Online Learning Center (OLC) and all materials for instructors and students are available online. More recently, publishers have developed more comprehensive proprietary programs like McGraw-Hill's Connect, an online management system, which provides the electronic version of the textbook, course assignments, exams, quizzes and other study materials. Some materials must be completely developed by the instructor whereas other material can merely be customized to meet their specific needs. Course evaluation features (gradebook) are also included.

Publishers have also included resources developed and/or owned by other private companies. Along with the textbook comes an educational version of software, database and/or computer program. For the real estate appraisal course, some textbooks included software (a disk) for completing the appraisal form. In earlier years, a marketing research textbook included a student version of SPSS. The complete version of both is also available for purchase from the developer/owner. One excellent resource for the marketing discipline is the DDB Life Style Study™. Commissioned by DDB Worldwide, a leading international advertising agency, they describe it as "the nation's longest running and largest longitudinal study of attitude and behaviors." Conducted annually since 1975, Putnam (1995) states that the archive "constitutes one of the richest known sources of data on social change in America in the last quarter of the twentieth century" (p. 420). The database matches the U.S. Census on gender, age and race. However, the 1,000 survey questions mailed to 4,000 households include topics such as activities/interests/opinions (AIOs), behaviors, purchase patterns, media habits and social attitudes, and gages the social, economic, political, and personal pulse of America. Provided by McGraw-Hill, a portion of the database comes with the Consumer Behavior – Building Marketing Strategy textbook by Hawkins & Mothersbaugh. The complete database, if available for purchase from DDB Needham, would indeed be cost-prohibitive for most universities. A general Internet search and a more specific search of DDB's website did not produce instructions for access by the general public. However, it has been used in various studies (e.g., Dutta & Youn, 1999; Putnam, 1995; Putnam & Yonish, 1999; Scheufele & Shah, 2000; Shah, McLeod, & Yoon, 2001). Additional research by Putnam & Yonish (1999) validated the data against the General Social Survey and Roper Poll.

Understanding the importance of segmentation to the marketing profession, consumers are grouped by their demographics, geographics, psychographics and behaviors. The U.S. Census provides excellent demographic and geographic data. However, Dutta-Bergman (2002) argues that psychographic (explanatory) variables provide a clearer understanding of the consumer by uncovering "the underlying psychological motives that drive an individual to a particular behavior" (p. 2). Early research by Townsend (1987) discovered the effect of psychographic variables on consumption activities. Bellenger & Valencia (1982), Health (1996), Riche (1989) and Townsend (1987) further argue that AIOs are more effective than demographics in understanding consumer behavior. In addition to aiding in developing consumer profiles, psychographic information also helps in targeted messaging and media selection. Thus, the DDB Life Style Study™ database can be invaluable for teaching and learning in both consumer behavior and advertising courses.

The database (in spreadsheet format) is arranged by columns and rows. Column variables are mostly demographics and geographics: household, marital status, income and education, occupation, ethnicity and age, gender and ideal self-concept. Row variables are psychographics and include: general behaviors, consumption behaviors, shopping activities, product ownership, TV shows watched, culture, values, gender and family, brands, innovators and opinion leadership, motivation, personality, extended self, information search, decision making, shopping and loyalty, marketing regulation and Internet use and purchase.

An example of an assignment using the database for consumer behavior and advertising requires the use of innovative foreign products that are not currently being sold in the U.S. For the consumer behavior course, students are assigned a product and are asked to develop a consumer profile of the primary and secondary U.S. target markets. In developing the profiles, first students must research possible demographic groups. After selecting possible group/s, students must examine each variable and select the data that best helps describe the target market/s. In the advertising course, students can be given profiles developed in the consumer behavior course and asked to write an advertising plan for their product, focusing on messaging and media selection.

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# EFFECTIVELY USING PUBLISHER SOFTWARE RESOURCES

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## ***EFFECTIVELY USING PUBLISHER SOFTWARE RESOURCES PANEL POSITION PAPER***

Engaging students in the learning process is a challenge facing all instructors. The traditional learning model is a multi-step process. The number of steps may vary but at minimum must include:

- 1) Outside the classroom: Students complete assigned reading requirements prior to class meeting. Typically a chapter or chapters.
- 2) During class: Instructor lecture and/or discussion of reading requirements with students. Learning objectives are emphasized. Exercises in the form of questions, problems, mini-cases, etc. can be used to increase student engagement.
- 3) Outside the classroom:
  - Students complete assigned homework. Homework allows students to demonstrate an understanding and application of key concepts and theories related to the material. Instructor evaluates student performance and provides feedback. Minimum feedback is provided in the form of an assignment grade. More comprehensive feedback may be desirable/necessary, particularly if students fail to demonstrate an appropriate level of knowledge.
  - Students engage in self-testing. Instructors can provide practice exams and quizzes to prepare students for a class discussion or upcoming exam.
  - Students can view narrated PowerPoint presentations. Presentations can be prepared by the instructor or provided as a supplement to the text by the publisher.
  - Students are able to view videos. Videos can be selected (i.e. YouTube), prepared by the instructor or provided as a supplement to the text by the publisher.
- 4) During class: Students demonstrate their knowledge and understanding of required material using a quiz or exam. Feedback is provided in the form of a grade and again, more detailed feedback may be required.

Note: Steps one and two can be reversed. Web-based courses require the same multi-step process.

A major challenge to instructors' is capturing student interest, enhancing learning, and providing timely feedback. As class size increases the tasks of providing timely and comprehensive feedback to students becomes a greater challenge. During the last decade, publishers have developed software resources that accompany their texts in an effort to provide student with more personalized and engaging course material. The software also aids the instructor in completing administrative and evaluation tasks (grading).

Publisher software typically aids student learning by providing the following:

- 1) An online management system (e.g., McGraw-Hill Connect) that allows students access e-textbook, coursework (e.g., assignments, quizzes, exams), and assess their performance (grades) anytime and anywhere, making the learning process more accessible and efficient.  
In addition, the software typically provides:
  - a) A calendar/schedule of assignments with due dates and times. Instructor must customize assignments from the software data base of questions, problems and other learning activities. The assignments can be customized to specific students as well as to level of difficulty and learning objectives.
  - b) Access to e-textbook that can be used while students work on their assignments. The e-textbooks are searchable and in some cases can be personalized to students' learning abilities (e.g., SmartBook).
  - c) A library for files provided by the instructor. Instructor prepared files typically include a course syllabus, chapter overviews, chapter learning objectives, spreadsheets and PowerPoint presentations.
- 2) Detailed feedback for quantitative problems (step-by-step solutions). Problems typically include calculator as well as mathematical solutions. Feedback can be immediate or at time designated by the instructor.

- 3) Interactive applications stimulate critical thinking and reinforce key concepts. Students receive immediate feedback and can track their progress, which allows students to focus on areas where improvement is needed. Examples of interactive simulations problems include “click and drag” exercises. Students are required to make specific decisions by categorizing an item or placing an item in a time sequence. Students are then asked multiple-choice questions to confirm understanding of the key concepts of the activity.
- 4) Video-based assignments and mini case studies enhance integration of textbook concepts with real-life situations and practice of business decisions.

Publisher software aids instructors by providing:

- 1) The ability to create and deliver online, auto-graded homework assignments, quizzes, and tests directly from the end-of-chapter materials or test bank. Selected problems are typically available as both static and algorithmic problems. Feedback can be provided immediately or delayed based on preference of instructor. Time devoted to grading assignments is reduced significantly. Adjustments to students’ specific requirements (e.g., extra time) can be easily arranged.
- 2) Questions and problems that are mapped to learning objectives and difficulty level. Assignments can be customized to focus on particular learning needs.
- 3) Ability transferred assignment results to an online grade book. A grade book is typically part of the learning management system. McGraw-Hill’s Connect, for example can be integrated into Blackboard where both the grade book and access to the assignments can be done through Blackboard.
- 4) Ability to transfer course material from one semester to another. Instructors can copy coursework developed in one semester to the next one, which reduced the preparation of each consecutive semester.

While incorporating publisher software into a course provides benefits for both students and instructors, there are negative aspects associated with using publisher software. These include:

Instructor:

- 1) Significant upfront time required for implementation. Considerable time is required to learn the features of the software and how best to use the software. No matter how much time is devoted to mastering the software prior to implementation, instructor knowledge will be incomplete. Only when the software is used with a “live” class will the learning process begin in earnest. It takes multiple semesters to master the software. The software is updated regularly, thus the learning curve never ends although the learning curve does become less steep. Substantial time is required to prepare assignments (homework assignments, quizzes, exams etc.) and assignments need to be updated each semester.
- 2) The substantial time required for implementing the software results in a high switching cost. The implementation cost applies to changing texts as well as changing text editions.

Student:

- 1) Time required by students to learn new software. This disadvantage is diminished if the publisher software is widely used.
- 2) Additional cost to the student. In addition to the cost of the text the students may be required to purchase the software. Software cost will vary with publisher and the bookstore markup. The software cannot be resold; it provides access for a limited time, usually six months.

Publisher developed software can be a valuable learning/teaching resource. Using publisher software, while requiring a substantial initial time commitment, allows the instructor to improve student learning by developing a customized teaching and providing detailed and timely feedback. Once implemented the software will reduce grading time by the instructor.

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# INTERNSHIPS: ASSESSMENT AND STUDENT LEARNING

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## ***INTERNSHIPS: ASSESSMENT AND STUDENT LEARNING PANEL POSITION PAPER***

Connecting with Alums. Culver-Stockton College, a small liberal arts tradition college in a rural Midwest setting, has made a concentrated effort to identify alumae and alumni professionals in larger metropolitan areas that are welcoming to the college's interns. To make the process convenient, the application, faculty *visit*, and the employer evaluation process have been moved to a standardized online process. Faculty are expected to visit in person if at all possible, but the step-by-step electronic process keeps communication lines open in an effective manner. Since the employers are connected to the school, they are quite comfortable in offering advice and are generally highly engaged in the process as a way to "give back" to their college community.

Evaluating Internships: A Holistic Approach to "Learning" from Employers. While student internships are not unique, methodology for evaluating the experience varies. At Ohio Northern University, instructors make personal visits to ALL internship sites where students gain credit for such activities. Through these visits, interviews are conducted with internship supervisors and students. This holistic approach is used not only to evaluate an individual student's performance, but also to evaluate their preparation, inform curriculum updates, evaluate the suitability of internship sites for future students, build professional relationships with faculty and the university, and has resulted in better internship placements as well as more significant post-graduate placements. Beyond the information gained through individual assessments, a longitudinal, qualitative analysis including a sample of more than 20 interviews over a three-year period, has been conducted to provide insight into the success of the students and the ONU program as a whole. The sample includes corporate, nonprofit, agency and government placements from the East to the West coast. The results show a confluence of themes including a strong pairing of skill sets to intangible personal attributes such as work ethic, maturity, and independence (follow through). While the results may not be generalizable, the methodology could serve as a useful template and be adopted by any sized program with variation. The results of the analysis along with interview samples will be discussed.

Networking through Informational Interviews during Internships. St. Catherine University students enroll in the *Business Practicum* course while doing their internships for-credit. One of the course requirements is to participate in a minimum of three to five informational interviews. Students learn how to network in a professional manner and gain an understanding of the importance of networking within the workplace. It is an opportunity for them to meet and learn about the career path of the senior managers of their internship company, alumnae from the University, and other industry leaders. Often, these informational interviews lead to referrals for additional informational interviews and increased visibility by senior management within their internship site. Students include key learning takeaways from these experiences in their journal reflections for the class.

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# REDEFINING THE WORK-RELATED IDENTITY

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## **MAKING THE TRANSITION FROM INDUSTRY TO FACULTY PANEL POSITION PAPER**

Discourse on transitioning from a career in industry to one in academia often focuses on practical issues such as relocating to a new city or starting a research pipeline. Fewer conversations seem to focus on successfully navigating the process of transitioning from an industry-relevant identity to one that will work in academia. However, the transition from industry to academia creates a significant disruption in one's work-related identity, i.e., the way one defines him- or herself in terms of the work activities and professional affiliations (Dutton, Roberts & Bednar, 2010). Understanding the process of transitioning to a new work-related identity is important because this identity influences the degree to which we engage in the activities necessary for us to be successful at work (Hirschi, 2012).

The development of a new work-related identity is comprised of two stages – loss and recovery (Conroy & O'Leary-Kelly, 2014). The act of separating from an industry job triggers the "loss" of the industry-related identity. While this loss can be marked by negative emotions, the degree to which the loss will be felt depends on the magnitude of the change (Ashforth, 2001). In other words, the greater the difference between one's industry identity and one's academic identity, the more keenly the loss will be experienced. For many people, this loss is first experienced when PhD studies begin. Transition from an independent and/or influential position in industry to a largely dependent role of doctoral student can cause a feeling of loss or frustration. A secondary experience of loss may occur upon the transition from doctoral student to new faculty, whereupon roles and responsibilities are again drastically changed. Recovery from feelings of loss is a key part of a successful transition to a new identity in academia.

The "recovery" process is marked by a focus on defining and validating new work roles and capabilities. A successful re-identification involves letting go of the former identity to some degree and redefining oneself according to new circumstances (Conroy & O'Leary-Kelly, 2014). Depending on the culture and focus of one's school or department, the new identity may be defined according to virtuous characteristics one possesses (e.g., integrity or temperance), a positive evaluation of one's capabilities in the academic workplace (e.g., ability to induce industry professionals to engage in class projects or to get research published), or a combination of complementary identities that balance the roles one plays in industry with those in academia (e.g., guiding MBA students through a service-learning initiative and publishing a paper on the results of the initiative) (Dutton et al., 2010). To develop one's academic identity, it is important to identify the factors that will impart meaningfulness to academic work (Hirschi, 2012). The definition of "meaning" is, of course, unique to each faculty member. What is transferable across individuals is the importance of consciously defining what is meaningful and using that definition to guide the recovery process.

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# LEVERAGING INDUSTRY EXPERIENCE IN THE CLASSROOM: EXPERIENTIAL LEARNING THROUGH APPLICATION OF REAL-WORLD MARKETING TOOLS

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## ***MAKING THE TRANSITION FROM INDUSTRY TO FACULTY PANEL POSITION PAPER***

*One must learn by doing the thing, for though you think you know it -  
you have no certainty until you try.*

-Sophocles, 400BC

Experiential learning (EL) has been lauded for years as a key way to teach business students the tools and methods they need for success in the real-world (i.e., Fitzgerald & Cullen 1991; Lopez & Lee 2005). After a brief introduction of the benefits of experiential learning, this paper describes the experience of the authors as they promote EL in their classrooms – both use application of real-world marketing tools in the classroom for learning purposes. Having come from industry and training individuals in corporations for multiple years, it is second nature for these now academicians to apply an experiential learning approach to the classroom.

Experiential learning is interactive beyond just the professor and student and is characterized by variability and uncertainty (Genrty 1990). This is exactly what students will face when they leave our institutions; so there are immeasurable benefits to bringing real-world experiences into the classroom. Teachers and students become partners and students co-produce the experience (Gremmler et al 2005); EL helps students convert book knowledge and apply the tools learned (Fitzgerald & Cullen 1991); and EL enhances technical, cognitive, and citizenship skills (Gouchar & Rishi 2007). To summarize: "the opportunity for students to apply their marketing knowledge to the needs of an actual client [or other EL experience] provides a rich hands-on learning experience" (Lopez & Lee 2005, p. 172).

Both authors have several years of working and organizational training experience in industry that they bring to their respective courses. Both are committed to providing students with experiential learning opportunities. Of several EL approaches currently in use, two are described here – role-play and group consultative projects.

In the Selling course, students participate in a role-play scenario in which individual students make a simulated sales proposal via telephone. Students focus on the applications of the specific techniques/methods/models that is covered throughout the course. These methods/techniques/models are applied with the intention of executing an effective sales call as part of the course. During the sales call the professor plays the role of potential customer and evaluates students on the effectiveness of applied techniques. Sales techniques are separated into five separate phases: Sales Personality, Product Selection, Prospecting, Letter of Introduction (LOR), and Follow-Up techniques. The completion of each phase is time sensitive as with many "real world" sales proposals or request for proposals (RFPs); lack of promptness or timing strategy can put the sale at risk and damage the relationship between seller and prospect(s). Students gain knowledge in selling philosophy, approach, building rapport, and customer assessment (personality and needs). Ultimately, students learn how to execute the sales pitch, deal with possible customer objections, and how to apply appropriate follow-up methods.

The sales call scenario was met with favorable results, as students felt each phase was relevant in its usefulness to a "real world scenario." Feedback included, "It gave me a chance to put myself in those situations and made me think like a salesman. That part alone is going to help me in my future career" and "They helped utilize the information we had read into real life situations."

In the MARCOM class, the professor brings in an outside firm for which the groups work. Student groups are responsible to the firm for the delivery of a comprehensive and appropriate MARCOM plan for a specific, client/professor-determined target market. The project is broken down into "chunks" including outline, situation analysis, written MARCOM plan, and oral presentation. "Chunking" provides structure to the project; rubrics for each section are provided to delineate expectations. "Chunks" also insure adequate time is given to the project as these are due throughout the semester which short-circuits procrastination. A representative from the firm presents to the class about the needs of the organization; groups are in contact (professor mediated) with the representative throughout the project. The professor and groups meet several times throughout the semester for progress update and feedback sessions. For group meetings a limited amount of time in class is offered after tests and on designated group work days to mimic the way group projects in corporations sometimes work (it is not enough time as groups soon discover). Finally real-world variability is introduced through pre-planned changing of some due dates and the format of deliverables. In the end the representative of the organization attends presentations to ask questions and offer feedback. Students respond positively: "...a great way to piece together all the elements we've learned;" as do organization representatives: "they did such a great job, it has been so helpful." In some cases, internships for especially high-performing students have come from the project experience; yet another experiential learning opportunity.

While experiential learning is often more work for professors in design, conduct, evaluation, and feedback processes (Gentry 1990; Lopez & Lee 2005), it is a highly effective approach that both students and future employers appreciate. These examples only scratch the surface of the possibilities for experiential learning; but, they demonstrate the ease and variability with which experiential learning can be introduced into any marketing course.

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# SUCCESSFUL STRATEGIES IN MENTORING JUNIOR FACULTY

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## ***SUCCESSFUL STRATEGIES IN MENTORING JUNIOR FACULTY PANEL POSITION PAPER***

There are many sensitive issues in faculty-faculty mentoring. Frequently those who mentor junior faculty are the same individuals who will be making future decisions about the junior faculty members' tenure and promotion. Regardless the sensitivity of issues, the mentoring of junior faculty has received increased attention and support in academe during the past few years. How the relationships develop varies among universities and departments; some junior faculty members seek a mentor, some mature scholars may approach a junior faculty member, some relationships evolve naturally through shared interests, while others are the products of policies promoted in the college or department. Individual university faculty may view the role of mentor differently. This diversity of processes, systems and approaches provides the backdrop for the panel discussion on Successful Strategies in Mentoring Junior Faculty by faculty representing a variety of different perspectives and viewpoints.

A good mentor will guide the protégé in ways that will help the junior faculty member avoid the many mine fields in dealing with students including but not limited to the course syllabi, grading scales, student issues in the classroom and student evaluations. The mentor should also alert the junior faculty member to any potential minefields related to office politics. This should be done without prejudice and without the airing what may be considered "dirty laundry."

The new faculty member will most likely be given copies of promotion and tenure guidelines, review protocols, etc. These were usually documents written by committees and are at times incomprehensible to a new faculty member. The frequent use of acronyms can be quite confusing to newer faculty and it is good if the faculty mentor can interpret and explain the documents.

The role of the department chair in the mentoring process may be described or defined in the chair's job description at some institutions. However, how the chair approaches this task may vary. The chair may be expected to advise the junior faculty on departmental expectations in a variety of areas such as, scholarly activities, teaching and services emphases as well as on specific activities and various protocols within the department, college and university. The scheduling of new faculty within their first six years (leading up to promotion and tenure) is an extremely important aspect of mentoring. Junior faculty may need to be guided as to the allocation of their time and efforts. Faculty may be advised to limit taking on additional responsibilities before achieving tenure. Whether the junior faculty should become involved in professional organizations or major University committees is also another issue for mentoring. The chair may also be responsible for directing a new faculty member to faculty development activities that would be useful and suggest the attendance expectations at various functions. Whether the mentoring extends to a personal/social relationship is usually up to the compatibility and desires of both the mentor and the protégé.

Faculty may also mentor faculty outside their own area of expertise or department. This mentoring will be similar to mentoring faculty within one's area of expertise in many instances, but may require the mentor to educate him/herself about the requirements and expectations of other disciplines and other departments. For example, how are single authored publications viewed versus multiple authored publications. In some scientific areas it is acceptable to have numerous authors on one article, while this is less accepted in many business disciplines.

Finally, the mentor needs to know when to "back-off" and let the junior faculty make his or her own decisions about their career. Sometimes letting the protégé make mistakes is the best course of action. Also if

advice given previously has been ignored or disregarded, it may be time for the more mature faculty member to bow out of mentoring. In contrast, some mentoring relationships develop into life-long professional relationships where both parties continue to mutually seek the advice and counsel from each other.

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# **It *IS* a Small World After All: Creating and Executing Varied Experiential Learning Opportunities across the Business Curriculum**

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## ***EXPERIENTIAL LEARNING IN AN INTERNATIONAL OR SOCIAL ENTREPRENEURSHIP FRAMEWORK PANEL POSITION PAPER***

Experiential learning (EL) is “the process whereby knowledge is created through the transformation of experience” (Kolb, 1984, p. 41) and has been broadly embraced within various business disciplines. That history coupled with AACSB’s new (adopted 2013) standards stressing innovation, impact, and engagement, make it likely this pedagogical approach will remain in the foreground of contemporary business education. Additionally, other constituencies demand for higher education learning to be connected to community enhancement and offer practical applications serves as another impetus for educators to offer such programs. As the incentives and interest in EL grows, programs must consider how to move from stand-alone or isolated experiences to crafting a tapestry of meaningful opportunities whereby students are exposed to a variety of contexts and types of EL. Trinity University’s business program employs the following EL formats: foundational learning in key business courses, domestic and international internships, and consultancy course projects for non-profits and small businesses. The remainder of the paper identifies highlights of these approaches.

Much attention has been given to innovative teaching methods that facilitate student learning at the higher levels of Bloom’s Taxonomy (Application, Analysis, Synthesis and Evaluation). Experiential learning environments have been shown to be one method whereby those higher levels of learning can be reached. However, what is often overlooked is the hierarchical nature of Bloom’s (1956) Taxonomy and, in order for higher levels of learning to be reached, mastery over prior levels must first be achieved. Knowledge is the most basic level of Bloom’s Taxonomy; knowledge of specifics, of ways and means of dealing with specifics, and of universals and abstractions in a field. One cannot create a novel without first knowing letters, words and sentences. We do not expect a surgeon to operate without first knowing human anatomy. In the same manner, we should not expect our students to reach higher levels of learning through experiential (or any other) methods of training without first providing them with mastery of foundational knowledge. Before they can effectively apply, analyze, evaluate or create, they must be given the knowledge necessary to be able to reach these higher levels of learning. That knowledge can be provided through many alternative methods (lectures, flipped classrooms, active learning, etc.) but the emphasis must first be establishing a key knowledge base upon which higher order learning goals can be achieved. We have had great success with our experiential approaches. But all of the students we immerse in these experiences have first acquired knowledge of fundamentals and principles (of marketing and other business disciplines). Before success in experiential tasks, students need to know the fundamentals of subjects such as consumer behavior, marketing research, segmentation and the marketing mix variables under the control of a manager. Additionally, in an international context, students must sometimes demonstrate prior knowledge of a foreign language or cultural knowledge. It is this key knowledge base that leads to student success and higher order learning through experiential tasks.

A long-time feature of our marketing curriculum has been to integrate real world course projects as part of a course based experiences. While these projects were substantial in scope and weight, they existed within the framework of a traditional classroom experience where core content was also being imparted and evaluated through other mechanisms. To allow for a more intensive examination of business practice, and use and synthesis of foundational knowledge acquired in previous courses, Trinity’s marketing concentration developed a consultancy course. The consultancy class has worked with domestic and international partners, small businesses and non-profits, with variable course credit depending on the nature of the work project. Student and client responses have

been highly favorable; students interview to be considered for inclusion in the class and there is a waiting list of viable clients. Perhaps the greatest learning outcome is students' greater understanding of the ambiguity of real world, real time business practice; that point becomes a staple of weekly discussions where students move from bafflement that there are no black and white answers to developing skills that allow them to make sound decisions and recommendations even under uncertainty.

When experiential learning takes place in international settings, the reflective part of the learning-by-doing process is reinforced by the addition of another level or dimension: the context in which this experience happens. When this context is defined outside the culture of origin of the individual, the experiential learning process parallels that of adaptation or acculturation. In this sense, learning-by-doing in international settings becomes learning-by-doing-and-adapting. And adaptation fosters innovation.

Since the summer of 2005, Business Administration in cooperation with Economics, Spanish, and International Studies, has offered a six-week Trinity faculty led internship program in Madrid. Students serve as interns with corporations, non-governmental organizations, and associations for four and a half days a week for six weeks. Many of the internships are marketing-oriented. During the nine summers that the Program has been in existence, students have served as marketing interns with EMI Productions (music), OM Sports Marketing, IBM, Avon, ¡Hola! magazine, Grupo Albión (marketing/advertising), and the Brazilian Chamber of Commerce, to name a few. Throughout the existence of the Program the lead Trinity faculty members have been native Spanish speakers, one from Mexico; the other, Venezuela. Students live with Spanish families in Madrid. In summer 2014, the Program is being offered for the ninth time with 21 students participating. Through summer 2014, historical total enrollment in the Program is 142.

At Trinity University's Shanghai Summer Internship Program, participants are placed in small and medium-sized companies in Shanghai, China based on their preferences and academic background. The size of these companies allows participants to witness the challenges that SMEs face in Shanghai's dynamic marketplace at the same time they go through personal adaptation to a foreign culture. On the other hand, the opportunity to experience these two processes (learning-by-doing and learning-by-adapting) in the context of a centrally planned economy such as China constitutes a differentiating component for participants' future professional lives.

Trinity students' development within the business program offers exposure to multiple modes of experiential learning in varied organizational formats and purposes and in settings ranging from the San Antonio Community to countries around the globe. It is this richer tapestry of experiences where students most often move from abstract understanding of concepts to increasingly deeper ability to apply them with confidence and to better understand the role of business practice within the broader community and world.

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# INTERNATIONAL EDUCATIONAL EXPERIENCES

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## ***BEST PRACTICES IN GLOBAL MARKETING EDUCATION PANEL POSITION PAPER***

The old saying “you learn through experience” is most appropriate for students and professors today as they seek knowledge and understanding of the global marketplace. This “experiential learning” is more powerful and longer lasting as it is experienced first hand rather than by more traditional methods from textbooks or instructors. This paper will review some of the approaches for both students and professors - outside of the home campus/country - and the benefits to be gained from these global learning experiences.

For students several approaches to gain global learning experiences are possible. Many students today already have some **international travel** through high schools or with family. I exclude here some of the Caribbean cruises while some of the Mediterranean, Baltic and Asian cruises can be educational. Although offering limited exposure to foreign business they do stimulate interest in further international travel and experiences. **Hybrid courses** (on-line/in-country) are being offered more often at universities. These consist of 6 weeks of on-line exercises with a final one-week visit to the country/location under study. The structured country visit can include cultural/religious sites, government entities and business/marketing firms. Such visits can be arranged through global travel facilitators such as Worldstrides or Education First – College Study Tours and can be tailored to specific course learning objectives. Hybrid courses offer a unique opportunity to combine on-line research with on-site experiential learning. The author’s university has offered several hybrid courses to Turkey, Israel, China, Austria, Brazil among others and plans 4 – 6 per year. Most effective for international learning are **study abroad** experiences for a term (8 weeks), a semester (16 weeks) or for an academic year. The study abroad can be at a foreign campus of the home university, of affiliated universities or as a visiting student. These offer longer opportunities to absorb culture, customs and to practice language skills. The author’s university sends students to its 7 global sites as well as to affiliated universities in Japan and Mexico with Thailand and Vienna, Austria being most popular. The ultimate international experience for a marketing student would be an **international internship** for a summer term or longer. The student not only experiences culture but also gains valuable knowledge of management and marketing skills in the international environment. A successful international internship also forms a solid basis for an outstanding resume when job seeking. The state of Missouri sponsors and arranges international internships in several countries including England, Germany, Japan and Ghana. The author’s students have undertaken diverse international internships such as Chrysler in Austria, the Court of Justice in the Netherlands and a firm in China.

Professors who teach international marketing also need to have global experiences to broaden their perspectives and learn first hand about other cultures and global business/marketing practices. Such provides much rich material for their classes and research. Most professors due to work experience have undertaken **international travel** to many global locations and have already gained global experiences. Even though these may be non-professional one should still take advantage of being in a foreign location to pursue unique experiential learning opportunities such as visits to cultural events, businesses and retail outlets. For academics **international conferences** provide a distinct opportunity for international travel and meetings with global colleagues in “exotic” foreign locations. One should take full advantage of the events and tours usually arranged by the conference that add to the international conference experience. **Hybrid courses**, as mentioned previously, can also be enriching for professors either as a course director or as an assisting professor during the international visit. It can be even more educating by comparing the students’ impressions with one’s own after specific site visits. The author was fortunate to be an assisting professor for a hybrid course visit to Turkey in 2012. **Teaching abroad** experiences can be similar to a student’s study abroad. For the professor they can be for a term, a semester and be part of a sabbatical or visiting professor appointment. Efforts should be made during the period abroad to explore other nearby geographic locations, to immerse oneself in the local culture and make contact with businesses or academics for research opportunities. The author has taught abroad at campuses in Geneva and Vienna and was a guest lecturer at a joint venture institution in Shanghai, China.

The above are an overview of the many opportunities available to students and professors to gain exposure to global activities, experience them and learn more about the world, its people and global business. They can be strong learning experiences and should be a key part of any modern university education program.

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# THE EFFECTIVENESS OF SIMULATIONS AS A LEARNING TOOL

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## ***BEST PRACTICES IN GLOBAL MARKETING PANEL POSITION PAPER***

Simulation, an imitation of a real world operation happening over time, is by its very nature interactive. In imitating reality it provides an important pseudo experience, incorporating at the same time instructional elements for effective decision making. It allows learners to explore and navigate the system and its environment without facing the dangers, expenses and complexities of a real operational implementation.

Educational simulations are being increasingly used for learning and training. Literature supports the use of active learning strategies such as simulations (Fink, 2003; Svinicki, 2004), arguing that these offer students significant psychological and intellectual learning experiences. Technology-enabled style of learning like double-loop learning, focuses less on content and more on the relationships among contents (e.g., marketing strategy) in complex phenomena (Argyris, 1982).

Today's college going kids have grown up with the Internet and online video games. They are tech savvy, and motivated by interactive, hands-on academic experiences, both in and out of class. Computer simulations should be an effective learning tool for this generation.

Any effective learning system fosters active involvement and problem solving through development of abilities of understanding complex interdependencies among different environments, and to making content connections (Alavi, 1994; Alavi, Wheeler, & Valacich, 1995). These point towards one key attribute of an effective learning system: interactivity. Researchers are in agreement (Gee 2003; Torney-Purta 1993). Risk-free, technology supported interactive simulations, which allow play and experimentation, should be a good learning fit with today's college goers. The familiarity of this generation with simulated environments should facilitate comprehension of relationships among contents in complex phenomena and development of problem solving skills.

The process of effective global marketing is riddled with a complex web of cultural, economic, legal, political, and competitive traps that affect marketing. These variables change overtime both within one market, quite dynamically in fast growing countries, and as one grows from one market to another. There are similarities but significant differences across markets, pushing the marketer to strike a balance between creation, customization and costs in each market. Such an integrative, holistic, but unique (for each country) thought process and decision making is a challenge, compared to domestic marketing.

When it comes to using simulation for global marketing the question that arises is: are simulations up for the task of helping students strategically grasp the inherent messiness of global marketing or do these only teach tactical operational moves ( such as what price to keep) ? Success of the latter depends on the former.

Effective simulations not only have valid and relevant information in sufficient depth and breadth on the key characteristics of the system being simulated, but also use simplified approximations. These two opposing forces become difficult to reconcile when it comes to developing an effective simulation for global marketing. Too simplified an assumption makes the simulation unrealistic, but too many parameters while making the simulation more realistic, tend to overwhelm the player putting in question the reliability of the outcomes. Both negatively affect learning. Sophisticated simulations while effective, are expensive for average students and complex to navigate, even for tech savvy students. Both tend to demotivate students to engage with the simulation. Unclear information that does not seem to aid in decision making also frustrate students. Smart graphical interfaces tend to make things more interesting for them. The complexity of global markets and the difficulty in accessing valid and sufficient information to simulate a market also restricts simulations to not the coolest of product categories.

Marketing toothpastes in foreign markets (important as the toothpaste market is) does not seem to get students excited or keep them engaged.

It thus seems that the major culprits are complexity, unrealism, high costs, reduced user friendliness and the non-cool factor. There are several ways to at least partially alleviate these difficulties. Educational institutions can collaborate with simulation developers to develop engaging, sophisticated, realistic, and user friendly simulations by building smart graphics, detailed tutorials and feedback into it. Both can also play a part in reducing the cost of the simulations for students by utilizing such strategies as price bundling and group pricing. Instructors too should collaborate to use them in different classes to the extent feasible.

Simulations and games clearly hold promise as teaching vehicles for global marketing to the college generation, but to be useful as learning vehicles they need to have some beneficial hallmarks. Some of the questions that need to be asked for choosing a good simulation should be (a) is it based on good educational principles and realistic? (b) is it framed around an engaging story? (c) is it easy to use? and (d) does it put some mystery and continuity into the simulation story?

The information science literature gives us some insight into the factors that lead to successful technology adoption in the classroom. The Technology Acceptance Model (Venkatesh & Davis, 2000) and the Task-Technology Fit model (Goodhue & Thompson, 1995) together stress that ease of use, perceived usefulness and compatibility between task and technology, contribute to successful adoption of technology. Instructors play an important part in this through classroom experience designs. Technology hurdles can always be overcome.

Ultimately the essence of global marketing should be applied to selection of a simulation for teaching global marketing. Keeping in mind the college students of today, simulations should be utilized as part of an overall learning system. To be effective as a learning tool, the simulation chosen should be of good quality (realistic, sophisticated but user friendly), as well as packaged and priced for access, interest and desire.

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# THERE'S NO WAY POSSIBLE TO TEACH AN INTERNATIONAL BUSINESS CLASS: BUT DON'T TELL MY CHAIR

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## ***BEST PRACTICES IN GLOBAL MARKETING PANEL POSITION PAPER***

About 8 years ago, my chair invited me in for a talk about a “great opportunity.” He was giving up teaching our international business class, and suggested I would be the ideal replacement given my penchant for travel and my general reading in current events. Flattered, I accepted.

The only part of his pitch that was accurate was that he was giving up teaching the one class we offered on international topics.

When I thought about teaching the course, I went to the textbooks and online sources to see what might be ways to present what I soon realized was the world. I didn't like what I saw, which tended to be generalities with specific examples.

I soon realized there was no best way for me to teach the world, and I admitted as much: “I don't know what should be done in this class, but here's what I intend to do, and here's how you can make this course what you thought you were enrolling in” was my first day's confession. And it has been the last seven years. What determined content were three things: First, what I was really interested in, which was essentially Asia. Second, what happened during the semester. For example, that first year, Cnooc tried to purchase an American oil company (the nation-state and geopolitics in the flat world became a topic), the Chinese squeezed Yahoo to help spy (ethics fell into place), and the Simpsons created one of the most imaginative approaches to outsourcing ever. And third, what students were interested in. That semester, one of my students was the son of a Brazilian admiral. “How come we're not discussing Brazil?” he asked. “We aren't, but you are, and here's the date you're presenting...” The last stratagem has introduced me to topics I wouldn't have thought of covering, but I've had accountants who introduced me and the class to the International Financial Reporting Standards, finance majors who presented on international finance, athletes who discussed the Olympic games and international sponsorships, peace corps volunteers adding their soon-to-be homes in Africa, and so forth.

In addition, I've allowed students to create the kind of course they thought they were enrolling in by selecting readings, and using a simulation that allows choice of countries and product categories. About 55% of the course content is in fact student determined. In conjunction with our Europeanists, especially in languages, I've proposed an international business major with a concentration in Europe, and one in Asia. What it will require from me is an international business course with sections where the readings are tailored to an area. Electives and study abroad will concentrate on those countries or regions.

That begs the question that I set out to answer: can international business be taught? In some ways, it doesn't need to be. Students who have a grasp of market segmentation understand that the “flat world” has speed bumps, and that those speed bumps can be national or cultural, demographics or psychographics. I tell students that when they're done, they'll feel sorry for anyone who deals with the complexities of international business, anyone who teaches international business, and anyone who takes an international business class.

Can it be taught? Probably not. Should it be taught? Probably not. Business principles are business principles—adjusted for segments, where the segments happen to be either nation-states or cultures.

But don't tell my boss. Because I love teaching something that can't be taught.

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# BETTER ENGAGING STUDENTS IN GLOBAL MARKETING CLASS

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## **BEST PRACTICES IN GLOBAL MARKETING EDUCATION PANEL POSITION PAPER**

Compared to other marketing courses, it is more challenging to engage students in a global marketing class. First, the class addresses marketing issues that take place in foreign countries or regions, not in the familiar confines of the students; it is less likely to evoke interests among students. Second, because of the lack of international knowledge or experiences, it is more demanding for the students to understand the nature of the marketing issues, let alone to address them appropriately based on marketing principles. Third, unlike other marketing courses where students are able to make quick connections between the textbook concepts and real-life experiences or examples, lack of international experiences make it more difficult for students to relate the textbook materials to real life experiences, thus lowering their enthusiasm for the course.

To address the issue of lack of international experiences, business schools across the country often resort to cultural immersion activities where students personally experience a foreign culture through study abroad programs, exchange student programs, as well as study tours (Greene & Zimmer, 2003). But the high cost makes it inaccessible for most students. As alternatives, some instructors chose to integrate the reading and discussion of a novel that involves cross-cultural learning to help students develop cultural awareness and sensitivity (Wright & Larsen, 2012). Some paired international students on campus with American students to compare or contrast attitudes or perceptions and to work on the solutions to scenarios involving cross-cultural conflicts (Jones, 2003).

The key to generating interests among students is to make the subject matter or activities *relevant* to the students. Some instructors invite alumni who work in a global organization to speak to the class. Most global marketing class includes a comprehensive group project as part of the required course work. Typically, such project requires students to develop marketing plan for a product or service in a foreign country or region. In order to enhance the personal relevance of the project, instructors can allow students to choose a country that they have had experiences with. Some instructors chose to use interactive technology to capture class attention. This method is said also to increase student participation and foster team building (Ueltschy, 2001). Furthermore, some instructors developed an international virtual team based project involving the collaboration between American and Chinese students. This project offered students an opportunity to experience the challenges that working with cross-cultural teams, such as language barriers, time-zone differences, and misunderstandings due to ethnocentrism present (Hu, 2009). Simulations such as Country Manager are also used to provide valuable experience for marketing students who wish to explore the launch of a product into a new country.

In summary, global marketing class demands extra effort from the instructor to present content materials in a relevant manner in order to evoke student interests and encourage active student participation.

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# FORGING ALLIANCES IN GLOBAL EDUCATION

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## ***BEST PRACTICES IN GLOBAL MARKETING EDUCATION PANEL POSITION PAPER***

The focus of this research is to study the use and effectiveness of a specific organizational form—the horizontal distribution alliance (HDA)—to examine how these alliances affect the international competitiveness of higher education and how work team cultures contribute or hinder the coordination of these alliances

This study will be conducted in the global higher education industry. The primary reason for choosing to study this industry is due to the universities' common practice of forming collaborations in order to use the operating assets (e.g., faculty, facilities, networks, etc.) of other universities to gain access to markets while avoiding large capital outlays. Such relationships involve at least two schools where the two collaborate to deliver educational material to students. The fact that an 'entrant' university must use another university to service its students provides the right conditions for the horizontal nature of these alliances. Given the current financial constraints many schools have been experiencing, the practice is common and not expected to decrease soon.

This institutional reality leads us to our first research question: *how is the use of these alliances helping universities compete in the global marketplace over time?* In previous studies, we found that entrants view HDAs as an important mode of entry/expansion, and a viable alternative to vertical integration, when there are significant governmental constraints on vertical integration in the target country. HDAs are favored when the target country partner's expertise is not too great and when the entrant has relatively little previous market presence. However, what has not been studied and what we are proposing to determine is: how do these alliances lead to greater competitiveness in the marketplace?

This research also proposes to investigate how horizontal distribution alliances are structured and managed. Therefore, our second research question is: *what is the most effective work structure for horizontal alliances?* From AACSB, we know that eight major levels of collaboration exist for schools: Articulation/Twinning; Dual (or Multiple) Degree; Faculty Activity; Joint Degree; Non-Degree/Executive Education; Shared Resources; Study Abroad/Student Exchange; and Validation/Franchise Agreement. Over 94% of schools reported using Study Abroad programs while only 59% used short-term (non-credit) trips to internationalize their offerings. What is unclear is the effectiveness of each of these types of collaboration and which are most able to meet the needs of the two schools.

The first expected contribution from the research will be determining how horizontal alliances are helping schools compete in the global higher education market. The industry has undergone some very specific operational and financial shocks to its system, including decreases in funding of public institutions as well as cuts in donations to both public and private schools. The second contribution comes from understanding the work-team structure of alliances that allow members to coordinate the institutions involved in the partnerships. Gaining insights from personal interviews with the work team members will allow us to determine optimal structures as well as distinguish the effects of multicultural influences on the management of the alliance.

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# NATIONAL COMPETITIONS AS TEACHING TOOLS

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## *NATIONAL COMPETITIONS AS TEACHING TOOLS PANEL POSITION PAPER*

For the past six years, Google has provided opportunity for over 65,000 students and professors in almost 100 countries to compete in the Google Online Marketing Challenge (GOMC) to create and run online advertising campaigns for businesses and non-profits organizations (<https://www.google.com/onlinechallenge/>). Student teams are given a \$250 Adwords budget to develop and administer an online campaign for approximately 3 weeks. Students are required to submit a pre-campaign providing an overview of the client and the proposed AdWords strategy then submit a post-campaign to evaluate the effectiveness of the campaign with future recommendations. Google provides resources and access to a digital marketing course to educate students in the area of Digital Marketing.

In the spring of 2014, Konya Cipul Weber incorporated the GOMC in her Social Media Marketing course at the undergraduate level to enhance student learning and provide valuable, marketable skills. She will share her experience as the administrator of the GOMC competition with lesson learned and recommendations to improve the experience based upon students' feedback and her own observations.

Each year since the 1986-87 academic year, The Collegiate Chapter of AMA has run an international case competition featuring different sponsoring organizations and their specific marketing challenges. This popular competition allows AMA collegiate members to use the skills they have learned in the classroom on a real-world marketing problem. It also helps the sponsor to get marketing insight from some of the newest minds in the marketing profession as they complete their degrees.

As a relatively new faculty advisor at UW-La Crosse, Kristy has made it one of her goals to see their chapter take advantage of opportunities such as this. In the 2013-14 academic year, UW-L made its first solid attempt at participating in this case competition. In order to encourage students to participate, a 1-hour independent study course was implemented and the students met weekly in order to stay on task. Participation in this competition was extremely demanding of the students' time, but all involved felt that they truly gained from the experience. In fact, several of the students who competed last year have already expressed interest in leading next year's team. Seeing the winning team present their project at the national case competition further fuels student interest in this highly beneficial competition.

Providence College's AMA chapter also entered the international case competition. It was adopted as a semester-long project in the Advanced Advertising course in an attempt to leverage the many benefits of team projects while minimizing the drawbacks of client-sponsored team projects. It helped students learn to apply the course material; develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course; and acquire skills in working with others as a member of team. It also introduced the students to four major parts of advertising: the process of advertising, the planning of advertising, preparing the advertising message, and placing the advertising message. In addition, it helped students attain skills necessary for students to advance in their professional lives. These skills include creativity, critical thinking and the evaluation and creation of effective advertising communications, among others.

The American Marketing Association provides a comprehensive competition guide, which outlines the deliverables expected from the students, along with several financial summaries of organizational performance in sales and market share. From this project, students learned how to use secondary market research to perform a situation analysis; to conduct primary marketing research; to segment a market, identify a proper target market and position its brand toward that target market; devise a marketing strategy and tactics; and to propose how they would measure and evaluate their integrated marketing plan.

The students' learning is evidenced by the excellent scores they received on the judges' scorecard, which resulted in their top 20 finish in the national competition, earning them an honorable mention. Encouraged by this outcome in the college's first entry into the competition, Mark DeFanti intends to adopt the American Marketing Association competition as the final project of both the upcoming Principles of Marketing course and Advanced Advertising course.

Each year, the Collegiate Chapter of AMA also runs an interactive tradeshow competition. Only forty student teams are selected to compete. Each chapter is to promote the annual conference theme and their own chapter activities. Canisius College decided to compete for the first time in 2009. That year, Canisius College won both first places for the competition: one, awarded by the 1,200 students attending the conference, and the second, by six faculty judges.

In the five years following, Canisius College has placed first three more times, as judged by either the faculty panel or the attending students. This competition allows students to express their creativity and practice their marketing skills with two audiences of varying backgrounds. During the three-hour open house, students are able to view each other's tradeshow pavilions, and can engage and interact with other chapters of the American Marketing Association. When students return to Canisius College following the annual conference, they are highly energized and excited to being preparations for the following year's interactive tradeshow competition.

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# **BUILDING STUDENT PORTFOLIOS: CREATING A COMPETITIVE JOB ADVANTAGE BY CREATING WORKING EXAMPLES OF MARKETING TOOLS**

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## ***GRADUATES AS PRODUCTS: HELPING STUDENTS ACQUIRE A PROMOTIONAL IDENTITY PANEL POSITION PAPER***

Many professions have demonstrable portfolios of past work or skilled achievements. Marketing has not provided much of an avenue for our students to create a working collection of marketing tools. We have not promoted the creation of examples of a student's skills by having them build presentable entities which could be a forum for discussion of their skills or attainment of measurable output or landmark achievements. Let us consider a few avenues we could establish for our students which could "beef" up their resumes and give them physical evidence or a portfolio file which could be seen as effectual evidence to solidify their image creation to a job recruiter. These areas can cross the entire spectrum of our courses and turn the learning process from just memorization to a "valuation" process that generates physical evidence that can document the depth of our students thinking, skill and output.

From reports to projects: Anything that can be written as a factual report can be turned into a "How to" project. When a student states they created a project with a proscriptive outline of actions and solutions for a problem rather than a sequential descriptive report, it changes the importance of the output. For example in integrated marketing communications courses students can be given a small (and realistic) budget to develop a realistic integrated marketing communications plan for an actual, local client. Instead of a documentary report students have now created an actionable program to build the brand image, increase visibility, or simply sell more widgets based on their client's goals. The resulting project becomes a pro-active program of potentially real actions, which a prospective employer can evaluate as to the individuals thinking, strategy, and use of resources.

From observations to measurable creations: We tend to bring things to class that demonstrate strategy, design or placement failure/success. We illustrate what went wrong or right but give the student little room to propose solutions or potentially "earth changing" outcomes. Instead of just requiring cranial observations and documentation, turn it into an exposé of creative processes where the student can take a real world product and show their thinking for improvement and revamping. The final output would be a point by point walk through of how they approached the problem, what they see as critical factors for change, and why they chose that sequence and variation depending on how they view the marketplace and demographic constraints. They now have a portfolio item of a visual checklist of process, measurable points of differentiation, a market testable prototype, and a traceable map of creative/investigative thinking. A student-developed content marketing plan that requires creative strategy based on customer needs demonstrates the application of marketing research theory and the student's ability to synthesize data into creative action. Developing such a plan for an actual organization, then implementing and analyzing the plan creates a public portfolio for the student. The employer can now see a real world example of the student's ability to think outside the box and how they approach and think about a real problem that needs rethinking.

From recommendations to applications: Another area where we miss the opportunity to give our students a portfolio tool is in how we require the write-up of observations of a case or problem. We want their sequential thinking about how they approached the problem rather than what creative steps need to be taken to solve the problem. Employers want to see how the mind comes up with a path of valued solutions rather than just a checklist of items for review. The student can create an action checklist for the problem and then blossom it up with creative alternative scenarios. Since most of the time there isn't just one solution, they need to have a portfolio item to show their stratified dissection of the problem. An example of this type of project would be to partner with a local festival whose genre exists nationally, such as a state fair or Renaissance festival. Each students writes a case study of similar fairs nationally to develop attendee personas, compute social media metrics, and analyze their content

marketing approach. Upon presenting their case studies, students can collectively, in class, develop creative marketing strategies for their local fair. Lastly, students create content for the fair such as profiling key events, sponsors, and acts via written (blogs, Twitter, Facebook, etc.) and visual (Instagram, SnapChat, YouTube, etc.) social media. Add to this a “change map” with proposals that show they understand some of the multiple variations, and the cause and effect of contingencies that can exacerbate the problem. The student now has a portfolio item, which shows their lateral thinking, observational detail and a strategic map showing possible variations to success.

From reading to directed imagination: We all require a set block of reading material for all of our courses. It is a definitional base process that may or may not get the student to focus on meaningful or end results information scanning. When the student has no specific goal to their reading except to memorize, then the thought process and outcomes deteriorate. If we give our students a specific outcome that they must manage and create from their learning exercises then the cognition process changes from “storing” to “building upon” as an outcome. If we ask our students to come up with a new solution for a new kind of billboard, then their reading and exposure to information not only covers a broader spectrum of promotional thinking but they are looking for solutions not just key terms. They then can build a new idea or potential solution. Most employers would love to see and hear a prospective employees thinking about how to create a more effective billboard or any other type of media tool. This process would give the student a fresh portfolio item, which documents their research, creativity, awareness of environmental constraints and critical points of capturing customer involvement and engagement. For example, give the students a creative or imagining goal of how to build a small businesses brand, then let them retrieve, synthesize, and apply information for creative solutions.

We need to create a path of more effective and dynamic exploration that yields visual and publishable portfolio items. Our students will have a competitive advantage in the marketplace if they can take into an interview a series of thought provoking and “eye popping” examples of their thinking, thought processes and problem solving creativity. We have publishing platforms that facilitate these portfolio examples that serve to validate and augment paper-based portfolios.

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# INCORPORATING RESEARCH IN THE UNDERGRADUATE CURRICULUM

*Pallab Paul, University of Denver*

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## *INCORPORATING RESEARCH IN THE UNDERGRADUATE CURRICULUM PANEL POSITION PAPER*

Incorporating research in the undergraduate curriculum is becoming more and more commonplace in most universities. It is becoming a cornerstone of our undergraduate education where students are provided with opportunities to conduct their own research or to work side-by-side with professors on projects with real-world applications. Such learning by experience – letting students put their knowledge into action now, not years in the future – is becoming a critical part of their training. Consequently, these days it is not unusual for a student to collaborate on a journal article with a faculty or to accompany professors to a conference to present research findings. The goal is to train our undergraduate students to conduct their own scholarly projects and help them find their own answers.

There are several ways this can be encouraged. In a small Western private university, we have had some success following the following strategies:

- (1) **Focus on collaborative research** – A competitive program called *Partners in Scholarship* provides students a unique opportunity to design and execute a scholarly project that involves in-depth study in a specific area of interest, under the supervision of a faculty. Funding up to \$1,500 is available to cover the expenses necessary to ensure the completion and success of the project.
- (2) **Incorporate innovative curriculum** – Like many universities, our university has an ‘Honors’ program which helps students develop their own scholarship and pairs them with a faculty member. These ‘honors’ students follow a much rigorous curriculum compared to their counterparts in the regular undergraduate program, culminating their experience with a research ‘thesis.’
- (3) **Create a student scholar travel fund** – This provides up to \$1,000 for students to travel to an academic conference or scholarly meeting. These academic presentations and interaction with other scholars help students understand the overall impact of research and its role in our education system.
- (4) **Provide opportunity for summer research grants** – This offers undergraduates a meaningful research experience working with a faculty member from June to August. These grants are intended to stimulate student/faculty collaborative projects and students can request up to \$3,500 that may cover a stipend and project expendables.
- (5) **Share findings through a symposium (a conference of undergraduate research)** – This annual event brings together all undergraduates who have engaged in research to present their work. All grant recipients are required to submit a report to describe the outcomes of the research and relative success of the proposed project. Last year, over 100 students presented their research or creative project through poster presentations or keynote addresses. This symposium celebrates the University as a place where students and faculty become partners and share the satisfaction of academic excellence.

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# UNDERGRADUATE RESEARCH AND INSTITUTIONAL RESEARCH BOARDS: FACILITATORS OR HINDRANCE

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## ***INCORPORATING RESEARCH IN THE UNDERGRADUATE CURRICULUM PANEL POSITION PAPER***

Undergraduate research (i.e., inquiry or investigation conducted by an undergraduate student that makes an original intellectual or creative contribution to the discipline) gives students a competitive advantage in graduate schools and the job market. A growing number of schools are institutionalizing undergraduate research (UR) as the *norm* (CUR 2014). Many schools have UR conferences and journals. Regional UR conferences are increasing across the USA. Formal USA educational organizations such as the Council of Public Liberal Arts (COPLAC) host UR conferences featuring outstanding research in their online research journal “Metamorphosis.” Many COPLAC conference participants continue their work at the graduate level (COPLAC 2014). One key factor on the pathway to UR success is the school’s Institutional Research Board (IRB). When moving an IRB application through the review process, the IRB can hinder or facilitate progress to completion. Most UR is conducted over the course of one academic semester or quarter, requiring timely attention to applications. Research involving human subjects or animals holds significant challenges to completion of the process. Negative experiences at the subject university led the researcher to follow the lead of Ford (2013) “if you’re going to present me with a problem, please be willing to work with me on a solution”. Thus, the researcher engaged in an extensive search for best practices in compliance with Federal human subject regulations. It became clear that issues for researchers across several schools varied. To be successful, IRB constraints must be identified and best practices proposed as formal recommendations. The IRB’s role must be to serve as a facilitator and not a dictator of perceived interpretations of rules. Faculty/staff can recommend changes; however, to create a high functioning IRB supporting research requires top administrators to function as facilitators providing resources that the IRB needs as administrators have the power of change.

For this case study, one university in the Southeastern USA’s constraints were: 1) policies above those required by the Federal regulations; 2) misinterpretation of regulations as IRB statuses of exempt, expedited, or full review; 3) reviewers not fully trained or misinformed as to Federal guidelines; 4) too few reviewers to cover increasing research review load; 5) dysfunctional computer input system; 6) resorting to available but not optimal (free) human subject training and certifications (NIH) needlessly consuming students and faculty time; 7) applications designed to collect information not directly related to protecting human subjects; 8) IRB Chair and/or university attorney’s lack of training on international research laws; and 9) lack of IRB transparency. Based on constraints, the subject IRB could not function at a level needed for UR to be successful. Proposals for positive change included: Constraint (1), the solution comes from the full IRB discussing Federal guidelines and interpreting them along with the university’s legal department. Once addressed UR can move forward in a timely fashion. As to constraint (2) it was proposed that IRB Chair and university lawyer be given proper training. It was highly recommended that the IRB Chair be someone who has extensive research knowledge and has served on an IRB for multiple years. Solutions offered for the third constraint were to offer routine training in regulations and in research methods outside of the Board members area of expertise. For the fourth constraint, there are no Federal guidelines as to number of IRB members required. An overburdened IRB means that turnaround time impedes progress resulting in unnecessary frustrations causing UR faculty mentors to give up mentoring. The proposed solution was to populate the Board with reviewers based on amount of research applications with reviewers proportionate to areas of the greatest volume. Also, training Board members in various types of research (e.g., creative endeavors, ethnographies, interviews, etc.). A routine review must be conducted to show the areas where more reviewers are needed. However, one drawback to increasing the size of the IRB comes an overburdening faculty and staff. An option may be to have a “sub-Board” that serve during times of high volume of UR. There are three levels of IRB review: *Exempt*, *Expedited*, and *Full Board Review*. Thus, another alternative to increasing the size of the IRB is to reduce the existing IRB’s workload by following the Department of Health and Human Services (DHHS 2014) guidelines (CFR 45 Part 46). DHHS offers a decision tree which the IRB Chair or legal department can identify truly exempt

research. Using a decision tree such as provided by Federal government “Human Subject Regulations Decisions Charts 2-10” facilitates the process. Items falling into the exempt categories are quickly identified and approval to proceed takes less than a week. Solutions to constraint (5) vary depending on resources. Purchasing canned software programs often requires costly programming changes or living with inefficiency. As to the subject university, the “canned software program” created more work and did less than its homegrown predecessor. Traversing the application process was tedious. Feedback on reviews was not automatic and created more work for the Chair, reviewers, and applicants. Additionally, the software contract was costly and difficult to end. It is proposed that whether the software is purchased or created that a representative group of IRB reviewers, applicants, Chair, and university lawyer be involved in setting parameters. For the subject university, the solution was to abandon the “canned software” and for the university’s IT Department programmers to design a program tailored for the IRB’s needs for a system that can be upgraded when needed. As to constraint (5), the solution must come from administration. Just because something is free does not mean it is the solution. NIH training is wonderful if you are researching in fields such as medicine. However, for UR doing research in the humanities, business, or other areas, NIH creates an unnecessary burden. NIH is time consuming and involves information that is beyond the scope of much research (e.g., surveys). Alternative training and testing (e.g., CITI) costs very little per capita. To resolve constraint (6), a solution put forth at the subject university was to follow Federal guidelines. For example, does the IRB need to know the expected outcome from the data collection? What if the researcher is conducting grounded theory research? Here the solution is to review the application and determine what questions are relevant to the Federal regulations and eliminating others. Solutions to constraint (8) are not easy. In today’s global environment information crosses borders without boundaries. The research that faculty and students conduct must keep up with these trends to stay competitive. Adding an extra layer of approval that is not required and incapable of occurring within a timely fashion is counterproductive. The USA institution administering the research has the primary responsibility, normally codified in an assurance, to ensure that the project complies with USA regulations. Common Rule §101(h) discusses foreign human subjects regulations and procedures for substituting them for USA regulations. When an appropriate foreign IRB exists, then it is appropriate to involve it in reviewing the research. USA institution’s IRB Chair determines that the procedures prescribed by the foreign IRB afford protections that are at least equivalent to those provided in the Common Rule. The solution is to set in place policies, procedures, and forms that allow for identification of research in foreign areas that may allow the USA IRB to be the responsible authority for approval. Lastly, for the current case study, the lack of transparency of the IRB’s website was extreme. Recommended solutions were to develop a website that addressed all key issues in transparency of the IRB including: 1) IRB policies as approved by the University Senate, 2) key IRB members’ roles, 3) help section for frequently asked questions, 4) decision tree leading to the type of application to file, 5) links to training/certifications, and 6) links to the application. An outcome is a reduction in the workload of IRB. In addition, to the above offered solutions it was further recommended to the subject university’s IRB that the IRB Chair be elected by the member of the Board and that the Chair possess excellent interpersonal skills. Mere training does not change a “dictator of the law” to a “facilitator.” The subject school (<7,000 students) handles >150 IRB applications in a typical semester. With the drive to institutionalize UR, need may well be increasing significantly at many colleges and institutions. Thus, IRBs must be current on Federal guidelines and adjust only where needed.

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# TEACHING STUDENTS THAT CLIMBING THE CORPORATE LADDER IS NOT A SOLO JOURNEY

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## *CAREER CHANGE: LESSONS FROM CORPORATE TO CLASSROOM PANEL POSITION PAPER*

Team projects are an ever-present element in many undergraduate business programs. Students' attitudes toward team projects are often ambivalent – they enjoy the opportunity to collaborate with their peers, yet managing tasks and making decisions are convoluted by diverse levels of motivation, participation and knowledge. The question arises whether team projects have true value for students beyond the classroom or are they simply an easy avenue for educators to shift the work load? As a former corporate marketing and communications manager, I find that there are several benefits to exposing students to team projects. I outline examples of team project scenarios, identify core challenges and benefits, and offer recommendations for linking team projects to the corporate experience.

My first experience with team projects in the curriculum occurred during my role as a graduate assistant for the Principles of Marketing recitation (lab) course. As part of an experiential learning focus, students attended a lecture that was supported with a web-based simulation of brand management. In teams of four – six students, the groups were tasked with making critical marketing mix decisions based upon the product lifecycle and other variables. The simulation included budget constraint and gave financial (and other) results in real-time. A core benefit was that teams were able to see all of the other teams' performance as well. The measure used in the teams' final grades was the final stock price, which rose and fell according to the students' performance.

Inevitably, intra- and inter-group conflict would arise. Within the teams, students would covertly out their “co-workers” for a lack of participation or other performance issues. Among teams, students would make accusations of cheating or “gaming the system.” Further, since the course was required of all business majors, inter-departmental conflict occurred, with accountancy and finance majors often resenting marketing and other majors' perceived lack of logic and analysis. Despite these myriad challenges, there were clear benefits to the exercise. In addition to students experiencing introductory marketing concepts with real stakes (i.e., their grades), teams are exposed to the realities of Corporate America: intra- and inter-firm competition, forced teamwork, interdepartmental interdependencies, and ethical conundrums, among others.

A second scenario is the case of applied team projects, such as service learning components. My current Principles of Marketing course includes service learning requirements, wherein student teams partner with local non-profit agencies for semester-long marketing projects ranging from website development to event management to client recruitment/relations. The aforementioned issues also appear in this scenario; however, they coupled with the demands, complexities and personalities of real-life customers. Typical corporate conflict occurs: unclear or unreasonable customer expectations, miscommunication, and multiple stakeholder demands (e.g., customers, volunteers, “employees,” etc.). On the positive side, students learn to negotiate, manage their individual and collective time, and address the needs of markets for which they have little contact or knowledge. It is important to note that in both scenarios (simulated and service learning), students are required to submit a report and deliver a presentation to their classmates.

So what are the lessons learned, and how do educators with corporate experience leverage that expertise in facilitating team projects? Most importantly, educators should identify and explain the relevance of the team project from the onset. It is critical to position the team project as a shared learning experience versus a combative or overly-competitive endeavor. Further, it is beneficial to highlight the advantages of the team project from a practical perspective; the lessons, joys and hardships the students experience will prepare them for future roles in the firm. Educators with corporate experience can pre-emptively address potential conflicts by sharing their own experiences. As an example, I share accounts of my experiences with the sales/relationship management team and their role in

customer satisfaction. As a marketing director, I had the dual agendas of satisfying customers and maintaining a harmonious relationship with sales team members. I explain how introducing a third-party, marketing research contractor allowed me to identify the true gaps in service quality while maintaining positive relationships with both stakeholders. In my experience, such balanced approaches and political acumen are critical to advancement within many firms, particularly as an entry-level employee or new hire.

Further, educators are cautioned to set clear team codes of conducts and accountability early on in the term. Syllabi may address frequently asked questions, and outline ethical standards. A common feature is the ability for students to “fire” their teammates (with the professor’s permission) for inappropriate behavior or lackluster performance. Additionally, having peer evaluations and client evaluations may influence student participation. Another option is to outline what constitutes each letter grade in “corporate” terms; that is, A for Advancement, B for Bonus, C for Cost-of-Living raise, etc. This allows students to understand their performance in context. In all instances, educators with corporate backgrounds should take every opportunity to integrate their own examples and expertise into the team project experience. Personal and other case studies provide a rich opportunity to expand students’ critical thinking skills.

Despite technological innovations, teamwork is a valuable and permanent fixture for business practitioners. In fact, technology may amplify the need for team-based approaches, with blended expertise coming from multiple departments in order to launch new products more quickly and to broader markets. The more business students are able to adapt, negotiate, and employ social skills, the better they are likely to fare in ascending the corporate ladder. Perhaps the intrinsic, media-based social nature attributed to the millennial/digital native generation will be advantageous as they pursue their career aspirations. However, their reliance on texting rather than face-to-face talking may put them at a disadvantage with other generations and/or diverse leadership communication styles. Further, in an American culture engrained with Contrary to many students’ beliefs, people skills are an important part of every role and function within the firm – from customer service to the C-suite.

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# TRANSITION FROM CORPORATE TO ACADEMIA

*William Goodwin, Park University*

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## ***TRANSITION FROM CORPORATE TO ACADEMIA PANEL POSITION PAPER***

Transitioning from industry or corporate to academia can be a rewarding career move. The informed professional will utilize their industry background to educate their new students, reflecting on the working side of the industry. The industry person will provide exposure to and experience with the “real world” aspect of their students’ respective degree fields.

Personal experience as a 22 year adjunct while working full-time has shaped my opinion in this area. I have seen doctoral level, full-time faculty who have never worked in industry or corporate environments. These faculty have teaching and research skills to support outstanding theory based teaching, presentations, research, and publications, strengths that the industry trained faculty will need to develop. On the other hand, the industry trained professional transitioning to academia brings unique skills and real world experience to the classroom.

Integrating their diverse backgrounds, personal and professional expertise, and life experiences in both the classroom and throughout the college community (Keller & Pryce, 2010; Wallin, 2004), these industry trained teaching professionals can bring meaningful insights to students who find value in their instruction (Stenerson, Blanchard, Fassiotto, Hernandez, & Muth, 2010). The prior experience of these professionals aids in bringing current perspectives and hands-on exposure to breathe life into classroom topics through firsthand knowledge and real world examples (Wallin, 2004). By bringing this knowledge and prior experience to the subjects they teach, these industry trained faculty can expose the students to the practical aspects of their field.

Faculty with experience in both higher education and the business world can add to an institution’s success, serving in a unique role, while integrating into academia (Latta, 2004). Industry trained professionals who transition to higher education faculty can augment the quality of instruction, allowing higher education institutions to offer programs with a focus on the specific needs and career goals of the growing population of adult learners, and affecting positive student outcomes (Mancuso, 2001). Adult learners are defined as students who have met family, work, and community objectives in life and are independent of parents and full-time student status (Mancuso, 2001). The adult learner population currently comprises approximately 40% of all enrollments on college campuses and continues to grow (Klein-Collins, 2011). These adult learners often seek to further their career development, enhance their skills, and sharpen their areas of expertise to allow them to make gains in an increasingly competitive industry job market (Wlodkowski, 2003).

Business professionals transitioning to academia may have strong leadership ties to corporate America, as many have reached first level senior management ranks and are willing to impart this knowledge through teaching. These business professionals can serve as resources and mentors for students in their careers, providing the necessary tools to succeed in their respective fields (Lyons, 2004). According to Gappa, Austin, and Price (2007), the expertise and prior knowledge of these individuals is valuable to both the students and the institutions. When facilitators transfer their experiences from their worldview through instruction, the process of learning from prior knowledge spreads throughout the community of learners (Passerelli & Kolb, 2009).

However, non-academic industry or corporate professionals entering academia need support to develop the necessary skills for a smooth transition between the two careers. Those with the industry experience and a doctorate degree will start as junior faculty. They will have to experience 2-3 years of academia and the related class work, committee work, and research requirements. Although they bring prior industry knowledge, they will need to adapt to a new perspective and role. The industry professional who has taught as an adjunct or first year lecturer will have a feel for their new role in Academia. Support through peer mentoring and other mentor programs can assist in this transition. Ultimately, the new faculty member will have to take measure against their industry experience and background to ascertain whether academia is indeed their future.

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# TRANSFERRING SKILLS: INDUSTRY TO ACADEMIA

*Robert Schneider, Park University*

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## ***CAREER CHANGE: LESSONS FROM CORPORATE TO CLASSROOM PANEL POSITION PAPER***

**Abstract:** This paper takes the position that there are skills that transfer well for the new teacher from industry to the classroom, and that discovering which skills transfer and which will need to be acquired is important. Senior academics can mentor and model effective behavior for new academics, but often this interaction does not occur. This can leave the organization as a whole responsible for training new academics that come from industry through the use of continuing education opportunities.

Many post-secondary teachers move from industry to academia. Some go directly to the classroom full time, while others become adjunct professors before taking a full time teaching position later. Regardless, there appear to be skills that cross-over between industry and academia. Much of these skills are centered on the ability to know one's self (Palmer, 1998). In fact, Bass (1990) links one's insight to the ability to have empathy, something that is necessary to move from a teacher-centered to a student-centered focus (Gardner, 2014). Knowing which skills make one successful in industry, and then discerning which of those skills to keep for a career in academia can be a key toward success.

Several fields of academia have normalized the move from industry to academia; nursing is one of those fields (Gardner, 2014). Most nursing professors have made the transition from industry to academia, and can subsequently aid newer teachers in their transition. This is often accomplished through mentoring and behavior modeling. Bass (1990) concludes that people are more attentive and active in the learning process when effective behavior modeling is involved. Concern for active and attentive learning is significant in industry when training workers (Bass, 1990), as well as in the formal classroom (Young & Shaw, 1999). Not all fields have an expectation of working in industry prior to teaching, and that can create gaps in understanding when a traditional life-long academic mentors a newer teacher who is moving-over from industry.

Knowles, Holton, and Swanson (2005) make the connection between training new employees and teaching college students. One common theory for managing this relationship is Hersey and Blanchard's (1969) situational leadership model. Much of one's behavior as a leader or teacher in this model is determined by the maturity level of the learner. Less mature learners, whether at work or in the classroom, demand a more task-oriented focus from the teacher, while more mature learners often respond to a less task-oriented and a more relationship-oriented focus. This is a model that most industry leaders are very familiar with, and one that transfers well to the post-secondary classroom. Often these distinctions made toward student focused activities are labeled as "responding to one's individual learning style"—however without a basic understanding of pedagogy this connection may be missed by the new academic.

Gardner (2014) found that a lack of formal preparation for teaching before entering the classroom is a complaint for some industry-to-academia new teachers. Pedagogical knowledge is not traditionally taught outside of education curriculums, yet it is sited as a key to success for teachers (Gardner, 2014; Polk, 2006). Most new academics do not voluntarily take an education course in pedagogy prior to starting teaching, which places a large importance on the academic organization to ensure that their new teachers have a basic understanding in this area. Academics who do not embrace life-long learning tend to not be as successful as those who do (Polk, 2006), and often this "continuing education" type learning falls on the academic organizations' ongoing faculty development program (Gardner, 2014).

Effective communication skills are required for success in industry (Bass, 1990), as well as for teaching (Polk, 2006). Thus, communication skills are required in both areas, yet some seem to abandon their effective communication techniques learned in industry when entering the classroom. No industry leader would make employees sit and listen to a lecture for hours on end, yet some new academics do attempt this. Gardner (2014) describes this process as moving from teacher-centered to student-centered activities—again focusing on the need

for an understanding of pedagogy. Many new academics lack the time and/or motivation to sit in more senior teachers' classrooms to observe their methods, yet this type of modeling may be beneficial.

Effective behavioral modeling aids in learning (Gardner, 2014; Polk, 2006; Bass, 1990). In order to model effective study skills one likely needed to have been an effective learner (Polk, 2006). This is aided by the need for the academic to remain up-to-date in their related industry (Gardner, 2014). Often a surprising element to teaching at the post-secondary level is the requirement for committee work, service, and scholarly activity (Gardner, 2014). However, this "other-than-teaching" work can be leveraged to stay up-to-date in the related teaching field. One can serve on an advisory board for a related industry, volunteer to mentor or teach new employees for industry, or serve in some other related way that will result in the academic learning new information by being involved in the industry beyond doing research and reading textbooks.

Lastly, another common leadership theory that transfers well from industry to academia— path-goal theory. The path-goal theory (House, 1971) shows the learner in academia or the follower in industry the potential payoff for their behavior, and then demonstrates the path to obtain that payoff. This is easily accomplished through demonstrating the personal path taken in industry by the teacher prior to becoming an academic—assuming the teacher was successful in industry. This tactic can be used while mentoring (and often includes the use of behavior modeling through story telling), and demonstrates the desired relationship between supervisor and worker, and teacher and student.

In conclusion, there are several skills that transition well with the new academic from industry to the classroom. Knowing which skills transfer, and knowing which new skills will likely need to be obtained is important for new teachers in this situation. Knowles, Holton, and Swanson (2005) make the point that we should be moving from being "teachers" to becoming "facilitators of learning." While this may still be a new concept for some life-long academics, facilitating learning in organizations is something many industry experienced academics have done before on the job and should now be very comfortable doing in the classroom.

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# USING EXPERIENTIAL LEARNING IN MARKETING EDUCATION

*Theresa Billiot, Cameron University*

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## ***USING EXPERIENTIAL LEARNING IN MARKETING EDUCATION PANEL POSITION PAPER***

In this experiential learning project, 29 students enrolled in an undergraduate advertising course at a university located in the Southwest represented Red River Best Chevy Dealers, a regional automobile group of four Chevrolet dealerships. This experiential classroom project involved the following mandates: (1) create an integrated marketing communications campaign (IMC) for the 2014 Chevrolet Silverado, while highlighting social responsibility for Red River Best Chevy Dealers; (2) integrate theoretical frameworks and course concepts and terms into their campaign; (3) manage a budget of \$5,000; (4) demonstrate the ability to tolerate ambiguity when dealing with events involving prospective and current clients; (5) develop relationships with prospective and current customers; and (6) create a compelling, creative, and competitive campaign. To simulate the competitive advertising industry, students competed against classmates and another rival university to influence the adoption of their campaign by the client. At the end of the semester, students had to present a formal client presentation.

The class was divided into five cross-functional teams consisting of diverse backgrounds including information technology, graphic design, management, marketing, linguistics, and public relations. Each group selected a team captain to serve as an account manager and as a liaison between the course instructor and other group members to discuss their budget and IMC plan. Student groups also developed the following consumer segments: (1) family segment; (2) loyalist segment; (3) working class segment; (4) customizer segment; and (5) tomboy segment.

After each group selected their consumer segment, students studied their consumers by using social media to follow on-line conversations. For example, students used Twitter hashtags with certain keywords (e.g. #Chevy, #Silverado, #Tomboy, #Family) to examine trending topics, to identify values, tastes, lifestyles, and preferences, and to discover driving factors that influence attitudes and behaviors among their respective segment. After gathering and analyzing social media data, students developed consumer profiles.

Students self-selected a theoretical framework(s) as the basis for their IMC plans. Students had to analyze how each self-selected theory was applied. In this course, students used the Flow Theory, Maslow's Hierarchy of Needs, and Elaboration Likelihood Model. With the customizer segment, for example, this group identified each stage of Maslow's Hierarchy of Needs and used examples from their event to illustrate how each stage of the pyramid was fulfilled.

Groups also positioned their client's brand as a "for-profit with a heartbeat" by integrating social causes with their events. One of the key messages from the students' IMC plan was to demonstrate brand personality traits such as competency and warmth. Social causes chosen among the groups included breast cancer awareness, volunteer firefighters, military troops, and a student organization.

In addition, the family group, the working class group, and the tomboy group secured funds to produce television commercials. Students learned how to storyboard commercials, which involved lectures devoted to creating connections between characters, the targeted audience, and the Chevrolet brand. Prior to production, students developed objectives and key messages/taglines that conveyed their main message to the group's target market. Students were also counseled during the pre-production and production stages of the communication tools with broadcasting industry professionals.

At the end of the semester, students presented their campaigns to upper-management and owners from the local Chevrolet dealerships. For the client presentation, students developed a "Red Carpet" event to create a professional client entertainment event that was held in the School of Business auditorium. Students rolled out red carpet, filled

champagne glasses with sparkling cider, provided Italian appetizers and entrees, and produced an opening video presentation for the client. Each group explained their consumer segment, their events, their theories and how these theories were applied, their results from these events, and the students' perceived added value from engaging in these events.

From the professional perspective, students received an overwhelming amount of positive feedback. A co-owner and operator of one of the dealerships said, "they blew him away" and that he plans to use the "Strong Trucks for a Strong Woman" tagline in future advertisements. A general manager stated how each group provided viable and creative concepts that can be realistically used in future Chevrolet campaigns. Overall, the Tomboy group had the most impressive campaign, and this group influenced one of the dealerships to adopt their television commercial; this commercial is expected to air in the fall of 2014 in two mid-size markets. Moreover, the Tomboy group impressed the Advertising American Federation by winning a local ADDY with their commercial.

From an academic perspective, this project provided an examination of strengths and weaknesses in certain academic core competencies. For example, each group exhibited strong creative and critical thinking. This skill set became more evident through experiential learning versus traditional classroom pedagogy. However, each group struggled with determining return on investment. This weakness raises a concern because students lack the ability to transfer this quantitative knowledge in authentic experiential experiences despite pass academic courses in finance and accounting. Another valuable learning lesson with this project is seeing students develop a better understanding on how projects must be started immediately. Traditionally, students tend to procrastinate in their course projects. However, students enrolled in this type of experiential learning understood very quickly how procrastination results in wasteful spending. For instance, two student groups experienced ordering supplies at the last minute, leading to higher-costs due to "rush production" and "overnight shipments" in order to receive certain products by their event's start date. These expenditures were preventable if students had planned and executed with the notion of lead-time in mind.

From the students' perspective, students expressed how they received extensive hands-on experience and how this learning provided them with an edge in the job market. Overall, students expressed a higher-level of confidence and enthusiasm after the clients expressed their perspectives toward the students' projects. Students were in a celebratory mood at the end of the presentation. The following day, more than half of the students returned with an upbeat excitement and transparent pride toward their higher educational experience.

In conclusion, this experiential learning project empowered students to develop a campaign they believed best represented their client's brand and their consumer segment. Despite this empowerment, marketing educators must still ensure students grasp the value of having this type of authority. Students may not comprehend how future industry bosses may not provide this level of freedom to create a campaign for clients. In the end, experiential learning is meaningful, instructive and enjoyable for students, instructors and clients alike.

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# SUSTAINABLE BEHAVIOR CHANGE THROUGH COMMUNITY ENGAGEMENT

*Deborah DeLong, Chatham University*

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## ***USING EXPERIENTIAL LEARNING IN MARKETING EDUCATION PANEL POSITION PAPER***

This panel presentation describes the third in a series of student-led experiential courses designed to advance sustainability principles and practice within consumer, company, and community populations. Previously described courses involved sustainable behavior change intervention targeting consumer and employee groups. In this course, students designed and implemented a strategic marketing campaign to promote “buying local” and “buying sustainably” within a local municipality.

Dormont, PA is located just outside of the city of Pittsburgh, with roughly 8,500 residents and a number of commercial zones. It is a thriving community, with close proximity to downtown Pittsburgh, bus and light rail mass transit, quality schools, public pools and recreation centers, local bars and restaurants, and strong local government. However, certain commercial areas are underperforming. A few streets are updated with attractive brick sidewalks, trees and new signage, but other shopping areas are outdated, less accessible, and draw fewer customers. The township needed a helpful boost to its local economy in the form of a creative messaging and tactical strategy.

Chatham University, in partnership with Sustainable Pittsburgh, provided this assistance. Sustainable Pittsburgh is a non-profit policy and advocacy organization that works with communities and businesses to put core sustainability principles (economic prosperity, social equity, and environmental quality) into practice. For this project, Chatham students collaborated with Sustainable Pittsburgh’s “Small Sustainable Business Designation” (SSBD) program managers and staff. The SSBD program is an ongoing effort by Sustainable Pittsburgh to contact, educate, and encourage businesses to complete a self-audit of comprehensive economic, social and environmental criteria. Sustainable Pittsburgh then reviews the audit to determine the business’s sustainability designation – Striver, Bronze, Silver or Gold – and to help set goals for achieving higher levels of sustainability designation over time. The business can use this designation for bragging rights and for realizing significant operational savings in the long run.

Sustainably designated businesses enjoy the immediate benefit of a free promotional campaign called “CashMob” as well. This is the point where Chatham student teams entered into the picture. Each team developed strategic and tactical campaign elements for the nine SSBD-designated small businesses in Dormont. The project was completed in five phases: (1) Scope of Work proposal, (2) Secondary Research, (3) Primary Research, (4) Marketing Communications Execution, and (5) Event Day. Activities in each phase are described below:

### Phase I: Scope of Work

- Students met with Sustainable Pittsburgh staff and Dormont’s Borough Manager to be briefed on the goals and objectives of the CashMob event and the Small Sustainable Business Designation program, project timing, available budget, deliverables, expected outcomes, assessment measures, and a statement of limitations.
- A one-page scope of work document was submitted to the project sponsors for their approval.

### Phase II: Secondary Research

- Students collected evidence of important influences on sustainable behavior to identify psychological and contextual barriers interfering with a consumer’s willingness to shop locally and sustainably. Sources consulted included Network for Business Sustainability syndicated research, academic literature, syndicated marketing research, news articles, and Doug MacKensie-Mohr (2013; New Society Publishers) “Fostering Sustainable Behavior.” This text is invaluable for understanding and applying relevant social science theory to produce practical behavior change.

- Students synthesized and presented their findings in class to deepen their understanding of the material, to establish a working framework for translating theoretical criteria into a practical framework, and to engage their classmates in discussion of potentially actionable implications.

#### Phase III: Primary Research

- Students designed and fielded in-depth structured interviews with the small businesses participating in the CashMob event. Owners were asked to describe their motivations for participating in the SSBD program, their expectations for the event, typical and desired customer profiles, the aspects of their business they consider most appealing to each of these audiences, and the particular strengths of their business' offerings.
- Interview content was summarized to reveal possible themes for the overall campaign strategy, taglines, mass communications (e.g., social media posts, email blasts, sidewalk signs) and business-specific communications (e.g., quotes on informational sheets, message points for storefront posters, testimonials to post on Dormont's and Sustainable Pittsburgh's news and events webpages).

#### Phase IV: Marketing Communications Execution

- Teams translated the pool of strategic insights into an integrated tactical campaign. The centerpiece of the campaign was the "CashMob Passport." On the day of CashMob (a Saturday in early May), Dormont shoppers would visit the Sustainability table set up in the central shopping district to pick up their "passport" containing the nine participating small sustainable business "destinations." Consumers would then visit each of the nine businesses to obtain a sticker from each, and then turn in completed passports for random drawings for gift card prizes provided by the participating businesses.
- Tactics to compliment the Passport included social media messaging, buttons with catchy taglines, a colorful map of the Passport "destinations," informational sheets, sidewalk signage, storefront posters, and brochures about the importance of buying locally and making sustainable choices in general.
- Students met with each storeowner to deliver materials (store window posters, passport stickers, maps, buttons and information sheets), and explained the tasks associated with supporting the event.

#### Phase V: Event Day

- Students staffed the Sustainable Pittsburgh table and eagerly anticipated tremendous turnout for this event. Likewise, storeowners hoped for increased customer traffic and, potentially, increased sales.
- As luck would have it, extremely unseasonable weather descended on the Pittsburgh area that day, in the form of cold rain, hail, and high winds. Turnout was extremely poor and we received only two completed passports. We could not award all of the gift cards or grand prize as planned.
- In spite of disappointing results, students and storeowners felt that their participation was a positive experience and personally valuable. All were willing to give it another try later in the summer. Most importantly, the ultimate value of earning sustainability designation seemed to be reinforced with all participating businesses expressing their intention to stay involved in the SSBD program.

Future iterations of this event will focus on the consumer perspective that could not be assessed in this initial round. We did not obtain sufficient survey feedback from the few Dormont residents we encountered in order to determine the impact of CashMob on their awareness, intentions or behavior to shop locally and sustainably. Future assessment will need to verify if poor participation in Dormant was in fact due to the weather or the ineffectiveness of the campaign. Perhaps the fourth installment in this course series will reveal helpful clues for enhancing sustainability among consumers, businesses and communities in southwestern PA.

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# ADAPTING OUR CLASSES TO REACH THE MILLENNIAL LEARNER

*Nora Ganim Barnes, University of Massachusetts Dartmouth*

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## **OLD VS. NEW: WHAT STUDENTS NEED TO EXPERIENCE TO ENHANCE LEARNING PANEL POSITION PAPER**

Learning is a process of drawing connections between what is already known or understood and new information. For learning to occur, facts, concepts and ideas must also be stored, connected to other facts, concepts, and ideas, and built upon. Knowing in advance what the big ideas are and how they relate to each other conceptually help learners to make sense of information and to remember and use it more flexibly.

Learning theorists have debated how people learn at least as far back as the Greek philosophers, Socrates (469 – 399 B.C.), Plato (427 – 347 B.C.), and Aristotle (384 – 322 B.C.). Over the past 2000 years, Dewey, Piaget, Montessori, Descartes, Locke, Thorndike and others have posited alternative theories of learning. Ultimately, it may be that the most effective strategies for learning depend on what kind of learning is desired and toward what ends (Bransford, 1999).

The question of using “old school” vs “new school” teaching methods is one that emanates from the change in our student population from Gen X to Gen Y or as they are better known, Millennials. Research shows that Millennial students value activities that engage their interest through class/small group discussion, simulation games, and group projects in contrast to activities that isolate them as individual participants in learning (e.g., lectures, tests, texts, papers). Growing up in a fast paced digital world, they have a short attention span. (Hoover, 2009).

It’s time for a “new school” approach to our classrooms in order to maximize or at least enhance the learning experience of Millennials. This might be more a case of adaption than total change. For example, lectures can be broken up into small segments of 10 minutes or less with some kind of break to discussion or visual interjection. Use technology. Anything from Power Point to Skype can make the classroom experience more effective for these visual learners. Incorporate tools as well as topics they are familiar with into assignments. Use electronic submissions for assignments and have online office hours as an option.

While some classes will be more easily made “Millennial friendly” than others, any class can be adapted to enhance the learning of these students. I teach two extremely different courses, Social Media in Marketing and Marketing Research. The former is an elective that populates with Sophomores and Juniors and essentially looks at using new communications tools to effectively connect products and services with their intended consumers. Marketing Research is a capstone, Senior class centered around teaching specific skills related to gathering valid and reliable information to solve marketing problems.

These two classes might look like polar opposites in terms of how they might incorporate “new school” techniques, both can be taught in ways that excite this population.

Social Media in Marketing is designed to look more closely at the kinds of social networking tools that are so familiar to Millennials. The difference is that our students use Twitter, Facebook, YouTube and the rest for personal communication. This class focuses on the business implications and strategies of these tools. The challenge is to take tools that they are familiar with and show them the challenges of being a marketer using these same tools but for a different purpose. One effective way of doing this is to expose them to the many “mistakes” marketers have made in this new online world and what the consequences have been. Examples abound. Other elements of the class include:

- A Twitter chat with a Social Media or Marketing executive both so that they learn the skill of this vehicle and so that they see the enormous access of these networking platforms.
- Authoring a blog on a topic of their choice and vote for the best blog in the class.

- Creating podcasts to be used on the school website.
- The entire class is involved in a social media research study with is ultimately posted on the school website and with a press release can be made available to the public. They all tweet and post about the research at all stages of the project.

The more traditional Marketing Research Class emphasizes the “real world” and “hands on” aspect of the class since Millennials enjoy application and collaboration. Some of the Millennial oriented teaching strategies include:

- Teams meet with clients and conduct research.
- Skills are taught in tight segments using a multi-media approach which might include Power Point slides, You Tube videos, online infographics or even detailed handouts.
- Each class revolves around one message or skill. Surveys, sampling and scales all have their focus and related activities.
- Labs are scheduled often to demonstrate SPSS and allow them to be active learners in this process.
- Most assignments are submitted electronically.
- Traditional office hours are supplemented with availability by email, text or phone.
- While half the grade is based on individual performance in exams, quizzes etc., the other half is based on the outcomes of the team research project.
- Teams are encouraged to create group work/communication platforms such as wikis, dedicated Facebook pages, Google groups, Zimbra briefcases etc.

One article advises professors to simply relax. Research shows that Millennial students prefer a less formal learning environment that allows them to interact informally with the professor and fellow students. That may be because this generation is more comfortable around adults, psychologists suggest. They often have closer relationships with their parents and other adults than previous generations, possibly because they were raised in a more child-centric society. (Novotney, 2010) Any class can integrate elements of “new school” to enhance learning in our Millennial populated classrooms. This effort may excite, encourage and enhance the learning process.

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# DO MARKETING STUDENTS NEED A BACKGROUND IN BUSINESS FORECASTING?

*J. Holton Wilson, Central Michigan University*

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## POSITION PAPER

The issue I wish to address is what I perceive as a disconnect between the teaching of forecasting in marketing departments and where the responsibility for sales forecasting resides in the business world. I come to this issue with some bias that I want to address at the start. First, I am the senior author of a forecasting text that is in a sixth edition with McGraw-Hill. Second, I have conducted forecasting seminars for business professionals in cities such as Boston, New York, Atlanta, Kuala Lumpur, Mumbai, and Jakarta. These experiences have led me to be passionate about the need for marketing graduates to have a better understanding of basic quantitative forecasting methods.

When I attend various marketing conferences, look at marketing texts (intro, marketing research, marketing management, and sales related texts) I see almost no useful information regarding sales forecasting. Logistics and supply chain texts fare somewhat better but the treatment of forecasting is often old school and simplistic. When I look at marketing programs at universities in the U.S. I see few forecasting courses and little, if any, forecasting coverage in other courses.

In a study of 122 capstone courses it was found that analytical, problem solving, and decision making skills were found in 64%, 51% and 36% of syllabi. (Crittenden and Crittenden, 2006). The same study, however, found the topic of forecasting in less than 4% of the syllabi. It would seem a difficult task to make decisions about planning in a marketing context with little knowledge about forecasting.

One could argue that marketing professionals do not do the forecasting. They rely on the results of others in this regard. But I would argue that unless one has an understanding of basic forecasting methods it is difficult to understand the results others present or to evaluate the appropriateness of the methodologies others use. At the very least marketing personnel should be able to communicate meaningfully with analysts in deciding on methods to be used, metrics to measure outcomes, and the interpretation of results.

Now, consider what we in academics often call “the real world.” More than 25 years ago Scott Armstrong (1988) found that marketing practitioners saw the need for more research concerning the implementation of forecasts and how to evaluate forecast results. More recently, McCarthy, et al. (2006) found that the marketing function “Contributes” to forecasting in 81% of companies and “Owns” the forecast in 31% of companies. These numbers are second only to the sales function, which in many (most?) Universities is a part of the marketing department. The sales function was found to contribute to the forecast in 84%, and to own the forecast in 43% of companies. Before and after the McCarthy report other studies have found similar results (see for example Lapide (2002-2003), and Smith and Clark (2011)).

When Schlee and Harich (2010) analyzed 500 marketing jobs on monster.com they found that the “forecasting” skill requirement was listed in 27.3% of the entry level jobs, 32.5% of the jobs requiring 2-4 years of experience, 43% of jobs requiring 5 or more years of experience, and 54.7% of upper management jobs.

One recommendation is to integrate substantial forecasting into the marketing curriculum. This could be done in a structured manner throughout the curriculum by adding forecasting methods to a series of required courses. For example, simple extrapolation methods such as moving averages, simple exponential smoothing and linear trends could be included in the introductory course. Concepts related to seasonality could be introduced in a channels or logistics course in the context of inventory control. Causal models built on multiple regression could be part of the capstone course. There are many possibilities depending on how a particular marketing major is structured.

Another possibility would be to require a forecasting course *taught by marketing faculty*. Having a forecasting course taught outside marketing might not serve student needs very well. Faculty in a statistics department or an

economics department, for example, are likely to take a more mathematical approach and neglect the marketing insights and applications our students will ultimately be likely to face in their careers.

One of the biggest challenges to incorporating forecasting into the marketing curriculum is that doing so may be considered a zero sum game. If we add forecasting to one or more courses, what will have to go? Faculty may feel that there is simply not enough room in their course to add marketing without giving up “critically important” content that currently exists. Related to this, it may be found that some faculty are simply ill prepared to teach quantitative forecasting.

Adding separate forecasting course may also be seen as a zero sum game. If we add forecasting what course should we drop? Certainly not my favorite course. We could add more hours to the requirements for a marketing major. But, how would this affect our enrolment? Do we have the resources to add a course?

Obviously I think this is an important issue if we are to prepare students for an increasingly data driven professional marketing career. For departments to make informed decisions in this regard more research into the issues would certainly help. It might be useful for departments to survey graduates, perhaps five years out, and employers of the departments graduates to determine the desired knowledge of forecasting.

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# FIRST IMPRESSIONS: EXTENDING THE FIRST DAY TO THE FIRST WEEK, OR TWO

*Michelle B. Kunz, Morehead State University*

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## *POSITION PAPER*

This year was the first time in five years that I have taught the single core marketing course. Two years ago the BBA curriculum revisions repositioned the 300-level principles of marketing course to one of four 200-level pre-qualifying courses business students must complete before full admittance into the BBA program. This introductory marketing course now has freshmen and sophomores as the primary population, and a fewer upper class students, primarily non-business majors. I have two sections of on-ground students, enrollments approaching or exceeding 50, and one online section, moving above 40. I spend several days outlining what I want to cover, and making notes of especially important things to be sure to cover on that all-important first day of class. I want to set the tone for the semester, knowing we have a LOT to accomplish, with 20 chapters and a 16 week semester. My planned outline for the first day includes:

1. Covering the syllabus, office hours and location, required text, academic honesty policy, exams, on-going semester assignments, makeup work requirements, late assignment penalties, and the required university safety guidelines.
2. I will also ask students to complete a short bio sheet so I can know them a bit more.
3. I use the remaining class time asking students what they think marketing is, and what marketers do. I assign Chapter 1 reading for class discussion on day two.

The term is off and running. The next day I get several emails from students who tell me the bookstore does not have stock for the text, and it is on backorder. Day two class begins with about half the students unable to purchase the text at the bookstore. Several of my online students email me with the same issue. I contact the bookstore, and am informed they do have stock, in the backroom, just not on the shelf! I continue “limping” along the remainder of the week, having posted PowerPoint files to Blackboard as an alternative to the text readings. Most of the students have the text by the end of week two, with online students getting it a few days later. The second week of the term, administration extends the drop/add period to Friday of week two, as inclement weather may have prevented students getting to campus to register/change schedules. I have a student attend class for the first time on Wednesday of week three!

My traditional perspective on the first day of class is that you only get one chance to make a good first impression (Anderson, McGuire, & Cory, 2011; Bart, 2009; Brainard, 2008; Garrett, 2013; Higgins, 2001; Kelly, 2010; Shadiow, 2009). Everyone will readily admit that day one is the “first impression.” Students are “testing the waters” to decide if they want to continue the course. Historically, the first day has been approached by professors just the way I did to establish credibility for the term. Regardless of the individual particular details, the goal is to set the stage for the semester, inform students of classroom procedures and expectations, and establish the tone for the term.

Today, college students do not fit the standard first-day of class mold. We have all admitted today’s college student is not like we were “back then.” So, it is no surprise my perspective of what the first day of class should be is not nearly as effective as I would like to think it is. Today, students do not expect the first day of class to encompass the entire class period, nor are they likely to want course content to be covered, or major assignments to be made (Anderson et al., 2011; Perlman & McCann, 1999). Yes, that first day is still important, and it will make a first impression that influences the rest of the semester. However, it may be more appropriate to consider how to engage the students in class that first day (Bart, 2009; Garrett, 2013; Higgins, 2001; Legg & Wilson, 2009), and jumping in “full steam ahead” may not be the best approach.

I plan to revise the approach taken during the first two weeks of the semester. The first day will be less intense, with a shorter and less detailed introduction to the course, syllabus, and critical safety requirements. I then plan to have exercises and activities the first two weeks. Under consideration are the following tactics:

1. Self-introductions or small team personal introductions on day one.
2. Play the Exchange Game (Vander Schee, 2007a, 2007b) or similar exercise probably on day two.
3. Daily journaling purchases—linking this back to the Wilkie & Moore 1999 article example of Breakfast at Tiffany's.
4. In-class syllabus scavenger hunt for policies and procedures.
5. Bringing recent news items to class for examples/applications of Marketing in Action.
6. Assign the Chapter 1 reading at the end of week two, and begin “official” class discussion on week three.
7. Continue to stress the need to complete assignments correctly and submit on time, something underclassmen have trouble accomplishing.

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# A 'TO-DO' LIST FOR EVERY MARKETING DOCTORAL STUDENT SEEKING A FACULTY POSITION

*Matt Elbeck, Troy University at Dothan  
Arne Baruca, Sacred Heart University*

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## *POSITION PAPER*

The purpose of this position paper is to raise four areas to help secure a faculty position at a school of your choice; (1) networking, (2) instruction, (3) scholarship, and (4) service and governance. The golden rule is to start early in your career preparation.

(1) Networking. Attending marketing conferences such as the AMA, MMA, SMA, ACR, and AMS (the first three offer job placement services) offers the opportunity to develop a powerful, network for both job searches and potential co-authors for current or future scholarship. There are additional conferences serving focused areas such as the Council of Supply Chain Management Professionals, and Direct Marketing Association. Aim to attend at least two major conferences a year.

References. Doctoral dissertation chairs, committee members and faculty at the host school should not be underestimated for their support in the job search. Seek their support to act as references. A rule of thumb is to have three references (up to five is helpful in case one or two are unavailable when you need them most) who are respected in the field and have worked with professors at other schools.

(2) Instruction. Most schools want us to **teach** and hence the importance of a teaching portfolio that includes a common theme – student learning.

Mode of Delivery. Schools have embraced a variety of delivery methods such as face to face, hybrid/blended and online. A teaching portfolio with experience with each of these delivery methods is a plus.

Courses Taught. There is no 'right' collection, though a caveat is appropriate; periodically review the academic marketing jobs (*Chronicle of Higher Education, Higher Ed Jobs, Marketing News, EElectronic MARKETING* (ELMAR), etc) to gain insight into the courses prospective employers are looking for. Apart from core course/s related to your dissertation, topics such as ethics, sustainability, globalization, SCM, and social media are probably a good bet. Teach as many courses as possible to hone your teaching skills and be proactive - there is typically insufficient preparation in doctoral programs for teaching. Consider attending teaching seminars to appreciate the relationship between innovative teaching methods and student learning. Schools tend to prefer candidates who bring innovative methods into the classroom. Student Evaluation of Teaching (SET) scores (whether you accept their validity) are helpful in a teaching portfolio. Finally, consider proposing new classes and develop the curriculum at your current school. This signals motivation and a proactive nature attractive to a future employer.

Teaching Philosophy. Some schools require a statement of a candidate's teaching philosophy. There are numerous examples online to jumpstart an individual's teaching philosophy that should be demonstrated during each interview/visit. Include any teaching awards.

Class Presentation. A large number of schools will invite candidates to present a topic to students, so have your signature topic ready for class to include experiential exercises demonstrating a connection with the students. Engage the classroom and incorporate teaching innovations resulting in student learning. Introduce current examples from industry into the discussion. For additional insight in the world of marketing education, read articles in the three journals devoted to marketing education; *Journal of Marketing Education, Marketing Education Review* and *Journal for Advancement of Marketing Education*.

(3) Scholarship. Depending on whether a school is teaching, balanced teaching/research or research intensive, it is wise to prepare a scholarship portfolio.

*Research Stream(s).* Be prepared to discuss the stream(s) of scholarship you are interested in that mirrors the published scholarship in your resume, as well as streams you would like to pursue that may resonate with the hiring school. Don't forget about any research awards you have earned.

*Paper Presentation.* Some schools invite candidates to present a scholarly paper. Whether you present one of your papers under review, recently published, or a work in progress; be completely prepared to impress the audience with your knowledge, presentation skills and ability to field questions.

*Research Agenda.* Some schools ask candidates to prepare a note outlining their research agenda. Again, there is no 'right' format, though be sure to include your research interests as well as a willingness to work with colleagues.

(4) Service and governance requirements are typically imposed on candidates well past the immediate post-doc phase, though keep in mind the more bases covered, the better the likelihood of an offer.

*Service.* Serving as a conference or journal paper reviewer reveals discipline specific trends, maintains scholarship talents, and is a major contribution to the discipline. Involvement with the local community and studies completed with students signal a strong commitment to service.

*Governance.* Accreditation, Departmental, College and or University committee work reinforces your service record.

There are many other areas useful for planning a career as a marketing educator (from having a *Skype* account for interviews to the benefits of a defined contribution or defined benefit retirement plan), though we believe this position paper is a sound starting point. To conclude, your resume is a presentation of historic fact, whilst your cover letter is the MOST IMPORTANT document you will ever write, unique for each and every job application that radiates interest in the job and a compelling fit with the job requirements. Good luck!!!!

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# MOTIVATING AND TEACHING STUDENTS TO STUDY FOR EXAMINATIONS

*Debra Zahay, Aurora University*

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## *POSITION PAPER*

The primary focus of this paper is in the technique I used in Internet Marketing class. I wanted to motivate the students to prepare the chapter outlines I have been creating for them and to do better on the examinations. I have prepared detailed outlines of each chapter with review questions, vocabulary, computer exercises and an outline of the chapter with 'fill in the blanks.' Research has shown that these types of materials improve student experiences of a course. After my hard work, what I found was less than half of the students brought the outlines to class and used them and most sat there and looked at me during class and did not take notes, as Millennial students will often do.

So what happened at the first exam? The poorly prepared class had a dismal test average of 70 and the students were not happy with their results. In an upper-level course, I would like to have a class average of between 78 and 82 percent on exams. These exam questions have been used over many years and have been tested for their ability to discriminate between students and assess not only lower levels of learning such as recall but higher levels of learning such as application of material. The students just did not do well on the exam.

The exam results demonstrated the students did not prepare as well as they may have for the examination. When we went over the fifty questions, there was only one that required a change in answer by allowing for either of two answers because of a discrepancy between the book and material covered in class. All the rest of the missed questions were answered on the outlines and/or the power points. I also noticed that students were not able to make the leap to the higher level questions in terms of applying the knowledge.

The students did not like how they performed and said they wanted an open book exam, so I immediately seized my motivational opportunity. It seemed from their not preparing the outlines that the students were not able to make the connection between reading and preparing before class and improved grades. I wanted to appeal to their extrinsic motivation to do well and also help create intrinsic motivation to master material well to create confidence. I thought if they actually prepared the material before class and reviewed it after the class, they might enjoy the experience of class a bit more and not just look at the class as 'for a grade.' Therefore, the deal I made with the students is they could bring the prepared outlines into class, but not the book. They would have an 'open outline' examination, 'closed neighbor.'

Students brought the completed, handwritten outlines to class to which they could refer in class. I did NOT want the students simply filling out the outlines on the computer and forwarding them to each other. I wanted to motivate the students to study for the exam by reviewing the chapters, power points (which they only get after class), their own notes and the class outlines. I checked each student's stack of outlines before we began to make sure it was their own work.

As soon as I walked into the exam room, I saw that the exam was being taken seriously. People had on their 'game faces' and the room was deadly quiet. Students saw the exam as chance to improve class performance. I had a sense they thought they were in control, and since self-determination is also part of intrinsic learning I thought the motivation was working.

For those who took both exams, the overall mean for the second exam was 85.4 percent versus 70 percent for the first exam. A t-test shows that the difference in means is significant at the  $p < .01$  level ( $p < .0001$ ) which is highly significant.  $N = 15$  in both cases. Statistical analysis is displayed below and Figure 1 shows a line graph of individual student performance on Exam 1 vs. Exam 2. Nearly all students did better on Exam 2 versus Exam 1.

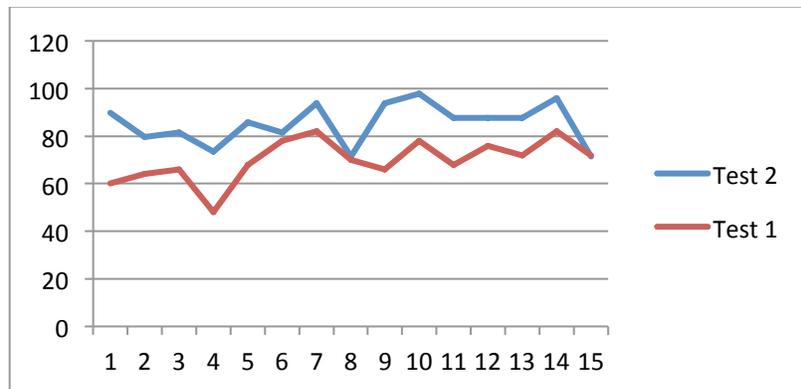
The exam results are noted below:

Exam 1 Mean = 70	Exam 2 Mean = 85.4
Standard Deviation = 8.94	Standard Deviation = 8.79
Standard Error = 2.31	Standard Error = 2.27

Per statistics in Moodle, students also spent more time taking the examination on Exam 2, 36 minutes versus 26 minutes. This result represented a 40% increase in time. I also have qualitative student comments on their experiences which I will share during my presentation from question 50 on Exam 2. To summarize, students reported they: 1) Felt better prepared, 2) Felt more confident, 3) Felt less stress and 4) Will be able to remember concepts better.

I liked the results because people actually prepared and knew the material. To me this answered the question of why students have been doing more poorly on my examinations over the last decade or so. Part of the answer is they do not know how to study or how to pick out what is important and synthesize information. I plan to use this technique of course outlines next year in the class and also to spend more time on teaching the students how to use outlines to study. I also thought the approach made me a better test maker so I intend to make sure in class I focus on the outlines as the basis for our class discussion so there are fewer exam 'surprises' and the students continue to feel that they have mastered the material in class.

**Figure 1. Individual Student Performance Exam 1 vs. Exam 2 (100 is max for Exam 1, 98 for Exam 2)**



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# MARKETING CONTROVERSY IN THE RETAILING CLASSROOM: TEACHING CRITICAL THINKING AND WRITING TO MILLENNIAL BUSINESS STUDENTS

*Esmeralda de los Santos, University of the Incarnate Word*

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## POSITION PAPER

I teach a Retailing course to a junior level class of Millennial business students who are pursuing retail careers or taking the class as an elective. Our business students exhibit a return-on-investment (ROI) mentality.” I define this as a truncated or abbreviated range of thinking processes that focus on simple solutions without delving into other paths that may need extended research, reading and analysis. For example, in case studies on corporate social responsibility, students may only focus on what is good for the firm without considering how its decisions affect society, various stakeholders, consumption patterns, or the environment. The ROI mentality feeds on the Millennial’s preference for multi-tasking because they perceive a quick return on their search efforts with little investment in developing writing and critical thinking processes. Some are active listeners, visually engaged because this is an efficient learning strategy. Heavy reading assignments, extended analysis and term papers are not a Millennial’s preferred method of acquiring knowledge (Matulich, Papp, & Haytko, 2008) leaving writing, critical thinking, and communication skills languishing. One way to build a stimulating class that entices Millennials to go beyond the ROI mentality is to introduce controversy as a form of active learning in the retailing classroom.

Controversial issues have an emotional or sensitive core and a clearly defined position that stimulates different student views (Philpott, Clabough, McConkey, Turner, 2011). According to Lippman (2013), provocative assignments introduce the element of shock value triggering students to think, process, and offer alternative explanations. The assignment offers a forum where students see knowledge as “having to do with them” and not just the professor, reflecting Hagopian’s (2013, p. 13) ideas for developing an ego-engaged classroom. This type of classroom environment supports ego liberation, where “students should feel entitled to express themselves and their own essence in the classroom (p. 2).” Ego liberation and engagement encourages deep learning and intellectual rigor. The end result helps students transcend traditional content by challenging their beliefs and values while appreciating other student viewpoints (Lippman, 2013). Participation as a graded component lets students know their voices are important to a successful classroom. The students’ verbal engagement lets them take content ownership encouraging peer-to-peer intellectual involvement (Lippman, 2013).

Through the introduction of controversy, I elicit a range of student feelings and disrupt attitudes while connecting the topic to their life. I use the retail environment for context: Is hiring on the basis of appearance legal? If a bartender can refuse to serve a pregnant woman an alcoholic drink, can a restaurant, then, refuse to serve an obese one? Or as a consumer, what’s your role in the fiery deaths of thousands of Asian garment factory workers? Thinking bubbles, emerging as a fertile medium for active discussions.

I structure the discussion using the fishbowl group activity found in the Barkely, Cross, & Major (2005) book on active learning. A fishbowl is composed of two student circles. The inner circle, five to six students, participates in a detailed discussion of the topic and after the discussion, students in the outer circle offer their perspectives and “critique content, logic, and group interaction (Barkley, Cross, Major, 2005, p. 145).”

To address writing skills, I begin the semester by providing the class with a one-page, sample paper on Abercrombie and Fitch’s controversial hiring practices. In a three-step review process, I ask the class to point out errors in punctuation, spelling, grammar, paragraph structure as well as look for segues between sections. To address critical thinking, I require students to identify debatable ideas within the paper, seek sources of evidence, assess credibility, search for the gaps in the argument and determine legality. What are the rights and concerns of the corporation, various stakeholders, the consumer, and the environment? Lastly, students must integrate knowledge gained from other courses such as Ethics, Religion, Marketing and Business Law in the four-page paper.

All fishbowls are intentionally controversial and if an individual does not feel comfortable discussing a topic I encourage the student to see me before all students self-select into a topic and presentation date.

Students are highly engaged in inner circle discussions. They initially resort to emotional, unexamined positions, e.g., materialism and physical appearance that are largely supported by their peers. Others introduce new facts, update evidence and elevate the discussion by moving past the emotional issues. Anxious students in the outer circle wait their turn to speak but at times, the unanticipated comment emerges. When necessary, I ask the provocative questions that maintain discussion momentum, such as, “will this discussion change your purchasing habits and why or why not?” Challenges include summarizing positions and restating the group’s final stance on the topic; active student participation in the first two fishbowls and pockets of disinterest in the last two discussions; and extensive student paper revisions.

In the future I will introduce technology that provides students with an opportunity to continue the discussion online by using Blackboard’s discussion board. To address writing skills I plan to use Google Docs, a web-based service that facilitates collaborative editing. Lastly, students will develop the last two discussion topics, partially shifting the instructional design responsibility from the professor to the class.

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# GLOBALIZING MARKETING EDUCATION GETTING DOWN TO DETAILS

*David J. Brennan, Webster University*

*Eric F. Rhiney, Webster University*

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## *POSITION PAPER*

Globalization – the word is everywhere today. For those in education it should be in the forefront of our teaching efforts. Globalization of America’s university programs and curricula has become an imperative especially in marketing. It is increasingly necessary to fully prepare our students for the global village. Globalization in marketing education increases the international exposure in programs, courses and teaching.

Globalization of business curriculum has been studied and surveyed over the past decades (Arpan & Kwok, 2001) in the areas of roles, organization, curriculum, faculty, affiliations and internships. Although previous research finds an increasing acceptance of teaching globalization at higher learning institutions, few papers have focused on “micro” level efforts of instructors: international information sources (Wheat, 1997); overseas learning experiences (Ghose & Chandra, 1998); assignments (Schwepker, 2000); travel abroad (Gordon, 2000), and involvement of international students (Brennan, 2001). Although these are useful, there is a continuing need for sharing effective teaching practices among marketing faculty in globalizing their institutions, programs and classrooms. Furthermore, techniques must engage our marketing students to enhance their global learning.

The purpose of this paper is to offer some techniques and practices that have been used in classes over several years. It will provide details and consider advantages to be gained in the areas of in-class teaching activities, term projects and travel abroad. These techniques and ideas will be effective in globalizing marketing programs and classes. They are addressed to undergraduates, but many work as well at the graduate level of marketing education.

For marketing instructors, **in-class teaching activities** are the most typical way to globalize courses and probably the most effective as this involves direct contact with the students in a “show-and-tell” type format. These are most useful with relatively small class sizes. Bringing international food products (foreign cookies, candies, etc.) to class is an effective way to initiate discussion on the marketing mix of these foreign products and then enjoy “eating them”. Such products can often be obtained from local ethnic food stores (Chinese, Indian, African, etc.), Global Food markets or even Wal-Marts that often carry some international food products. To stimulate foreign currency discussions in class one can actually bring examples of foreign currency – coins and paper money – to the classroom. The currency can be obtained from previous travels of the instructor (or other instructors) or bought from international students studying at the institution. A sub-exercise is to hand out a selection of one currency from a country and ask a student to determine its value in \$US. Discussions can also take place regarding the purchasing power of foreign currency compared to that in the US. Another activity that stimulates learning about global marketing is to have students come to class with a current global marketing event or activity to present to the class for general information and discussion. These can be on the topics of new products or services or on recent activities of recognized global firms and could be assigned. The event can be analyzed from the perspective of the 4 Ps of the marketing mix and the potential target market. Products/services and firms familiar to students generate the most interest in class. Any of these activities may be tied to the topic of the current class chapter or to cases.

An appropriate **global term project** for marketing students would be to take a domestic American product/service into a foreign market. Such would require students to conduct research into the marketing of a current product or service in the US as well as to research the marketing environment of a foreign market. The objective of this exercise is to synthesize knowledge of the US product/service with the knowledge of a potential foreign market and recommend a basic marketing plan for that market. Teams of 2 or 4 students can be used with one half analyzing the marketing of the product/service in the US while the other half researches the foreign market. They learn from each other and then learn together during the synthesis process. Part of the research into the foreign market can be interviews with individuals from that country including fellow international students. The student

teams can then present their ideas to the class. In so doing students often offer very interesting analysis sometimes employing foreign costumes, products, etc. from the country. It is surprising how creative today's students can be with access to the internet or assistance from the institution's international student services.

An important part of any global learning experience involves **study or travel abroad**. Semester long study abroad at a foreign campus is obviously the best for long term exposure to a foreign culture and a marketing environment but is not always possible due to time and financial constraints of students. An evolving trend is that of 'hybrid' for credit courses comprised of 6-7 weeks of a weekly on-line class with assignments on a particular country followed up by a week long structured visit to the country studied. The focus can be on a particular marketing activity in a particular country or the country itself. The week in-country would involve visits to cultural sites (religious, historical, etc.), government agencies (commerce, trade, etc.), marketing institutions (sales organizations, ad agencies, etc.), and manufacturers or service providers (with emphasis on marketing aspects). These can be arranged, in addition to accommodation, meals and transport, through several global travel facilitators such as Worldstrides and Education First – College Study Tours. Such a structured week-long visit can be worth many weeks of a casual visit alone and reinforces the on-line learning activities of the hybrid course.

The above are a few of the micro-level practices and techniques that can enhance the globalization of marketing programs and courses. It does not have to be costly to engage marketing students in global learning experiences and broaden their horizons. It can be great fun for students and instructors. Efforts should continue to develop and share interesting and effective ways to increase the global aspects of marketing education.

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# EFFECTIVE STRATEGIES FOR TEACHING INTRODUCTORY MARKETING USING A MARKETING TOOL KIT

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## POSITION PAPER

This paper describes how a Marketing Tool Kit and Class Exercises are used together to effectively teach important concepts in an introductory marketing course, and help students write a Marketing Plan. Marketing Principles is often the first formal introduction to marketing for undergraduate students. Prior to taking this course, the majority of students have a narrow view of this business discipline and associate marketing to only sales and/or advertising. During the first marketing course students may be overwhelmed once they realize the variety of topics that will be addressed. Some students may even panic when they see the complexity of a comprehensive marketing plan project.

Students need tangible examples and adequate practice to reinforce and effectively learn course concepts. Practical activities such as role-playing, case studies, games, internships and arts-based collages have been demonstrated to positively support student learning and clarify the field of marketing (Vander Schee 2011; Swanson and Wald 2013). Realistic class exercises, such as those listed in Table 1, Column C, are used throughout the course to introduce new marketing topics and facilitate the learning process.

Class exercises, unfortunately, are not enough practice for students to prepare the required Appendices, summarized in Table 1, Column A, for the comprehensive marketing plan. A Marketing Tool Kit was developed to give students a portfolio of marketing tools with additional examples of concepts taught in this introductory course (Table 1, Column B). The Tool Kit is shared with students during the first week of the course and is posted on the course homepage for future reference. It illustrates the types of data that students will learn to collect, analyze and present for industry/company research. Tool Kit examples and class exercises support course content and the final Marketing Plan as illustrated in Figure 1.

Table 1. List of Marketing Plan Appendices with Tool Kit and Class Exercise Examples

<b>A. Marketing Plan Appendices</b>	<b>B. Tool Kit Example</b>	<b>C. Class Exercise Example</b>
Product Market Matrix	bébé	Sony Electronics
Historical Company Financial Data - Time series graphs for Revenue, Net Income, Net Profit, & Stock Prices (High & Low)	McDonald's	Kellogg's
Market Share Pie Graph	Global Video Games	Top Cereal Manufacturers
Porter's Five Competitive Forces	Beer Industry	Small Bakery
SWOT Analysis	Coca-Cola	Apple
Market Segmentation Strategy	Black & Decker	Magazines
Demand Estimation with Internal Data	Coors Sales	Cereal Industry Market Value
Consumer Trends for Demand Estimation with External Data	Per Capita Beer Consumption Trend	Cereal Consumption Trend
Consumer Buying Behavior	Disney Theme Parks	Soft Drinks
Benefits vs. Costs	Carnival Corporation	Sony 50" - Smart - HDTV
Brand Equity	Baltimore Orioles	Dunkin' Donuts
Packaging Benefits	Lunchables	Kleenex Tissues
Product Positioning Map	Baltimore Orioles	Snack Foods
Price Comparison	JetBlue Airlines	Cereal

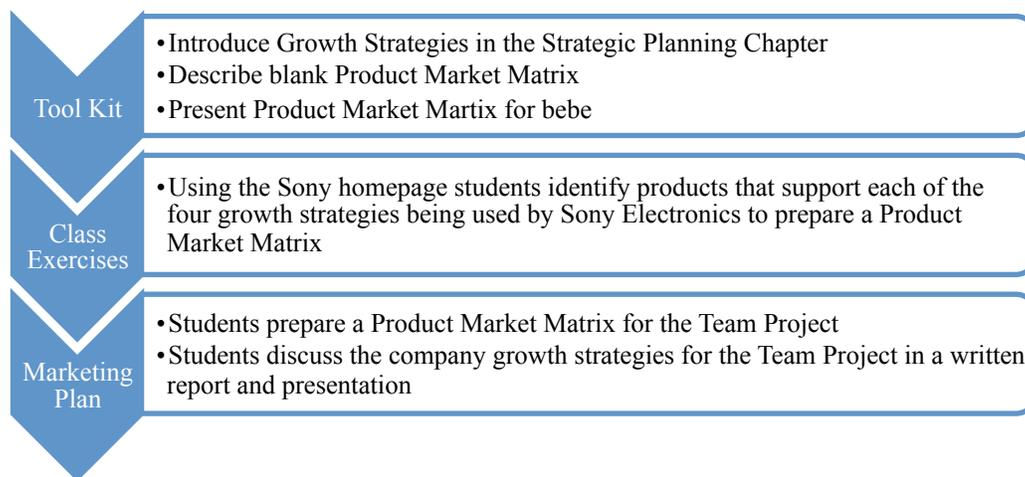
Promotional Elements	Frosted Flakes	Facebook
Sample Advertisement	Milk	Honda, UPS, Green Giant, etc.
Channels of Distribution	Frosted Flakes	Amazon.com

All Tool Kit examples and class exercises come together with a comprehensive marketing plan final group report and presentation. The marketing plan is split into small deliverables that include appendices to facilitate student learning. Students have multiple occasions to rehearse each tool in various business contexts (i.e., B-to-B or B-to-C; goods or services) during the semester.

There are a few challenges that professors must consider before adopting the Marketing Tool Kit. Faculty need to update examples in the Tool Kit and in class exercises on a regular basis to keep examples current. It is recommended that examples are based on public companies to have access to sales data and other financials. It may also be necessary to introduce students to library databases to learn how to find financial, market share, and other company/industry information. One problem that was encountered during the fall of 2013, was the lack of access to online government data during the federal shutdown.

A similar approach of implementing a Tool Kit to support class exercises and the final project could be employed in other courses such as advertising, marketing research, retail marketing, and brand strategy. The Tool Kit could be designed to correspond to new analysis tools specific to course learning objectives. This would enable marketing students to continue to apply and practice recently learned concepts in class and for a final report with the assistance of a comprehensive reference containing additional tangible examples in a course Tool Kit.

Figure 1. Process of Learning and Applying a Product Market Matrix in Introductory Marketing



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# SIMULATION AS AN EFFECTIVE LEARNING TOOL: AN ASSESSMENT OF NEWSHOES AND COUNTRYMANAGER

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## *POSITION PAPER*

It is imperative that students be motivated to love ‘learning.’ The most important mission for teachers is to get their students to ‘love to learn’ (Crow, 2013). According to a study conducted by the Educational Technology and Mobile Learning (2013), there are different types of learning methodologies for teachers to use. Although the study offers important methodologies such as gamification, blended learning, and mobile learning, a better understanding of the subject at hand is fostered when the students put principles learned in the class into practice. The use of simulations is a good example of practical learning. Since the early 2000s simulation gaming techniques were available for students to use in the classroom as a form of learning. Since 2010, many publishers and educational companies have entered this growing market. Companies such as Marketplace, Capsim, StratX, and Interpretive Simulations have taken the lead on offering different types of business and marketing simulation games. At this point it is important to define what a simulation is? According to Jeremiah McCall (2011), simulation is a “computer game that dynamically represents one or more real-world processes or systems.’ Since the Spring of 2012, I have used two simulation games from Interpretive Simulations. Both are marketing simulations; one for the Principles of Marketing course called *NEWSHOES* and the other for the international marketing course called *COUNTRYMANAGER*.

*NEWSHOES* is an entry-level simulation for principles of marketing classes. It focuses on the importance of the four Ps – *Product, Price, Place, and Promotion*. Students compete against each other using concepts taught in the class ([www.interpretive.com](http://www.interpretive.com)) by running an athletic shoe company that has not been profitable for the last two years. There are three markets that students can enter: home, domestic, and foreign. *COUNTRYMANAGER* is an upper-level simulation for the international marketing class. It helps in exploring the many facets involved in the launch of a product in a new country. It focuses on market entry, segmentation, targeting, and positioning a product in a foreign market.

The advantages of using these simulations are many. *One*, students are actually interested in the course because they have the responsibility of running a company; their decisions do matter. *Two*, every decision they make is tied to the chapters they learn in class; this will force them to pay more attention in class and complete all the necessary readings. *Three*, by splitting the class into teams, I see a healthy rivalry building during the semester that often turns into excitement on Monday morning when we, as a class, look at the scores. *Four*, it helps students understand thoroughly the subject much better in simulation than if I were teaching them. *Five*, students have a better grasp of the fundamental concepts of the course as is seen in their final presentations when they expound on their simulation strategies. *Six*, word-of-mouth is a very powerful tool as the good impression left by the game on these students spread around campus and more students sign up for the class next semester. And *finally*, most universities have their seniors take the Education Testing Services (ETS) field tests; in the last two years, marketing students have done extremely well at my school. When asked what I had changed, I responded – “I began using simulations.”

The challenges of simulation are few, albeit resolvable. *One*, sometimes simulations tend to satisfy the laws of the course at the expense of some other business law. For example, in both *NEWSHOES* and *COUNTRYMANAGER*, most of the marketing laws (the four Ps, segmentation, consumer behavior) are all wonderfully and mathematically set with precision, however, the amount of units (toothpastes for *COUNTRYMANAGER*) a company can produce is limited. This will sometimes put a team at a disadvantage especially if they are trying to get out of a rut sometime during the middle of the semester. *Two*, simulation can be counterproductive to learning if certain elements of the marketing mix are controlled and is almost the deciding factor. For example, in the *NEWSHOES* simulation, price is engineered and set a particular price range and if a

team (by chance) reaches that magical number, they do extremely well. It does not matter if your advertising levels are ideal or that you have the right number of salespeople, if your price is not right (either too high or too low), then your team is at a disadvantage. *Three*, since the simulation is online there can be connectivity issues at times. This can cause major difficulties for students who tend to procrastinate. If the deadline for the game is Friday, I encourage students to finalize all decisions by Thursday. *Four*, this has happened only once and that is when the company makes a very effective upgrade to the game in the aim of making the game better. However, this upgrade was done during the week of the simulation and all of a sudden teams who were in the 4<sup>th</sup> position fell to the 5<sup>th</sup> position. This is a professor's nightmare and should be avoided at all costs.

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# HARNESSING THE COMMUNITY OF INQUIRY FRAMEWORK TO INCREASE STUDENT ENGAGEMENT, TRUST, AND CRITICAL THINKING

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## *POSITION PAPER*

Calls have been made for increased emphasis on the development of meta-cognitive skills both in higher education in general (Arum and Roska, 2011) and marketing education in particular (Finch, Nadeau and O'Reilly, 2013). At the core of the necessary change is the faculty/student interaction that occurs in the classroom. Many marketing faculty members are not taught to teach; rather we are taught the science of research in our discipline, mostly by making notes on the lectures we received as students ourselves. This paper will suggest one method for engaging faculty and students in the classroom based upon the Community of Inquiry (CoI) framework (Lipman, 2003; Garrison and Vaughan, 2008) with the goal of increasing engagement, trust, and ultimately critical thinking in the classroom.

The Community of Inquiry model is rooted in constructivist learning principles and has most recently been applied to online and blended learning by Garrison et al. (2008, 2011). In a CoI, "students listen to one another with respect, build on one another's ideas, challenge one another to supply reasons for otherwise unsupported opinions, assist each other in drawing inferences from what has been said, and seek to identify one another's assumptions," (Garrison and Anderson 2003, p. 27, citing Lipman, 1991, p. 15). There are three major parts of the model: cognitive presence, social presence, and teaching presence.

Cognitive presence suggests that learners construct and affirm meaning through reflection and discussion, beginning with problem recognition, alternative exploration, recommendation, and testing.

Social presence is the ability of participants in the CoI to project their personal characteristics into the community. To reach a sustained level of social presence it is important to establish trust among all participants in the class...instructor and students. Increased instructor/student communication should build the trust needed to establish relationships among participants.

Teaching presence is the design and facilitation of cognitive and social experiences that will enhance learning outcomes (Garrison and Vaughan, 2008). In particular the instructor is the subject matter expert, but acts as a "guide on the side" rather than a "sage on the stage" to facilitate student learning by doing.

One way perhaps to assure cognitive presence in the classroom, is the use of backward design (Wiggins and McTighe, 2005). Here the instructor identifies the big ideas and skills that are the learning objectives of the class, determines the assessment task by which he or she will know that the student has achieved the class objectives, and finally develops the specific learning events that help the student master the learning goals for the class.

Social presence may be established in a number of ways. These include providing an accurate and complete syllabus and changing it only with the permission of the class, keeping promises, responding to requests, valuing all opinions, encouraging all voices to contribute, and using a mid-term evaluation, perhaps to change the course if it appears that student learning could be improved.

One source of teaching presence is instructor expertise. Of course, instructor expertise may arise from research in the field, but it may also be provided by expert industry speakers, current and related business event discussions, and/or a class model around which the class is structured and with which the information provided in class is connected.

I have successfully used these ideas in a blended/hybrid class of diverse marketing graduate students studying customer experience management. However, the composition of the class, the subject matter, and the personalities of all involved may impact the effectiveness of using a CoI in the manner described in this paper in other settings.

Use of the Community of Inquiry model as a framework and applied in the manner suggested here may result in increased engagement, trust, and critical thinking in the classroom. However, in this case, only anecdotal evidence suggests these outcomes are possible. Research should be undertaken to test the CoI model in the context of both graduate and undergraduate classes of marketing to explore whether these three results hold across a variety of marketing classes, students and faculty members.

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# THE POWER OF IN-CONTEXT SURVEYS: CAN MOBILE MARKET RESEARCH MAKE RESPONDENTS MORE TRUTHFUL?

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## **POSITION PAPER**

Respondents who take surveys out of context often rely on “satisficing” as they answer questions. In other words, they are generalizing their thoughts or past experiences in their responses because it is easier than recalling specifics, though much less accurate. They are also prone to exhibiting a social desirability bias in responding by telling “white lies” and painting themselves in a better light with their answers than what is reality for them.

Technology (in particular mobile) has enabled researchers to go beyond physical boundaries and explore how research communities operate outside preset survey environments. As opposed to phone interviews, focus groups or online surveys where the respondent is fixed in time or place, mobile research is able to integrate with respondents whenever/wherever they are in their day. The ability to capture in-context responses has helped researchers better understand what triggers decisions, among other things. We aim to demonstrate the power of in-context (mobile) survey responses over surveys conducted out-of-context in terms of producing reliable data.

Two surveys (one mobile and one online) were conducted and compared to determine the amount of satisficing and social desirability that was exhibited. We saw evidence of mobile solving for satisficing and social desirability. We had mobile respondents answer questions in-the-moment while dining at a casual restaurant, and online respondents answer questions recalling their most recent casual dining restaurant experience. Because the mobile respondents completed the survey in-context, they were better able to accurately describe the number of times visiting the restaurant, amount of time spent looking over the menu and the number of people dining with them. In addition, mobile respondents were more consistent in their responses when reporting satisfaction with various aspects of their dining experience.

Taking in-context surveys allows respondents to more accurately describe experiences. We believe this is true because being in-context allows us to have better access to our thoughts and feelings about an experience than recalling it at some point in the future.

The challenge with gaining in-context mobile responses concerns operational considerations. Respondents should be incentivized much more than on a standard online survey, especially if it requires rich media responses – such as photo and video. Time in field should also be extended to allow enough respondents to engage in the experience (such as dining, shopping, etc.).

Future research should explore whether accuracy of recall shows a drop off at a certain point after the experience. In other words, is there a significant difference in responses one day after an experience vs. in-the-moment compared to three days, five days, or one week or longer? Determining the point at which accuracy becomes compromised could help researchers decide the best window of time they have to obtain data about past experiences.

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# ENVISIONING SERVICE-LEARNING AS A NATURAL ELEMENT OF MARKETING CURRICULUM'S DNA

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## POSITION PAPER

Service-learning “is the enrichment of specific learning goals through structured community service opportunities that respond to community-identified needs and opportunities” (Kenworthy-U’Ren, Taylor, & Petri, 2006, p. 121). Many business and marketing curriculums include service-learning experiences, and an increasing number of institutions maintain service-learning centers, programs, or other modes of support to encourage and enhance service-learning across programs (Kenworthy-U’Ren, 2008). While many marketing faculty recognize that service-learning can be beneficial, faculty and administrators are also fully aware of the many costs associated with service-learning. As a result, relatively few marketing programs require service-learning experiences as an element of their curriculum. Here, we present a vision of marketing curriculum wherein service-learning is a natural element. We use a DNA metaphor to communicate our vision and highlight the unique opportunity that service-learning offers marketing education. We encourage marketing educators to consider the following: is service-learning just another option in designing a marketing curriculum, or should it be viewed as intimately connected to marketing education as it is in health-professions and social work? In addressing this question, we will also highlight available support resources for introducing new, or enhancing existing, service-learning experiences in a marketing curriculum.

Service-learning can develop leadership and problem-solving skills, connect the theoretical with the practical, enhance cross-cultural literacy and sensitivity, teach civic and social responsibility, and allow students to exercise ethical reasoning (Easterling & Rudell, 1997). Service-learning is not a new or overlooked concept in marketing (Petkus, 2000), and other experiential-learning methods can also support these outcomes. However we argue that service-learning is uniquely suited for helping students learn civic and social responsibility and the role of marketing in society. Additionally, service-learning activities can open students’ eyes to how their marketing education can enhance their communities throughout their lives.

For all its potential, several relevant obstacles can prevent faculty and administrators from committing to consistently incorporating service-learning in a marketing curriculum (Kenworthy-U’Ren, 2008). In essence, the problem is that its costs are perceived as outweighing the benefits. Faculty must provide remarkably more time establishing service procedures, connecting them to learning goals, and establishing and nurturing a productive relationship with a community partner. Even with help doing these things, faculty can still face resistance from students who might view service-learning as requiring extra work outside-of class time and creating unnecessary ambiguity in the class. Additionally, even if students and faculty buy-in to the experience, the fact is that the project’s outcomes may not meet expectations, or the project may not even be completed in a class’s allotted time. These and other obstacles can be enough to deter many from consistently integrating service-learning in marketing curriculum.

DNA passes coded instructions from an adult to an offspring, and these instructions make each species unique. What are the elements of a marketing curriculum’s DNA? What coded instructions should a marketing curriculum pass to its graduates?

A curriculum is defined by content (theories, concepts, skills, etc.), pedagogies, and a structure that systematically sequences specific course experiences. Just as DNA has four chemical bases that are ordered and sequenced to determine the information that guides an organism’s development, a marketing curriculum contains some set specified content that is ordered and sequenced. Similarly, just as DNA has two long strands that wrap around these sequenced pairs of chemical bases to form a ladder-looking double helix, marketing curriculum contains sets of experiences (i.e. courses and pedagogies) that wrap around the sequenced content to provide structure. In this way, a marketing curriculum can be viewed as DNA.

A program's curriculum, its DNA, differentiates it from other programs, and this differentiation should be recognized in a program's graduates, its offspring. The experiences we design make up our marketing curriculum. Each experience connects an appropriate pedagogy to a specific type of content in a given class. The unique ordering and structuring of these experiences form the DNA of marketing curriculum.

In reference to service-learning and marketing curriculum, it is a pedagogy that is best suited to nurture learning about cross-cultural literacy and sensitivity, civic and social responsibility, and ethical reasoning (Easterling & Rudell, 1997). If we want to better nurture graduates who understand marketing's role in society and who are able to have a positive impact on society, service-learning pedagogy is an effective, if not necessary, element to include in a marketing curriculum DNA. To leave it out is to implicitly testify that we can endow our graduates with civic and ethical components of marketing education with other pedagogy. The extent to which this is true should be tested, and we believe the DNA metaphor explains why.

One purpose of the DNA metaphor is to create a situation where curriculum is evaluated, first, by the extent to which its design is appropriate for its desired outcomes. The DNA metaphor has aided design conversations about the redesign of a business core curriculum in our experience. However, exploration is needed to identify if this metaphor can advance the inclusion of service-learning in the design of marketing curriculums. Our goal is to motivate such exploration.

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# THE STAGE AS A LEARNING TOOL

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## **POSITION PAPER**

Problems encountered in teaching the introductory course in marketing often center around providing a significant experience in which the student can internalize and retain the material in a meaningful manner. Research has indicated that one of the best ways to learn and retain information is to actively engage with it. So the question we as teachers of introductory marketing classes must ask is how can we provide such an experience? An idea, which originated from a recent teaching seminar organized at The Teaching Professor conference, was to provide an experience in which the students had to work together to create a “real world” marketing presentation. This paper will explore how such a successful experimental outcome was achieved at Oglethorpe University.

After over twenty years teaching principles of marketing the author was continually frustrated by the lack of basic marketing knowledge retained by students when undertaking advanced courses in the field. The author had to, from time to time, review fundamental concepts, tools and principles of marketing for a large number of students. This impeded the ability to learn more advanced ideas in marketing and prevented a more informed class discussion of materials. The solution presented itself through another discipline taught at the University.

The solution to providing a meaningful experience was to use the theater as a means of understanding how the 5Ps (the author employs a fifth P as People, relating it to the target market) work together. The author, as a thespian himself, obtained the assistance of professors and professionals in the Theater Department to provide the physical setting and rudimentary instruction in the technical aspects of stage craft such as lighting, set design and sound. The assignment given to the students in each class of principles of marketing was to create a product to meet the needs of a target audience and the support components of pricing, distribution and promotion. These were developed through a marketing plan. Classes completed against each other to see who could secure the most profit (a minimum of \$500 was the goal given). The following is an outline of the requirements:

1. **People:** Each class was assigned the task of selecting a target audience from the University community and learning as much as they could about the segment.
2. **Product:** The class was to go to the University library and from the Juvenile collection, select a children’s book and convert it into a product called a play. Members of the class had to take on the roles of director, writers, actors, technical crew, etc.
3. **Price:** The teams were to develop a pricing structure that would allow them to maximize their profits and meet the minimum profit required.
4. **Place:** Each class had to arrange for the means of distributing the product (i.e. the play).
5. **Promotion:** Each team had to develop and execute how and what they were to communicate with the target audience.

The instructor provided each team with “seed money” in the form of \$500 to cover initial expenses, which were to be paid back from the proceeds of selling the product. Any profits from the project were to be distributed to a charity of the students’ choice.

Several challenges faced the execution of this learning project. Foremost among the challenges was time. Not only is the project time consuming, it became extremely difficult in scheduling the time requirements among the team members. The implementation of a play involved many skills beside those of marketing. This was another difficulty encountered by the teams. Finally, as in any large group, members could be dominated by a few and decision-making became problematic in some situations.

The outcome of this hands-on marketing project was very favorable. Despite the time commitment, new skill set learning and group dynamics problem, students, as a general rule, indicated the experience was a great learning activity. Students today who did the project several years ago still fondly remember and discuss the experience at such activities as alumni and sporting events and yes, at University student theater productions. Every year this

learning activity far exceeds the minimum profit level established for charity. Experience in teaching the upper level courses in marketing has confirmed that this active learning activity does have a positive effect on internalizing and retaining key marketing concepts, tools and principles. The author now spends less time on the fundamentals and can devote more time to advanced topics.

More has to be done, perhaps, in attempting to quantify the results of such active learning strategies. In addition, it is not quite clear in which areas of marketing such learning endeavors would be most appropriate. The author encourages his colleagues to develop new active knowledge based activities along the lines of “theater as learning” since we all perform as actors on a stage in our classrooms.

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# ENHANCING MILLENNIALS INTEREST IN THE CLASSROOM: MARKETING AND VALUE CREATION

*Debika Sihi, Southwestern University*

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## POSITION PAPER

Millennials are individuals born between 1982 and 2000 (Howe and Strauss 2000). Those born at the start of the period (1980s) are currently in early to mid-level positions in industry, while those born in the 1990s and 2000s are high school and college level students. A distinguishing characteristic of the millennial generation is their desire to create societal value or generate positive impacts for society. A 2012 study conducted by Net Impact, a non-profit organization focused on creating positive change in the workplace, found that 72% of college students surveyed wanted “a job where they could make an impact” and 45% were willing to take a 15% pay cut “for a job that makes a social or environmental impact.” Deloitte Touche and Tohmatsu, a professional services firm, surveyed over 1,000 employees born after 1981 and found that 92% of these individuals found “success should be measured by more than just profit.” Connecting course content with societal impacts may enhance students’ “triggered situational interest” (short term psychological state of interest) (Hidi and Renninger 2006) in a class topic, thereby enhancing learning. In addition, educating millennial business students on the link between marketing and value creation for society has important implications for practice.

In order for educators make connections between marketing and societal value, students must understand how the creation of value for a firm’s consumers, shareholders, and society are *fundamentally linked*, not separate initiatives. This is even more necessary as firms continue to focus on the triple bottom line-profit, people, plant (Norman and MacDonald 2004). It allows for an integrative understanding of the shareholder perspective, the very definition of marketing, and corporate social responsibility. The role of the marketing is to meet consumers’ wants and needs (e.g., Moorman and Rust 1999), in so doing, value is delivered to the consumer, and the firm generates profits. The profits earned allow a firm to engage in corporate social responsibility (CSR) initiatives. Stock market participants view such initiatives as a signal of firm well-being, favorably impacting the firm’s stock price in the long term (Eccles, Ioannou, Serafeim 2014). Profits and positive shareholder returns allow a firm to maintain and grow their CSR efforts.

This objective of this paper is to determine whether drawing connections between marketing and (1) societal value, (2) customer value, and (3) firm value triggers students’ situational interest in a topic. Data will be collected by surveying 100 undergraduate business students over the course of two semesters. Students will be given detailed summaries (created by the researcher) of eight Wall Street Journal articles to read throughout the semester. Summaries will be used, rather than the actual articles, to isolate the marketing issues. The summaries will focus only on marketing efforts discussed in the article (control condition) or further relate the marketing efforts to customer value (condition 1), firm value (condition 2), societal value (condition 3), or all three conditions (condition 4). Students will complete a survey following each of the readings. Triggered situational interest will be measured as satisfaction with the reading assignment. This is consistent with prior operationalizations of this construct (e.g., Dobrow, Smith, and Posner 2011; Hulleman et.al. 2008).

This work offers insights for marketing educators who can utilize the findings to enhance students’ interest in marketing topics. In addition, students who are excited about marketing have the opportunity to become business leaders who understand the value relevance of marketing and the implications of strategic marketing decisions.

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# USING STUDENT PREFERRED TECHNOLOGIES TO ENGAGE IN THE CLASSROOM

*Lisa L. Parriott, Peru State College*

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## *POSITION PAPER*

Technology can enhance engagement in course lectures and be implemented without expensive hardware, software or a significant time commitment to construct. The website, Poll Everywhere allows an instructor to set up a process of engagement incorporating technology the student carries with them at all times, the cell phone. The instructor uses the website to add engagement activities quickly and easily to lectures and the accompanying presentation slide shows.

Lecture is a general teaching style used in many of our classrooms. It is a simple, cost-effective way to present material to participants, but has shortcomings in engaging students. “The lecture is also seen as a sub-optimal learning environment with issues ranging from the shape of the venue promoting the audience as spectators rather than participants” (Reilly, 2011).

Educators can implement a simple and effective method of engaging students during traditional lecture lessons by creating live polls incorporating the student’s cell phone. “The smartphone is attractive to the student as there is no imposition associated with purchasing or carrying an additional device, or in learning to use it or the new software since they already learned how to use the device voluntarily. There will be no additional monetary costs to use the device in the lecture environment” (Reilly, 2011).

Students are using cell phones in our classes. In 2010 Wilkes University professors, Drs. Deborah Tindell and Robert Bohlander surveyed students about texting behaviors during class, “the study showed that 95 percent of students bring their phones to class every day and 91 percent have used their phones to text message during class time” (Tindell, 2010). Instead of banning the student’s technology from the classroom, instructors may consider using it to increase engagement.

The process of implementing live audience participation begins with creating a free account at [www.polleverywhere.com](http://www.polleverywhere.com). Setup is not complicated, select the create poll options and decide what information the poll question should present. Enter the text of the question into the box and select create. The questions can be open-ended or multiple choice. The free account option allows an unlimited number of polls to be saved and edited.

The poll can be implemented directly from the Poll Everywhere website or embedded in a PowerPoint slide show. To embed into the slideshow, Poll Everywhere offers a presenter download that allows Windows and Mac users to integrate the application in PowerPoint. The add-on places an extra tab on the PowerPoint menu and gives the user the ability to add any of the polls they have created with one click.

When an instructor starts a poll during the lecture, the slide or website presents the question and possible answers. Students submit a text message indicating the chosen response. The Poll Everywhere screen will indicate how many students have responded and allows them to watch how the graph changes with each answer received. Students enjoy the activity as they see the live graph changes in the poll as answers are submitted.

Once the instructor stops the poll; the results can be shared via web link, emailed or posted to social media sites. Saving the results allows comparison of outcomes for further study. This method also allows instructors to check the level of student understanding prior to moving on to the next topic of discussion. This technology is easy to implement and can be of use to everyone, including those with lower levels of confidence in technological engagement.

Implementation of Poll Everywhere requires internet access and a projector system in the classroom. Free account polls are limited to forty responses per poll, for larger classes, upgraded accounts with additional features

are available on a per term cost basis. Users of the website do not receive unwanted text or email from Poll Everywhere. "Although results are stored by Poll Everywhere to tally up the number of votes, no participant will receive unsolicited text messages in the future as a result of participating in a Poll Everywhere poll" (Poll Anywhere, 2014). In the event a student does not have a cell phone, the loan of an alternate technology, such as a laptop or tablet, would allow them to participate. The website does not track specific students and cannot be used for individual grading purposes.

Implementing engagement in lectures utilizing Poll Everywhere is simple and cost effective. Students enjoy participating and watching live results. Further exploration in the use of student owned technology may involve using applications that allow students to text and share notes directly to an online course community. Students use smartphones for web searches, recording and photographs. Further research could be completed utilizing these activities to add engagement to lecture style lessons.

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# IDENTIFYING AND SECURING OPPORTUNITIES TO TEACH MARKETING OVERSEAS

*Mark W. McConnell, University of Mount Union*

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## *POSITION PAPER*

Business professors who value a globally-focused curriculum readily acknowledge the benefits of offering students a rich variety of international, experiential learning opportunities. Such opportunities are important not only to the student, but to the educator as well.

Virtually every marketing textbook includes at least one chapter devoted to the international aspects of the discipline, and business school programs continue to add and enhance coursework specific to international marketing. This presents a challenge to marketing educators with limited global experience. How can international marketing lessons be approached with both confidence and credibility, while offering the educator a meaningful professional development experience?

This purpose of this paper is to encourage marketing educators to aggressively pursue opportunities to teach abroad, and to suggest specific strategies for securing Visiting Professor (VP) appointments at colleges and universities overseas.

The benefits of teaching abroad are both personal and professional. Personally, an international teaching assignment provides a rewarding opportunity to experience other cultures while being compensated to do so. Professionally, such an assignment is likely to strengthen one's tenure and promotion application, while enhancing the educator's "street cred" when international topics arise in the classroom.

The majority of opportunities to teach abroad can be categorized in one of three ways: (1) through an international education consortium through which the professor's institution is already associated, (2) through a successful application to the Fulbright U.S. Scholar Program, and (3) by coordinating a faculty-led study tour with student participants from the professor's institution. Strategies for pursuing opportunities in any of these categories are based on the assumption that the VP applicant would be teaching familiar courses in English, and that the time spent overseas would range from one to fifteen weeks.

**Through a Consortium** – Most colleges and universities are affiliated with one or more consortia which encourage and facilitate students' study abroad experiences. Among the largest such consortia are *USAC*, *CIS Abroad*, *AHA International*, and *IES Abroad*. This alternative is especially attractive to VP candidates with limited international teaching experience. The key to securing VP opportunities through these organizations is networking. This begins with the professionals in the Global/International Studies office on the VP candidate's campus, through whom the candidate can begin building relationships with the consortium representatives assigned to his or her campus. Consortium representatives see professors as vital initiators/influencers in students' study abroad decisions, so VP applicants who seem especially eager to promote the consortium's programs and destinations are more likely to be considered. These individuals are especially appreciative of professors who invite them to their classrooms to present study abroad opportunities available through the programs they represent.

**Through the Fulbright U. S. Scholar Program** – These opportunities take the form of a grant or stipend, and are awarded to approximately 800 American scholars annually. Nearly 140 countries hosted Fulbright Scholars in 2013. The application process varies among destination countries, and many applications require an "invitation letter" from a representative of the host university. Candidates are limited to one application per year, and applications must specify only one destination country.

**Through a Faculty-Led Study Tour** – This alternative tends to involve less time overseas, but can be especially challenging for the novice. Unless undertaken through a third-party provider, the educator may be required to play the roles of teacher, travel agent and translator. Unfortunately, the study tour industry includes some

unscrupulous third-party providers, so references checking is essential. This option is most likely to be successful when the educator leading the tour has one or more especially experienced, reliable contacts working or teaching in the destination country.

While deans and department chairs may support the *idea* of a colleague teaching abroad, the logistics of fulfilling a faculty member's teaching obligations (while he or she is overseas) can be challenging. Fortunately, the demand for VPs is derived from student demand for study abroad opportunities. As a result, summer VP opportunities are relatively common.

Ideally, this position paper will lead to a more quantitative investigation of the correlation between faculty members' international teaching experience and effectiveness in teaching and learning in courses related to international business.

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# **“SHARK TANK!”**

## **A NEW VERSION OF A MARKETING PLAN PROJECT**

*Rick Saucier, Thomas College*

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### **POSITION PAPER**

After teaching Principles of Marketing a number of years, a challenge arose to create a semester-end writing project that engaged my first-year students in an interesting manner that would allow them to connect their semester studies conceptually; that is, to see how all the aspects of their marketing studies work together. A typical marketing paper involves students either evaluating a current product in the market place or creating their own product. But too many students view such a paper as a dry exercise in which they do not always understand the learning points to the class. By re-visioning the end of the semester project, the course became more alive and gave students more ownership of class content.

The paper and presentation is based on the reality television series “Shark Tank” in which inventors present new, innovative ideas to a panel of rich entrepreneurial business tycoons who listen to the inventor(s)’s pitch, then grill them with questions on their new product idea, and then decide to what extent, if any, they will be willing to invest in the proposal.

An outline of the project is contained in the course syllabus and was introduced to the students at the beginning of the semester. The project asks students to create a new product and a marketing plan. In addition, students make an end of the semester “pitch” to the “Shark Tank!” – consisting of the rest of the class.

While students are encouraged to think about their projects the entire semester, they were not formally asked to start the project until the class had completed the material on the first P of the marketing mix, product and product development. They were shown an actual “Shark Tank!” show so they would better understand the nature of their project. Students were also alerted to the fact that sample student papers that were written well were placed on library reserve so that they could better understand the expectations of the project. At that same time they received their first assignment: describe their product, target market, need being served, brand image, and positioning strategy. Students similarly completed short assignment papers for each of the remaining P’s in the mix.

During the last two weeks of the semester, students were responsible for making their “Shark Tank” pitches to their fellow classmates, who acted as potential investors and were responsible for evaluating and deciding if they would financially support the project. Audience members were given credit for completing evaluation forms for every presentation class. The student comments were typed up into anonymous feedback. Students turned in their papers at the end of the semester. The students were evaluated in their effectiveness in communicating the marketing concepts from the course in a logical framework.

The concept should be structured into the semester. By asking students to complete short assignments, the instructor will receive feedback for each major concept covered in class. The assignments will also ensure the students stay on task and not simply treat the project as a last minute end of the semester project to rush through the night before the paper is due.

Allowing time for the projects to be worked on through the semester and for the presentations. The time spent on “Shark Tank” could be used to cover more material. If an instructor decides to use the project, a proper understanding of instructional goals and priorities will need to be reflected on.

The exercise also presents a series of creative challenges. The logistics of implementing the exercise may vary quite substantially with the class size. One could also provide students (in their role as the “Shark Tank! Investors) “monopoly” money so that they can better express how much they would be willing to invest in a product idea. One could also make the project into more of a contest with actual winners. An instructor could bring in a third party such as alums to serve as the “Shark Tank” judges.

The “Shark Tank!” project made marketing come more to life than any other project used in my principles classes over the last twenty years. Students got the chance to be creative, look at developing a product idea of interest to them, and provided a lot of autonomy, but within a framework to give them just enough structure to keep them on task, working on the project over time rather than in a hurried rush at the end of the semester. Using a marketing plan as context, students worked on both their writing and presentation skills. Most importantly, students learned how to conceptually put together a marketing plan. Students found the concept fun, interesting and engaging:

- “Writing the final Shark Tank paper helped me to take in the many terms and ideas we learned over the course of the semester and turn them into a real life idea.”
- “The Shark Tank presentations, along with the final paper, are a good scale to see if the students learned the concepts taught to us in class.”

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# FOSTERING STRATEGIC SYNERGIES IN MARKETING STUDENT CLUBS/ORGANIZATIONS' ACTIVITIES & MEMBERSHIP VALUE

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## **POSITION PAPER**

Embedded in the mission of many student organizations is the goal of enhancing the intellectual climate throughout the university culture as well as to serve as effective vehicles for professional and leadership development (Dugan 2011). However, there is substantial theoretical reasoning and empirical evidence that suggests students often join organizations to manage the impressions that they want to convey to decision-makers when seeking jobs, internships, scholarships, and other lucrative opportunities. Resume padding is the result of joining a student club as a form of impression management rather than a sincere desire to be a part of the organization (Friedland and Morimoto 2005; Kidwell 2004).

This manuscript describes a strategy for leveraging marketing student clubs/organizations' professional and leadership development opportunities and avoiding resume-padding motives by establishing clear cut expectations for marketing student club membership. Astin's (1984/1999) student involvement theory poses that student participation in student organizations positively affects educational gains such as academic achievement and retention. Empirical findings support the idea that the more involved college students are in both the academic and social aspect of campus life, the more benefit they derive in terms of learning and personal development (Foubert and Grainger 2006; Huang and Chang 2004). A framework is recommended for existing marketing student clubs that would minimize resume-padding and maximize the potential for student personal growth and a heightened campus intellectual climate.

School of Business and Economics (SoBE) Student Advisory Council students, at a mid-sized public university in the southeast USA, presented their thoughts on the benefits of forming a collegiate DECA chapter to faculty in the marketing department. These students were part of DECA in high school. The marketing faculty was tasked to review this request for potential impact in light of the existing collegiate American Marketing Association (AMA) and Pi Sigma Epsilon (PSE) Chapters in the department. The faculty's approach to the request led them to assess the opportunity for strategically aligning and utilizing DECA and the other two marketing clubs (AMA and PSE) to enhance student success through outside-the-classroom activities (Luthy 2007). Furthermore, the faculty thought to consider the possibility of strategically linking these traditional clubs to two affiliated marketing honor societies, Mu Kappa Tau and Alpha Mu Alpha.

The Marketing Faculty recommends supporting the students' desire to add DECA as a club in the marketing department. Furthermore, a marketing club "membership path" for students based on class rank that would detail club membership expectations and subsequently ensure progression in student learning and professional development is recommended. Specifically, the recommendations include the following structure:

- Freshmen: Join DECA - Organize a networking event for the department and host a community service event for all of the clubs to participate in.
- Sophomores: Join PSE - Host a local professional sales competition and participate in National Sales competitions such as the Pi Sigma Epsilon Pro-Am Sell-A-Thon®.
- Juniors: Join AMA - Host an annual week-long career development program; organize company visits and plant tours; and participate in case competitions.
- Marketing Honor Society members: Mentor younger students and participate in national marketing simulation competitions.

Additional processes for professional and leadership development are also incorporated into the club path framework with specified learning goals, clear-cut assessment rubric, and decision inputs for leadership appointments such as student's overall academic progress.

Dugan (2011) found that students that had patterns of involvement in clubs related to their academic career were typically involved in four different organizations. However, as detailed in the recommended club path framework, membership costs vary and students may not have the funds to join all of the clubs as encouraged. Even if they were able to join all the clubs, their effectiveness and development as active members becomes questionable as some may suffer from being oversubscribed if not monitored. Also the faculty burden associated with student organization advising cannot be overlooked. Finally, a technology such as Blackboard is needed to streamline communications and archive membership information, club activities, announcements, and reports.

Through empirical analysis of the outputs of the student club membership paths framework, we can develop an understanding of how the campus intellectual climate can be enhanced while achieving student development goals in both marketing content and professional development areas. An empirical assessment can explore the developmental path from freshmen year to graduation and these out-of-class experiences can be examined for their effectiveness in preparing students for a variety of positions in professional sales and marketing. In addition, the impact of student inclusion in implementing departmental and university-level strategic goals can be captured and analyzed.

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# HOOTSUITE UNIVERSITY: INTEGRATING INDUSTRY RESOURCES INTO SOCIAL MEDIA AND PROMOTIONS COURSES

*Janna Parker, Georgia College and State University  
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## *POSITION PAPER*

The use of social media continues to rise and checking it has become habitual for many adults in the US. According to the 2013 Pew Research Internet Use Study, 71% of adults use Facebook, and of those, 63% log in at least once a day. The use of other social media platforms is rising as well: LinkedIn (22%), Pinterest(21%), Twitter (18%) and Instagram (17%) (Duggan & Smith, 2013). In 2013, 77% of Fortune 500 companies had an active Twitter account and 70% were active on Facebook.

The surge in social media usage by both consumers and organizations makes it crucial for companies to be able to manage the digital brand by standing out in the social media clutter, monitoring competitors' actions, and tracking the mentions of their brand. Social media management is not just about sending out Tweets and posting status updates, it is about engaging with the brand's audience. Thus, universities must provide students with the marketing theory and technical knowledge to equip them to be successful in digital brand management.

Yet, despite the industry trend toward needing employees competent in both marketing theory and social media technical expertise, business schools have been somewhat slow to offer social media courses. Cory Edwards, the head of Adobe's Social Business Center of Excellence, recently made a call for more universities to offer courses in social media (Edwards, 2014). As of 2014, only two textbook publishers offer a social media textbook: Cengage Learning and Prentice Hall. Hunt and Mello's Marketing (2015) principles text offers students an interactive social media exercise with each chapter. Both of the pure social media books teach students the concepts and theories for a strategic approach to social media but both leave out a key component: how can one implement the strategies suggested in the books. For example, listening is listed as one of the steps in the social media marketing planning cycle in the Cengage text by Barker, Barker, Bormann and Neher (2013, p. 27); however, the text does not offer any technical information as to how to complete this important step. At the MMA 2013 conference, Agozzino and Fleck presented a position paper on offering a social media minor. The purpose of this paper is to provide suggestions for developing a single course that addresses social media education.

The lack of social media education has led to an interesting option for filling the gap. HootSuite calls its product a social media relationship platform and claims to have 744 of the Fortune 1000 companies as its clients (HootSuite, 2014). The platform allows the user to manage social media from one dashboard as well as making it possible for multiple users to access and collaborate across different social media options. The company offers different levels of services to both individuals and organizations. Free accounts are offered but the features are limited. For those interested in the premium services, a monthly fee option is available.

Hootsuite University is a training program educators can use to bridge the gap between classroom theory and technical expertise. Enrollees take exams and can earn HootSuite certification that includes a name listing in the company's searchable database of certified HootSuite social media planners. HootSuite University provides university professors and their students free 90 day access to HootSuite University and its certification program. Professors who include HootSuite as a mandatory part of the class are eligible to apply. Currently, the company claims that approximately 350 universities across the US are in this program. Journalism, marketing and communication courses have utilized this free resource.

The program consists of different courses with a syllabus and workbook provided for each course. Students watch videos for each course and then take an exam with unlimited opportunities to pass the exam. After

completing the courses, the students then take a 40 question exam with one hour to complete the exam. Students may take the exam multiple times in order to earn the certification.

HootSuite University not only offers a great opportunity for students to become certified on an industry-recognized platform but also provides professors with an opportunity to lighten the work required for teaching a course. It is our position that using industry resources such as HootSuite University provides students with a unique opportunity to develop industry leading social media management techniques to complement the theory taught in the classroom. While the HootSuite courses do provide some instruction on how to engage customers and analyze metrics, it does not provide students with the conceptual and theoretical background to create a social media strategy. Thus, it is necessary for professors who use this excellent resource to do so in conjunction with traditional teaching methods. Whether using textbooks or industry tools like HootSuite, it is crucial that those who facilitate these courses to not rely solely on industry resources. A course that integrates academic sources with industry resources is an ideal way to prepare marketing students for entering the promotions and social media job market.

The development of social media courses is still in the early stages for most professors who are entering this area of teaching. The popular online communities and the forms of social media platforms and apps change on almost a daily basis making it difficult for professors to keep up with industry. Industry sources such as HootSuite make it their business to be in front of social media trends so they must stay current with the changing technologies. A partnership such as the one presented in this paper has the potential to keep students and professors up-to-date with industry standards; however, future research should attempt to follow up on the career success of students who complete the certification process.

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# MILLENNIALS AND LEARNING STYLES: OUT WITH THE NEW, IN WITH THE OLD?

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## **POSITION PAPER**

Instructional Technology is not a new concept, but in the past few years colleges and universities have increasingly sought to use technology to reach today's students. Institutions are spending millions of dollars to update classrooms and design learning spaces for a millennial audience. Researchers have looked at the incorporation of technology into the classroom and at how instructional technology can lead to positive outcomes (Buzzard, Crittenden, Crittenden, & McCarty, 2011; Robinson, 2006). While this research has found merit in the use of instructional technology, a major component of Robinson's findings (2006) indicate that students were more successful when they *expected* the technology to offer more to their learning experience. Our findings indicate that by incorporating technology into the classroom, students may indeed enjoy the addition of these tools, however they may not be convinced of the educational nature of the technology. Before making significant investments into transforming infrastructure and delivery methods, it is worth asking: if they have a choice, would students prefer classic pedagogy? If they are actually learning more through the incorporation of technology, where are we going wrong in demonstrating the educational value of its inclusion to students?

Active learning is a general concept that stresses increased student interaction with the material, ideally resulting in more knowledge retention and interest in the subject matter. Despite accruing research in favor of active learning, passive styles like lecture continue to dominate the American college landscape (Feden, 2012). Many institutions have invested in classrooms that specialize in facilitating active learning environments, often at great expense, to capitalize on the student performance benefits described by Cotner and colleagues (Cotner, Loper, Walker, & Brooks, 2013). While active learning is a broad category with possible overlap between traditional pedagogy, a major component is the incorporation of technology and visual media into the classroom. As McCabe and Meuter (2011) point out, technology can be an effective classroom tool, but our results show students may not yet perceive the educational benefit.

Eighty-three business students participated in our study, consisting of 58 percent male and 42 percent female. Students completed surveys by answering Likert scale questions regarding classroom preferences. Questions pertained to preferred presentation style in the classroom (lecture, class discussion, group projects, visual media, etc.), which educational styles they found most educational and preferred to be graded on, and what qualities they look for in a professor. Students also answered questions about attendance, the relevance of their books and materials in the classroom, as well as preferred class size.

At this time, some exploratory analysis has been run on the data including frequencies, correlations, and MANOVA's. Preliminary results show significant differences among males and females. While lectures are often thought of as tedious and outdated, our findings indicate nearly half of students surveyed preferred lecture, with males showing a stronger affinity than females. Findings also indicate that all students enjoy the incorporation of technology in the classroom, but they strongly question its educational value. Our research also discovered another disconnect between popular theory and student perception. The National Association of Colleges and Employers found as recently as October of 2013 that working effectively in a team is the most sought skill in graduates entering the workforce (Adams, 2013). While many institutions already include a great deal of group work in their courses, our data reveals students not only dislike group projects, but also question their educational value.

The preference against group work is again split along gender lines, and the divide is statistically significant. While males prefer lecture, females seem to prefer working in groups. While there has been evidence (both anecdotal and in the literature) that some students dislike group work, our study also found that students do not find the projects educational. This finding is important as it impacts today's learners in a number of ways. It seems more essential than ever to show students the benefits of working in teams, and tie them to real educational or professional

outcomes. If students lack an appreciation for what has been deemed an essential career skill, there is an obvious deficit to be addressed in the classroom.

As this study progresses there are several opportunities for future research. Having surveyed traditional pedagogy, we could evaluate the effectiveness and perception of new teaching styles. Though Millennials desire visual stimulation, it is possible its use in the classroom is a detriment especially depending on the type of class it might be incorporated into. Further, if they still find traditional lecture to be beneficial in spite of new technologies, perhaps the push to redesign the classroom needs further consideration. Ultimately, as valuable as student perception is, what matters most is student success. A follow-up study analyzing and contrasting perception, preference and learning success is planned. In addition, a controlled experiment may be beneficial to see the differences that occur when students learn with their preferred pedagogy in different environments.

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# MITIGATION OF THE CRITICAL BUSINESS FACULTY SHORTAGE THROUGH ALUMNI MENTORING

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## **POSITION PAPER**

With the number of online business programs increasing daily, a higher percentage of the U.S. population receiving undergraduate and graduate degrees, and the continued retirement of the baby boomers; the demand for business faculty has been outpacing the production of doctorates in business disciplines for years. Despite a scattered few who feel the predicted shortage is “suspect” for a variety of speculative reasons, the vast majority of current articles are in agreement. There has been a business faculty shortage since the mid-2000s.

Various strategies have been implemented to improve the number of those willing to make the industry to academia transition to pursue doctoral studies; and various programs have been successful in lowering the doctoral program attrition rate. While many of these programs are proving helpful in increasing the stream of doctorally qualified business faculty, they are clearly not enough. Further, the recruitment of fresh business Ph.Ds. can be tantamount to a bidding war. This position paper forwards as a best-practice the mentoring of select alumni through the transition of industry to academia in order to increase the pool of likely Ph.D. candidates, devoted to their undergraduate alma maters.

Mentoring literature is clear regarding the increase in peer mentoring in situations when unfamiliar tasks increase the need for problem-solving behaviors. There is also empirical evidence that peer mentoring is a key addition to formal training in the improvement of professional to client communication and client satisfaction. Additionally, empirical evidence indicates formal and informal mentoring are effective means to facilitate and share knowledge creation and help to build intellectual capital.

The roles of formal faculty and peer facilitators include the provision of encouragement of exploration of careers in academia, choice of doctoral programs, mentoring through coursework, choice of dissertation topic, help with choosing a major professor, and mentoring through the dissertation process. Additionally, once employed in academia, newly minted Ph.Ds. require help with course administration, course development, research, and with facilitating communication between faculty and students. Informal faculty and peer facilitation includes collegial interaction and assistance, problem-solving behaviors, and the use of pre-designed coursework from senior faculty. Each type of assistance provides different aspects of support. Therefore, it can be concluded that by providing pre-, intra-, and post-doctoral mentoring which includes formal research and teaching facilitation, formal training, and encouraging peer mentoring-- business schools would be more likely to successfully recruit and retain their own alumni as faculty members with higher levels of mentee and student satisfaction. Senior faculty mentorship reward systems are intrinsic. Anecdotally, it is a matter of pride to mentor your best students to success in your own field. Additionally, business schools utilizing these methodologies will have higher levels of success in training, recruiting, and retaining faculty within the online course management system, face-to-face teaching, service, and research roles.

It is posited that due to increased mentorship, recruits would have higher than average levels of job satisfaction and the intrinsic rewards of teaching at their own alma mater as alumni. Industries from athletic teams to corporate entities and entrepreneurial concerns are known for “growing their own talent.” With the new faculty shortage, salary bidding wars, and accreditation requirements, this type of mentoring in academia only makes sense.

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# THE PROCESS OF CREATING AN UNDERGRADUATE SALES PROGRAM

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## POSITION PAPER

Our role as educators is competitive. Preparing our students and getting them hired is a role that cannot remain static. Constant change in adapting to today's marketplace is critical. One of these changes may be to adapt with the increase demand in hiring professional sales representatives from undergraduate programs. Hiring institutions find it difficult to find qualified sales representatives for their workforce. Over 50% of business graduates enter the workforce in professional sales (regardless of major), and yet Forbes ranks sales representatives as the 2<sup>nd</sup> hardest position to fill. More qualified graduates need to be trained in the field of professional sales and those that do enjoy a job placement rate at over 90%. Therefore, many marketing departments are turning toward a concentrated sales program. As of today, less than 3% of colleges and universities host such sales programs, but the trend is rising.

This paper aims to provide a brief framework of how a marketing department may develop their own sales program. Note: the framework is not intended to be a lockstep process but a guideline for the routine implementation. Many schools are going to find that their unique situation will be best suited by some variation within the process.

The following is a suggested order of implementation:

1. **Sales Course** – Most COB already have at least one sales course. However, if your school does not you may be able to jump to another step, which may make this step easier. Creating a sales course may take some time from an administrative standpoint, while strong student support may allow you to enter a sales competition and even start a student sales club to help build support.
2. **Sales Competition** – By selecting a few strong sales students, entering a sales competition is a great opportunity to showcase your student's abilities and interest in sales to your administration as well as potential hiring institutions.
3. **Sales Internships** – Once connections with hiring firms has been made, creating internships for your students is a great way to create awareness and credibility to both the hiring firm and the student.
4. **Advisory Board** – If you have competed in a sales competition and/or developed relations externally, you may be able to attract individuals from sales companies to serve on a sales advisory board. They can offer guidance in what they are looking for in hiring sales graduates while again demonstrating the attraction that these external hiring firms have on your students. Some programs even charge the advisors to sit on the board in exchange for added quality exposure to the students throughout the year.
5. **Sales Club** – If you have built up interest from your students then a sales club is a simple but effective way to strengthen the program. Note: as most sales clubs are junior or senior level, a sales club is a good opportunity to attract underclassman as well in the hopes of creating continuity in the club for years at a time.
6. **2<sup>nd</sup> Course** – This may be difficult to gain approval at some institutions, but with the previous points in play the administration and curriculum committee should see the benefit in adding this to the offering. To advance to the remaining steps, this one is critical.
7. **Sales Certificate/Minor** – Multiple sales (and related) courses need to be offered for this step. However, this step may attract not only marketing students but students from other parts of the campus as well which may be a great benefit to the school.
8. **Host Sales Competition** – This step is unnecessary but may offer great external publicity to the credibility of the sales program. These competitions attract the attention of hiring institutions, administration from other schools, and parents of future students.
9. **Sales Center** – While this step can happen at any point earlier in the process, it should not be a focus of creation but simply be an anchor of all the achievements from the above steps. An endowed sales chair may also be a possibility with the help of involved sponsors from the hiring community.

Most new programs do not happen overnight. Nor do they emerge from the recommendation of the school administration. It is often a lone faculty member (or a few) that initiates a new program from within the college. The challenge is to gain the favor of other faculty members, members of the curriculum committee as well as the administration. Due to shaky perceptions of the sales profession developed decades ago, it is often difficult to win over the parties necessary to make this happen. However, with the steps listed above and with corporate voices speaking loudly, it can happen.

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# COACHING 101: DEVELOPING AND IMPLEMENTING A THREE-PART PROGRAM FOR STUDENTS AND ADVISEES

*Bryan Greenberg, Elizabethtown College*

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## *POSITION PAPER*

This paper and presentation explores the development and implementation of a coaching program in an undergraduate business curriculum. This program was designed to accomplish three distinct goals. The first was to expand the faculty-student relationship from that of an advisor and mentor to one where the faculty member also takes on a coaching role. The second was to facilitate a richer, more successful college experience, leading to improvement in academic measures, college satisfaction, and emotional intelligence. The third was to provide each student with a unique set of tools that could be applied in their professional life, both for their own personal career development as well as in their interactions with others. Topics discussed in this presentation include background information, program rationale, implementation tactics, coaching techniques, and preliminary results.

The International Coaching Federation (ICF) describes coaching as a partnership between client and coach, whereby a coach assists a client in articulating their personal and professional goals. The key to this relationship is that these goals, and the steps necessary to address them, are not defined by the coach or a third party. Responsibility for growth and development rests with the client, with the coach there only to help clarify, to offer encouragement, to elicit strategies, and to hold the client accountable. While coaching is often confused with other services, the concept of partnership differentiates the role and tasks associated with each. Coaches are not consultants, who are often asked to diagnose problems and offer solutions. Nor are coaches therapists, tasked with resolving issues from the past. In addition, while coaches should possess some expertise in coaching, they should not be considered a source of expertise, and as such the role they play is quite different from the role of an educator or an advisor. In the same respect, while coaching might be included in a mentoring relationship, mentoring itself, especially those tasks which entail the transfer of wisdom from the mentor to the mentee, is also distinct from coaching, where such a transfer does not take place.

While coaching has become increasingly popular, it is not often incorporated into higher education, even though the outcomes associated with it mesh well with the outcomes we wish to achieve as educators. This may be due to the traditional view of the educator as a source of knowledge, a cursory understanding of what coaching is and is not, a dearth of coaching training for educators, or the time and effort necessary to develop and fulfill a beneficial coaching relationship. Yet the benefits that coaching offers, on a personal and professional level, can both support and strengthen the educational experience in ways not possible through the traditional educator/student relationship. This is especially true for professional programs.

Three years ago I began to develop a coaching program to use with my students and advisees. This program grew from my own experience as a transitional coach working with clients outside of academia. The program I designed consists of three parts. The first, assessment, includes the use of various tools, including Myers-Briggs Step II (a measure of personality and preferences) and EQ-i (an emotional intelligence measure). These assessments are intended to offer insight into the student's personality and temperament, provide a baseline for future comparison, and engage the student in discussion as they define their goals and the steps to achieve them. The second, coaching, encompasses both individual (one-on-one) and group (multiple students with one coach) coaching sessions. This is where the actual coaching takes place, with the development of student-defined goals, the creation of a course of action to achieve those goals, and a regular assessment (by the student, not the coach) of how this course of action is progressing. The third, coaching training, introduces students to some of the concepts and techniques of coaching, culminating with peer coaching. The intention of this portion of the program is to offer students a better understanding of the roles of coach and client, thereby sharpening their own understanding of, and ability to benefit from, an actual coaching relationship. It also allows students to develop a set of skills they might not traditionally work on during their academic career.

Initial results of the program are promising, with improvements in grades, academic satisfaction, and professional preparation. Students also exhibit greater understanding of the link between actions and outcomes, are more attuned to the consequences of their behavior, and demonstrate more resiliency. In addition, student evaluations consistently rank this experience as one of their favorite and most valuable college experiences.

The goal moving forward is to expand and refine this program. Since the biggest constraint is time (coaching requires coaching sessions, and as such, an increase in participants means an increase in the hours necessary to conduct such sessions), additional experimentation with group coaching techniques will be tested. The development of a broader coaching program, reaching across the department and/or campus, will also be explored.

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# THE INFLUENCE OF STUDENT MAJOR ON SALES PROFESSION CAREER CHOICE

Shawn Green, Aurora University

## POSITION PAPER

This position paper presents the results of survey research regarding students (predominantly within business related majors) and their consideration of professional selling as a career choice after graduation. The reason for investigating the degree of interest business students have in selling as career option is due to a substantial demand of new graduates of professional sales. While there may be demand for new graduates in the sales arena, not all students necessarily have the same level of interest in working as a professional salesperson.

Students attending a Midwest private university from multiple majors across sections of business related courses completed a survey addressing career choices including the degree of consideration they would give to professional selling. Additionally, students were asked questions regarding different aspects of the sales profession along with the amount of time that they may have spent working (full time or part time) in a job that included sales responsibilities. Survey results were analyzed to compare various majors regarding their interest in sales and sales related issues.

Of the 209 participants, a total of 39% were seniors, 43% juniors, 9% sophomores and 9% freshmen. The age range of those in the sample include; 18 – 20 (24%), 21 – 23 (61%), 24 – 26 (9%), 27 – 30 (1%), 31 and over (4%). The participation rate across gender was almost identical at 50% each. The sample utilized in this study was broken down into four majors, specifically 57 marketing students (27%), 24 accounting students (12%), 82 business administration students (40%), and 44 students with other business related majors (21%).

Students were asked several Likert scale questions within the survey on a 1 – 5 scale (1 = to no extent, 2 = to a limited extent, 3 = to some extent, 4 = to a good extent, 5 = to a very good extent). In reference to the question if students would “consider starting their career in the area of professional selling”, the overall mean and standard deviation were 2.7 and 1.4 respectively. This result indicated as an entire sample, students consider sales to some extent. There was no significant correlation between the likelihood of considering sales as a career and age or year in school.

Three additional questions that address sales related perspectives and behaviors were examined. Students were asked about the extent of their “belief that the sales profession has a positive image in our society” (mean 3.0, st. dev 1.0); and the “belief that salespeople are viewed as solution providers for customers” (mean 2.9, st. dev 1.0). In terms of students work experience, the frequency results for how long students “worked in a job (full time or part time) that included sales responsibilities” were: never (19%), less than one month (3%), one to three months, (8%), four to six months (11%), seven months to a year (9%), one to two years (14%), two to five years (24%), over five years (12%).

### Mean Student Response for Selected Survey Items (Scale 1-5) Utilizing One-Way ANOVA

Major of Choice:	Marketing <i>n</i> = 57	Accounting <i>n</i> = 24	Business Administration <i>n</i> = 82	Other Business Related Majors <i>n</i> = 44
Consider starting a career in professional selling after graduation	Mean = 3.2 *	Mean = 1.3	Mean = 3.0	Mean = 2.3
Belief that the sales profession has a positive image in our society	Mean = 3.1 **	Mean = 2.8	Mean = 3.1	Mean = 2.9
Belief that salespeople are viewed as solution providers for customers	Mean = 3.1 ***	Mean = 2.3	Mean = 2.8	Mean = 3.0
Length of work in a job with sales responsibilities	Mean = 5.5 ****	Mean = 2.2	Mean = 5.0	Mean = 4.4

\* Marketing majors significantly different from accounting and other business related majors ( $p < .01$ ) (no significant difference with business administration)

\*\* No significant difference across majors

\*\*\* Marketing majors significantly different from accounting majors ( $p = .01$ ) (no significant difference with business administration and other business related majors)

\*\*\*\* Marketing majors significantly different from accounting and other business related majors ( $p = .01$ ) (no significant difference with business administration and other business related majors)

ANOVA results indicate that there is a significant difference between marketing majors and accounting majors and between marketing majors and “other” majors in giving consideration to professional selling as a career. Accounting majors did not view salespeople as solution providers for their customers in the same manner that marketing, business and other majors did. However all of the majors viewed the sales profession to only ‘some extent’ as having a positive image in our society. In assessing work experience that included sales responsibilities, both marketing and business administration students’ obtained sales experience to a greater level than accounting and other majors. The results indicate that students may be pursuing work while in college that is somewhat more aligned to their interest of study. The sales work experience, coupled with sales oriented course content may serve as preparation for a greater willingness to enter the sales professional as a career.

The limitations of this initial study include using only one educational institution to collect data. A comparison of other institutions with various offering and levels of awareness of sales courses and programs would add to the knowledge base of sales career preferences. Topics for further investigation that could provide more insight on the reception of professional selling as a career include; the impact of dealing with customer rejection, inconsistency of commission based income, sales performance/quota pressure and working with potentially demanding customers.

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# ARE MARKETING STUDENTS COMPARED TO OTHER BUSINESS MAJORS WELL-PREPARED FOR THE JOB MARKET?

*Saad Alhoqail, University of Texas at Arlington*

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## POSITION PAPER

As the competition of the job market increases, both business school and students agree that support skills related to real world such as teamwork and decision making have to be mastered by fresh graduates. The main proposes of this paper are to investigate whether marketing students are first favorably trained and own sufficient support skills and second in better situation in terms of skill than their main competitors the students coming from the other business majors.

According to McCorkle et al. (1999), there are two types of skill. 1) Discipline related skills that can be advanced by applying the discipline-related knowledge. 2) Support skills – the focus of this paper- such as the interpersonal, decision-making, and group work can be transferable from one job to another. In fact, team project as a part of the support skills has been essential in marketing curriculum as it boosts students' communication and emotional intelligence and group skills (McCorkle et al. 1999; Moriarty and Buckley 2003).

Building on the notion that support skills are very important for business schools' students, I investigate whether marketing students are doing superior job in twelve dimensions of the support skill than other business majors' students. These skills namely are: caring for others, conformity, goal setting, developing other, self efficacy, leading, shared decision making, team building, team work, co-work competence, vision, and peer evaluation. Each of these skills is measured through a valid and reliable scale that commonly used in the marketing and business education literature. Also age, GPA, and year in school are taken under consideration as control variables.

Utilizing multivariate analysis of variance (MANOVA), the analysis of 1067 sample data pulled from a southwestern university generally reveals that marketing students are well-prepared to the job market than other business majors' students. This fact holds true though marketing students are slightly younger and in early stage of school, and have lower GPA. Specifically, the analysis shows that the two groups have significant difference in seven dimensions of the support skills while the difference in the other five is not significant. Furthermore, while marketing students are doing superior job in ten dimensions of the support skills, other business major students have higher self-efficacy and conformity skills.

It seems that marketing professors and programs might have to put further effort on building their students' interpersonal skills other than just focusing on marketing knowledge and competences. By doing so, marketing programs will attract a proper number of students in this tough time in which business schools' enrollment has declined (Chonko and Roberts, 1996) and several specialized programs in business schools such as marketing are losing their battle against the general business programs or the MBA program. Marketing programs might do so by attaching the support skills to their curriculums so that marketing students can not only broaden their knowledge bases of but also boost their positions against competitors in job market.

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# REACHING STUDENTS WITH UNLIMITED LOW STAKES TESTS OPPORTUNITIES: TESTING AS A GAME

*Dale L. Varble, Indiana State University*

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## POSITION PAPER

This paper explores the potential of obtaining information about students when the students are given unlimited opportunity to take low stakes tests, then using that information to adjust the learning environment for more learning to occur.

The inspiration for this exploration initially came from the article by Steve Henn, "Video Game Creators Are Using Apps to Teach Empathy", on NPR News, November 20, 2013. Henn points out that the gaming industry commits a tremendous amount of resources to analyzing data on how people play games. Since the connection of games to the internet, a large data base is available for analysis of game player behavior and how to improve the product. Data analysis for example has found that 80% of the time, gamers fail but are motivated enough to keep going.

Blackboard testing permits alternatives in setting up the test for students to take. For instance, some of the choice are: writing or selecting the question from a test bank; have the questions selected randomly for each student for each attempt from a test bank; limiting the amount of time for the test; allowing only one attempt to take the test, a specified number of attempts or unlimited attempts; if more than one attempt is allowed the attempt that will be recorded in the grade book, the highest or last attempt; presenting question one at a time or all at once; prohibit backtracking or permitting backtracking; providing no feedback, number of correct answers only or all answers with the question and the correct answer. Thus Blackboard Gradebook provides a limited data base for analysis of student test taking behavior depending on setup choices made when developing a test.

To gain a preliminary perspective of test taking behavior data from 92 students taking online low stakes test in two principles of marketing classes produced a Blackboard grade book data base. Each test was drawn from a test bank at random. The test bank was pertinent to the assigned readings. Each test was timed with forced completion and multiple attempts allowed. Questions were presented one at a time with no backtracking permitted. The only feedback provided to the student was the number of correct responses. Only the last attempt before the due date was recorded in the grade book. The Blackboard data base includes the number of attempts made by each student on each test, the date and time, the score and the amount of time used on the attempt.

The following are some of the questions that will be addressed in the analysis of data.

- Is there a relationship between the number of times students attempt test and their grades on the midterm and final exam?
- Do students do more preparation after an attempt or simply start another attempt immediately like might be expected when playing a computer game?
- Do students seem to have a satisfying score when they stop attempting?
- Does the number of attempts diminish as the semester progresses?

Several concerns exist with regard to this study. One is the basic concept of gaming and learning. A Harvard clinical psychologist, Catherine Steiner-Adair is of the opinion that students already spend too much time on devices and that the time would be better spent on real-life events and relationship.

The study as outlined above also does not account for other factors in the students' lives that may impact on the number of attempts and related items.

Only two marketing principles classes with a total of 92 students are in the data base. Future research into the topic should be based on a thorough search of the literature.

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# THE WORST SALESPERSON IN TOWN – TEACHING ETHICAL SELLING THROUGH ROLE PLAY

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## **POSITION PAPER**

In order to provide a well-balanced sales education, marketing educators should focus on developing their sales curriculum within an ethical framework. In their 1986 article, Caywood and Laczniak list some of the various connections that bind sales to ethical or unethical behavior, including the idea that merely following the law does not mean that a salesperson is acting ethically, that decisions rely on personal ethics, and that salespeople will often be placed in situations where an unethical decision is available and possibly beneficial, at least in the short-term. Cummins, Peltier, Erffmeyer, and Whalen (2013) identified ethics as a growth area for marketing education research, specifically integrating ethics into the classroom. In their review, the authors found that journal articles featuring ethics in teaching represented only 8.4% of the total surveyed articles. As salespeople are the boundary spanning employees of an organization, teaching and developing in-class ethical exercises can serve to benefit both employee and firm when a salesperson is confronted with an ethical dilemma.

In this paper, we present an exercise for delivering an ethical role play scenario that allows students to examine the true short- and long-term costs of using unethical tactics in a sales encounter. Students are placed in buyer-seller pairs and are each given their roles – the salesperson must close the deal using as many high-pressure tactics as possible, while the buyer has no real desire to do business with the salesperson. The instructor provides numerous unethical ways to close this seemingly unwinnable sale, though each of the tactics is not recommended for ethical selling.

The classroom is divided in half, with one part of the class taking on the role of buyer while the other section becomes sellers. Each group is briefed privately and given time to develop their strategy. The sellers are given instructions that they must sell their product (a widget) to the buyer or else they are fired. Their product is average across all categories (e.g., price, durability, and performance), so they cannot honestly tell the buyer that their product is better than what the buyer is currently using. They are encouraged to be creative in their selling approach - push their sob story (that they will be fired if they don't make the sale), create backstories to get the buyer to pity them, and focus on the negative qualities of the competing product (that the buyer currently has).

The buyers are given instructions that they are not obliged to make a deal. They use a competing brand of widget, but might be open if the price is right. In order to facilitate even more unethical negotiations, there is no zone of possible agreement. The sellers cannot sell below \$1500; the buyers cannot buy anything above a \$1250 limit. In order to get around this obstacle, the sellers were advised to get creative with the price - they can pay money out of their own pocket to make up the price gap, can invent discounts to be applied at a later date, or can push an easy return policy - the buyer can order the product today (so the salesperson keeps their job) and return it at a later date. The remainder of the lecture was spent reviewing ethics in a sales framework, instilling the benefits of ethical behavior to ensure positive long-term buyer/seller relationships.

A post-test was given to the students following the exercise. Overall, the students found the exercise helpful in learning the value of ethics (scoring 5.7 out of 7) and learning the consequences of using bad ethics in selling. Both buyers and sellers responded positively to the exercise, scoring 6 and 5.9 out of 7 on enjoyment of the exercise, respectively. They also recommended the exercise for future semesters (6.1 out of 7).

While feedback from students was positive, there are a few additions that could make this ethics role play more successful. One concern was that only half of the students were able to play the role of seller; perhaps repeating this exercise in a similar but different format so that the entire class can experience both halves of the unethical sales encounter. Additionally, this or a similar exercise could be used later on in the semester. Ethics is often taught early on in a professional selling course, prior to the students learning the various steps of selling. Student comments mentioned the desire to repeat this exercise later in the semester, when they can implement techniques learned

earlier in this unique scenario. Educators may also seek to include a personal ethics code exercise in conjunction with this exercise – introducing this at the conclusion of the unethical salesperson lesson could reinforce student beliefs in practicing ethical sales behavior.

Ethical behavior is a core tenant of successful sales management, leading to reduced turnover and increased performance (Jaramillo, Mulki, and Solomon, 2006). Allowing students to experience a stressful unethical sales situation can help them experience both the long-term costs of selling unethically and how to identify and not succumb to unethical sales behavior.

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# STUDENT EVALUATIONS OF TEACHING: WHAT CAN TEXT ANALYTICS REVEAL FROM QUALITATIVE DATA?

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## POSITION PAPER

Student evaluations of teaching are of great interest to faculty as they are frequently used in tenure, promotion, merit pay, and hiring decisions (Clayson, 2009). Moreover, such evaluations capture students' opinions, which are considered an essential source of information regarding the quality of instruction at universities and colleges (Wright, 2006). These appraisals of performance have been credited with serving as a means of identifying and measuring teaching effectiveness (Peterson, Kerin, & Martin, 1978); as a diagnostic tool for faculty in evaluating and modifying course components and improving teaching performance (Ortinou & Bush, 1987; Marsh, 1991); and as an aid for examining work styles and professional roles of academics in higher education (Glisan & Ferrell, 1987). While over 99% of business schools utilize student evaluations of teaching to measure instructors' classroom performance (Clayson & Haley, 2011), the validity, reliability, and usefulness of these instruments has long been debated.

The vast majority of literature on student evaluations of teaching has examined quantitative data collected through the use of survey items measured with Likert-type scales. This type of data can provide an overview of students' feelings regarding their instructor, but may fail to supply in-depth information about the class (Wright, 2006). Despite the known imperfections of student evaluations of teaching, it is very likely that administrators will continue to use them for the foreseeable future in an attempt to measure teaching performance. Thus, we suggest that the often-overlooked qualitative feedback from students should be thoroughly examined in addition to quantitative data. However, the immense amount of qualitative data collected may prohibit systematic analysis due to the amount of time required to complete this process.

Text analytics offers a possible solution for this problem, as it is an efficient technique for capturing valuable information contained in responses to open-ended questions on evaluations. "Text analytics is a method for extracting usable knowledge from unstructured text data through identification of core concepts, sentiments and trends" (IBM, 2010, p. 3). Unlike performing a search, which is a "top down" approach to finding information in textual material, text analytics is considered a "bottom-up" method that reveals the concepts and themes in a body of documents and maps the relationships between them (IBM, 2010). Many schools are now conducting online evaluations of teaching, a practice that facilitates the use of text analytics because it allows for efficient creation of electronic documents in preparation for the analysis.

In this presentation, we explore the use of text analytics in uncovering concepts and themes that, when combined with quantitative data from student evaluations of teaching, enable us to more closely examine the practices commonly used by both top- and bottom-rated instructors. For this study, a sample of quantitative and qualitative data was collected from online evaluations completed by students in Marketing courses over three consecutive semesters at a large Southwestern university. IBM SPSS Modeler Text Analytics 15 is utilized in the generation of three broad themes of qualitative data collected in response to two open-ended questions regarding which aspects of the instruction *did* and *did not* help students learn. These emerging themes are personal characteristics of the instructor, teaching style/instructor behaviors, and materials. In our presentation, we elaborate on the concepts that surfaced under each of these themes, as well as the relationships identified among them. Additionally, we discuss results of an empirical analysis and how the findings of the two types of analyses relate to one another.

While text analytics offers great potential for analyzing qualitative data collected from evaluations, there are challenges associated with this method, including the relative high cost of the software and the amount of time involved in becoming proficient in the use of it. Additionally, the validity of both quantitative *and* qualitative data collected through student evaluations of teaching has been called into question. In one study, students admitted to giving purposefully misleading and untruthful responses on evaluations (Clayson & Haley, 2011). However, the percentage of students who stated they wrote fraudulent comments in response to open-ended questions was substantially lower than the percentage of students who said they provided erroneous ratings on scaled items. This may suggest that the qualitative data is somewhat more accurate. Additionally, examination of qualitative feedback may also provide greater detail and insight into student responses to scaled-measures. Future research should investigate whether variables known to affect scaled performance measures (e.g., grade distribution, students demographics, and response rates) also impact the sentiment and themes of comments left in response to open-ended evaluation questions.

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# USING TEAM PROJECTS TO TEACH EFFECTIVE ONLINE COMMUNICATION

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## *POSITION PAPER*

Business communications use social media, text messaging and online chat as integral components of social and professional development. However, many students do not understand proper online communication techniques when addressing others in a professional environment. Furthermore, students often lack understanding for the social and professional implications brought forth by poor communication skills. As business educators seek to develop students that are successful in the world ahead, it becomes increasingly necessary to impart knowledge beyond the foundational concepts and strategic decision making. It is essential to depict and impart the real-world importance of effective online communication in the classroom.

The increased usage of online communication in the workplace is well documented (Herbsleb, et al., 2002; Cameron & Webster, 2005; Czerwinski, Cuttrel & Horvitz, 2000). In addition, research has shown that the perception of informality of mediums such as instant messaging (IM) often presents negative consequences within the workplace. However, a key reason for this may be confusion about the significance of both text and non-textual communication cues. Does the time of day and speed of response send a message? Does the use of IM fall under the category of informal communication when addressing superiors? Therefore, it is important to educate students, especially those in marketing and other business areas, on the correct methods for using social media communication and the possible unintended consequences the mediums create.

In general, a majority of business courses incorporate team projects into in-class learning. Students often set-up group messaging and a google drop box to keep in communication with one another. However, often the key complaint with group projects is that the team never has time to meet in person. So it becomes essential for student teams to transform this limitation by using the alternative mediums available to them. By requiring the techniques as a key grading component of the group project, marketing faculty can develop students who utilize social media to enhance both work performance and socialization in the workplace. This required usage not only builds stronger student communication skills for the work environment, but prepares students to work in cross-cultural and global business environments where team members are often spread across the world.

Several methods are recommended to be incorporated into the team project requirements. First, students should be made to understand the best use of medium for one-on-one verses group discussion. Students should not utilize group text messaging for conversations with a superior where other members are being privy to confidential conversations. In addition, students should know that while this may be seen as a less formal means of communication, it is still providing a long term record and could be used for future documentation. Thus, requiring students to be educated to understand the impact of “too-open communication” in a tracked format. Second, students should be required to utilize multiple forms of online communication techniques when communicating and working on group projects. This allows faculty to demonstrate the need for effective and timely communication with cross-organization or global teams. Students should be required to use drop box to understand the process of keeping documentation that is consistently altered by multiple member. This includes requiring students to use “change tracking” methods to determine the level of participation, editing and writing skills of each team member. We also recommend the usage of social media to evaluate team member selection in the team development process. As many corporations now examine social media behaviors during the hiring practice, students should be required to evaluate each other’s social media presence to determine willingness to work with other students. This leads to students also creating self-directed marketing projects to understand how they represent themselves in the online environment. Third, students should be required to utilize text messaging, chat and Skype (other possible mediums may be substituted) to demonstrate proficiency in cross organizational meeting styles. The ideal situation would be

to partner team members from across university campuses or participate with a foreign class on completion of a single project. By providing text message and chat transcripts as a record of group participation and requiring quarterly or semi-semester Skype meetings with the instructor, students will begin to understand the difference in behavior required when meeting with superiors and colleagues. Finally, students should be required to evaluate the overall experience of online team projects compared to other experiences of meeting in person. Students should look at the topics such as balancing the appearance and expectation of availability with superiors outside of office hours and the level of clarity that results from text messaging versus Skype or chat. Students should also be encourage to look for unique methods of communicating and building professional social relationships through methods such as requiring “Selfies” to depict research progress and topic understanding.

While it may be a concern of faculty and society that students are becoming more detached from human contact, it is essential to teach business students that professional environments rely heavily on personal connections and social relationships. These can be created in an online environment; however, it requires students to think of social media from a new perspective. Further research should investigate other methods of encouraging effective online interaction among students and faculty. In addition, it will be necessary to investigate what the current misconceptions of professional online communication are among Millennial college students. This research will provide educators with more accurate methods of imparting effective communication skills within business schools and marketing courses.

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# OUTCOMES ASSESSMENT FOR SERVICE-LEARNING PROJECTS IN THE NOT-FOR-PROFIT SECTOR

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## POSITION PAPER

As closing the loop has become such an essential component of the assurance of learning standards associated with university and business school accreditation, it is incumbent on these business schools to develop outcome assessments of not only the goals/objectives associated with specific courses within their curriculums, but all supplemental activities designed to facilitate and deepen student learning. Supplemental activities, often coined “high-impact” practices include, but are not limited to: internships, participation in student-run organizations, undergraduate research projects, study abroad experiences, attendance at speaker and networking/career-building events, etc. Under this category of high-impact practices falls experiential or service-learning projects. Patrick et al. (2008) uses the term work-integrated learning as “an umbrella term used for a range of approaches and strategies that integrate theory with the practice of work within a purposely designed curriculum.” Although there is limited literature documenting the development of work-integrated/experiential learning assessment tools such as face-to-face workshops, reflective journals and digital stories (Larkin and Beatson 2014), as well as the implementation of the SOLO taxonomy (Structure of the Observed Learning Outcome) to assess creative problem-solving in client-based, student-run marketing projects (Jaskari 2013), this paper proposes a design of a quantitative measurement instrument to assess student-learning outcomes as they relate to a very specific work-integrated learning experience for a not-for-profit entity. Further, a significant contribution of this position paper argues that a richer assessment plan is warranted. Specifically, although the measurement of student learning outcomes is essential, there are other entities that need to be assessed to determine the value of such projects. For example, can the benefits to a not-for-profit entity be gleaned? Likewise, how has a project benefited the university as well as the local community; and can instruments be developed to quantify these benefits? Such information can be used in a multitude of ways from objectively touting the social impact the university has on the local community (thereby justifying its existence), to highlighting the quality of work done by students while at the university (thereby making them more marketable to employers).

In recent years, considerable strides have been made by not-for-profit organizations to increase consumer awareness of the various causes these entities support and the considerable need that sustains the existence of these organizations. For example, in the last few years, the Susan Coleman Foundation has employed an expansive marketing program to educate women (and “those who care about the women in their lives”) on the health risks associated with breast cancer and the benefits to be derived through early detection. In addition to eliciting sponsors for various sporting and entertainment venues (i.e., walks, marathons, benefit concerts, etc.) this not-for-profit organization has also partnered with various retailers (e.g., Einstein Brothers™, the Panera Bread Company™, Bath and Body Works™, etc.) to garner financial and person-power resources to support its cause. Thus, with more and more not-for-profit organizations attempting to operate under a business model, it is useful for undergraduate business students to examine the unique challenges these firms face. Furthermore, because many of these organizations are newcomers to the marketing concept and tend to have limited funds for market research, they present a unique opportunity for students to participate in work-integrated, service learning projects with these entities.

As an example, the authors of this paper developed a marketing research project that was designed to provide students an opportunity to work with both a local (i.e. the Central Blood Bank of Pennsylvania) and a national (i.e., the National Marrow Donor Foundation) not-for-profit organization. Specifically, a primary goal of this research endeavor was to engage students in the research process via a venue that embraced real-world application. Thus, student researchers were involved in designing a survey instrument that assessed current levels of awareness (on the part of Slippery Rock University students, staff and faculty) of the recruiting efforts, operations, procedures, and benefits promulgated by each of the aforementioned not-for-profit organizations. In addition to survey design and

administration, student researchers were also required to input and analyze all collected survey data. The culmination of this research project was a written report submitted to the Central Blood Bank of Pennsylvania in conjunction with the National Marrow Donor Foundation that described the results gleaned from data analysis and provided suggestions for modifying the organization's current marketing plan.

Thus, the objectives of this research project were designed to enhance student learning on a number of different levels. First, a focal objective of this project was to expose students to the field of marketing research. Unlike other research courses in which considerable time is spent on explicating various statistical techniques and data analysis procedures, this project was designed to broaden student understanding of the entire research cycle. Specifically, the project was structured around an eight-step research process that commenced with "problem definition" and culminated in "writing the research report." In addition to introducing students to the research process, a second objective of this project was to create awareness of the role of marketing research in today's dynamic business environment. With the ever-changing landscape of the technical, political, legal, economic and socio-cultural environments, it is important that students understand the difference between research as an activity and research as an on-going process. As a result, recognizing that many students upon graduation will assume entry-level positions that require them to be involved in some aspect of the research "process", this project was structured to assume a managerial decision-making point of view. Thus, student researchers were expected to not only "think like a manager," but also to convey these thoughts through verbal and non-verbal means in a manner characteristic of a professional.

Ultimately, it was hoped that a reciprocal relationship would be fostered whereby the students were able to give something back to their community and in turn, gain a richer understanding of the value of marketing research and strategic marketing planning in the not-for-profit sector.

Although early in the development stage, survey instruments are being pretested to measure the student outcomes as presented above. Additionally, an instrument is also being constructed to measure the Central Blood Bank's satisfaction with the work performed by the students and the benefits that it perceives were gleaned from the completion of this project. We are also in the process of lining up focus groups with university administrators and members of our business advisory board to determine the merits of undertaking such projects.

Work-integrated experiences in the not-for-profit arena are time and labor intensive and involve many different partners/constituents. Are students taking away a skill set that will make them competitively employable in **both** for-profit and not-for-profit organizations upon graduation? Also, is the expertise provided by faculty-guided experiential projects actually making a substantial and positive difference to the well-being and stability of these entities? Finally, is the University reaping a quantifiable benefit from the undertaking of such projects? Or, would faculty be better advised to pursue work-integrated experiences that may lead to more of the University's graduates finding gainful employment upon graduation as well as to the increased likelihood that the University might serve as a benefactor to monetary contributions from for-profit firms?

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# MAKING PERSONAL DIGITAL VIDEOS FOR CLASS: DO PROFESSORS REALLY HAVE TO GO THERE?

*Enda McGovern, Sacred Heart University*

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## *POSITION PAPER*

This position paper wishes to explore whether faculty need to embrace personal digital videos, produced by themselves, as a medium of academic engagement with the future intake of digital native students. In recent years there has been a tremendous surge in the use of digital device platforms to extend the reach of education to the wider student populations. Today students are using smart phones and tablets as an integral part of their everyday behavior while the use of desktops and laptops are continuing to diminish. As a result more students are positively engaging multimedia objects incl. graphics, video / audio clips and data in a more integrated, multi-sensory digital medium and these applications have gained significant traction in the learning environment (Kinshuk & Russell, 2001). Students are moving faster and faster into this digital space and it is only a matter of time before universities attempt to brand this digital medium by requesting professors to engage digital natives with personalized video class material, available online 24/7.

Possibly the largest individual brand currently in this space is the digital learning model based on video developed by Salman Khan and available online at Khan Academy ([khanacademy.org](http://khanacademy.org)). Khan Academy has specialized in producing short digital videos, no longer than 15 minutes, on a broad array of academic disciplines. The difference with Khan, even though he narrates the videos and uses a simple tablet and microphone to produce each 'blackboard video', is that he does not actually appear in the video. Yet Khan is identified as synonymous with the success of this model and has acquired a very powerful educational profile displayed as a unique digital brand. Based on his teaching philosophy, he does not wish to appear in the videos. His model utilizes the digital audio and video platform to be at the center of the teaching delivery mode in explaining class topics. This video model has achieved considerable success in a relatively short span of time and teachers and students across the country have embraced this platform.

At the other end of the scale, one could suggest that MOOCs, massive open online courses, are the first global iteration in the evolution of digital educational platforms. These large-scale video based classes primarily allow students enroll for free and provide open access to everyone with an Internet connection. Internet entrepreneurial organizations such as Coursera, Udacity, and Edx are leading the way for students by developing the largest catalogs of courses. Currently most universities offering MOOCs do not award college credits (Kolowich, 2013) but it is only a matter of time before this changes and students will get a more formal recognition of the MOOC classes completed and the actual grades awarded. The enthusiasm revealed in the press surrounding MOOCs has many stakeholders pondering the future of education, and the educational role that universities will perform in the coming decades (Carr, 2012; Delbanco, 2013).

Studies have been conducted on the use of video lectures that utilize different video formats and cover various aspects of the student educational experience. Brecht et al (2008) used content files (such as PowerPoint) as the visual component and added the audio narrative to create their videos. Whatley and Ahmad (2007) developed short videos to be used by students as revision aids so that they could revisit lectures at a later time. Steffes and Duverger (2012) examined the use of humorous videos in the classroom that were congruent with the subject. McGovern and Baruca (2013) explored the use of personal videos produced by faculty in a number of Marketing Principles classes. The collected data provided evidence that students learning experiences are enhanced if class-specific digital videos are adopted as a delivery platform of class material.

In looking at the issue of enhanced learning opportunities, how should we evaluate whether it is necessary for faculty to now produce digital videos? This is a difficult question to answer as the space is evolving but there is established research supporting that video materials do enhance the learning experience of students. The question that could be now posed is; are faculty prepared to enter this digital video arena?

Institutional initiatives and resource support are essential if faculty wish to explore this platform. If this support is not provided, interested faculty should gather to demand immediate action from the administration. Thereafter such innovative faculty should place themselves as outliers (work outside of the established norm) and experiment openly with the technology, the digital persona that they create online and the actual students. It is essential that students are actively engaged in this process as, in many cases, reverse-mentoring may actually occur, i.e. where students will end up mentoring the professor to better understand the digital application at work. However there seem to be two main challenges, among many others, facing faculty with this endeavor. The first one is simple; professors do not have the capability to produce a video. While technology has moved on so fast that the younger generations are comfortable making videos, faculty at large do not have this skill set. Creating videos is a much more technological challenge for faculty. The second is the 'fright' associated in producing a video with themselves placed at the very center of the 'action'. While faculty are comfortable in the classroom, many are simply uncomfortable appearing in a video and do not actively see this as an extension of their teaching style.

While many faculty may not embrace this medium, those faculty who are eager to explore the future of teaching should embrace digital platforms at speed and start to experiment, possibly by producing amateur video in their own settings such as their office or home. This adventure can be taken in small steps but each step is an essential part of the learning curve in better engaging the digital native student as the future of education continues to evolve. Research could then focus on how students best absorb the development of digital videos deployed in classes as part of the overall learning environment. This could provide faculty with the conviction to explore this platform further in providing students with the best and most innovative tools available to enhance their educational opportunities.

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# **WOLVES IN THE CLASSROOM: THE EFFECTS OF LONE WOLF TENDENCIES AND CLASSROOM TEAM PERFORMANCE**

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## ***POSITION PAPER***

The lone wolf concept is relatively under researched in marketing literature. Most of what has been studied regarding people with lone wolf tendencies (LWT) looks at salespeople and employment populations, as well as group dynamics and investing (Dixon et al, 2003; Klaus & Klijn, 2010; Thomas, 2005). What is a lone wolf? Dixon et al (2003) say the following:

We define lone wolf as a psychological state in which one prefers to work alone when making decisions and setting/accomplishing priorities and goals. When working with others, persons operating as a lone wolf have little patience for group process, see others as less effective than themselves, and seldom value the ideas of others (p. 205).

There are several defining characteristics of lone wolves. Mulki et al (2007) describe lone wolves as people who prefer to do things their way without being troubled by others. They are detached from the group as a whole, usually avoid cooperating with others, and frequently do not comply with organizational norms. They identify strongly with the task at hand (i.e. their jobs), but do not care about the overall organization. Cooperation with others and spending time developing interpersonal relationships fall low on their list of priorities. Finally, they prefer working alone, do not like group tasks, and think that other people are less capable than they (Mulki et al, 2007). The authors go on to show that a lone wolf's unwillingness to become a team player can be hurtful to the organization in several ways, such as low job performance and poor customer service skills.

Griffeth et al (2000) discuss these ideas further. Lone wolves are not only unwilling to participate in the overall group corporate dynamic, they believe that the organization's goals do not have a direct effect on them. If a lone wolf becomes dissatisfied, his or her tendency is to leave the organization rather than find a solution. It is unacceptable to them to compromise their personal beliefs, often resulting in a continuation of merely adequate work performance until an alternate position can be found. People with high LWT do not have strong organizational attachments as that would require an interest in the well-being of the organization. It is important to note that people with LWT are not necessarily under achievers; they act just for themselves and their personal goals. The organization can benefit from that attitude if the company's goals and the lone wolf's goals align. In fact, these people may be praised for their non-conformist attitudes and ability to think around the status quo (Griffeth et al, 2000).

The lone wolf concept can easily be transferred to a different type of employee population, the classroom. Barr et al (2005) explore LWT in student teams. Teams containing at least one lone wolf member suffer lower team performance than teams without lone wolf members. Teamwork is a necessary part of the educational process, especially since learning to work with others is imperative to success in today's business environment (Barr et al, 2005). These authors reiterate that lone wolves are independent and prefer to work alone. They do not trust others' abilities and do not want their success tied to that of other people. They are often impatient, disliking the social interaction that accompanies teamwork. Lone wolves "may not readily communicate, collaborate, cooperate, or compromise, all of which are necessary for effective and successful teaming" (page 85).

Students enrolled in marketing and supply chain management (SCM) classes are frequently divided into groups for class activities and assignments. Currently, the students enrolled in one SCM class at a major southeastern university are divided into pairs. First, the students take the three question Cognitive Reflective Test (Frederick, 2005). Next, the professor gives his own two question version of the test. The students' scores are combined and the

results are sorted from highest to lowest. The students are divided into five groups based on test performance. Each student is assigned a random number and the students are sorted randomly within the groups. By creating teams in this manner, students are encouraged to help “pull each other up” a level. Additionally, students are asked to complete the fifteen question assessment of lone wolf characteristics, adapted from Dixon et al (2003). Out of the students enrolled for the spring 2014 semester, approximately one third of them score highly on the lone wolf scale. Students enrolled in summer sessions will be likewise grouped.

The purpose of this proposed research is to continue to explore the relationships between classroom performance and LWT. An experiment is currently being developed to manipulate student groupings focusing on two research questions. First, is overall student performance and/or student group performance helped or hindered by LWT? Second, does combining the results from CRT and the lone wolf scale help or hinder the formation of successful class groups? As educators we understand that not every class activity will play to the strengths of every student. But, we can be aware of how group projects affect our students with LWT and do our best to help them thrive. We can perhaps further encourage student success by combining CRT and evaluation of LWT. Pairing students with those who can help them understand and complete course material is beneficial to both the students and the professor. Likewise, if pairing certain students with those who exhibit strong LWT is a negative experience for one or both students, we want to be able to give other educators guidance on how best to assist the students.

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# INVESTIGATING THE PERCEIVED VALUE OF SERVICE LEARNING

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## POSITION PAPER

Student engagement continues to receive increased attention within higher education. One method to achieve student engagement is with service learning, a teaching strategy that involves institution-community partnerships. Over the last few decades, service learning usage has increased in higher education “due in part to both its ability to help institutions meet their service goals and because of the added benefits it creates for students and the classroom” (Garrison, 2012). Critics have argued that higher education lost its roots of providing service, another impetus for service-learning pedagogy being implemented; it allows faculty to apply their experience and research to local, regional, national, or even global issues (O’Meara, Sandmann, Saltmarsh & Giles, 2011).

Knowing there has been an increased surge of service-learning implementation in college curriculum, the value of service learning should be further examined. In a business context, value is the worth one receives in exchange for the price one pays for an offering (Anderson & Narus, 1998). Mathematically we could essentially view this as  $\text{Benefits} - \text{Cost} = \text{Value}$ . While there is great debate whether to view students in higher education as customers, the model of customer value seems to be applicable to further investigating student desire to participate in service learning.

Based upon a longitudinal service-learning endeavor, student input was sought regarding their perception of value from their service-learning experiences. To investigate this, we utilized the case study method to explore the experiences of five students: two are AmeriCorps Service Scholars, two are Newman Civic Fellows, and one is both an AmeriCorps Service Scholar and Newman Civic Fellow. These individuals were considered student leaders for The Children’s Health, Activity & Nutrition Community Engagement (CHANCE) Initiative service-learning endeavor over the last three years.

Each student was asked to consider their service-learning efforts and then provide his/her thoughts regarding the perceived benefits, costs, and overall value. With qualitative, open-ended questions, emergent themes were sought from student responses; all five students provided data. Beginning with perceived benefits, an overwhelming theme related to the development of leadership skills. In addition, other specific responses included the following: “hands-on service-learning experience,” “resume builder,” “access to mentors,” and expectations of “policy change” for the future. Data related to perceived costs was more direct: each student indicated “time” to be a major factor. Additional costs listed were effort, fuel, and frustration.

Obtaining responses specific to value directly relates to the question at hand: What is the students’ perceived value of service learning in higher education? Despite the fact students were not prompted to respond as an individual or as part of something larger, each student verbalized a sense of community, either directly or indirectly. Student comments directly related to this included “making an impact on the community,” “learning you can make a difference,” “helping students and families, as well as passing this commitment to service learning on to my future students as an educator,” “making changes in our community and changes in my personal growth,” and “the impact on the community has been tremendous and they show an appreciation for it.” In the end, each student commented in some form that their perceived benefits outweighed the costs, resulting in a sense of value.

While service-learning provides an optimal form of student engagement at institutions of higher education, it can be further assessed why more involvement is not yet achieved. If the perceived value is as high as students claim it to be, the question remains why more students do not capitalize on the opportunity to become involved. Future research can address these “why not?” questions to enhance a more thorough understanding of the situation.

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# SOCIAL MEDIA: ETHICAL CONCERNS FOR ORGANIZATIONS

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## *POSITION PAPER*

In society, and specifically in corporate culture, there is a need for continued leadership and ethical concern in management of social media marketing. As we continue to foster new ways of getting product or service branding to the public, we must also find ways to maintain organizational ethics. From research, maintaining ethics seems to stem from developing a strong corporate culture, specifying what each organization's culture is and its unique code of ethics. In education, teachers use this media as a springboard for dialogue of different views based on opinion and fact. Alternatively, we are now aware of the negative effects of cyber-bullying and other dubious uses of Facebook and other media. In business and industry, we frequently see issues of inappropriate use of social media. Some of these incidents are intentional and some are accidental.

According to Thomas (2014), "Facebook has grown into a behemoth that allows us-or forces us, as the case may be- to reconnect with forgotten friends, family, or even complete strangers. We can announce anything and everything about our daily lives, whether it is posting what we had for breakfast, embarrassing pictures from a college spring break trip, or the terms of a confidential settlement agreement" (p. 16). Fallows (2011) referring to both press coverage and the public discussion that it spawns: "It's that so much more of American life is public. I think that goes a long way to explaining what seems to be a 'decline.' Everything is documented, and little of it is edited. Editing is one of the great inventions of civilization." She added that since the 1940s, political scientists tried to measure how well American citizens understood the basic facts and concepts of the nation and world they live in. "It actually is a constant," she said. "There is a somewhat intractable low level of basic political knowledge" (p. 42). With so many avenues of communication, it seems that as a society, and from a micro level, companies need a way to maintain standards for each unique corporate culture.

If ethics according to Graham (2004) is also concerned with "living a good life," (p. 25) then perhaps the questions are: Does this behavior contribute to "good lives" individually and as a society? And, are we doing this while being attached to social media on a 24-7 basis? By 2011, approximately 83% of Fortune 500 companies were using some form of social media to connect with consumers. Furthermore, surveys suggest that consumers are increasingly relying on social media to learn about unfamiliar brands (Naylor, Lamberton, West, 2012).

According to Martin (2011), Many ethical decision-making models focus on process and underplay central issues which determines what is ethical, or what action will further the highest human values in a situation (p. 159). Tying this back to Graham's approach of reviewing theories of ethics can have appeal because of its connection to moral philosophy. Practically speaking, one has to respect the customs of an organization, but not at the expense of one's own ethical base, as in the case of wrongdoing or inappropriate use of social media. According to Hyman, Tansey, Clark (1994), use of deception in ads, advertising to children, ads related to tobacco and alcohol, and negative political ads continue to be the highest ranked topics by those completing a survey (reviewing 124 responses) of the relevant importance of different topics to the study of advertising ethics (p. 13). Some current concerns with data mining revolve around the question: "How much is too much?" Some current public sector concerns according to Henninger (2013) include pragmatism vs. idealism; openness vs. secrecy; commerce vs. altruism; property vs. commons; and public good vs. private good.

Areas where companies should be concerned with social media use include: How much should we be open about and how much should not be shared? How much of our work concerns the product we market? What belongs to the company and what can be shared with the public? Finally, what serves our own private needs versus what would be good for public consumption? Legality issues and data privacy violations are continuing concerns in today's corporate culture and affect our individual lives. According to Dunn (2010) "Guidelines for functioning in an electronic world are the same as the values, ethics, and confidentiality policies employees are expected to live every day, whether you're tweeting, talking with customers, or chatting over the neighbor's fence. Remember, your

responsibility to your company doesn't end when you are off the clock. Disclose your affiliation: If you talk about work-related matters that are within your area of job responsibility, you must disclose your affiliation with your company. Honor our differences: Live the values. The company will not tolerate discrimination. Never disclose nonpublic financial or operational information, internal communication regarding promotional activities or inventory, or personal information about customers. Basically, if you find yourself wondering if you can talk about something you learned at work—don't. Just in case you are forgetful, here's what could happen. You could get fired, get your organization in legal trouble with customers or investors, or cost us customers. Remember: Protect the brand, protect yourself.” (p. 48).

As a society, and specifically in corporate culture, there is a need for continued leadership and ethical concern in management of social media. As we continue to foster new ways of getting product or service branding to the public, we must also find ways to maintain organizational ethics. From research, maintaining ethics seems to stem from developing a strong corporate culture, and includes an expanded mission statement, specifying what each organization's culture is and its unique code of ethics. Clearly stated goals and direction regarding online presence and social media practices are given to both management and employees. In this review, a reliance on proactive organizational mission and vision is preferable to the practice of simply managing crises as they arise.

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# SALES COACHING: TEACHING THE “WHAT” AND THE “HOW” IN SALES MANAGEMENT CLASSES

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## POSITION PAPER

One of the toughest challenges we face as educators is striking the balance between theory and practice (Smith, 2003). Garvin (2003) explains, “...Time in the classroom must somehow translate directly into real-world activity: how to diagnose, decide, and act” (p. 56). According to Rich (1998), “The vast majority of sales people reach their full potential through effective training and supervision activities that involve continual guidance and feedback by the sales manager (p. 53). Therefore, it is not surprising that industry leaders recognize sales coaching as one of the most competitive skills any organization can have (Corcoran, 1995; Dubinsky and Barry, 1982; Richardson, 1996). This notion inspired the innovation of my undergraduate sales management class into a “learning laboratory” designed around students learning not only “what” sales coaching is and why it is a vital function of the sales management role, but also “how” to conduct effective sales coaching sessions. This idea involved the following steps: (1) identifying appropriate business case studies, (2) developing a sales coaching model, and (3) determining modes of hands-on practice.

**(1) Identifying Appropriate Business Case Studies:** To ensure the sales coaching was as relevant and “real life” as possible, I used sales rep data from business case studies available through Harvard Business School Publishing (HBSP). HBSP has several course modules designed with business cases grouped together by content. I began with HBSP’s Sales Management course module, and then added and eliminated cases to meet my goals.

**(2) Developing a Sales Coaching Model:** At the core of this innovation was the development of a sales coaching model incorporating the theoretical perspective of feedback, role modeling, and trust (Rich, 1998), with a user-friendly model that is easy to remember, practice and deliver. I named this model the “C-U-R-E Model for Sales Coaching” which stands for **Connect** → **Understand** → **Refocus** → **Expect**. A summary is shown below:



<u>C</u> onnect	Fairness, respect, and credibility are the hallmarks of building effective connections.
<u>U</u> nderstand	In this step, it is critical to understand each person’s perspective since your goal is to determine the “gaps” in perspective between yourself and your salesperson.
<u>R</u> efocus	Refocus the coaching around the “moments of truth” sales skills necessary to succeed in the job. This may be different from how the salesperson perceives the situation. Here you are refocusing their perspective and “coaching to the gaps.”
<u>E</u> xpect	Lastly, set clear, measurable, and realistic expectations for the changes needed.

**(3) Determining Modes of Hands-on Practice:** Following the instructional method of **Tell** → **Show** → **Do** → **Review**, students received a lecture (**Tell**) covering each aspect of the model. From there, this coaching model was used for in-class role-plays (**Show**) where we focused on each step in the model separately through the use of a Harvard case (“Career Coaching: Darcy Gallagher”). In addition, once the model was practiced and understood, students were assigned a salesperson from another Harvard Case (e.g. Milford Industries A and B). The first assignment was a sales coaching session where students were instructed to prepare for a coaching session using the C-U-R-E model and the case data and information. During the interaction, they were filmed role-playing (**Do**) as the sales manager meeting with the salesperson they were assigned (played by another student). After filming, students were instructed to review the video of a classmate and to create a 2-3 page summary of the sales coaching interaction. The next class period, each student conducted a mini C-U-R-E meeting with the student they reviewed to coach on their filmed performance (**Review**). To solidify learning of the C-U-R-E model, as part of the essay

questions for Exam 2 and Exam 3, students were asked to develop scripts using the C-U-R-E framework to coach on a specific, assigned topic that was identified in the exam. My assessment of the effectiveness of the course is based on student performance on exams and during hands-on activities, student feedback (Table 1), and end of course evaluation scores (Table 2).

**Table 1. Students' Open-Ended Evaluation of Course (Spring 2013)**

Theme	Example Verbatim Comment
Realistic	Awesome hands-on, felt like a sales manager!
Professionally Relevant	This is a great course. I feel like I learned a lot compared to teachers that just lecture the whole time while making trick test questions. I will be able to actually apply all of the things I learned in this class in both my life and career.
Personally Relevant	I really liked the sales lab and wish we could do more one-on-one role-plays and such because I thought it was good practice.
New Understandings	The professor really strives for the success of her students and helps us all gain so much knowledge of what to expect in the workforce. She does so many scenarios and role-plays that help you gain more knowledge and experience than just a worksheet.

**Table 2. Students' Perceptions of Sales Coaching Value (Spring 2014)**

Question	n	Mean	Std. Dev.
Learning the C-U-R-E coaching model improved my ability and confidence to coach others.	29	4.28	0.92
Watching in-class role-plays helped me to learn the C-U-R-E coaching model.	28	4.46	0.84
Practicing the C-U-R-E model in the Lab helped me to learn and apply the model.	29	4.29	0.98
Prior to learning the C-U-R-E coaching model, I was less skilled in coaching others.	29	3.97	1.09
The C-U-R-E coaching model role-plays and practice are a valuable part of this course.	29	4.45	0.95

The mean student evaluation for "instructor's overall teaching effectiveness" for the two semesters I have taught the C-U-R-E model in this course has been 5.0 out of 5.0 (5 = exceptionally high). Based on student feedback and my observation of student progress, I am convinced that the applied nature and focused practice within this course provides a rich, "real" experience that contributes deep meaning to students enrolled in this course.

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# INTEGRATING CAREER-FOCUSED ACTIVITIES INTO THE CURRICULUM AT A LIBERAL ARTS COLLEGE

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## *SPECIAL SESSION*

Each year during the month of May, peak time for college and university commencement exercises, the national media provide extensive coverage of the state of the current job market and the daunting employment-seeking tasks facing new grads. Such recent articles lamenting ‘bumpy career paths’, ‘grads stuck in low-skill no degree required jobs’, and the ‘lack of professionalism in new college grads’ can and do generate alarm and panic in even the best prepared prospective employees. At Muhlenberg College, we are embarking on a plan to better prepare our students for the career road ahead, so that any obstacles they encounter as they transition from student to employee are handled as minor speed bumps and not major detours to success.

Our rationale for building career activities into our classes has many components. First, we acknowledged that most of our students, hailing from upper and upper-middle social classes, are nurtured/coddled during their 18 years at home and four years in the Muhlenberg “bubble” and are under-prepared for an independent, post-collegiate career-oriented life. Secondly, these students face enormous parental and societal expectations. Upon graduating from a highly-regarded institution, bachelors degree in hand (and not headed for graduate, medical, or law school), these 22 year olds feel tremendous pressure to find a job and begin contributing to society. Employers need a yearly influx of new workers to meet a variety of needs and parents hope to successfully ‘launch’ their off-spring after spending nearly \$200K on their premium education. Finally, we saw that the handful of pro-active students who have completed several internships, maintained a presence on social media sites, networked with alumni and professionals, and crafted sharp resumes are far ahead of their peers. The students NOT doing these things are falling behind in their job searches.

Within the Business major we now require our students to complete multiple career-focused activities prior to graduation. Many of these activities are integrated within our curriculum, built into our syllabi, and are graded so they factor into students’ overall GPA. We all know grades are powerful incentives while career center guidance on how to construct a resume and cover letter, for example, often yields average or poor results. The rest of this paper will describe the specific career-focused activities now required of all Muhlenberg business majors.

**Electronic-Portfolios (e-portfolios).** As soon as a student declares a business major, s/he is assigned to both a curriculum and an e-portfolio advisor, and will be required to construct an e-portfolio, due spring semester of senior year in the business capstone course. An e-portfolio is a digital collection of student work designed for various audiences. It provides a record of accomplishments, whether to show progress in mastering a field, to document educational outcomes, or to provide employers with examples of work and skills required for a job or internship. Additionally, an e-portfolio can continue into a student’s professional career to document their work accomplishments for potential job changes, promotions and new opportunities. According to a research study conducted on behalf of the Association of American Colleges and Universities by Hart Research Associates, 83% of employers say an e-portfolio demonstrating students’ work, skill, and knowledge areas would be useful in evaluating potential candidates for hire.

Our e-portfolios are integrated into our curriculum, with at least one assignment per class designated as an “e-portfolio required” assignment. Some are research-focused, some are writing-intensive, while others are designed to build presentation skills. All include a reflection component so students can consider how the assignment has helped them grow or build new skills. For example, students in Management learn how to write a winning resume and cover letter while introductory-level Marketing students learn effective presentation skills and present on a topic using either Power Point or Prezi tools. The entire portfolio is assigned an overall grade by the professor teaching

our Business Policy & Strategy (capstone) course. This ensures that all students complete the e-portfolio; those who do not risk receiving a poor grade in the capstone course.

**Partnering with the Career Center.** To strengthen the profession-building experiences and activities incorporated into our curriculum, we developed a partnership with Muhlenberg's Career Center. The Career Center offers expertise and man-power while the business faculty can demand student attendance at all the newly required workshops and activities. Together we developed and executed a plan to enhance ALL business students' readiness to launch a career (or enter graduate school) upon graduation. Now, all business students do formal career exploration, create a polished resume and cover letter, effectively utilize Linked In, have a mock interview and get expert feedback, conduct informational interviews with alumni or personal contacts, and develop a personalized internship plan.

As with the e-portfolio assignments, these activities are embedded in different courses during the sophomore, junior and senior years. For example, in Marketing the students develop an internship plan that includes conducting informational interviews while in Operations and Information Systems students engage in a structured research project where they explore possible career paths.

**Internship Plan.** As briefly mentioned above, in our introductory Marketing class students are required to devise a formal plan for obtaining an internship. Marketing is typically populated by sophomores and juniors, which is the perfect time for seeking internships. As part of the plan, students must attend related internship workshops and conduct informational interviews with alumni, corporate, and/or personal contacts. The internship plan includes an objective, a list of the needed tasks to accomplish the objective, and a timeline for completing the tasks. The plan is due mid-semester with the Marketing faculty providing feedback within two weeks. At the end of the semester, students must submit a progress report of their plan.

In conclusion, while building required career-focused activities into our curriculum is a relatively recent initiative at Muhlenberg, we are confident that these newly instituted changes will result in more positive and powerful outcomes for our business administration students as they embark on the next phase of their lives.

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# **SPECIAL NEEDS OR SPECIAL SKILLS: CREATING A COMMUNITY OF ACCEPTANCE FOR STUDENTS WITH ASPERGER SYNDROME**

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## **ABSTRACT**

*Students with learning disabilities caused from Asperger's syndrome face many challenges in reaching educational and career goals. These challenges can derive from difficulties pertaining to social interaction in the classroom and collaboration when working in a group environment. By creating a community of acceptance for students with Asperger's, classmates can also demonstrate their ability to work with someone that has a learning disability. The teaching strategies that will be addressed can provide a positive learning environment for all students and enable the instructor to encourage communication and collaboration similar to what can be expected in their career field.*

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## **INTRODUCTION**

There are a growing number of students entering college that are diagnosed with Asperger syndrome (AS). Asperger syndrome is one of the most common developmental disabilities and is estimated to be 4 in 1,000 students (Nordesjo, 2002). The students identified with AS are characterized by disabilities in three developmental areas: communication, socialization and emotional/behavioral difficulties (Fine, 2004). Asperger also described the presence of restricted interests and behaviors in those diagnosed with AS (Asperger, 1994). According to Dillon (2007), individuals with Asperger syndrome usually have average or above average intellectual functioning but display significant non-academic disabilities that make it difficult to complete a college degree.

Challenges for students with Asperger syndrome include social learning and social awareness. A common characteristic of students with AS is that they have poor social skills and difficulty in establishing and maintaining relationships, which can result in rejection and isolation both inside and outside of the classroom. This rejection and isolation from classmates can prevent the student with AS from successfully using their intellectual skills to excel in their studies (Dillon, 2007). Impairments in empathy have often been cited as a characteristic of Asperger syndrome. (e.g. Baron-Cohen & Wheelwright, 2004; Blacher, Kraemer, & Schalow, 2003; Gillberg, 1992; Wing, 1981). Students with AS that demonstrate behaviors that can be interpreted as a lack of empathy may be perceived as being selfish or exhibiting antisocial behavior, therefore making it difficult to be accepted

by other students (Bjorkqvist, Osterman, & Kaukiainen, 2000).

The communication disability for students with AS can be attributed to unusual words or grammar rarely used. The language can become a social barrier, separating the person from others (Barnhill, 2004). In addition to communication disability, other sources of rejection may be attributed to the issue that students with AS can possess adaptive skills that may take distinctive or unusual appearances. According to LaMarine (2001), the student may conduct activities that seem elaborate, flamboyant and lengthy in their ritual and may interfere with important daily activities such as attending class on time.

## **LEARNING ENVIRONMENT**

The learning environment and student behavior in the classroom are dependent on the teaching style and ability of the instructor to create an atmosphere of respect and acceptance for a diverse group of learners. Teaching strategies that incorporate use of group activities require instructors to understand group dynamics.

During group activities, it is inevitable that an instructor may see a plethora of personalities of individuals trying to interact to accomplish a task. During this interaction, it is inherent that each member takes on a group role. Benne and Sheats (1948) introduced the concept of a group role as a behavior pattern or structured way of behaving within the group. They identified roles of members into group task roles, group building and maintenance roles, and individual roles. Group task roles help the group get its work

done. Examples of task roles include contribution of ideas to address a problem, seeking out new information, and coordinating ideas of all group members. Group building and maintenance roles are supportive roles that keep the group functioning together. Examples of maintenance roles include encouraging others to share ideas, expressing standards for the group to aspire to, and compromising with group members in order to make decisions. Individual roles occur in a group when a participant uses the group to serve their own needs. Examples of individual group roles include acting in unusual ways to call attention to self, expressing non-group oriented feelings, insights or ideologies, and monopolizing conversations and interrupting contributions of others. Individuals with Asperger's Syndrome (AS) have significant difficulties interacting in social situations and may take on an individual role. A well-functioning group needs a balance of roles, and this requires members to take on a mixture of roles that are compatible. A high incidence of individual group behavior roles may be the result of inadequate group skills of members, including the instructor, a low level of group maturity, discipline, and morale, or an inappropriately chosen and an inadequately defined group assignment.

According to Tuckman, (1965), there are five stages of group development: (1) forming, (2), storming, (3) norming, (4) performing, and (5) reforming. Tuckman believed that all stages occur regardless of the length of the group, so the rate of the development of the group occurs during the time available. The initial stage, forming, involves orientation and testing regarding the group task with dependence on the instructor for guidance. Storming involves conflict among the group members as they challenge the task, the rules, and the instructor. During the norming stage, group members accept each other and trust one another, avoiding conflict. The performing stage is characterized by the group working effectively together, supporting one another both emotionally, and in the completion of the task. During the reforming stage, the group's task is to review and evaluate past performance, learn from both positive and negative experiences, and organize themselves for the future. This stage may be seen more readily when the group receives feedback from the instructor about the project, and the group comes back together to make adjustments and review the positive and negative outcomes of their interactions and effectiveness.

When assigning group projects or small group activities in the classroom, instructors need to be aware of the interactions that are occurring between group members. The task needs to be well-defined with opportunities for all members of each group to participate in accomplishing the task and interacting

with one another. It is important to remember that individuals with ASD also have many strengths including attention to detail, passion for researching specific topics, communicating in detail their ideas to others, and utilizing technology. In order to capitalize on these strengths of ASD students and other students of varying abilities, instructors should structure the activity so that members are assigned different roles to take on in the completion of the task that build on their strengths. For a student with AS, this may include the role of an information seeker to research a specific topic, record the ideas of all group members, or report the progress of the group's accomplishments to the rest of the class within a specified time limit.

## **TECHNOLOGY**

In the day to day efforts to teach today's students, instructors may realize there is a difference. What may have been true for the past is not necessarily true for this generation of students. Referred to as the Digital Generation, today's students are more apt to pick up their laptop or their phone instead of a book or a pen. The unique characteristics of this new generation not only shape their personas, but also contribute to their distinctive learning preferences (Massey, 2014). This type of presentation has proven to have its greatest effect on students with Asperger's but it has also proven to improve the performance of all students.

Educators are becoming familiar with digital learning platforms such as Desire2Learn or Blackboard and how they can be used to assist, guide, direct, and help a student focus on their own education. Asperger students are visual learners first and then rely heavily on what they hear. Their learning process depends on being able to learn in their own way at their own pace, usually requiring a review of content many times. A digital learning platform is capable of generating audio messaging, recordings, video, bright colorful calendars and notifications which allow not only Asperger students but all students a more active learning environment.

In the classroom, Asperger students may need additional tools to help offset their limitations. Most Asperger students have great difficulty taking notes. Video and/or recording equipment, smart boards or just a camera to take a picture of a white board are simple technologies that can provide assistance.

Social interaction and oral communication are just a few of the problems that hinder the success of an Asperger student. However, students with AS thrive in an environment of social media, on-line communication and utilization of all the tools of the Digital Generation. Social media platforms such as Facebook, Twitter, Skype, Google, discussion boards and even You Tube can greatly enhance the

participation, socialization and education of Asperger students.

### INTERACTION WITH STUDENTS AND INSTRUCTORS

There is still a reluctance on the part of many instructors to use these new technologies but even overhead projectors were once innovations. In many instances, when instructional technology is ineffectively implemented students often interact with technology in isolation from one another. However, technologies that are seamlessly integrated into the curriculum enhance the team-based approach and overall learning experience, thereby creating a more active-learning environment (Massey, 2014).

Instructors are legally bound to accommodate students with disabilities. If instructors take the time to build their classes correctly, technology will allow them to build the accommodations directly into the curriculum, individualize programming, and give support to students in new effective ways. Whether in the classroom or on-line, content can be offered in multiple formats, allowing students to choose the style that best matches their individual learning needs (Reinecke, 2013).

Visual and auditory learners can access content multiple times as needed. Even assessments can be offered in multiple formats. Opportunity to present an essay in an audio format, and given a choice of a testing format can help reduce the stress of both the student and the instructor. Technology, especially on-line, is incredibly appealing for Asperger students. Videos, music, games and even digital learning platforms are highly motivating for these students. A positive result of these efforts is that they find interaction and socialization amongst their peers easier and relatively stress free.

Computer-mediated communication such as text-messaging, email, and Facebook wall posts can provide a highly structured environment without extraneous stimuli, and their synchronicity allows additional processing time for users. **Invalid source specified.** In a series of email interviews of adults with Asperger's, Benford (2008) found that "the visual anonymity, flexible timing, and permanent nature of the Internet serve to diminish the social, emotional and time pressures of interpersonal communication and also the cognitive complexity of the processes involved." The drive for greater control over social communication was a major motivation for individuals with Asperger's to use the Internet and communicate extensively online as no discernible differences could be detected (Benford, 2008).

Technology can maintain personal contact between students and those who support them by

removing barriers. Skype, phone, and email are excellent tools for connecting at whatever level is needed for the student to succeed (Reinecke, 2013). The use of many of these technologies would allow instructors to mentor on a daily basis, send reminders, update calendars, handle notifications and even give support.

### ACCENTUATING CAPABILITIES

When Asperger's was first described by Hans Asperger, he referred to children with the syndrome as "little professors" because of their prodigious vocabularies and precocious expertise, and because they tended to lecture others endlessly without being aware of their own tediousness. Asperger's is not all about disabilities. There are many good points and advantages to an Asperger student's capability.

Students with Asperger's have a different, not defective, way of thinking. Students with AS would not be in the class if they did not have a desire to seek knowledge. Learning what makes individuals with Asperger's special and how to address it will be extremely beneficial to everyone involved in higher education.

Initially it is necessary to understand the nature of the AS student in regards to curriculum education. Safrin (2004) indicates many of the characteristics of Asperger's can be "masked" by "average to above average IQ scores." (p. 284). This can result in the Asperger students being misunderstood by instructors. Safrin (2004) explains that adults often presume the student is capable of more than is being produced. Lack of understanding of the Asperger student in this way can significantly impede the desire of the instructor to search for strategies useful in overcoming barriers to learning and supporting the student in their learning environment.

Successful educational experiences for Asperger students should focus on developing personal strengths. Best practice in the classroom always uses students' strengths and skills to teach new concepts. Therefore instructors must use a variety of techniques to find each student's strongest learning style. In doing so, instructors should explore multiple avenues to meet student needs.

Students with Asperger's have already discovered how technology can improve their personal lives. Utilizing the unique approach to education that technology provides, the use of technology throughout the curriculum will improve their educational experience, help them identify their strengths, and lead them to a career centered on their capabilities.

### DEFINING AN APPROACH

The authors determined themes for creating acceptance in the classroom for students diagnosed with AS from research, observations, and personal experience. The themes were examined through the lens of behaviorism theory by B. F. Skinner (1953) and social learning theory by Bandura (1977). The application of behavioral theories can facilitate the desired behaviors by defining goals and working toward them using skill instruction, modeling, coaching, and behavioral reinforcement (Christiansen & Matuska, 2004).

The use of behaviorism for creating acceptance in the classroom requires a focus on change to the environment and to the external behavior of the faculty, staff, administration and students (Skinner, 1953). This can be achieved through significant repetition of desired actions, the reward of good behaviors that enhance learning, and the deterrence of bad behaviors that create a hostile learning environment. In the repetitive process there should be praise for correct results and the instant correction of mistakes (Cole & Tufano, 2008). Bandura's social learning theory examines the interaction of person, behavior, and environment, acknowledging the role of cognition in mediating environment-person interaction (Cole & Tufano, 2008). Reinforcement of appropriate social interaction with others is reinforced beginning with a hierarchy of external reinforcement and becoming increasingly internalized (Bandura, 1977). Internal rewards include the satisfaction of achieving a goal and behaving in a culturally and morally acceptable way regardless of the external consequence (Bandura, 1977). The internal reward for faculty, staff, administration and students focuses on "doing the right thing" instead of just satisfying the requirements of specified accommodations set down by support services.

A repetitive process needed for applying behaviorism and social learning theory was created by the authors so that students diagnosed with Asperger syndrome can experience a positive, inviting, productive, and safe learning environment. The Accept Model is a repetitive process that consists of six interlocking steps that require active participation by those facilitating the process in collaboration with members of the college community.

The letter "a" of the Accept model represents the first step and is the creation of awareness by administration, faculty, staff and students of the unique skills and abilities of a student with AS in the educational environment. In order to create awareness, there needs to be a strategic and timely approach that requires the dedication and leadership of individuals knowledgeable as to the challenges facing a student with AS. The second step is represented by the letter "c" which is the communication efforts that describe

the characteristics, skills, and abilities of students diagnosed with AS. The college community needs to be aware of variety of personalities and abilities in the classroom in addition as to what efforts are required for interaction with students limited in their social skills. The third step of the Accept model is the letter "c" which is collaboration among the college community in addressing effective classroom management techniques that capitalize on the strengths of students with Asperger syndrome. Collaboration both in the classroom and during campus activities for students should result in demonstrating the ability to work those who have a different perspectives and unique approaches to problem solving. The fourth step is the letter "e" which represents an environment that is safe and requires the acceptance of everyone. Students learn by what they observe and what is modeled by faculty, administration and staff. The fifth step is the letter "p" for participation. The participation by everyone in the effort to maintain a community of acceptance can include the sharing of information with peers, professional development programs and classroom activities. The final step is represented by the letter "t" which addresses teamwork required by the college community that is essential to establishing and maintaining a community of acceptance for students with AS. Teamwork in the college community requires effort, respect, encouragement, and the recognition of accomplishments. Team members should experience internal rewards when goals are reached.

## CHALLENGES AND BENEFITS

There are enormous benefits for implementing the Accept Model for individuals with and without disabilities. The learning environment and support offered throughout the campus community will enhance student learning, encourage and build on skills needed to collaborate and work with a variety of team members in a chosen career field, and assist in retention of students in academic programs. The challenges to implementing the Accept Model are that everyone involved needs to continually support and include individuals with different perspectives and abilities. The program will not be successful if everyone is not on board in creating an environment of acceptance for all, monitoring the effectiveness of the program, and seeking opportunities to build off of program initiatives.

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# DEFINITIONS FOR DIRECT AND INDIRECT ASSESSMENT

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## *EXTENDED ABSTRACT*

College accreditation boards in the US and abroad requires learning goals and ways to assess how well these goals are met (Jones & Price, 2002). Both the Association to Advance Collegiate Schools of Business International's (AACSB's) standards (Better-Reed, Chacko, & Marlina, 2003) and the Southern Association of Colleges and Schools' (SACS's) standards (Commission on Colleges, 2006) demand business programs set learning goals addressing the skills, attributes, and knowledge they want their students to obtain and to demonstrate that their graduates have met these goals. Two broad categories to assess learning are direct and indirect assessment (Martell & Calderon, 2005) such that the AACSB suggests that "assessment programs should include direct measures of learning," and "indirect measures alone are not sufficient to meet the spirit and intent of the Assurance of Learning (AoL) standards" (AACSB, 2013).

Interestingly, the assessment literature has not converged on a single definition of direct or indirect assessment, creating some confusion for faculty about which current and emerging assessment methods fit into which assessment category. The purpose of this paper is to provide useful definitions of direct and indirect assessment. A brief overview of the assessment literature is followed with a two phase investigation. Phase one reviews the literature on direct and indirect assessment and concludes with proposed definitions for direct and indirect assessment. Phase two invites opinions from assessment experts about the proposed definitions and uses their expert input to revise the proposed definitions.

Phase 1. A common thread among the direct measure definitions is the evaluation of an actual student performance that could demonstrate achievement of a learning goal (Community College of Aurora, 2013, Allen, 2004; Allen, 2008; Wright, 2004). A common thread among the indirect measure definitions is reference to surveys of students, alumni, or employers (Community College of Aurora, 2013, Allen, 2004; ASL, 2010; Kelly, 2011; Wright, 2004), the sense that indirect measures capture opinions, feelings, thoughts, and perceptions (Community College of Aurora, 2013; Allen, 2004; Allen, 2008; ASL, 2010; Wright, 2004; Rogers, 2006b), and that indirect measures are "less clear" than direct measures (ASL, 2010; Rome, 2011). Also, some definitions of indirect measures include reference to measuring the factors that predict, mediate, or may be consequences of learning (Wright, 2004; MSCHE, 2007).

Phase 2. To validate and further develop these, input was sought directly from assessment experts. A judgment sample, or purposive sample was used here because we were "searching for ideas and insights" and "not interested in a cross section of opinion but rather in sampling those who can offer some perspective on the research question" (Churchill, 1991, p. 541). The survey was administered as a simple in-email text survey, enabling participants to [rate](#) the proposed direct and indirect assessment definitions (for each, two randomly selected definitions per definition from the literature were included) and a section to include comments in a reply email.

Based on expert opinions, we report rankings that favor the proposed definitions and we further refine our definitions based on comments (themes) provided by the experts. The themes included source of data, complex wording, reference to learning goals, and perceptions and opinions. Based on this input, the following final definitions of direct and indirect assessment were developed:

Direct Assessment: Scoring a student's task performance or demonstration as it relates to the achievement of a specific learning goal.

Indirect Assessment: Measures that are assumed to be related to learning that do not involve scoring learner task performance or demonstration, such as student perceptions of their own learning or student satisfaction.

We conclude with a discussion of these resulting definitions where a sound understanding of these definitions aid immeasurably in curricular impact and business school accreditation.

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# EXPLORING CONTRIBUTIONS OF MARKET ORIENTATION ON JOB SATISFACTION OF PROFESSORS

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## *EXTENDED ABSTRACT*

For a number of years, colleges and universities have adopted marketing practices to help attract and retain students. However, there is little examination of how important a market orientation is to colleges and universities. This study examines the extent of a student-focused market orientation and its association to job satisfaction of professors at one university.

Marketing practice suggests the implementation of the marketing concept. A customer orientation assumes a key role in achieving institutional goals, by determining the needs of customers, clients, students, and then, constructing offerings that satisfies their needs. Many professionals, like college professors, are essential service providers in an environment where production and consumption occur simultaneously. Their acceptance and practice of the marketing concept is vital in creating a market orientation and one aspect impacting professors' job satisfaction.

The marketing literature suggests job satisfaction is a critical ingredient in developing and maintaining a market orientation. The supposition is that if managers treat employees well, then employees will treat customers well. If job satisfaction is a critical ingredient in the development of a market orientation, it is necessary to explore the relationship between a market orientation and the job satisfaction of university professors. We hypothesize a positive relationship between job satisfaction and market orientation among college professors.

College professors from a large university in the American Southwest were randomly selected and asked to participate. From three hundred randomly selected professors, 115 usable questionnaires were returned. The scales used to measure student-focused market orientation are based on previous works designed to measure market orientation. After several pretests, a scale with 25 items designed to measure four dimensions of market orientation were administered, including 1) advising and mentoring of students, and 2) department head role or leadership, 3) intelligence generation, and 4) responsiveness. Job satisfaction was measured with the short 20 item form of general satisfaction from the Minnesota Satisfaction Questionnaire. When a factor analysis was conducted four factors emerged with 19 of the 20 items. The four job satisfaction factors are "the job itself," "my job offers me," "administration," and "pay and policies."

To examine the association between student-directed market orientation and job satisfaction, multiple regression analysis was used. Five models were examined: 1) model 1 is where the independent variable is a one item measure of overall job satisfaction, 2) model 2 is where the independent variable is a composite score of nine items labeled the job itself, 3) model 3 is where the independent variable is a composite score of four items labeled what the job offers, 4) is where the independent variable is a composite score of two items labeled administration, and 5) model 5 is where the independent variable is a composite of four items about pay and policies. Results show there is a relationship between s market orientation and selected dimensions of job satisfaction. For model 1, the department head role and responsiveness are significantly related to overall job satisfaction. It is interesting to note that advising and mentoring and intelligence generation are not significant, but negatively related to overall job satisfaction. In model 2, department head role and responsiveness are significantly related to the job itself. Again it is interesting to note that advising and intelligence generation are negatively related to the job itself satisfaction factor. For model 3, advising and mentoring and responsiveness are significantly related to what the job offers satisfaction factor. In model 4, advising and mentoring and responsiveness are significantly related to the

administration job satisfaction factor. Finally for model 5, advising and mentoring and responsiveness are significantly related to the pay and policies dimension of job satisfaction. In model 5, however, advising and mentoring is negatively related to the pay and polices of the job satisfaction factor.

This research explored a market orientation and its relationship to job satisfaction. A student-focused market orientation measure was based on the MARKOR scale, but expanded to assess student advising and department head/chair role so important to the implementation of a market orientation in universities. The results of the study support the notion of a link between market orientation and job satisfaction among university faculty. Previous studies in a university environment showed the existence of a link between the responsiveness dimension of market orientation and overall performance among departments in universities. In this study the responsiveness dimension of market orientation was strongly related to all aspect of job satisfaction as demonstrated in the five models tested. This study found a rather strong relationship between advising and mentoring and three job satisfaction dimensions, including what the job offers, administration, and pay and policies. While one of these relationships is negative, it is possible that the negative view is due to the perspective that certain policies hinder or are inappropriate for advising and mentoring. Overall it appears that the most important aspect of a market orientation related to faculty job satisfaction is advising and mentoring and responsiveness to student wants and needs. One should note that the study found that the department head role and leadership is significantly related to overall job satisfaction and the job itself factor of job satisfaction. This implies that the department head role and leadership are important in implementing a market orientation. Perhaps this applies to other organizations, especially those service organizations where employees are constantly interacting and delivering products and services to customers on a daily basis. If so, it may be necessary to incorporate a leadership dimension or factor to the widely used measures of marketing orientation.

The strong relationship between advising/mentoring and responsiveness with selected aspects of job satisfaction may be due to professionalism of the faculty. One unique feature of universities is that the task-authority remains in the hands of the professors. Their job requirements emerge from the values, norms, ethical precepts and codes of the profession, rather than from the organization itself. Job roles are transmitted through professional education, associations, and colleagues. This socialization process has a favorable impact on task dedication and the quality of work produced by professionals. This orientation with its unique focus on the work itself that provides a unique and complex service is strongly associated with job satisfaction to the markets served. Consequently, certain aspects of a market orientation are compatible and associated with selected dimensions of job satisfaction as shown in this study.

The research has a number of limitations. First, the survey was conducted at only one university making the results limited in scope. Second, it may be argued that the student-directed market oriented scale used here is limited in its development and must be developed further before offering conclusions and recommendations for marketing practice in universities. The application of a market orientation and its relationship to organizations staffed by professions is producing a growing body of research. More needs to be done and this study was one small attempt to do so.

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# 6C FRAMEWORK FOR CLIENT-BASED PROJECTS

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## *ABSTRACT*

This paper will provide a framework for client-based projects centered on 6Cs: cooperative learning, the course, the client, commitment, communication and community. Cooperative learning involves students working together and sharing ideas to accomplish a goal such as a client-based project. Client-based projects allow students to experience real life applications and course concepts, but are time consuming and require a commitment from instructors, students and clients. Instructors need to facilitate effective communication from all involved. Instructors also should carefully consider that the client's needs match course objectives before committing to a project. Applying the 6Cs assists in implementing a successful client-based project.

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## **INTRODUCTION**

Since my first full year of teaching as a professor, I have used client-based projects in the classroom. I began at a larger university that had a Small Business Development Center on campus. Client project demand outnumbered the faculty willing to take on the projects. As a new professor, I enthusiastically dove into the projects knowing that the experience would be fantastic for my students. Each semester in my Marketing Research class I would take on six to eight projects to assist the community and to help build my students resumes.

Client-based projects allows students to engage in experiential learning as the projects bring course concepts to real life situations (Kolb, 1984). Experiential learning teaches students business practices such as working in teams to deliver a product and has been found to increase students' critical and creative thinking and communication skills (Bonwell & Eison, 1991; Cooke & Williams, 2004; Haas & Wotruba, 1990; Jaskari, 2013; Johnson, Johnson & Smith, 1991; Straus, 2011). Experiential learning engages students in course concepts by giving them practical experience (Bovie & Davies, 2009; Cooke & Williams, 2004). Students learn new information, connect it to previous experiences and apply it to a specific problem (Kolb, 1984; Lopez & Lee, 2005; Parsons, & Lepkowska-White, 2009; Strauss, 2011). Projects with clients help prepare students for marketing careers by teaching them skills and professional jargon and giving them confidence in their abilities (Bovie & Davies, 2009; Cooke & Williams,

2004; Haas & Wotruba, 1990; Parsons, & Lepkowska-White; 2009; West & Simmons, 2011).

## **THE SIX CS OF CLIENT-BASED PROJECTS**

Through 20 years of teaching and working with client-based projects, I have developed a 6C framework for approaching the project: cooperative learning, the course, the client, commitment, communication and community.

### **Cooperative Learning**

In addition to experiential learning, cooperative learning provides the theoretical underpinning for Client-Based Projects. Cooperative learning involves students working together and sharing ideas to accomplish a goal (Bonwell & Eison, 1991; Brindley, Walti & Blaschke 2009; Johnson, Johnson & Smith, 1991; Millis & Cottell, 1998; Pallof & Pratt, 2005; Panitz, 2001; Razzouk, Seitz & Rizkallah, 2003). Cooperative learning is facilitated by the instructor and increases critical thinking as students interact with each other to discuss ideas (Bonwell & Eison, 1991; Johnson, Johnson & Smith, 1991). While students work as a team, it is important that individual students are accountable for their own contribution (Bonwell & Eison, 1991; Johnson, Johnson & Smith, 1991; Millis & Cottell, 1998). Cooperative learning can be enhanced by using small teams (3 to 4 students), setting clear expectations for group meetings and participation, deciding how frequently students will communicate and give feedback within the group, and

discussing how the team will communicate with the client and instructor (Askim-Lovseth & O’Keefe, 2012; Brindley, Walti, & Blaschke, 2009; Fleming, 2008; Gradel & Edson 2010-2011; Millis & Cottell, 1998; Strong & Anderson 1990; Wichadee, & Orawiwantakul, 2012). In addition to collaborating with each other, students must also collaborate with the clients while working on a project (Parsons, & Lepkowska-White; 2009). Collaboration increases students communication skills, teamwork and problem solving abilities (Parsons, & Lepkowska-White; 2009).

To ensure students are distributing work equitably and to keep them on pace, I have students create a team charter. The team charter involves assigning roles and responsibilities for the assignment as well as creating a timeline of when activities will occur (Lopez & Lee, 2005; Razzouk, Seitz & Rizkallah, 2003). Teams designate a team leader who coordinates the project and communicates with the client (Razzouk, Seitz & Rizkallah, 2003; West & Simmons, 2011). Having one person communicate with the client versus all members streamlines communication.

Peer evaluations are also used to assess student contributions and to ensure that there is no social loafing (Clark, King, & Jurn, 2012; Cooke & Williams, 2004; Jaskari, 2013; Razzouk, Seitz & Rizkallah, 2003, Strong & Anderson, 1990). It is important to assess contributions early in the semester so that team members and the instructor can review factors such as quality of work and participation in meetings. Students are allowed to “divorce” or “fire” a team member if they are not meeting the team charter (Abernethy & Lett, 2005). The team must communicate in writing with the student about concerns such as quality of work or not meeting deadlines and must communicate in writing with me about violations. If a student’s performance continues to be poor, then the team may divorce a member (Razzouk, Seitz & Rizkallah, 2003). I also allow individuals who are carrying most of the weight of the project to divorce students who are social loafers. Students must give their team members warning, try to resolve the issues and communicate with the instructor prior to a divorce. Students are informed in the syllabus that any work that has been done prior to the divorce is property of all members of the team. If a group member is divorced, the group member forfeits/receives a zero on all future group work. I have found that teams working with clients have “divorced” members less frequently than in projects where clients are not used. This may be due to the extra accountability of an outside resource.

I also use peer-benchmarking in my courses in two forms (Raska, Keller, Keller & Shaw, 2013). “Peer benchmarking in an educational setting allows students to compare their own classroom assignments with those of their peers in order to improve their learning”

(Raska, et al., 2013, p. 23). In weekly online discussions students post sections of their paper and get feedback from peers and from me. This is extremely beneficial as students have a variety of perspectives and often offer great insight on how others can improve their work. In class, I have used time for students to share their ideas with other students to receive feedback.

## **Course**

Matching a project to the correct course and ensuring that the client’s objectives are consistent with the course objectives are critical components to implementing a client-based project (de los Santos & Jensen, 1985). Projects should be chosen that are relevant to students’ future careers and that meet course objectives (Razzouk, Seitz & Rizkallah, 2003). Both undergraduate and graduate courses can be used for client-based projects and often involve courses in Marketing Research, Integrated Marketing Communications, Marketing Management and Marketing Strategy (Bove & Davies, 2009; Clark, King & Jurn; 2012; Haas & Wotruba, 1990; Linrud & Hall, 1999; Subrahmanyam, 2013). Typical projects include developing marketing or social media plans, conducting surveys and focus groups and creating marketing or promotional plans (Askim-Lovseth, & O’Keefe, 2012; Clark, King & Jurn; 2012; Novotorova & Regine, 2013; Straus, 2011). Depending on the course and the project, I typically have 20-35% of the course grade allocated to the project which includes written assignments, group discussions and presentations.

## **Client**

Clients should be selected with care (Lopez & Lee, 2005). While for profit organizations can be clients, I tend to work with non-profit organizations or smaller companies as they often do not have the budget to create a marketing plan, advertising or for research (Cooke & Williams, 2004; de los Santos & Jensen, 1985; Lopez & Lee, 2005; Parsons, & Lepkowska-White, 2009; Razzouk, Seitz & Rizkallah, 2003; Strauss, 2011; West & Simmons, 2011). Potential clients can come from a variety of sources. Small Business Development Centers have resources and can provide an instructor with a variety of projects (de los Santos & Jensen, 1985; Lopez & Lee, 2005; Novotorova & Regine, 2013; Strauss, 2011). Clients may also come from networking, alumni, employers, social media groups such as on LinkedIn, Advisory Boards and local Chamber of Commerce (Aron, 2013; Clark, King & Jurn, 2012; Lopez & Lee, 2005; Razzouk, Seitz & Rizkallah, 2003; Strauss, 2011).

Alumni have been a great source for projects since they understand the breadth and depth of the projects and are able to relate to the students, their schedules, and semester based projects (Clark, King & Jurn, 2012). Clients throughout and after projects have given very positive feedback about working with students and have implemented some of the students ideas in their organizations.

### **Commitment**

Working with clients is time consuming and requires commitment on the part of faculty, students and the client (Clark, King, & Jurn, 2012; Linrud & Hall, 1999; Lopez & Lee, 2005; Novotorova & Regine, 2013; Parsons & Lepkowska-White, 2009; Subrahmanyam, 2013; West & Simmons, 2011). I communicate with the client prior to the beginning of the semester to discuss the scope of the project, time-frame, outcomes, and ensure that the client would make information available to students to complete the project (de los Santos & Jensen, 1985; Lopez & Lee, 2005; Straus, 2011; West & Simmons, 2011). If clients were unable to provide some necessary information the project is redefined or eliminated. Discussing with clients and students the need to be responsive to communications and maintain confidentiality is essential (Lopez & Lee, 2005).

### **Communication**

Having clients who are organized and willing to communicate is essential to the success of a project (West & Simmons, 2011). Early in the semester the client should come to the class to speak to students about the goals of the project. Instructors should set the expectations for clients and the students about the scope and timeline of the project (Haas & Wotruba, 1990; Linrud & Hall, 1999; Lopez & Lee, 2005; Novotorova & Regine, 2013). Clients should provide a brief report or synopsis to students of the background of the organization and goals for the project (Jaskari, 2013; Linrud & Hall, 1999; West & Simmons, 2011). Bringing clients to the class early on allows them to answer student questions and provide contact information (West & Simmons, 2011). I also bring in clients when students give their presentations. Students and clients are able to interact to discuss the pros and cons of the alternatives they had suggested.

A top priority in choosing a client is to ensure the client will be responsive and respectful to students (Clark, King & Jurn, 2012; Razzouk, Seitz & Rizkallah, 2003; Strauss, 2011). When clients are unresponsive or unavailable students become frustrated (Parsons, & Lepkowska-White, 2009; West & Simmons, 2011). I was eager to work with a very

small non-profit organization seeking to provide education in Somalia. I attended board meetings, worked with the board members on defining the project. A member came to my graduate Marketing Management class and passionately spoke about the needs in Somalia. Students were excited to work on the project. However, as the semester continued board members were not as responsive as needed to work with a class of students. An essential board member withdrew from the board. Since he operated the organizations web site, it also disappeared. Students were left with little communication and lack of information on the non-profit. This is the one and only time I had to cancel a project a few weeks into the semester. Students were disappointed, but jumped on board with another organization that focused on education and assistance for autism.

Students may also have communication issues (West & Simmons, 2011) Some students lack of “diplomacy and proper business etiquette” can lead clients to perceive them as pushy, especially when students convey that they “know better than the client” (West & Simmons, 2011, p. 41). Teaching students to be professional in their interactions on e-mail and on the phone is critical to the success of a project. Instructors need to monitor communication within a student group and with clients (West & Simmons, 2011). Some students today also lack writing skills. When a written project is ultimately going to a client, much time needs to be spent ensuring the writing is of a professional level (Clark, King, & Jurn, 2012; Razzouk, Seitz, & Rizkallah, 2003). Providing feedback early to students allows them to develop their writing skills (Lohman, 2013). I typically have students turn in part of the project, give feedback, and assign points for making revisions to the project based on my comments (Lopez & Lee, 2005).

Professors need to communicate to students that client-based projects come with a level of uncertainty (Clark, King, & Jurn, 2012; Cooke & Williams, 2004; West & Simmons, 2011; Subrahmanyam, 2013). While outlines for a project can be provided, such as the basic components of a marketing plan, students and the professor need to be comfortable with the fact that each project is unique. It is therefore crucial that instructors manage the expectations of students and clients (Lopez & Lee, 2005).

### **Community**

Connection to the community is also a positive outcome of client-based projects (Cooke & Williams, 2004; Subrahmanyam, 2013; Parsons, & Lepkowska-White, 2009; Razzouk, Seitz, & Rizkallah, 2003). Working with clients engages student with organizations in the community (Parsons, &

Lepkowska-White, 2009). Client-based projects help instructors network and stay current in business practices (Cooke & Williams, 2004). The projects can provide examples in the class and can generate possible resources for the future in funding opportunities (de los Santos & Jenson, 1985).

Support at my university includes an institute for Community Based Learning and Engaged Scholarship. The Institute focuses on civic responsibility and is able to provide professors and students with ample opportunities for client-based projects. In one of my graduate courses, students worked with a performing arts center to promote the events, create new events, and increase attendance in different audiences. Public Relations personnel from the organization met with students at the beginning and end of the semester. Early in the semester, the clients were able to answer questions students had about the project. After the written project was submitted, students and clients were able to interact to discuss the pros and cons of the alternatives they had suggested. Students were able to learn from marketing professionals and from each other.

### **Costs and Confidentiality**

There are two other Cs that some, but not all, projects need to consider. Students might have financial costs associated with completing a project such as photocopying surveys, buying food for focus groups, travel and postage (Razzouk, Seitz, & Rizkallah, 2003). Clients can be asked to pay for expenses incurred by students with consideration given to smaller non-profit organizations (Clark, King & Jurn, 2012; de los Santos & Jensen, 1985). When students do not have to think about expenses, it allows them to focus on their project.

Depending on the project, confidentiality of client concerns might need to be addressed. It is important to discuss these privacy concerns of the organization with students (Raska et al., 2013). Clients should identify issues they view as confidential in writing (Raska et al., 2013). Some clients might request students to sign a confidentiality agreement (Clark, King & Jurn, 2012; Lohman, 2013). As this has the potential to raise legal issues, instructors may ask clients to limit information to issues that are not confidential (Lohman, 2013).

### **CONCLUSION**

Client-based projects can be used to enhance the learning experience of students and to provide a service to the community. While the commitment is substantial, students benefit greatly by putting their course concepts into practice. Clients benefit through contributing to the learning experience and receiving

valuable input into an organization's practices. Instructors benefit by staying current in business practices and networking with the community.

Client-based projects can be used in face-to-face and hybrid courses as they more easily facilitate bringing clients into the classroom. Future work should examine the requirements needed to use a client-based project in a fully online class. Video conferencing tools such as Lync or Skype could be used to facilitate interactions between client, students and professor. Multiple students on end-of-semester evaluations have indicated that conducting a client-based project was a lot of work, but was also one of, if not the best, experience they had in their university education.

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# IMPROVING THE COLLABORATIVE ONLINE STUDENT EVALUATION PROCESS

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## *EXTENDED ABSTRACT*

This research compares a novel form of student evaluation of teaching—the online collaborative evaluation—with the traditional individual paper evaluation in a two-phase study. With an online collaborative evaluation, students are asked to comment on their instructor via a standard evaluation format, but using an online collaborative document creation tool (e.g. Google Docs) to provide their comments. As such, any comments that students type into the document are visible to all other students, allowing students to not only answer the questions themselves, but to comment on other students' comments. The experiment was conducted in two phases, spring 2013 and fall 2013, with adjustments made to the experimental procedure following the first phase. In both phases, the evaluations were conducted at the midpoint of the term, using students from four sections of marketing classes in Phase 1 (n=110) and from five section in Phase 2 (n=140). The two forms of evaluation were directly compared in both phases with an identical measurement instrument: the “stop-start-continue” evaluation.

The first time that we introduced the collaborative online evaluation (Phase 1), the results—at least according to the students' ratings of the evaluation—were disappointing. Students rated the traditional individual paper evaluation significantly higher than the collaborative evaluation on all three characteristics of ease/enjoyment, honesty, and accountability. In addition, open-ended comments of the students who completed the online collaborative evaluation indicated that many students found the process chaotic and felt that their peers were not taking the exercise seriously. In retrospect, we over-estimated our students' familiarity with the use of online collaborative documents, such as Google Docs, as well as their ability to spontaneously collaborate without specific instructions.

In Phase 2, when we repeated the exercise, we made important adjustments to the collaborative online evaluation: 1. we reduced the participant group size; 2. we provided the students practice with a collaborative document prior to their completing the evaluation; and 3. we gave more explicit guidance to the collaborative evaluation group. In this phase, the collaborative online evaluation was not rated significantly different than the individual paper evaluation on the factors of honesty and accountability and, in fact, surpassed the traditional evaluation in ease/enjoyment. Further, while a few students still complained of confusion and chaos with the online evaluations, there were also noticeably more positive evaluations on the open-ended comments in the “evaluation of the evaluation.”

The lessons learned from this experiment extend beyond collaborative evaluations: when students are assigned any activity involving team work, coaching the students in collaborative skills may be as important to the success of the exercise as introducing the concepts that will be applied in the assignment.

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# VALUE OF INTERACTIVITY IN ONLINE LEARNING ENVIRONMENT

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## *Extended Abstract*

As the revenue from traditional textbooks has diminished in recent years, publishers now offer supplemental, web-based interfaces to increase student engagement with course content. These interfaces are designed to make the on-line learning experience pleasant and inviting. The unique content provided by the publishers serves as a lock-in strategy in a highly competitive market. There is a learning curve for instructors to master the operation of such web-based interfaces. Once mastered, it is unlikely for them to switch publishers and learn another web-based interface.

The online supplements offered by publishers include various interactive assignments, such as video-based, case-based, and drag-and-drop, which are designed to enhance student learning of more advanced skills (e.g., interpretation and integration) while being engaging. To assess the effectiveness of such on-line learning technologies, researchers across disciplines frequently apply existing theoretical models (Seyal et al., 2002; Martinez-Torres et al., 2008). As each learning technology has unique characteristics, the assessment models usually include concepts from several theories (Wang et al., 2008; Jonas and Strand, 2011).

Focusing on student perspectives, this paper presents a model that assesses interactive assignments (e.g., drag-and-drop) developed by McGraw-Hill and is accessed through the Connect interface (Figure 1). The model draws on several leading theories in communication and information technology. Regression analysis was used to capture the value of the interactive questions that students completed as homework assignments. A significant contribution of this paper is introducing concepts from a motivational theory, Uses and Gratifications, into the proposed evaluation model, which was originally developed to evaluate users' interaction with web-based advertising.

The results indicate that students who perceived the interactive assignments as credible and were able to demonstrate tangible results perceived the assignments as valuable and useful to them (H3 & H4 in Figure 1). In addition, students who perceived these assignments as more irritating valued the assignments less (H2 in Figure 1). Furthermore, students exhibited more positive attitudes if they believed the assignments to be credible, valuable, and not irritating (H1-H3 in Figure 1). Finally, students who perceived the assignments as valuable and had developed a positive attitude toward them and toward doing them were more satisfied and were more able to confirm their expectations (H6 & H7 in Figure 1).

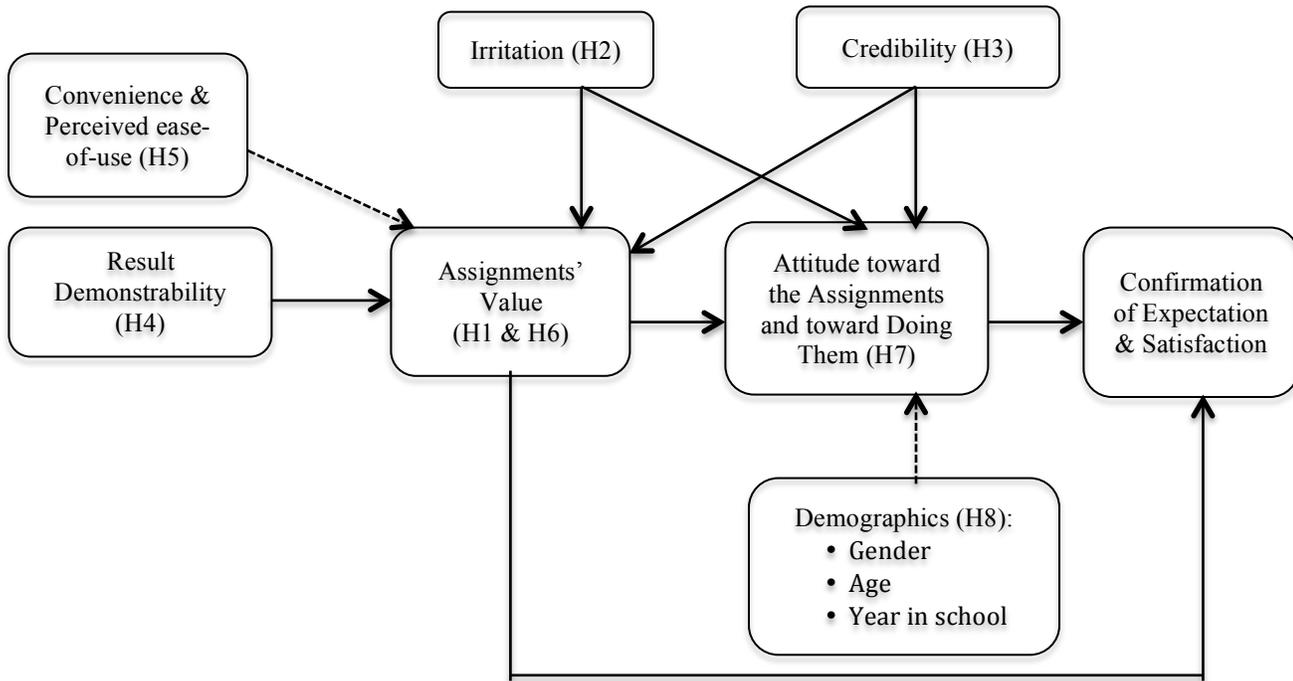
The purpose of this study was to provide a comprehensive assessment model for interactive tools offered to course instructors. One important goal was to include concepts from a motivational theory that had not been examined before in relation to online learning systems. This study supports the inclusion of motivational concepts, such as credibility and irritation, in a model assessing interactive online learning technologies. The second goal, which was to confirm the consistency of the findings with those of past research, was achieved as all hypotheses except one were supported.

The study provides important implications to publishers who strive to develop engaging and interactive assignments for students as well as for instructors who assign them. First, irritation and credibility are key determinants in student perception of assignment value and usefulness as well as in forming a positive attitude. Increasing credibility through professional design, effectively communicating subject matter, and being user friendly will result in greater adoption by instructors and yield higher student satisfaction.

As faculty assign interactive assignments for homework, quizzes, or exams, it is important that students have a positive experience, are satisfied, and feel a sense of accomplishment and competence. Therefore, publishers need

to design assignments that add value to students and enhance their learning through completing these assignments. They should be engaging and challenging but not frustrating and confusing. Therefore, publishers in collaboration with textbook authors should pre-test their interactive assignments to gauge student responses to them before including them in the complementary material. The proposed assessment model can serve publishers in these pre-tests, as student satisfaction, attitude, and value can be assessed and compared across various versions of the same interactive assignment.

**Figure 1:** Connect-embedded Interactive Assignments: A Comprehensive Model



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# FINESSING STUDENTS FOR THE INDUSTRY THROUGH AN ACADEMIC-PROFESSIONAL COURSE DESIGN

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## *EXTENDED ABSTRACT*

As students graduate and enter the work force, academic programs and advertising departments, the debate between industry professionals and academics industry professionals have raised concerns among students entering the job market poorly prepared. Practitioners have voiced concerns toward how business students lack creativity and critical thinking (Ackerman, Gross, & Perner, 2003) and have the inability to tolerate ambiguity when compared to liberal arts students, resulting in employers to hire liberal arts students over business students (Chonko & Caballero, 1991; Chonko & Roberts, 1996). Other areas of concern include how graduates need professional knowledge related to return-on-investment and strategic marketing, and students must exhibit the ability to work in a team (Finch, Nadeau, & O'Reilly, 2012). The importance of developing morale has also become an employer concern (Arunchand & Ramanathan, 2013; Beyea, 2004; Johnsrud, Heck, & Rosser, 2000; Weakliem & Frenkel, 2006). This importance stems from the urgency for employers to increase morale in order to lower turnover, stimulate productivity, and stay competitive (Haden & Cooke, 2012). By not addressing these employer needs, marketing educators can impact the likelihood for students to obtain jobs within their field. As a result, there is a growing need for marketing educators to innovate teaching and learning that further advances the development of professional knowledge and skills, with the hopes to attract employers toward our students.

One approach is to redesign courses using Fink's (2003) Taxonomy of Significant Learning (TSL) with experiential assignments. By applying TSL, professors design courses through a model of six interactive circular tenets rather than use a hierarchical approach as seen in Benjamin Bloom's (1956) taxonomy (Levine, Fallahi, Nicoll-Senift, Tessier, Watson, & Wood, 2008; Fink, 2003). Moreover, TSL assumes students become better learners because the model is process and outcome driven (Fink, 2003). While TSL can be applied without experiential assignments, this current study shows how the integration of experiential learning facilitates TSL's tenets, while also enhancing areas of importance among employers.

Thus, the purpose of this paper is to illustrate how to design an undergraduate advertising course that connects Fink's TSL with an experiential project that prepares students for the job market. In the current study, the experiential project involves five student-teams serving as advertising agencies for a regional automobile group composed of two Texas and two Oklahoma Chevrolet dealerships. The dealerships tasked students to promote the 2014 Chevrolet Silverado through an integrated marketing communications (IMC) campaign while highlighting corporate social responsibility (CSR) with a real class budget of \$5,000. This experiential project differs from traditional classroom projects where students develop and present "untested" marketing plans to their professors and fellow peers because this assignment requires students to launch their IMC plan in real-world environments, analyze their campaign's impact on current and prospective customers, and present their campaign and results to experienced automobile industry professionals. This paper uses a mixed-method approach to determine the effectiveness of TSL.

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# CORPORATE SOCIAL RESPONSIBILITY: HELPING STUDENTS UNDERSTAND THE HISTORICAL AND MODERN CONSTRUCT FOR FUTURE RESULTS

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## ABSTRACT

*When teaching CSR, it is of the essence to know what "CSR" means and thus how to measure success because measuring impacts outcomes. When it comes to Corporate Social Responsibility (CSR) it is particularly important to know exactly what one is measuring regarding the actual good that is done by companies in pursuing CSR. Obviously this evokes a standard for evaluation as contained in assumptions about the construct itself. This paper looks at the development of the concept (construct) of CSR, what it means to actually help and how to measure effectiveness toward that end.*

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## INTRODUCTION

When teaching CSR, it is important to help students think through their understanding of CSR and what it means to "help" and thus how to measure CSR initiatives. For example, when evaluating CSR for businesses, the literature seems to focus on measuring economic success based on a concern for CSR. In other words, any concern for CSR by a business can lead to economic success based on a better reputation. But what about the other side of CSR initiatives? Do corporations do good with their CSR? Do they actually help the people they intend to help? Do they accomplish qualitative results (actually helping) along with quantitative results (carrying out programs and giving money)? Before embarking on detailed analyses, we must clarify constructs for determining the *good* in evaluating corporate CSR. What does constitute **helping** in CSR initiatives, particularly when trying to help the poor? This paper seeks to clarify the construct so that companies have a basis for evaluation. It would indeed be tragic if companies valiantly respond to the call by many to imbed CSR in their corporate approach only to find out that they are not really helping those whom they purport to help but in some cases may actually be causing harm (Poole, 1991).

## PROBLEMS DETERMINING THE CSR CONSTRUCT

A construct is a statement of agreement of what is accepted about a topic to be evaluated. It allows researchers to know the terms of measurement. Technically a construct is "whatever you want it to

mean" in a particular situation. However, in our case, we are seeking what is true and useful; hence we want to define it in a way that is useful to businesses and their stakeholders.

It is difficult to find agreement on the CSR construct, leading some to say "there are as many definitions of CSR as there are writers" (Amaeshiand & Adin, 2007, p. 4). CSR is indeed multifaceted because it involves a combination of economics, philosophy, business ethics, political science, sociology, social work, and religion. Research suggests that we should take all of these areas into consideration when coming up with a complete understanding of this construct. Because of its complexity as a topic, it can prove daunting to determine exactly what is CSR and what it is not (Davis, 1973). Perhaps all of the many problems can be summarized into three categories: problems with definition, problems with measurement, and problems with worldview.

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## PROBLEMS WITH DEFINITION

Amaeshiand and Adin (2007, p. 3) express some concern that CSR is a fast growing idea with little attention paid to its "linguistic undertone," [or definition] resulting in being "overly constructed" with the moral area of philanthropy (Carlisle & Faulkner, 2004; Carroll, 2004) and altruism (Lantos, 2001). They argue that *spin* (Owen, Swift & Hunt, 2001) impacts the concept of CSR because "it is caught up in the dual logics of intellectual rationalism (i.e. profit maximization [or *efficiency*]) and emotional (i.e. benevolence [or *equity*])" (Amaeshiand & Adin, 2007,

pp. 3-4). Moreover, the field of empirical CSR research generally has been hampered by the lack of a consistent definition of the construct of CSR, as well as its operationalization and measurement (Williams, 2007). "Efforts to investigate social responsibility and its relationship to corporate performance have been frustrated by a lack of adequate operationalization and measures of social responsibility." (Doran, 1994, p. 2)

Amaeshiand and Adin (2007) have compiled a list summarizing "Multiple Interpretations of Corporate Social Responsibility"(p. 5) from the literature. The 13 interpretations include: business ethics and morality, corporate accountability, corporate citizenship, corporate giving and philanthropy, corporate greening and green marketing, diversity management, environmental responsibility, human rights, responsible buying and supply, chain management, socially responsible investment, stakeholder engagement, sustainability (Amaeshiand & Adin, 2007). They go on to report from the literature about the "many interdependent factors" that drive the CSR movement including: government, national business systems, personal values, power relations, institutional isomorphism, social network pressures, competition and globalization, pressure groups/social actors and consultants. (Amaeshiand & Adin, 2007, p. 5). However, nothing specific is mentioned about helping the poor beyond perhaps "human rights." This confusion over definition results in a problem with measurement.

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### **PROBLEMS WITH MEASUREMENT**

One problem with measurement flows naturally from the definition problem and that is the objectivity of the data. Macro data often comes from such places as the Bureau of Census or the World Bank. But Micro data can come from surveys by grass roots organizations and can be impacted by "the volatile politicization of the issue" (Steidlmeier, 1993, p. 210). Poverty is attributed by some to exploitation and downturns in business cycle. Poverty researchers tend to ignore business and strategic management (Sawhill, 1999) so interactions about business and the poor are ignored (Steidlmeier, 1993), and specific information on how businesses should help is unclear.

Bosser, Jr. (1993) states that the measurement problem occurs when moving from raw data to generalizations and to theory and the fact that mere mathematical abstractions do not reveal the normative assumptions which leads to his question: "... do economists make unrealistic assumptions to generate predictions which satisfy their normative prejudices." (p. 358) This underlines the problem with measuring CSR in general, that to apply a logical positivistic

*scientific* approach to CSR raises questions. If CSR does not produce utility, in other words financial performance, should we be concerned about it? Some say that it doesn't matter, because we do it not because of utility but because of ethics, which confirms the point. The very idea of social responsibility underscores for some the notion of an ethical requirement apart from financial performance. Amaeshiand and Adin (2007) indicate that there have been "few tests in support of the intrinsic merit motif" (Harrison & Freeman, 1999), that businesses should pursue CSR merely because it is good in and of itself, the right thing to do (Deontological perspective).

Another problem with measurement is that pressure groups target high profile and profitable companies for attack to advance their causes. For example, a pressure group may insinuate that these companies are responsible for all links in the supply chain because they have difficulty waging direct attacks on the main brands. Tactics used include attaching the seeming exploitation of poor working conditions in developing countries to attract negative public sentiment on companies like Nike, GAP, Adidas and McDonalds (Amaeshiand & Adin, 2007). A potential problem is that attempts to comply can result in simply other attacks on different issues. One alternative suggestion is that corporations should demonstrate their accountability to customers by producing information required by the market and leave it to the market to reward or punish the company (Amaeshiand & Adin, 2007). Another options is to allow businesses to learn from special interest groups, without having to adopt their worldview on corporations on how to pursue the good. This leads to the third problem with determining the CSR construct which flows from the first two problems: the problem of worldview.

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### **PROBLEMS WITH WORLDVIEW**

Worldview is the conscious or subconscious idea an individual has about how the world works; including, for example, purpose, human nature, and our responsibility to the world and each other (Sire, 1976). Worldview questions are asked and answered under the philosophical category of metaphysics. Once we determine our metaphysics; how the universe works, what is reality, what is our purpose in the world, then we need to explore how we know truth (particular ethical truth) accurately. This is the arena of epistemology. Honestly answering metaphysical questions and epistemological questions will allow us to answer the critical two questions of ethics (and CSR): what is the standard and where does it come from? Thus in order to understand the CSR construct,

we must understand and articulate some of the points of view (as alluded to in the previous section) that people bring to the discussion.

Two major CSR approaches, or worldviews, are highlighted: "... what could be termed the socialist (CSR from the normative perspective) and capitalist brands (Amaeshiand & Adin, 2007). The socialist proponents act in one way: "... to assuage the rising voice of the proletariats (in this case the unions, social activists, NGOs and other anticorporatists), they re-conceptualize CSR within the corporate citizenship (CC) construct, albeit from a political perspective" (Amaeshiand & Adin, 2007, p. 10). But business is trying to retake CSR as a way to make profits, hence the conflict (The Economist, 2005). Rosser, Jr. (1993) highlights the situation: "The most intense ideological conflict in economics for quite some time has been that between pro free market libertarianism and anti free market Marxism." (p. 360)

Some argue that we need additional categories. Rosser, Jr. (1993) points out that constructs should be judged by their "literary" quality (McClosky, 1985) or through post-modern deconstruction (Samuels, 1990; Ruccio, 1991). Stakeholder theory, which could reflect the covenantal view (Ruddell, 2004), suggests that companies should consider the needs of all the people with whom it carries out business.

Given the challenges facing us in determining the CSR construct, where are we? Can we articulate a unified construct for modern times, especially when it comes to helping the poor of the world? In this next section, we will explore specific recommendations from more modern and historical CSR constructs. In evaluating, we will attempt to apply our metaphysical and epistemological analyses: what are the standards and where do they come from?

### RECOMMENDATIONS FOR THE CLASSROOM

Students need to answer these basic questions (see end of previous section) for themselves. So an effective class or class session(s) on CSR should present the issues described above and invite students to write down their own definitions of CSR and what they base (worldview) their definitions on. Small group discussions can easily follow where students present their different views and why, thus emulating a diverse organization and then try to come up with "a common ground for doing business."

Students can then be asked to come up with a CSR program where they list specific goals for the company and "the good" they want to do. Some potential examples are listed below.

- **Connect people to institutions that are closest to them.** To help the poor, connect them with their

local families, other institutions that have a past history with the person (i.e. the church or other group), and local communities. The flip side of this standard for measurement (the degree that CSR initiatives connect people with the lowest level of institution, i.e. the institution of the family, then church or other group, then community) is that to the extent that business or government CSR initiatives supplant these other institutions, harm will be done.

- **Enforce laws against exploitation.** To help the poor and workers in general, the government needs to play a role in enforcing laws against exploitation that is legitimate (according to the workers themselves). Care must be given to not use the poor for political expediency or for advancing unions (per se). Motives must focus on helping the people in need.

- **Work through partnerships.** Businesses should work with partnerships to have an impact on the poor but due diligence needs to be done on the goals of the partners to make sure there is a common bond for working together.

Based on priorities, students can think about CSR measurement recommendations based on the scope of CSR involvement and the worldview involved. Students make recommendations and/or take sides and discuss. Here are a few suggestions.

- **Help people by addressing systematic economic concerns vs. helping people with individual problems.** Measurement can be made of the CSR effectiveness of donating to organizations that seek to produce large scale political and economic change for the poor vs. donating to organizations that work on a smaller scale and work with the poor as individuals.

- **Religion and community are not helpful and problems are created by society vs. Religion and community are important and personal morality is important to solving problems of the poor.** CSR efforts can be evaluated and compared based on how they approach religion/community and personal morality.

It is hoped that this discussion will continue so that every dollar spent by the growing response by companies to CSR will find its mark in really helping. Otherwise, we are spending in vain. Students (and future business leaders) need to clarify for themselves what they believe and how they would tackle CSR so they can lead the way in helping their organizations provide real help.

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# SPENDING TIME WITH TALENT TO BETTER PREPARE STUDENTS FOR WORKPLACE REALITIES

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## ABSTRACT

*Millennials have taken over the classroom, and are estimated to have taken over the workplace by 2020. Hiring managers are critical of the product of young professionals produced by higher education lately. This study explored different teaching strategies used during the 2013-14 academic calendar year to better prepare college students for workplace realities to help them compete during the most saturated, competitive job markets to date. The results indicate that “Spending Time with Talent” (industry experts) educated students on workplace realities, increased student engagement, and identified five traits to compete from.*

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## INTRODUCTION

Higher education has been under much scrutiny of late with many in the workplace questioning what types of practical skills college students are learning (Fife and Losco, 2000). Some have deemed the lack of preparedness of young professionals as a “leadership-succession crisis” where shortages of young, high potential leaders who are capable of immediately stepping into leadership roles after graduation exist (Groves, 2010). Never before has the job market been so exciting yet so intimidating for college graduates. Evidence of the complexities that young professionals face is mirrored by record high unemployment/underemployment rates (Associated Press, 2012).

For those prepared to handle the free agent era of employment there are unlimited opportunities. However, the “free agent nation” is making it difficult for newly minted college graduates to compete against independent contractors who compete on their experience (Pink, 2002). A demographic shift of up to 50 percent in upper-management personnel is expected to take place—due in large part to trends such as retirement (Dychtwald, Erickson, and Morison, 2006; Ready and Conger, 2007). College graduates who are prepared to step into open positions and add value right away during the leadership-succession crisis can create unlimited potential for their early career development.

This research seeks solutions to better prepare college students for workplace realities by going straight to the critics (industry experts) of unprepared college graduates. The “Spend Time with Talent” approach was hypothesized to help current students understand workplace realities and to better engage them during in-class sessions. The sessions provided

in-depth discussion and feedback between industry experts and students. In many cases, a continued dialogue outside of the classroom among students, faculty, and experts occurred both offline and online. The study discovered, or affirmed, five traits (knowledge, skill, desire, confidence, and likability) that professionals use during their careers to create competitive advantage. These five traits are not new, but they do provide a basic framework for college students to work from and grow in during their early career development.

This paper will share current research on early career struggles affecting young professionals, and provide the study’s research methodology and findings based on teaching strategies used during the 2013-14 academic calendar year. The main objectives are to increase the understanding of workplace realities today for college students, and to provide a framework of traits that students can focus on and develop throughout their young professional careers to make them more marketable to employers.

## REVIEW OF LITERATURE

Millennials have taken over classrooms in higher education, and, by 2020, it is estimated they will have taken over the workplace as well (“Maximizing Millennials in the Workplace”, 2012). Managing next generation leaders known as millennials, born after 1980, often features heated discussions from upper-level managers centered on terms such as “entitled” and “lazy” with their “look-at-me” attitudes (Ng, Schweitzer, & Lyons, 2010). Meanwhile, academicians face similar issues managing this group as they explore ways to hold their attention in the classroom—a direct

result of the generations need for instant gratification (McGlynn, 2008).

Early career struggles for young professionals can have serious implications on the twenty-first century workplace as a whole. Seven years ago, Ready and Conger (2007) stated that nearly 50 percent of upper-management positions would need to be filled in the next 5-10 years. Fast-forward to today and many of the same issues that were forecasted are now realities. HR personnel have been outspoken about a lack in young, high potential leaders who are capable of stepping into leadership roles and taking on major projects (Fife and Losco, 2000).

Many in the corporate world have criticized the education system lately in their preparation of students, stating that they continue to educate from an outdated mindset of what is important to the workplace (Wagner, 2012). Some challenge if students are even acquiring entry-level, “soft” skills required to be effective communicators in the workplace. Soft skills can be described as interpersonal, people skills that are necessary in communicating in the workplace. According to reports by the National Association of Colleges and Employers (NACE) the most common traits annually desired by new hires are the ability to work in a team, leadership, and written communication skills (NACE, 2012)—all of which can be categorized as soft skills. Critics reference the lack of essential “hard” skills needed for the fast-paced workplace of today. Hard skills can be described as specific technical abilities necessary to perform a job. For instance, a computer programmer must know how to code software.

Lack of hard and soft skills for college graduates is a major concern, and could factor into record high unemployment rates. According to a report by the Associated Press (2012) nearly half of recent college graduates are either unemployed or underemployed. These statistics provide evidence of a long-term career struggle facing both young professionals and the twenty-first century workplace. A term used to describe such setbacks for college graduates early in their careers is career scarring. When college graduates do not receive a full-time job in their field immediately after graduation then scarring can take place on professional development and last for over a decade—well into their professional maturation (Heylen, 2011). The potential workplace leadership crisis goes far beyond simply filling positions left by the demographic changes, and stretches into a lack of proper training for next generation leaders causing both short-term and long-term industry problems.

An expression borrowed from the business world that best illustrates college graduates and their lack of attractiveness for employers today is, “The market never lies.” If nearly half of college graduates are not

securing jobs that match their education level then the question becomes what is the market telling higher education in their preparation of college students? What can academicians in the twenty-first century do to adapt to a fast-changing workplace, and, in the process, better prepare its students to graduate and immediately contribute to that same workplace? Higher education has been behind the times recently in their ability to be innovative and keep up with workplace changes (Kirschner, 2012).

## METHODOLOGY

The purpose of “Spend Time with Talent” throughout this study was three-fold. First, the research sought to gain insights and strategies from upper-management personnel on desirable traits for employees. Secondly, in doing so, the study hypothesized that the experience would better prepare students for workplace realities of today through firsthand accounts from industry practitioners in their specialized fields. Lastly, the research believed that student-led discussions and interviews with industry experts would increase student engagement.

To examine the many challenges and frustrations of decision-makers and hiring managers, this study conducted a nine-month long pilot study during the 2013-14 fall and spring semesters. The main purpose was to better understand skill-sets necessary of young professionals to stand out from competition in the workplace today. A total of fifteen industry experts were interviewed during 45-minute in-class, “Spend Time with Talent”, sessions. Experts were asked to spend the first 10-15 minutes of the presentation speaking about their own career successes—particularly early in their careers to help students gain knowledge of keys to both short-term success and long-term opportunity. The final 30-minutes were spent with a question-and-answer session led by the instructor. Students were expected to be prepared with their own questions, and to research the industry expert’s background prior to the class.

Industry experts included members from professional sports organizations, sportscasters, athletic departments, Entertainment and Sports Programming Network (ESPN) personnel, National Collegiate Athletic Association (NCAA) administrators, conference administrators, facility managers, authors, and entrepreneurs. Twenty-five students from both fall and spring semesters ranging from age eighteen to twenty-five submitted papers after each 45-minute session. Students were expected to highlight at least three key takeaways from each session. At the end of each semester, students were interviewed collectively, and asked to share traits and skill-sets presented by the “Spend Time with Talent” speakers. Additionally,

participants were asked to fill-out an anonymous questionnaire (five questions) following the spring semester. The questionnaire focused on whether or not students found the sessions to be beneficial to their own career development, if they found the sessions to be engaging, and if they would recommend these sessions to future classes.

## FINDINGS

Based on feedback from industry experts and students, the study's findings, summarized below, are broken down into three sections. Students were asked basic questions regarding their experience with industry practitioners, and results indicated that all twenty-five students found the sessions to be beneficial, better prepared them for workplace expectations, and recommended spending time with industry experts in future classroom sessions.

### Part I: Five Areas to Create Differential Advantage

Students were asked the survey question, "List three common traits that were mentioned by experts" at the conclusion of all sessions. The instructor, with the help of students, categorized findings into five key components of career success: knowledge, skill, desire, confidence, and likability. The five category descriptions summarized and paraphrased below are based on language used by experts.

**Knowledge:** Each of the industry experts had a college degree and strongly advised college students to finish their degrees. However, they placed greater emphasis on gaining practical knowledge in their actual fields as early as possible in their careers. In fact, several industry experts made a point to say that much of the knowledge they received in the classroom could not compare to the practical, hands-on knowledge received in the field. Similarly, they encouraged students to find mentors in their desired fields.

**Skill:** Industry experts stressed the importance of both soft and hard skills, although they did not use those specific words. Almost all of them mentioned the importance of communication skills in their ability to climb the ladder and be a team player. Experts advised students to be worried less about their job title and more concerned with adding value in whatever role they start out in. Experts also spoke of the importance of skill-sets that are specific to their roles, and above all else to practice, practice, practice.

**Desire:** Each practitioner spoke about the importance of "doing what you enjoy." This was almost a generic answer but nonetheless important. By following your passion it makes the career feel a lot less like work and that much more enjoyable. Students who are willing to do the heavy lifting early in their

careers are the ones who get ahead (get to work early and stay late). Some did voice their frustrations with the lack of preparedness of young professionals and their work ethic. Once again, experts suggested getting involved as early as possible—even if they did not necessarily know the exact area they wanted to work in. Experts recommended, "To get involved as much as possible" to increase the likelihood that they will eventually find their niche. Getting involved can range from professional activities that are as simple as attending networking events or volunteering for events both on and off-campus all the way to securing internships or full-time, paid positions.

**Confidence:** Confidence can be viewed as the combination of students' knowledge, skills, and desire. Students who are not afraid to fail early in their careers, but instead use failure as a learning tool will grow in their ability to perform the next time. These are the emotional intelligences that the workplace puts much emphasis on. Unfortunately, classroom environments have a hard time creating learning experiences to grow emotional intelligences, which are commonly referenced as the number one indicator of success (Goleman, 1996). Emotional intelligence is the ability to both manage your own emotions as well as recognizing the emotions of others. Internal confidence is a trait that was common among all experts, and one that is well documented for all successful people.

**Likability:** Industry experts placed significant emphasis on the ability to network early in their careers, and to build meaningful relationships. Many have strong circles of influence they can turn to for advice. Being a likeable person that other people enjoy being around can open opportunities that exceed current roles. A business expression that is relevant to this concept is, "People do business with people they like." Having deep networks will allow young professionals to connect with multiple experts. This can ultimately lead to more opportunity as students who perform well will remain top-of-mind for other jobs or projects.

### Part II: Understanding Workplace Realities

Survey question number two asked, "Do you think these sessions better prepared you for workplace expectations no matter what field you choose?" All twenty-five students surveyed said these sessions helped them better understand workplace expectations and realities. Nearly one-quarter of the students surveyed were freshman who had very little to no previous work experience. Common responses from students described the benefit of firsthand accounts and expectations inside organizations. Another teaching strategy was to actually put the tools learned into practice through experiential learning. At the end of the

spring semester, students shadowed front-office personnel of a Minor League Baseball team and worked the game. This experience allowed students to apply information from industry experts. Afterward, many expressed the importance of their learned “professionalism” during that process.

### **Part III: Increase Student Engagement**

All students recommended using “Spend Time with Talent” sessions in the future. Student feedback also highlighted how the sessions kept them engaged. One student did say that too many sessions in a short period of time were repetitive. Student engagement outside the classroom was evident as students volunteered to work events based on relationships with personnel from the organizations interviewed. Students were even able to secure summer internships based off their networking opportunities.

Other strategies implemented to increase student engagement were for students to use or create Twitter and/or LinkedIn accounts in order to connect with industry experts before the sessions. Some students took advantage of this opportunity and live-tweeted during the sessions. The use of social media also allowed students to stay engaged after sessions ended. Social media is particularly important in the sport industry, because so much online marketing is done via sites such as Twitter. Additionally, companies are monitoring online branding of potential hires to make sure they are acting in a professional accord. Almost all experts made reference or recommended creating Twitter or LinkedIn accounts. Students did comment that they understood the importance of social media and the value of an online presence better after their professional online interactions. Many said they would either clean up their current profiles or create new ones to better represent their personal brand.

### **CONCLUSION**

The “Spend Time with Talent” sessions provided students with an inside look at the actual careers they are actively pursuing, and a level of professionalism that is expected of them in the workplace. Additionally, the sessions created opportunities that would not have otherwise existed for students to build networks with industry professionals. Six students were able to secure internships based on their relationships with industry experts. The interviews also created volunteer opportunities and resume builders for major events such as college football’s Heart of Dallas Bowl game, and college basketball’s NCAA Final Four. “Spend Time with Talent” sessions proved to be beneficial for not only the students, but for industry experts and the instructor as well. The instructor found that most

industry experts welcomed the opportunity to speak about their own career and professional development. Some even went on to further mentor students outside of the classroom, and continued an open dialogue with the program coordinator (instructor) about additional opportunities for students.

There is no denying that textbook materials and learning objectives will always be relevant in higher education, but that does not mean educators should be confined to only using traditional strategies that incorporate lectures and Powerpoint slides day-in-and-day-out. Change is happening all around us, and, as educators, it is our responsibility to adapt and even innovate change of our own.

There has never been a more important time for college students and graduates to be able to differentiate from competition than today during the most competitive, saturated markets to date (Associate Press, 2012). Corporate managers have been outspoken about the lack of young, high potential leaders being produced by higher education (Groves, 2010). The “leadership succession crisis” can have a drastic effect on the workplace (Ready and Conger, 2007) and potentially the economy if young professionals are not equipped with essential hard and soft skill-sets to step in and perform right away.

This study began as a way to introduce students to industry experts and to better prepare them for workplace realities, but turned into a 360-degree learning experience for students, the instructor, and industry experts abound. Upper-level managers have been outspoken about their frustrations with freshly minted college graduates (Fife and Losco, 2000). Therefore, this pilot program decided to go straight to the source for advice and interviewed industry experts, with students present, to help better prepare students for workplace expectations. The results were five traits that serve as a framework for students to compete from and develop throughout the course of their college and professional careers.

Future studies could focus on pre-test, post-test questionnaires that are more quantitative in nature. Studies could also incorporate more hands-on, experiential learning opportunities. The approach for this study, however, was effective because students seemed to engage more freely throughout the sessions. The study had a positive impact for internship opportunities, and built relationships with organizations that can continue to strengthen opportunities for both the academic program and its students.

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# AQUIRING SOCIAL MEDIA EXPERTISE

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## ABSTRACT

*This paper explores university approaches to teaching social media and the expertise of social media professionals. Colleges and universities teach social media in business or communication-focused departments if it all. Social media professionals were surveyed to assess their skill set and how they obtained it. Respondent's self-reported skills predominantly comprise marketing and brand management vs. analysis. Identification of this skill gap provides business schools opportunities to adjust their curriculum by teaching social media strategy coupled with analytics to better prepare graduates.*

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## INTRODUCTION

Professional networking site, LinkedIn, lists social media marketing as the most important skill cited by their 259 million members (Murthy, 2013). In *Forbes*, Gibbons advises would be marketers to master six tech skills that are all related to social media and digital marketing (2013), including personal success with social media, mastering newer social media tools, blogging, SEO, online video, mobile strategy. Concurrently, business journals, such as *Fortune* report that universities don't teach social media or fail to integrate it into their marketing curriculum. (Holmes, 2012). These articles from popular business media prompted me to explore the relationship between social media professionals and higher education.

## RESEARCH QUESTIONS

The paper aims to understand the relationship between the documented need for social media skills by business people, how social media professionals learn their skills, and finally how universities teach this subject. My research explores the following questions:

1. Which university departments teach social media?
2. How did professionals learn social media?
3. What did professionals in social media study in college?
4. What is the relationship between business, social media, and higher education?

## RESEARCH METHODOLOGY

The first step was to conduct a literature review of scholarly articles on teaching social media in higher education. These findings would shape the project. The next step was to research course offerings in accredited

postsecondary institutions. Primary research in the form of an online survey was completed to assess how social media professionals learned their skills.

## LITERATURE REVIEW

There are thousands of articles published about social media and higher education since 2010, but the topics almost exclusively pertain to incorporating social media in pedagogy vs. teaching its strategic business use.

## UNIVERSITY CATALOG RESEARCH

To broadly understand how accredited colleges and universities teach social media, I examined the online catalogs of 92 institutions for classes that were titled or contained one of the following phrases in their course descriptions: digital marketing, interactive marketing, social media, or social networking. The 92 institutions represent a random sample from a population of 1,989 non-specialized baccalaureate and/or masters granting institutions from the US Department of Education's Database of Accredited Postsecondary Institutions and Programs. Specialized institutions that primarily teach fine arts, medicine, and theology were excluded from the population prior to drawing a random sample. The confidence level for this sample was 95% and the confidence interval was 10.

In a 2010 special report on international education, Mackay reported in the *New York Times*, "To meet this demand for education in social media strategy, several top business schools are incorporating courses on social networks into their M.B.A. curriculums." (2010). And two years later, Holmes in *Fortune* stated, "Higher ed, however, has been painfully slow to step up and fill the knowledge gap. ... When courses on social media

are offered, they tend to be stand-alones or electives rather than integrated into a larger curriculum.” (2012). With this kind of feedback in the business press, one would expect change in higher education business curriculum. Unfortunately, only 26 (28.3%) of institutions offer a social media class as part of the business curriculum. In the sample of 92 schools, 45.7% do not offer any social media courses, 20.7% offer one course (53% in business and 37% in communication/journalism related departments), and 34% offer multiple courses. In Table 1, below, the first column divides the 92 sample institutions by how many courses each offers in social media (none, one or multiple). The institutions that offer 1 or more courses are further partitioned by the department (business, etc.) that offer the course(s). For example, 19 sampled institutions offer 1 social media course. Of those 19 courses, 10 (52.6%) are taught in the business department. Of the 31 institutions that offer multiple courses, 16 of them (51.6%) offer a course in the business department, 32 in Communication/Journalism, and 6 in Information Systems.

**Table 1: Social Media Courses at U.S. Undergraduate and Graduate Institutions**

Institution and Department	Frequency
Institutions that do not teach social media	42
Institutions that offer one social media class	19
Business	10
Communication/Journalism	7
Information Systems	1
Other	1
Institutions that offer multiple social media classes	31
Business	16
Communication/Journalism	32
Information Systems	6
Other	19

Of the 31 institutions that offer multiple courses, 16 of them (51.6%) offer a course in the business department. Table 2, describes the variability of this data. The mean number of courses is 2.03 with a standard deviation of 2.45. This standard deviation skews high because one institution in the sample offers 19 courses related to social media in their information systems program. The means and standard deviations pertaining to courses in business vs.

communication/journalism describe significantly more emphasis on social media in the communication/journalism programs than in business.

**Table 2: Details Regarding the 31 Institutions That Offer Multiple Social Media Classes**

Total social media courses offered		$\bar{x}$	$\sigma$
	148	2.03	2.45
Number of social media courses offered by program		$\bar{x}$	$\sigma$
Business	24	1.50	0.82
Communication / Journalism	76	2.38	1.84
Information Systems	26	4.33	7.20
Other	22	1.16	0.37

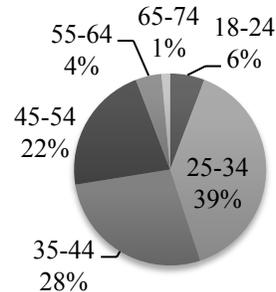
## PRIMARY RESEARCH

Social media professionals were invited to complete an online survey via LinkedIn, Twitter, Google+, and social media conferences. A total of 70 surveys were completed with 69 of them by respondents who use social media in their work. I did not conduct any correlation analyses because the data sets were too small to be statistically significant. Survey respondents were 75.36% female and 24.64% male. While it's true that more women use social media than men (Duggan and Smith, 2013), I was unable to find demographic employment data specifically for social media professions.

### Learning Social Media

The survey asked respondents about their skills, experience, education, and age range (Figure 1). The frequency by age is relevant due to the newness of social media platforms. Table 3, on the next page, compares the launch dates of key social networks and other online platforms against the top age from each age range of respondents (e.g. 24 from the 18-24 year old range). The table highlights how few social platforms existed when respondents were in college.

**Figure 1: Respondent Age Ranges**



**Table 3: Social Media Launch Dates Compared to Highest Respondent Age in Each Age Range**

Highest Respondent Age from Each Age Range When Completing the Survey				Year	
54	44	34	24	2014	

Respondent Age				Year	Launch Dates for Key Platforms
53	43	33	23	2013	Vine
52	42	32	22	2012	
51	41	31	21	2011	Google+, Instagram, Snapchat
50	40	30	20	2010	Pinterest
49	39	29	19	2009	Foursquare, Prosperous
48	38	28	18	2008	
47	37	27		2007	Tumblr
46	36	26		2006	Facebook (everyone), Slideshare, Twitter
45	35	25		2005	Facebook (high school students added), YouTube
44	34	24		2004	the Facebook (university student only), Flickr, Podcasting, Yelp
43	33	23		2003	LinkedIn, MySpace, TypePad, WordPress
42	32	22		2002	Friendster
41	31	21		2001	
40	30	20		2000	
39	29	19		1999	Blogger, Livejournal, Napster
38	28	18		1998	

**Resources Used to Learn Social Media**

In the second question, respondents were asked to select all the resources they used to learn social media. Of the 69 respondents only 11 or 15.9% said they learned social media from college classes. This is expected given the recency of social media. The most common method for learning social media (selected by

64 respondents or 92.8%) was following social media experts online. The full results from this question are in Table 4 below. Many of these resources could be incorporated into university social media pedagogy.

**Table 4: Frequency for Q2**

Q2: What resources do you or did you use to learn social media?		
Response Choices	Frequency	% of Survey Respondents (69)
Following social media experts	64	92.8%
Conferences/Association Events (e.g. Social Media Breakfast, PRSA etc.)	43	62.3%
Self-Taught (Open Response)	24	34.8%
Books	23	33.3%
Online tutorials (e.g. Lynda.com)	22	31.9%
College classes	11	15.9%
Classes at an agency or private company (e.g. BrainCo, Community Education, etc.)	10	14.5%
Total Responses	197	

**Social Media Expertise**

The definition of social media expertise used in this survey is based on consultation with hiring managers from marketing agencies and the National Institute for Social Media (NISM)'s Social Media Strategist Exam Candidate Handbook (2013). The NISM measures social media skill in six content domains based on their *Industry Advisory Committee (IAC) Professional Job Study* which include: strategic planning, compliance and governance, project management, social media marketing, community management, and research and analysis (NISM, 2013).

Expertise was measured by assessing social media implementation experience across business functions (question 3) and each respondent's ability to personally provide a range of services to clients (question 4). Respondents had the most experience using social media in marketing and brand management. Their social media activities focused on content, strategy and management vs. analysis.

Specifically, in question 3, respondents stated they had the most implementation experience (self rating of a 4 or 5 on a scale of 0 to 5 with 0 meaning no experience) at marketing (76.8%), brand management

(71.0%), and public relations (53.6%). The means and sample standard deviations further demonstrate the depth of implementation experience with marketing ( $\bar{x} = 4.09$ ,  $\sigma = 1.0$ ) and brand management ( $\bar{x} = 3.93$ ,  $\sigma = 1.07$ ). The range of the sample standard deviations implies a variability of social media experience in product support (1.66), customer service (1.50), sales (1.43), and research (1.43) compared to marketing and brand management. Comparing these results by college major did not show any significant relationships.

Question 4 asked respondents to state which social media activities they personally were able to provide to clients. The responses show that most consider themselves able to provide elementary social media services: 82% develop content and 71% manage communities. Conversely, only 26% are able to conduct research or competitive or gap analysis. Close to half of respondents provide comprehensive social strategy (58%), measure influencer engagement (53.6%), and evaluate and measure analytics (44.9%).

### College or University Studies

As previously mentioned, the relationship between learning social media, college and university studies, and professional use of social media only applies to respondents that were in school when social media existed. Unfortunately, that subset of responses is small given that most social media platforms launched between 2006 and 2011. The majority (55%) of respondents were 35 years or older and past traditional college age when social media began.

Looking broadly at college studies, 35% of respondents studied some kind of business—programs or majors that exist in business departments—including business administration, marketing, and/or sales. Table 5, illustrates segmentation by college subject. The same number also stated they studied communication related topics, including advertising, communications, journalism, and public relations—majors that don't typically exist in business schools or departments. The other 29.7% of respondents studied a wide variety subjects. Considering that respondent's deepest implementation experience is in marketing and branding, it would be valuable to know if their college studies correlated to this expertise. However, exploring the subset of respondents who stated they had deep experience using social media in marketing activities (26 of the 69 respondents), the data does not imply any relationship between college studies and actual job function (question 6).

**Table 5: Segmentation by College Subject**

Q5: What did you study in college?		
Marketing	16	17.6%
Business Administration	14	15.4%

Communications	14	15.4%
Public Relations	11	12.1%
Advertising	4	4.4%
Journalism	3	3.3%
Sales	2	2.2%
Other	27	29.7%
	91	100.0%

### BUSINESS, SOCIAL MEDIA, AND HIGHER EDUCATION

The final survey question asked respondents to rate how important, based on their experience, is it that college business departments teach tangible skills in social media/digital communications. The majority (65.2%) responded with a 4 or 5 on scale of 1 to 5 with 1 equaling unimportant and 5 equaling critical. Among 18-34 olds the response was higher at 74.2%. This is an interesting perspective given that only 33% of respondents studied business administration or marketing in college.

The university social media curriculum research indicates that social media is taught at 54.3% of sampled institutions. Of these institutions, only 26 (28.3%) offer social media within the business curriculum. The online survey results depict limited experience with analytics, research, competitive, and/or gap analysis. Combining this data suggests that business schools have opportunities to incorporate social media into their curriculum. I suggest the following options to address these skills gaps and better prepare business graduates:

- Integrate classes from other university departments that teach social media into the marketing/business curriculum.
- Develop comprehensive social media classes that include practical application and strategic development.
- Incorporate social media across the breadth of marketing curriculum, such as marketing communications, research, and strategy.
- Develop social media analytics courses to augment communication-focused classes offered in business and/or other departments.
- Outsource social media classes by partnering with other institutions.
- Include a service-learning component that pairs students with local businesses to give students hands-on experience with social media strategy and implementation.

These options promote a strategic approach to curriculum development that will both address business graduate needs and conserve university resources.

### LIMITATIONS AND FUTURE DIRECTIONS

The principal limitation of this research project is the small sample size. A larger sample size that would permit correlation analyses between education, social media expertise, and more specific job functions could better guide business curriculum. However this, the knowledge gained is sufficiently relevant to explore new curricular directions in university business departments. It would also be compelling to repeat this research annually to assess changes longitudinally.

## CONCLUSION

Social media should not be relegated as simply another marketing channel at this time. The frequently changing nature of the platforms, their technology constraints, and their interconnectedness require a strategic business approach. While students can acquire the writing skills needed in social media from journalism and public relations courses, they won't develop the strategy to successfully execute a social media campaign to achieve organizational marketing goals. Marketing and management students must have strong practical application experience such as how to post to Instagram—a mobile only social platform—from a desktop application, as well as the content marketing strategy to understand what to publish with an optimum schedule based on metrics and research. Fortunately, educators have ready access to social media experts via online tools, such Google Hangouts, published tutorials, and social channels themselves. Additionally, by partnering with local organizations (for- and not-for-profit) universities can provide students comprehensive business social media experience to augment their resumes.

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# **RATE MY PROFESSORS ETHICALLY: HOW BUSINESS STUDENTS USE ONLINE FACULTY EVALUATIONS**

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*Alan Canton, California State University, Fresno*

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## ***EXTENDED ABSTRACT***

Student evaluations are an important aspect of marketing pedagogy. Social media-based evaluations, such as RateMyProfessors.com, have empowered students to evaluate faculty anonymously. The current study investigates how business undergraduates, in particular, use public, online faculty evaluations. We posit that business students embody unique characteristics that will influence their usage. Specifically, we examine whether business students use RateMyProfessors.com in an ethical manner (i.e., honestly and without grade-related bias) and moderately (i.e., not only to rant or rave), whether there are gender differences in evaluations, and how confident students are in their evaluative abilities. Empirical analysis of our hypotheses are summarized and discussed.

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# TEACHING THE HIERARCHY OF EFFECTS USING LIVE AUDIENCE POLLING IN THE CLASSROOM

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## ABSTRACT

*The purpose of this paper is to describe the use of live audience polling to teach advertising theory, specifically the Hierarchy-of-Effects (HOE). Poll Everywhere, an audience response system based on cell phone texting technology, provides free audience polling and it is used to simulate a marketing research survey. The live polling is designed to test changes in the stages of the HOE: awareness, knowledge, liking, preference and purchase. The HOE is applied directly to advertising by using it to develop poll questions, view advertising messages with assumed objectives and measure the effectiveness of advertising in relation to the stated objectives.*

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## INTRODUCTION

The Hierarchy- of- Effects (HOE) is a model used to teach students how to develop objectives in advertising and how to measure effectiveness of advertising messages in relation to stated objectives. The HOE describes the stages a consumer goes through while making a decision to purchase: awareness, knowledge, liking, preference, and purchase.

The model can be used to describe how advertising influences a consumer's decision to purchase or not purchase a product or service over time and is a classic marketing model. This model is referred to as the sales (or purchase) funnel in business (Elliott, 2013) and is a useful tool for determining whether or not a brand's advertising and promotional efforts work. It is an old model developed by E. St. Elmo Lewis in 1898 and was reviewed in the literature as a selling theory in 1925 (Strong, 1925). The model was applied directly to advertising in 1961 (Lavidge & Steiner, 1961) and was recently defended in the research as a valid tool for determining effectiveness of advertising messages (Barry, 2002). The model has been modified over time and although an historical perspective (Barry, 2007) reveals that the steps in the hierarchy have been re-named and revised by others, the traditional steps in the hierarchy of awareness, knowledge, liking, preference and purchase are still well known. In the marketing literature there are arguments against using the HOE and according to William Weilbacher (2001) the true effects of advertising cannot be measured by applying the model.

This point of view has been considered by the author but a search for current thinking on the model reveals that it is still being used in relation to advertising effectiveness. There is research relevant to the topic of this paper which supports the HOE and the

study examined celebrity endorsement influence on brands using the HOE model (Gnanapragash & Sekar, 2013). In another study relevant to the application of the HOE in this paper, the HOE was used to prove that creative ads attract more attention, are more interesting and create more brand awareness than ads low in creativity (Chen, Smith & Yang, 2008). This study supports the emphasis on development of creative strategy in the author's advertising course

The HOE model is taught in the author's graduate and undergraduate advertising course. 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 the HOE can be used to define objectives i.e. a brand's objective may be to increase awareness and knowledge of the brand. Once the objectives are decided in relation to the stages of the HOE, measurement of the effectiveness of the advertising message is determined by measuring changes in awareness, knowledge, liking, preference or intent to purchase.

To enhance student learning of this concept, an audience response system based on cell phone texting technology is used to create live polling in the classroom. The intent is to simulate a brand's marketing research survey to test the effectiveness of advertising messages. Student understanding of the HOE and the application of the model to creation of good creative content for the final project has improved since using the simulation. Before using the

simulation, objective development was a consistent weakness in final advertising projects. In addition to improvement in final projects, class participation has improved and during polling sessions, class participation is typically 100%. Students enjoy the polling sessions and find it engaging to watch the screen to see the way responses are trending and to watch the variety of responses to the open-ended questions.

### **Live classroom polling simulates brand marketing research**

Live classroom polling was used to engage students in a simulation of a brand's marketing research survey. Live classroom polling, available through a web site called Poll Everywhere ([www.pollerywhere.com](http://www.pollerywhere.com)), is based on cell phone texting technology. Poll Everywhere was used as an alternative to other audience response system technology such as clickers and other mobile phone based systems to overcome limitations with cost and question structure.

Clickers have been used for many years to engage students in class lectures (Lincoln, 2009) because the technology allows students to respond to questions from the instructor with a hand held device. The software used in the clicker system immediately summarizes the student responses and displays them in the classroom. Clickers have been used successfully in business courses such as Principles of Marketing (Lincoln, 2008), Financial Accounting (Beed, Premuroso & Tong, 2011) and Economics (Brouhle, 2011). There is a lack of research relevant to the specific simulation created by the author and although there are many studies on the use of clickers, none of the studies discuss the use of clickers specifically for advertising courses.

A transition to alternative audience response systems using mobile phones (Farley & Jain, 2012) and mobile phone messaging (Cheung, 2008) is evident in the literature. Since clicker technology in the classroom requires the installation and purchase of hardware and software and can be costly (Barber & Njus, 2007) alternatives at a low or no cost to the university or student such as Poll Everywhere (Shon & Smith, 2011), Grandgenett, 2012) have been tested with successful results. A current search of text and mobile phone based audience response systems retrieved several systems with a variety of capabilities and cost structures such as SMS Poll, Socrative, VotApedia and Mentimeter. The search also retrieved a web site called Top Hat that is very similar to Poll Everywhere and provides classroom polling for instructors and students. The disadvantage of using Top Hat at the author's university is the limitation on class size for free

polling: Top Hat charges a fee for classes over 30 students and many of our classes have over 30 students. Poll Everywhere is free for classes up to 40 students.

Poll Everywhere provides the benefits of clickers in terms of student responses without incurring the expense of clicker technology. It is an easy-to-use audience response system and has the added benefit of accommodating open-ended questions. Students can answer questions in their own words with text in addition to yes/no and multiple choice questions. There is no limit to the number of polls conducted over a period of time so polling can be conducted in consecutive class sections, on a moment's notice, or concentrated into a particular part of the course curriculum. The Poll Everywhere system may be used with any content.

The preparation in advance of the polling session requires the instructor to develop the poll questions for the survey using the Poll Everywhere web site. Poll questions prepared in advance of the live polling lecture are stored on the web site for future retrieval. The poll questions can be retrieved from the web site using a classroom computer and presented to the class in a PowerPoint format for easy projection. A convenient feature of the web site is that polling questions can be used over again by clearing the results of a previous polling session.

Students connect to the system by accessing the web site through mobile phone text messaging. Text messaging is supported on most phones and the majority of students own phones. The students access the polling web site by sending a text message to a 5 digit code which is displayed on each poll question. Each poll question contains instructions for responding as seen in Figure 1.

**Figure 1. Actual poll questions presented to class**

**Are you familiar with the Mercedes AMG Hatchback?**

**Text a Code to 37607**

**Yes 201490**

**No 201491**

The students continue to submit responses to each question via cell phone text messaging in the form of a code to the polling system. Results are instantly tabulated by Poll Everywhere and projected instantly at the web site in a chart format as the responses are sent via text message from the students.

For this specific simulation, poll questions were designed to demonstrate both the development of objectives in advertising and measurement of effectiveness of stated objectives. The goal 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 HOE 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.

Several surveys simulating a marketing research study of advertising effectiveness were tested by the author with various questions addressing the HOE over a three 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 real 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 advertising messages would be significant for demonstration purposes. The Volkswagen Up! car brand was used recently and since this model is not currently sold in the U.S.A., awareness was expected to be less than 10%. This allows for a demonstration of change in brand awareness.

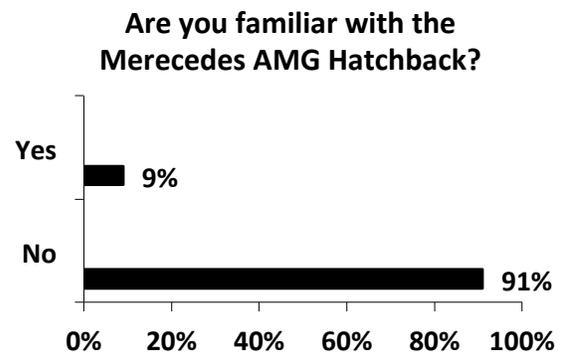
The first series of poll questions projected on the screen in the classroom measures awareness, liking, knowledge and preference for the Up! model. Awareness and subsequent stages in the HOE are very low for this car model in the first series of questions. The next step is to show advertising for the Up! model by switching the classroom presentation to YouTube ([www.youtube.com](http://www.youtube.com)) for video viewing of real video advertising for the Volkswagen Up! Since this model is not marketed in the U.S.A., the video ads retrieved from YouTube are available only in international markets so only ads in English were shown. The intent is to simulate a real television advertising viewing experience and assume that the brand's objective is to increase awareness, knowledge, liking or preference. After watching the television commercials on YouTube in class, a new series of poll questions are presented starting with a question asking students if they are "familiar" with the brand to test for changes in brand awareness. Students submit their responses after exposure to the brand advertising and the instant poll responses show that awareness increases significantly. Although it is not realistic to observe such large increases in awareness so quickly in a real advertising environment, the increase in awareness is easily demonstrated in the classroom for instructional purposes. To test for changes in brand knowledge,

students are asked how many features of the car they can identify 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 students' responses to the question are related to the content of the advertising, then effective communication of product information and an increase in brand knowledge can be established. To test changes in liking, a Likert scale is used to ask the students if they "like" the Volkswagen Up!. Finally, another Likert scale is used to determine changes in purchase intentions.

### Relating polling results to objectives of brand advertising

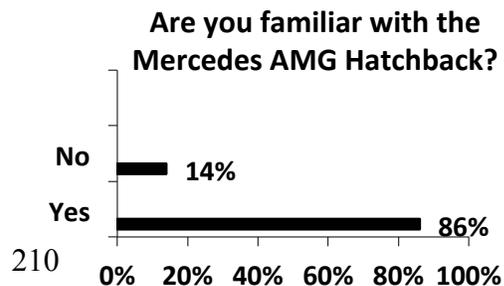
In the 2013 fall semester advertising class, the tested brand was the Mercedes AMG Hatchback; a model not currently sold in the U.S.A. The live polling results were related to changes in the HOE stages to demonstrate the effectiveness of advertising messages. Students assumed the role of consumers and were able to see how consumers are affected by exposure to advertising messages. In the live classroom polling, responses from students are tabulated by the polling web site immediately and can be displayed in a bar chart format showing percentages. In this simulation, awareness of the AMG brand among the students in the class was very low (9%) before exposure to advertising as seen in Figure 2 below:

Figure 2. Actual poll results before viewing ads



After exposure to advertising for the AMG Hatchback, awareness increased to 86% as seen in Figure 3.

Figure 3. Actual poll results after viewing ads



The change in knowledge of the AMG Hatchback features is demonstrated in the poll results below. After exposure to advertising, the change in knowledge structure of the brand is shown by the students' ability to identify specific features of the car as seen in Figure 4:

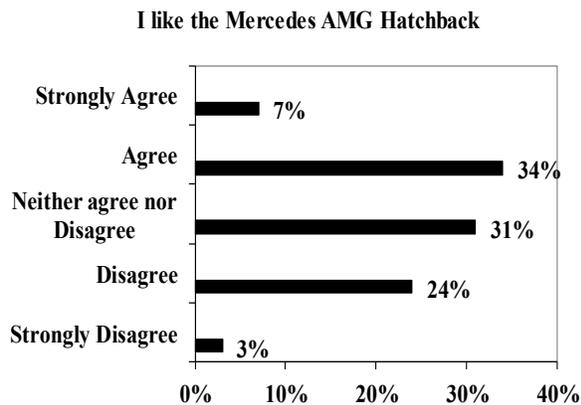
Figure 4. Actual poll results after viewing ads

**If you are familiar with at least one feature of the AMG Hatchback, identify specific features of the car**

“fast and compact”  
 “velocity”  
 “0 to 60 in 5 seconds, fuel efficient, sleek interior design”  
 “more kilowatt output than supercars, 0-100 in 4.6”  
 “good mpg, turbo, very quick”

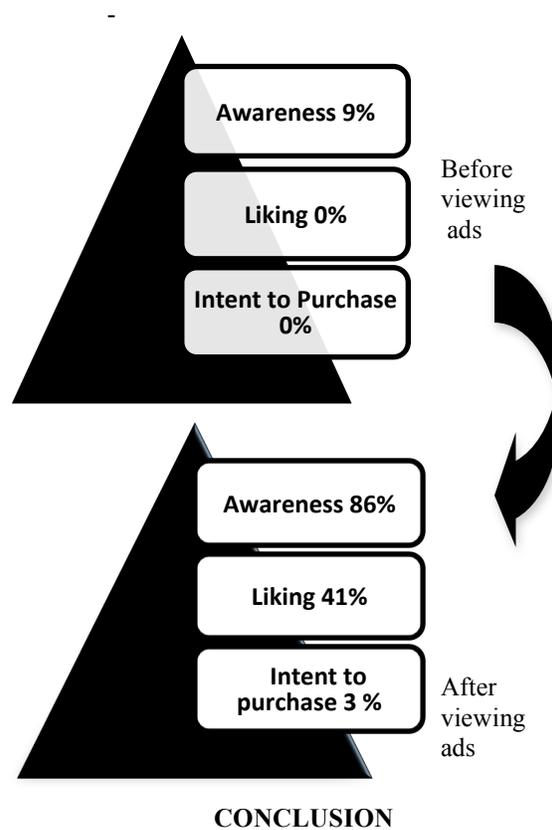
After exposure to advertising, the liking for the brand increased to 41% as seen in Figure 5.

Figure 5. Actual poll results after viewing ads



The changes in consumer effects can be demonstrated in class in a follow-up lecture by using live poll results applied to the steps in the HOE. The before and after effects of exposure to advertising in relation to the assumed objectives of the brand advertising can be presented as in Figure 6.

Figure 6. Changes in effects on consumer based on live classroom polling



The primary challenge with this classroom activity is the Poll Everywhere limitation of 40 participants for a free polling session. If class size (audience) is larger than 40, the instructor would be required to pay a fee to conduct live polling in the classroom. This has not been a problem at this 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 in relation to stated objectives, business students think of measurement in more quantitative terms such as 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 the exercise presented is a significant learning curve for the students.

Although the theory of the HOE is not difficult to understand, the application to real advertising message development can be challenging for students. Teaching advertising students that good advertising works if it

meets the advertising goals of the brand and demonstrating the process through a simulation like this has been effective. Team projects have improved in the course since live polling was introduced into the curriculum of the author's course because students can now develop creative strategy that is consistent with the advertising goals of the brand.

Since the live audience polling system requires computer technology in the classroom and an internet connection, there is the potential that the system will fail to work on the day and time the live polling session is planned. In the past three years, the system failed to work three times out of thirty polling sessions and alternative lecture plans had to be used.

This simulation demonstrates how the HOE model is used by advertisers but realistically, advertising works after repeated exposure to messages over a period of time. The follow-up lecture to the simulation needs to clearly make the point that advertising is designed to work over the long-term. Measuring the effects of advertising messages is actually done as in the simulation but only after exposing consumers to the same message over a period of time.

Although there are limitations to using this live polling system based on cell phone texting technology in the classroom, the benefits compared with clickers and other audience response systems are significant. Class participation is usually 100% during live polling sessions. Occasionally, a student chooses to observe the live polling and not submit a response. Students enjoy live polling as a learning activity and they enjoy the enthusiasm that is generated during the polling process. The activity gives the students a break from the usual lecture format since the lecture environment is enhanced with visuals and activity. Experts in presentation skills recommend this kind of change to keep the audience's attention (Gallo, 2014).

An important advantage of using cell phone texting technology such as Poll Everywhere is the ability to use existing technology in the classroom and existing technology owned by the student. Most, if not all, classrooms have computers and projectors and the majority of students own a cell phone with unlimited texting plans.

Another important advantage of the tested technology in this paper is the ability to ask the class open-ended questions. Collecting open-ended questions is necessary for the marketing research simulation and these questions also provide a more in-depth and creative way for the students to express themselves.

The simulation component of the activity is consistent with current thinking in business education because engaging students in this kind of activity makes theoretical concepts real to the students and gives the students a broader perspective of the situation

for the brand. There is evidence in the literature of the benefits of integrating a conceptual perspective with a practical perspective in business education and when simulations are used effectively, the experience gives the students a better understanding of complex business ideas (Colby, Dolle, Erlich, & Sullivan, 2011).

There is an opportunity to explore this integration of concept and practice and to develop it further as a way of introducing a liberal arts perspective into business courses as Colby et al. (2011) propose in their book.

There is also an opportunity for further research on advances in audience response systems as technology improves and more systems become available.

Other applications for live audience polling in the classroom can be explored such as: concept testing in new product development courses, attitude measurement in consumer behavior courses and research survey methodology in marketing research courses.

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# USING THE AMERICAN MARKETING ASSOCIATION INTEGRATED MARKETING PLAN COMPETITION AS A TEACHING TOOL

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## *EXTENDED ABSTRACT*

Marketing educators and students recognize the benefits derived from group assignments. Nonetheless, serious problems that occur frequently in student groups are diminished effort by some free-riding team members or disassociation from the group by lone wolf team members. Other problems also occur with client-sponsored team projects, during which the level of involvement and amount of student contact with the client company can vary. The American Marketing Association's integrated marketing plan competition was adopted in an attempt to leverage the many benefits of team projects while minimizing the drawbacks of client-sponsored team projects.

In order to take advantage of the numerous benefits offered by group projects while attempting to avoid the aforementioned difficulties faced by students and faculty of working with actual clients, an advanced advertising course at a northeastern liberal arts college adopted the American Marketing Association's integrated marketing plan competition for Hershey's Take 5 candy bar as its course project. The semester long group project in the advanced advertising course helped students learn to apply the course material; develop specific skills, competencies, and points of view needed by professionals in the field most closely related to this course; and acquire skills in working with others as a member of team. The course introduced the students to four major parts of advertising: the process of advertising, the planning of advertising, preparing the advertising message, and placing the advertising message. The course also focuses on the attainment of skills necessary for students to advance in their professional lives. These skills include creativity, critical thinking and the evaluation and creation of effective advertising communications, among others. Finally, the course aims to help the students gain progress toward achieving the four undergraduate learning goals. First, students will build on the liberal arts core to demonstrate an ability to think critically and make business decisions that appreciate the need to balance the often conflicting demands of the marketplace, the global environment and society. Second, students will communicate effectively, using technology when appropriate. Third, students will demonstrate ongoing development of and strengthened skills in interpersonal relationships and teamwork. Fourth, students will understand the importance of behaving ethically in their professional lives.

The American Marketing Association provides a comprehensive competition guide, which outlines the deliverables expected from the students, along with several financial summaries of Hershey's performance in sales and market share. From this project, students learned how to use secondary market research to perform a situation analysis; to conduct primary marketing research; to segment a market, identify a proper target market and position its brand toward that target market; devise a marketing strategy and tactics; and to propose how they would measure and evaluate their integrated marketing plan. The students were given a \$10 million budget to market Hershey's Take 5 candy bar in the U.S. over a 12-month period beginning May 2014 and they were required to provide a one-year sales forecast for their marketing strategy along with an additional four years of sales projections based on a continuation of their strategy while documenting their assumptions.

The students' learning is evidenced by the excellent scores they received on the judges' scorecard, which resulted in their top 20 finish in the national competition, earning them an honorable mention. Encouraged by this outcome in the college's first entry into the competition, the faculty member intends to adopt the American Marketing Association competition as the final project of both the upcoming Principles of Marketing course and Advanced Advertising course.

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# INCORPORATING ETHICS AND SOCIAL RESPONSIBILITY IN MARKETING CURRICULA

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## **EXTENDED ABSTRACT**

To satisfy the AACSB requirement of ethics learning in business schools, with its focus on marketing curriculum, this paper addresses 1) the AACSB's directives for teaching ethics in business schools, 2) the results of recent research on student ethics with the objective of guiding the development and implementation of a proper course in business ethics, and 3) curricula as the best way to serve actual student needs. The study of student ethics also helps us understand how students form ethical judgments, how students make ethical decisions, and how inclined students are towards cheating and plagiarizing.

From AACSB documents and training workshops, we learned that each AACSB-accredited institution is expected to have "Assurance of Learning programs in place for each of their degree programs that focus on direct measures of student achievement." For the ethical program, the AACSB recommends an Ethics Common Seminar intended to help students develop the ability to recognize ethical issues, examine them from multiple perspectives, and articulate the reasoned arguments that support their normative judgments, all of which are a means of developing students' ability to make responsible decisions. As a result of applying these goals, students should be able to:

1. Identify ethical issues inherent in situations common in modern life;
2. Articulate multiple perspectives on contested ethical issues;
3. Articulate coherent arguments in support of their own normative judgments about contested ethical issues, and these arguments should be grounded in ethical and other analytic or scholarly perspectives; and
4. Demonstrate a critical understanding of the conceptual foundations of the ethical and other scholarly perspectives addressed in the course.

A recent survey on student ethics using an entire university sample (n = 1917) reveals that students use moral criteria to form ethical judgments, but they succumb to opportunism when making decisions involving cheating and plagiarizing. A student ethical judgment and ethical decision were determined by one combination of deontological and teleological conditions in the scenario. Ethical judgment and ethical decision were paramount outcomes of an ethical decision-making process. Student ethical judgments are fundamentally based on the evaluation of what is right or wrong in their behavior, not just the consequences that may result from an individual act.

By way of contrast, student ethical decisions are based on both types of considerations, morals and consequences, which signals student confusion about how ethical decisions are made. The respondents surveyed seemed to have had trouble distinguishing whether an ethical action is indeed ethical when the consequence of the action was negative. The salience of consequences when decisions are made indicates that many students seem to think that an action can be considered ethical or unethical based on the outcome alone or the outcome prevailing over the morality of the action. Nevertheless, the majority of respondents were clearly able to determine when an action is clearly unethical regardless of the consequences. This result indicated a trend in which the majority of business students were concerned not only with the outcome of an act, but also with the morality of the act itself.

Cheating and plagiarizing are the usual unethical representations of student ethics at both graduate and undergraduate levels. Our university survey on student ethics included 26 statements about reasons why students cheat or plagiarize. The respondents indicated the degree to which they either agreed or disagreed with the statement using a Likert scale ranging from 1 – strongly disagree to 7 – strongly agree. The results reveal that students were alarmingly confused about what is ethical or unethical in college work and behavior. Out of twenty-six measures used to examine their reasons to cheat or plagiarize, seventeen measures resulted in averages that are in the "blurred area" of a Likert scale, valuating disagreement (from 1 to 3) or agreement (from 5 to 7) with those statements indicating a reason. The confusion is detrimental to student's ethical decision-making regarding their

college work and behavior. Students are not sure that cheating or plagiarizing is wrong, but they can justify or support a rationale for why they cheat or plagiarize.

After factor analyzing the 26 statements, eight factors emerged and could meaningfully represent eight types of reasons, six emphasizing consequences (motivations to get ahead, family and work priorities, opportunistic behavior, social desirability, unexpected circumstances, and lack of moral duty) and two expressing moral obligation.

The implications of the findings for business education are paramount. Educators have a definite mission in regard to student ethics. The students who take the deontological route may just need reinforcement in education, whereas the students who take the teleological route urgently need ethical education in the classroom. Because most students use moral principles to form their ethical judgments, they may not need additional preaching using conceptual jargon like virtue ethics and utilitarianism but critical thinking and analytical training to clearly distinguish right the good and the bad of human behavior. Regarding ethical decision-making, however, ethical education requires ample experiential learning and focalized training to develop expertise in solving ethical dilemmas in individual conduct and organizational behavior. In addition, ethical education should help students move out of the “blurred area” in their understanding of cheating and plagiarizing. Student confusion about why cheating or plagiarizing is wrong may have various sources including students’ background and their educational environments.

A course focusing on “business ethics and social responsibility” should fulfill the AACSB’s requirements for business education and follow the guidance offered by research on student ethics. It should aim at training students for ethical behavior in the various areas of business including management, finance, marketing, information systems, and accounting. It should focus on the decision-making process and outcomes, on an organizational framework that helps students understand the role of ethics in stakeholder relationships, and on providing an ethics program and organizational tools aimed at correcting and preventing ethical problems in an organization. The course should combine competency-based learning, participant-oriented research and readings, case-based problem analyzing and solving, and a high degree of instructor-student and student-student interactions.

A course on business ethics and social responsibility should focus on the ethical behavior of people participating in business transactions and activities. Ethical behavior is a requirement for individual and collective success in the practice of business. Therefore the course aims at:

- Relying on research that involves students as participants and that focuses on people’s ethical behavior as opposed to norms and concepts only to train students in business ethics, so that they can quickly develop an interest in the matter for their own sake.
- Guiding students to the understanding, not just the recognition, of the process of ethical decision-making when confronting both individual and organizational problems involving ethics in key areas of business including management, finance, marketing, information systems, and accounting.
- Providing an appropriate organizational framework that helps individuals understand the role of ethics in stakeholder relationships, social responsibility, and corporate governance.
- Developing an effective ethics program and applying appropriate organizational tools to both correct and prevent ethical problems in the organization.

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# PRINCIPLES OF MARKETING AND THE INTEGRATED CORE: DEVELOPING CRITICAL THINKING THROUGH UNSTRUCTURED PROBLEM SOLVING

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## *EXTENDED ABSTRACT*

This paper provides an overview of an integrated business core pilot program along with the benefits and challenges in offering it. The idea of an “integrated core” pilot stems from different sources. Internally, students were asking for more applied experiences in the curriculum, faculty’s discussion of students’ perceived difficulty with transferring or integrating their learning to see the holistic view of the business processes, and the College of Business Administration (CBA) Advisory Board provided continual feedback on the importance of soft skills and networking for students. In addition, as a result of assurance of learning assessment within the college, CBA students show a need for improvement in their critical thinking and decision-making skills, as well as their oral and written communication skills. With these concerns in mind, research was conducted on existing integrated business core programs. One program that stood out was that of Ohio University, which had been recognized for their efforts by AACSB. Given their success, their program was used as a model for this pilot.

The Integrated Core Pilot included three of the five required CBA core business courses: Behavior and Theory in Organizations (MGT 308), Principles of Marketing (MKT 309) and Principles of Financial Management (FIN 355). These three courses are generally taken during students’ first semester in the CBA (typically first semester of the junior year) and are intended to provide foundational knowledge of business across the disciplines before moving on to advanced courses within students’ particular majors. The design of the program required students to enroll in all three courses for nine credits. Each course had designated meeting times with assigned respective faculty members. Students interested in the Integrated Core submitted an application, statement of interest, and resume. Approximately 60 students applied for the program; a cohort of 30 were selected for enrollment.

The curriculum for each of the three courses was consistent with non-integrated sections; however, additional professionalism modules were added (e.g., research in business, report writing, presentation skills, business attire, consulting etc.) and integration of the content was delivered when applicable (e.g., macro environment of business). The key difference in the integrated class was the nature of the projects. Instead of doing three separate, discipline-specific projects (i.e., a marketing plan), the Integrated Core required student teams to complete three integrated projects incorporating all of the subject areas. All three projects were designed in a way that students were required to apply interdisciplinary learning while incorporating previous project feedback. The final project was a client- based project for a local firm.

In working through the unstructured but integrated problems, students needed to build arguments based on solid evidence, demonstrating critical thinking and capitalizing on the cross-functional nature of their teams, much as in the business world. While this type of critical thinking often was new to the students, it was credited as one of the greatest outcomes of the pilot program. Students noted that, by participating in this program, they developed the confidence to solve difficult problems they would face in the future rather than just doing rote textbook assignments without real-life application. While the projects were challenging and a new type of learning for the students, it was extremely telling to watch students apply marketing concepts in an integrated, real-world situation. In the traditional Principles of Marketing class, these skills may be assessed from a multiple-choice exam, in a simulation and/or in a marketing plan. Though the former all allow for ample evaluation of understanding, the richness of the Integrated Core applied learning served as both an assessment and learning opportunity.

Many students reported the program was far more work than anticipated; however, at the end of the program they realized how much they had both learned and grown professionally, which made all the time and effort worthwhile. Faculty reported seeing significant growth in the students' skills from the first project to the third project and local business clients were impressed with the quality of the final project delivered. Several students were offered internships with the client, which was an added benefit for all involved. In terms of learning outcomes within the marketing course alone, the Integrated Core students were assessed based on the common final exam score with that of the other Principles of Marketing students from Fall 2013. Students in the Integrated Core scored an average of 83.6% on the final exam, while the average from other non-integrated sections was 77.4%.

While overall the pilot was successful, there were challenges with logistics and time requirements. From a classroom management standpoint, it was a challenge to get through all of the typical content and add in the professionalism modules. Logistically having three faculty members available to watch presentation and grade projects also required a fair amount of coordination. Moving forward a three credit seminar class will be added to the integrated core. This 3-hour class will be used to deliver the professionalism modules, and offers a common time for presentations where all faculty will be available to attend. Balancing the workload demands of the integrated core was also a challenge that will be addressed with the additional class. Given the normal student schedule, moving forward students will likely only have one additional class outside the new 12-credit core, which will lighten the workload.

Overall the integrated core pilot program was a rewarding experience for all involved. The students had an opportunity to fine-tune their critical thinking and problem solving and were able to get a holistic view of business. It was rewarding from a faculty standpoint the course mirrored much of what students are likely to encounter in their future professional lives.

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# PLANNER PERSONAS: HUMANIZING THE MARKETING PLANNING/STRATEGY COURSE

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## EXTENDED ABSTRACT

The conundrum of strategy analytics is that the real world is comprised of humans. Heretofore, marketing strategy courses have not used persona techniques to humanize strategic planning proficiency the way they are applied in consumer behavior courses and professional brand management. The Planner Persona experiment explores whether humanizing marketing planning decisions strengthens students’ personal familiarity with strategic decision making, and raises their functional proficiency in strategy concept application. Personas are advanced as a pedagogical method for bridging experiential and epistemological learning methods in order to broaden the pedagogical scope of course applications and deepen the personal skills measured by course aptitude (see Figure 1).

**Figure 1. Classifying Personas Based on Experiential & Epistemological Learning Scope/Skills**

Marketing Education Pedagogical Learning Measures & Methods				
Learning Aptitude Skills	Experiential Learning Application Scope (Subjective/EQ -- Who & Why)		Epistemological Learning Application Scope (Objective/IQ -- What & How)	
	Narrow Application Scope	Wide Application Scope	Wide Application Scope	Narrow Application Scope
Shallow Aptitude Skills				
Moderate to Deep Aptitude Skills	<b>PERSONAS</b>			
		<b>Experiential Discovery (“Individual Personas”)</b>	<b>Experimental Strategy (“Instrument Portfolios”)</b>	
		<i>Practical Function</i>	<i>Theoretical Foundation</i>	
		<i>Personal Feelings</i>	<i>Analytical Focus</i>	

As pedagogical techniques, planner personas impart personal motivation to apply objective strategic planning theory/analysis (IQ), while also guiding subjective practical problem solving, idea discovery, and self-reflection (EQ). Marketing ethics is vital (Hunt & Vitell, 2006; Hunt & Laverie, 2004), because role models teach virtue.

“In a theory of virtue, there is much attention to role models. The insight here is that being an ethical person is not simply an analytical and rational matter. ... One learned the right thing to do by observing good people and by doing what they do.” (Williams & Murphy, 1990, p. 24)

Planning Personas highlight the limited human presence in the marketing planning/strategy courses, due to:

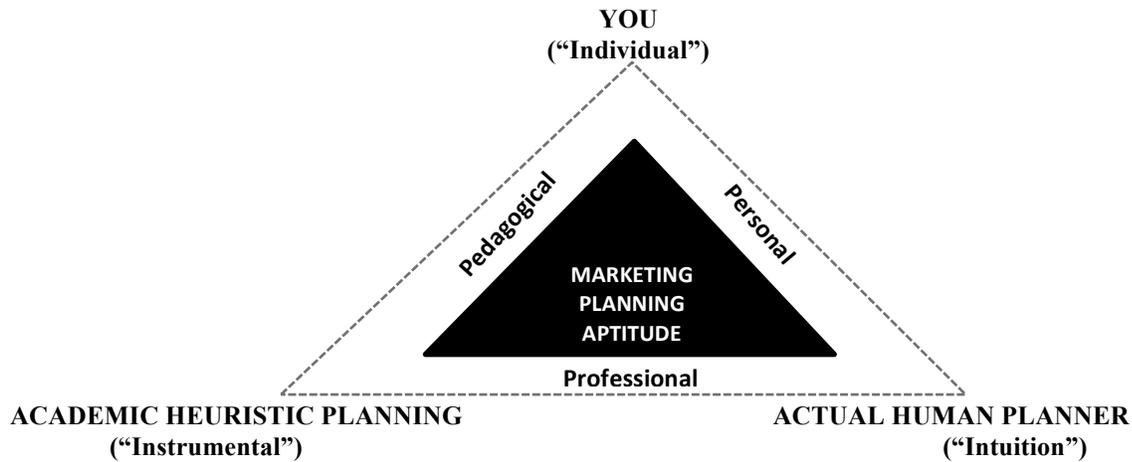
1. The lack of discovery regarding the personal acumen of human planners (“who & why”) -- *Identification*
2. The lack of duality in epistemological (IQ) and experiential (EQ) goals (“what & how”) – *Instrumentation*.

Two research questions flow directly from the two research problems, which are investigated by the study.

1. Do Planner Personas raise students’ personal/emotional bond with human planners? (“who & why”)
2. Do Planner Personas improve students’ strategic marketing planning aptitude? (“what & how”)

The triangular Planner Persona learning objectives for marketing strategy case performance shown in Figure 2, balances “individual” student discovery from personal identification with “intuitive” human planners (EQ), with the logic of “instrumental” aptitude learned from strategic planning theory/analysis (IQ).

**Figure 2. Planner Persona Case Assignment Learning Objectives Triangle**



The Planner Persona exploratory experiment generated positive outcomes for both objective strategic marketing planning performance (IQ) and subjective individual personal discovery (EQ). These findings directly address the research questions for the Planner Persona study. Student data supports course performance evaluation (Figure 3).

**Figure 3. Mean Scores from Preliminary Planner Persona Questionnaire**

<b>Ratings of Planner Persona Influences</b> (1 "low" <-> 5 "high"; N = 40)				
<i>Feeling Interested</i>	<i>Functional Insight</i>	<i>Future Interaction</i>	<i>Facilitating Integrity</i>	<i>Total</i>
5	4.3	3.2	4.7	4.3

Planner Personas extend the experiential learning literature stream in marketing education in a manner that combines personal emotional intelligence (EQ) and proven logical intelligence (IQ) instruction methods. Findings from this informal exploratory study and qualitative experiment lead to the conclusion that Planner Personas and the more prevalent consumer personas contribute viable pedagogical theories/techniques for improving marketing aptitude.

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# A LONG WAY TO GO: EXPLORING STUDENTS' INTEGRATION OF LIBERAL EDUCATION IN PROFESSIONAL CONTEXTS

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*Elizabeth Crosby, University of Wisconsin – La Crosse*  
*Kim McKeage, Hamline University*

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## EXTENDED ABSTRACT

Marketing is an interdisciplinary field which regularly draws on theories from social sciences and humanities, including anthropology, economics, history, and sociology to name a few. Unfortunately, while integration of liberal education may receive lip service in business programs, curriculum oftentimes fails to help marketing students integrate what they learned in their general education classes into their major. This paper explores how well students can transfer and use knowledge that they learn in their general education. Specifically, we examine how students use classes they took to fulfill liberal studies requirements such as minority, multiracial and women's studies to help identify and elucidate common racial beauty stereotypes in advertisements.

For this particular study, we wanted to observe how students used (or did not use) their general education courses in the area of race, gender, and minority cultures to identify and explain African-American beauty stereotyping in advertising. These stereotypes affect how African-American women view themselves and how society views them in terms of attractiveness (Collins 2000). Scholars consistently find that Eurocentric ideals of beauty are not only prevalent, but also prized in western culture (hooks 1993). Simply put, women are supposed to possess a light complexion, straight hair, and a thin figure. In this paper, we focus on these three major dimensions of beauty stereotypes: (1) hair, (2) skin tone, and (3) figure.

To measure students' ability to identify these types of racial stereotypes in advertising, multiple surveys were conducted at a regional Midwestern university, that displayed different advertisements in various orders. The advertisements ranged from a basic toothpaste advertisement showing nothing more than a tube of toothpaste, to commercials that blatantly played up the racial beauty stereotypes faced by African-American women in the media today. These racially identified advertisements were chosen in conjunction with consultation and advice from faculty members of the Ethnic and Racial Studies Department. Each version of the survey received over 200 responses, for a consistent response rate of over 20%.

It was our hope that we would see an increase in awareness between students who had specifically studied these topics in their general education classes above those who had not. Unfortunately, we did not find this effect. In the each of the advertisements that portrayed racial beauty stereotypes, less than one-third of all students were able to identify the advertisement as potentially racist, even when prompted with specific questions regarding racism. In some cases, even some students who ultimately identified the advertisement as racist were unable to articulate exactly how the advertisement was racist. Furthermore, there was no statistically significant difference between those students who had completed general education classes covering these topics and those who had not completed these courses.

Overall these studies indicate that students struggle to identify racism in advertising. These results should concern marketing educators on several different levels. First, students seem unable to integrate and apply the information that they learned in their general education courses – even when those courses specifically deal with race or gender stereotypes – to other contexts. Additionally, it is concerning that marketing students are unable to identify racist stereotypes in advertising, since some of these students will eventually work in advertising. Many companies have recently have come under fire for racist advertising including L'Oreal, Dove, Intel, and Nivea among others. This can create negative publicity for the company and may turn off potential customers. As marketing educators, we should ensure that our students are able to develop advertisements without including racial

stereotypes. Only by honing our ability to discern these types of stereotypes can we work to expunge them from our advertising campaigns.

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# CONNECTING CONSUMER BEHAVIOR WITH MARKETING RESEARCH THROUGH GARBOLOGY

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## *AXCESSCAPON TEACHING INNOVATION COMPETITION TEACHING NOTE*

Garbology is the perfect application of exploratory research design methods in consumer behavior theory. It is an exercise designed to give students hands-on experience on how to read consumers based on the debris they jettison. Students are astonished at how accurately they can discern someone's consumption habits simply as a byproduct of the things they throw away. Faculty may use the garbology exercise in the principles, marketing research or consumer behavior courses. The garbology exercise serves as a bridge from the area of consumer behavior to the area of marketing research. From garbage, the student can analyze who the consumer is, what the consumer consumes, and make inference as to what else the consumer might want to consume in the future.

Several weeks prior to the exercise, specific instructions are posted on Blackboard. One week before the assignment, each student is to put together a clean bag of garbage. A key rule is that what the student includes in the bag must be something that he or she actually uses. There must be at least ten different pieces of garbage. One of the best bags was not a bag at all, but a shoe box for size 13 Nikes; inside there were cupcake papers and wrappings of baking ingredients from a male athlete who loved to bake.

During the initial introduction of the activity, another aspect of business – the law – is integrated into the project. The instructor examines the legal aspects of gathering trash from consumers. For example, students are often amazed that it is legal in most states and municipalities to take another person's trash once it is placed at the curb.

Students deliver their bags to the instructor's office one class period prior to the Garbology exercise. Typically this exercise counts the same as two quiz grades with the score divided evenly between the bag construction and the written analysis. The instructor attaches a number to each bag so that she can give the student who brought the bag proper credit. The instructor typically includes a ringer bag in each class put together by the Dean's Assistant. The purpose of the ringer bag is to get students to think about their analysis, challenge their assumptions, and to step out of their comfort zone when they realize the bag clearly does not belong to a fellow student.

To ensure that no one is singled out or embarrassed in front of the class, prior to the exercise the instructor asks students, on three separate occasions, for consent in identification as the bag creator. Once all the bags are constructed, they are brought to the classroom and placed at the front of the room. Part of the exercise is for students to network by virtue of the work they do with someone they don't know. In previous class sessions the instructor has related how men are more linear in their thought processes and internal in their locus of control and that women tend to be more nonlinear in their thinking and external in their locus; therefore the instructor asks students to select partners of the opposite gender. The instructor also encourages domestic students to work with international students, for different majors to work together as well as work with someone with whom they have not previously collaborated. This blend exposes the students to a wide-variety of outlooks they might not otherwise experience.

Once they have selected their trash bag, they count the contents so if the bag contains less than the required ten items they are to alert the instructor immediately. The instructor then notes the bag number and the student who handed in the less-than-full bag gets zero points for that portion of the grade. Now the students start to pull items out of the trash bags. After they examine the trash, they are asked to describe the consumer's traits (e.g., male, female, American, international, athlete, outside interests, on campus, off campus, etc.). The students then draw three to four conclusions about the consumer based on the contents of that person's trash bag, writes a description of the consumer and names at least one other product the consumer might use. While they have no way of knowing what other products the consumer might use, this part of the exercise provides good forecasting practice. The instructor asks that students examine at least two bags (so with replacement, more than one team of students could look at the same bag). The assignment takes the entire 50 minute class to complete. At the end of class, the students recycle the trash bags.

The non-instructor author interviewed three students to assess the impact of their participation in Garbology. Two of the students were currently enrolled in the class and one participated several semesters previously.

The first student interviewed was a male with a junior ranking who was a management major with an emphasis in human resources. He expressed great enthusiasm for the project because it was hands-on as well as being a fun and interesting way to learn. When asked what he took away from this project he said, "Sometimes consumers don't tell the truth when we ask them questions in surveys. Garbology lets us see how they really live. Sometimes consumers don't know what they want, so if we observe consumers we can find out what they want and why they want it."

The second student interviewed was female with a junior ranking who was marketing major. When asked if she had intentionally included items in her bag she replied, "I didn't really try at first until I looked at everything I had and it made me look like a boy. Then I threw some mascara in there. I thought it was hard coming up with items that I would throw away on a daily basis. Some foods I did purposely eat to put in there, but they were still things I would eat on a normal basis." When asked if she liked the Garbology exercise she said, "I personally really like hands-on. Spending a whole day learning about people and their habits was beneficial."

The third student was a male with senior ranking who was a marketing major and an alumnus of Garbology. He said, "I thought it was interesting and insightful and helped a lot of people to think outside of the box and really extrapolate on their own. We did it early on in the semester, so I feel like it translated to the rest of the course in drawing conclusions and making connections between things that weren't necessarily readily apparent at face value."

Students are always curious as to how well their bags were interpreted. At the end of class (if there's time) or the beginning of the next class, students have the opportunity to ask about their bag's consumer description. The students interviewed were all astonished at how accurate their peer descriptions were and how close they came to describing the consumer of the bags they analyzed. In some cases they even accurately guessed the bag's creator based solely on the contents. This straightforward and lively hands-on exercise shows students how marketing involves archeology, anthropology, and psychology as well as the law.

Garbology video available at <http://youtu.be/vTYSmW7a14c>

Instructions for exercise available at <https://app.box.com/s/n9ecsy3farg58qkemz17>

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# CURRICULAR REACH ACROSS FORMATS FOR TEACHING SALES: CRAFTING A MODEL OF INSTRUCTION

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## ***AXCESSCAPON TEACHING INNOVATION COMPETITION TEACHING NOTE***

Unfulfilled demand for sales jobs abounds within the job market with sales positions as the second hardest job to fill, a trend that has endured since 2006 (Cummins et al., 2013). In order to help produce qualified candidates, universities have responded with a growth in sales curriculum delivered through traditional, face-to-face classes (Cummins et al., 2013). Most sales educators do not believe sales can be taught nontraditionally (Deeter-Schmelz & Kennedy, 2011) prompting requests for effective teaching pedagogies for non-in-person formats to be shared (e.g. Cummins et al., 2013; Deeter-Schmelz & Kennedy, 2011). There is also a push by accrediting bodies for consistency in evaluation, measurement, and teaching across formats. In response to the difficulty in adapting sales courses to hybrid and online formats while ensuring consistency across platforms, the innovation described in this paper aims to provide Curricular Reach Across Formats for Teaching Sales (CRAFTS).

CRAFTS is an instructional model that classifies educational goals and objectives by providing an organizational structure that can be utilized for teaching introductory sales as an in-person, online, or hybrid class. The model is built by breaking down the sales process into skills-based active learning activities that culminate in a final project. The activities described below are based upon an eight week class, but can be modified for different time periods (see Table 1: <http://ge.tt/1Lcn39h1/v/0>).

During the first week, students discuss their perceptions of sales. Next, students evaluate different outside sales jobs to discern sales opportunities using Monster.com. Then, the culminating activities that lead to the final project begin when students revisit Monster.com and pick a company. For class practice purposes, they become an outside salesperson for this company and utilize this role to engage in research on the company/competitors, search for prospects, employ pre-call research, form probing questions, write a script, practice objections, create a proposal, and role play. In terms of the overall project, students research the company and its competitors, and pick one of the company's products to "sell." Next, students find prospects, perform pre-call research, and target one prospect by identifying needs. Then, they develop 15 probing questions demonstrating SPIN (situation, problem, implication, and need-payoff) techniques. They answer the probing questions as if they were the prospect, and thus, create a script for the sales call. This information gets compiled in a paper format.

In an online class, students post their paper in the asynchronous discussion forum to role play, and the student's assigned buyer (another student) reads it to gather an understanding of the buying situation. Similarly in the face-to-face class, students turn in two copies of the paper. The instructor uses one copy for grading and gives the second copy to the student's assigned buyer to read in preparation for the upcoming role play. Then students create a PowerPoint presentation in which they must close the sale by recording a pitch using a microphone to record narration in PowerPoint. Preparing a presentation in advance is beneficial to students because it helps alleviate nerves and allows for multiple takes (McDonald, 2006). The closing presentation summarizes needs uncovered, creates value, and demonstrates urgency by giving the buyer a reason to purchase immediately. In online classes, the students are placed in a private discussion forum with only their assigned buyer where they post the presentation. This buyer responds to the presentation with an objection which the student must then answer in writing through the discussion forum. In face-to-face classes, a student plays the closing pitch to their assigned buyer in a role play room and then uses role playing to further the close. The two continue to role-play (in writing online or by speaking in the face-to-face class) until the successful or unsuccessful ending of the sales call. For step seven, the final step in the sales process, students write thank you notes to the buyer.

Empirical support of the effectiveness of CRAFTS was demonstrated through a qualitative analysis of written narratives from online and hybrid classes. Students' responses (see Table 2: <http://ge.tt/1Lcn39h1/v/0>) show

their perceptions of learning suggesting that the CRAFTS approach prepares students for sales. CRAFTS helps educators by providing a cumulative hierarchical structure whereby achievement of more complex tasks requires mastery of a prior skill. Because CRAFTS is linked to the sales process, which is linked to course outcomes, the model can be easily used to create consistent course delivery in any format. Furthermore, educators can tweak the framework to different delivery modes and timeframes to customize a class that meets their specific curriculum needs. CRAFTS is an instructional tool to help sales educators best *craft* their course.

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# OPEN INTELLIGENCE GATHERING IN THE MARKETING CURRICULUM

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## *AXCESSCAPON TEACHING INNOVATION COMPETITION TEACHING NOTE*

Organizations operate in a constantly changing environment of interconnected systems, resulting in a maelstrom of opportunities to create value. In light of this external dynamism, marketers are challenged to sense emerging developments early and adapt their strategies continually to avoid missed opportunities and respond to threats. Tools available to the marketing instructor to promote external analysis skills in students include the introductory marketing textbook, which typically features a chapter on external analysis and evaluation of opportunities in dynamic environments. Student learning outcomes include an understanding of the importance of the macro-environment when making decisions and awareness of trends that may impact marketing strategy. One problem associated with textbook publishing cycles is that many examples of changes in economic, technological, political, legal, and cultural environments quickly outdate.

Engaging students actively in the analysis of up-to-date developments can be challenging, because of the general perception of information overload, which can overwhelm students and practitioners. To actively promote external analysis skills, including information literacy, critical thinking, and communication, I use a process called scanning in the marketing curriculum. Scanning is a systematic process that relies on group participation (crowdsourcing) and pattern recognition, and is manageable with a maximum of 45 students. Scanning provides learners with a manageable process to identify and make sense of potentially disruptive changes that is inclusive of many external developments. There are three parts to the process: abstract collection, pattern creation, and a discussion meeting.

Abstracts are the filtered raw ingredients of scanning (the input). To create abstracts, students are sent individually on a mission to look for new or unusual developments in any of the areas typically covered in external analysis: culture and society, technology, politics, regulations, economics/commerce, etc. Developments appropriate for scanning may exist at the research and development stage, as an interesting possibility, or as an early signal of change. Examples such as Amazon's intent to use autonomous drones in the future to deliver packages communicate the nature of useful abstracts well. As a general rule, participants should avoid developments that are older than six months (identified by a source date). Students may notice such developments in a number of ways, for example through exposure to academic journals, science publications, laboratory and research institutes, newspapers, hobby and do-it-yourself publications, conferences, trade journals, entertainment magazines, broadcast media, conversations with experts, and many more. Each student collects information to write two abstracts about different topics by following an online template containing 1) source information (title, author, date, URL, if applicable), 2) a paraphrased summary of the information, and 3) general implications. I ask students to submit their abstracts to a single, dedicated abstract forum I created on our internal learning management system, which contains the template as the first post. The group goal is to accumulate about 70-100 cutting-edge abstracts. Due to the number of abstracts required to capture a broad range of developments, brevity of each abstract is key. Instructors may assign students in courses with fewer than 35 students to submit more than two abstracts to reach the goal. I evaluate abstracts in terms of completeness (following the template), clarity of the writing, and novelty of the development.

Once a database of abstracts has been created, the focus turns to pattern recognition. Pattern recognition is the skill required to make sense of seemingly disparate data points that may interact in surprising ways and present opportunities and threats to organizations. The ultimate goal of scanning is to make active connections between developments, finding overlaps between spheres of life, and pinpointing friction areas that can lead to substantial changes, even disruptions, in the economic, social, and commercial fabric of markets. Useful patterns consist of 3-7 abstracts, with the modal number of abstracts being 5. I instruct students to avoid simply categorizing the abstracts into overly broad themes, like those that structure external analysis (e.g., government, technology, marketing, etc.). The true value of creating a pattern is the ability to uncover how developments across content areas interact to create potential threats and opportunities. For example, an abstract about an increase in the number of house calls made by

physicians (a health care development) may be combined with an abstract about an ingestible nano-robot that could perform surgery at home (primarily a technological development), which can combine with a development in food science to make healthy foods (fruits and vegetables) taste like unhealthy foods, to encourage healthier eating among resisting audiences (a food marketing issue). This example pattern captures a potential rise of 'Health Enablers at Home', with various legal and consumer demand implications, economic implications about the cost structure of health care and the delivery of health services, and the well-being of citizens in technologically advanced societies. Pattern recognition is a creative and subjective process and students may include the same abstracts in different patterns. Pattern write-ups should contain a catchy title, a well-developed premise, a list of abstracts used - along with a brief explanation of how each abstract fits the premise - and a brief discussion of implication of the pattern for marketing or business in general. Longer, essay-style versions of patterns follow the same general outline, but feature more in-depth discussions of each abstract and their implications. Each student writes one pattern in my courses.

As background reading, I assign Patton's (2005) description of scanning in a consulting context. This reading explains the general process and includes examples of patterns. I also explain the use of a simple mind mapping procedure to draft patterns. The title of a candidate pattern is written in the middle of a blank page, along with a short premise. The abstract titles are written on lines connected to the center point. Students write short explanations of how the abstracts fit the title/premise on the lines. If the connections are weak or poorly developed, the process starts again until a coherent, creative pattern emerges (rubric available upon request).

A crucial capstone to the process is to share the patterns during a class discussion, which requires only minimal preparation (large sticky notes). Students arrive with a printout of their pattern write-up. The instructor is a neutral moderator and encourages broad participation in an egalitarian fashion while recording the patterns on the board, typically by listing the titles, abstracts, and central implications. The implications of patterns are generally not industry-specific. In practice, many patterns could see application across multiple industries or companies, which is one of the strengths of the process. Pattern meetings include free-wheeling discussions and students are encouraged to apply critical thinking to external developments. For example, students may critically examine how consumers might receive a new product, if commercialized. An effective way to organize the meeting is to ask students to share related patterns first, before moving on to a new pattern topic. At the end of the meeting, the instructor asks students to indicate whether they think their pattern is near-term and actionable for a generic firm, or more long-term and speculative. Students record this judgment by writing the title of their pattern on a large sticky note and placing it on a board-timeline from actionable (near-term) to less actionable (long-term), with a verbal explanation of their reasoning. This rating adds additional structure to scanning and gives students practice assessing the urgency of developments. The board can be photographed and uploaded or emailed to retain the content for future reference in the course. Scanning can also see implementation in a fully online course: abstracts and patterns are submitted in dedicated forums, and discussions about the patterns ensue in the pattern forum, instead of a face-to-face meeting.

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