



# **The Art and Science of Marketing Education**

## **2015 Annual Fall Conference Proceedings**

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**Brent Smith, Saint Joseph's University**  
**Deborah DeLong, Chatham University**

ISSN 2325-3509 (Print), ISSN 2325-3533 (Online)



**Marketing Management Association**

***20<sup>th</sup> Annual Marketing Management Association Fall Educators' Conference  
September 16-18, 2015, San Juan, Puerto Rico***

**ACKNOWLEDGEMENTS**

We are delighted to celebrate this milestone in the history of the Marketing Management Association Fall Educators' Conference. The past 20 years of the conference have produced remarkable growth in the number of attendees, the volume of submitted work, and the quality of the overall experience. As the organization continues to expand its reach and impact as the premiere source of marketing education best practices, we have our outstanding membership to thank. We also recognize many individuals within MMA and external partners as this conference would not be possible without their tireless efforts.

This year, the conference kicked off with three pre-conference workshops. Thank you to our instructors Lyle Wetsch, Debra Zahay-Blatz, Leila Samii, Camille Schuster, Charles Bodkin, Rahul Baskar and Brent Smith for these terrific programs. Thank you to Mary Conran for coordinating the third annual Doctoral Student Teaching Consortium, and to the faculty colleagues listed separately in this publication. Special thanks to AxcessCapon for their financial support of the Consortium.

The call for papers prompted a record number of position and refereed paper submissions this year. Your work demonstrates the tremendous wealth of experience, creativity and teaching excellence within our membership that benefits us all. We thank Cengage Learning for sponsoring the best conference refereed paper award. The hard work and timely feedback from refereed paper reviewers listed separately in this publication is profoundly appreciated.

We are happy to host two teaching competitions again this year. AxcessCapon sponsored the Teaching Innovation competition for the fifth year. Thank you to Bill Madway who again served as the competition coordinator and to the judges listed separately in this publication. Instant.ly (rebranded from uSamp) supported the Outstanding Teacher-Scholar Doctoral Student competition again this year. Thank you to John Cicala who served as the competition coordinator and to the judges listed separately in this publication. We thank Instant.ly for supporting the Thursday Awards Lunch as well.

The Journal for Advancement in Marketing Education recognize their outstanding reviewers with awards sponsored by Interpretive Simulations. Interpretive also supplies MMA with the lanyards and name badges we wear at the conference – thank you! Thank you to Brent Smith and Lisa Lindgren who did a fantastic job in their new role as conference proceedings co-editors. Thank you to the session chairs listed separately in this publication for expertly coordinating panels and presentations. We appreciate the exhibitors noted below who offer us such great ideas, tools and training to improve our effectiveness in the classroom. We need you and thank you for your participation.

Please note that the next MMA Fall Educators' Conference will be held September 14 - 16, 2016 at the Omni Providence Hotel in Providence, Rhode Island. The 2016 MMA Spring Conference will be held April 13 - 15, 2016 at the Palmer House Hilton in Chicago.

Thank you and enjoy the conference,

Dawn Edmiston, Conference Chairperson  
Debbie DeLong, Conference Program Chairperson

## Exhibitors, Awards, and Competition Sponsors



## CONFERENCE AWARDS

Cengage Learning 2015 MMA Fall Educators' Conference

Best Refereed Paper Award Winner

*Helping Students Understand Marketing Phenomena:*

*A 3-Step Method for the Analysis of User-generated Content (UGC) on Social Media*

Cuahtemoc Luna-Nevarez, Sacred Heart University

Interpretive Simulations 2015 Journal for Advancement of Marketing  
Education Reviewer of the Year Award Winners

Pam Kennett-Hensel, University of New Orleans

Pallab Paul, University of Denver

AxcessCapon 2015 Teaching Innovation Competition Finalists

Scott Cowley, Arizona State University

Kelley O'Reilly, Western Michigan University

Rik Paul, IFHE University

David Raska, Northern Kentucky University and Christina O'Connor, Maynooth University

instant.ly 2015 Outstanding Teacher-Scholar Doctoral Student  
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Gizem Atav, State University of New York at Binghamton

Samer Sarofim, University of Kansas

Nina Krey, Louisiana Tech University

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AxcessCapon Teaching Innovation Competition

Competition Coordinator – Bill Madway

Judges – Theresa Clarke, Paul Hensel, Christiane Schroeder, Pam Mickelson,

Brent Smith, Tracy Tuten, Ann Veeck

Instant.ly Outstanding Teacher-Scholar Doctoral Student Competition

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Judges – John Cherry, Matt Elbeck, Eliane Karsaklian

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# LIFE BEYOND “ME”: INCORPORATING THE ROLE OF INTERPERSONAL SKILLS FOR STUDENT SUCCESS

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## ABSTRACT

Students seeking a career in the marketing field without possessing strong interpersonal skills may find customer service to be a challenging issue. The classroom environment and the educational approach for teaching the millennial student have placed new demands for delivering a quality learning experience in higher education. Encouraging students in the classroom to develop and refine these skills can require a creative approach to teaching by instructors. Instructors may have to overcome the availability and influence of technology on students' daily lives in order to help them understand the importance of interpersonal skills to their chosen career path.

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*Coming together is a beginning, staying together is progress, and working together is a success.*  
—Henry Ford

## INTRODUCTION

In order for the millennial generation to be successful, the development of interpersonal skills is imperative because of their reliance on technology (Hatman & Cambridge, 2011). The strategy for teaching millennial students in higher education should include how to create a collaborative learning environment through an effective teaching approach that encourages the students to utilize interpersonal skills for success in the classroom and in the global labor market. Interpersonal skills are defined as the ability to interact and relate effectively with others and can have substantial influence on an individual's educational experience and workplace success (Baily & Butcher, 1983; Holsbrink-Engels, 1998; Heinich et al., 1993). The interpersonal skills that are the focus of this paper for educating Millennial students in the classroom are communication and collaboration skills, processing feedback, time management, and problem solving. According to Slate (2007), the culturally diverse global marketplace in the 21<sup>st</sup>-century will require that the millennial generation be able to successfully communicate across multiple cultures and multiple generations of workers. A challenge in working with millennial students can be their attitude toward the guidance from older adults.

The millennial students' current environment outside the classroom and past experiences cannot be controlled by the faculty in order to change their behavior in the classroom (Branscum and Sclaraff, 2013). The opportunity for faculty to create a positive learning environment that contributes to student success requires an understanding of the characteristics of the millennial student, activities on how to develop their interpersonal skills, and an effective assessment approach providing constructive feedback. The instructor should create a classroom environment that incorporates activities to practice interpersonal skills needed in the work environment (Decker & Nathan, 1985).

## UNDERSTANDING THE MILLENNIAL STUDENT

The millennial students were born between 1980 and 2002 compose the largest cohort of college students in the United States (Tyler, 2007). They have been described as pressured, impatient, sheltered and privileged. Research has also indicated that they have difficulty comprehending why others struggle with issues around differences, and can exhibit a sense of entitlement (Benfer & Shanahan, 2013). Millennial students have potential, but their characteristics and complexity need to be understood in order to develop a generalized teaching strategy (Yuva, 2007).

The attitude of a faculty member towards the millennial student and how to work with them in the classroom can be distorted by bias or perception from

previous experience. In the past, the focus has been on teaching students the expectations of the work environment to be successful in a career field. The rules in the past decades for students both in the classroom and the workplace required conformity in both behavior and appearance. The learning environment now has changed in the classroom, since the millennial students have been encouraged throughout their life to pursue their own needs and desires without the need to conform (Twenge, 2006).

The millennial student's knowledge of and experience in working with older faculty in higher education can have an impact on their future performance, both in the classroom and in the workforce (Allan & Johnson, 2009; Eisner, 2005). An older faculty member can include faculty from Generation X or from the Baby Boomer generation. Methods used by faculty to gain the confidence of Millennial students in the classroom include communicating qualifications, knowledge and experience in the course material and field of expertise. Research has suggested that the more factual knowledge that the student has regarding an older faculty member, the less negative attitude the student may possess towards them (Branscum & Sclaraff, 2013).

The millennial student will require a different approach to teaching and assessment, based on their unique characteristics and demands. Millennial students prefer a teaching approach that provides detailed information that covers all aspects of future assessment, without having to apply research skills in the preparation process. According to Hartman and Cambridge (2011), the common perceptions about this generation is that they crave feedback and praise; lack independent thinking abilities; overconfident and opinionated; uncomfortable with criticism; aggressive when criticized; enjoy structure and dislike ambiguity; prefer clear rules; perceive themselves as indispensable; and see technology as a necessary part of their lives.

The instructor needs to encourage the millennial student to take the initiative to utilize time management skills and study the course material. If the instructor approaches the classroom with the intent to entertain the millennial student so that they will pay attention, the student may come to expect this approach and be critical of any other methods of teaching.

#### **UTILIZING ANDRAGOGY IN TEACHING PHILOSOPHY**

Educators focus on the discussion of pedagogy when addressing teaching in higher education with limited focus on andragogy. Pedagogy has a tradition of providing educational guidance with little

differentiation between child and adult education (Chan, 2010). Whereas, andragogy developed by Malcolm Knowles in the 1970s is an approach to address distinct needs of adult learners. Andragogy is based on six assumptions that include: (a) self-concept, (b) role of experience, (c) readiness to learn, (d) orientation to learning, (e) internal motivation, and (f) need to know (Knowles, 1980). Some of these assumptions will be discussed in further detail within this paper.

There is controversy in higher education about what constitutes an adult learner. Students entering institutions of higher education are considered adult learners, but Millennial students may require more structuring of the learning process to help make connections between previous learning experiences and new concepts. In addition, in order to facilitate student learning, it is important to understand what the student's goals are and to utilize a variety of instructional methods to match the learning style of the students in the classroom. The instructor will need to link the course information in detail through the syllabus, online platform, and explicit classroom communication so that students have a clear orientation to the learning process. Furthermore, the learning activities and assignments should be connected to "real-world" activities where goals and objectives for completion are explicitly connected to real-world tasks and explained to the student. This should tap into the student's internal motivation and engage them in the learning process.

#### **INTERPERSONAL SKILLS AND TECHNOLOGY IN THE CLASSROOM**

When thinking about the adult learner and interpersonal skills, the tasks in the classroom have to meet the needs of the student. The need to know why and how the information is of importance to one's future work environment is a strong aspect for internal motivation and learning (Forrest & Peterson, 2006). The students will respond positively if they understand the purpose of the course material and if it is presented in an interesting and appealing manner. The Millennial student values practical knowledge and the instructor can tailor the classroom activities in order to meet their interest so that students can adapt to the changing workplace (Chan, 2010).

Opportunities to apply knowledge from previous experiences and practice interpersonal skills in a simulated work environment can be accomplished through use of videos of cases, followed with assigned roles and tasks of each group member when completing a case study. For online courses, students can utilize Blackboard Collaborate, Google hangouts, and Skype for face-to-face interaction of the group

members. Applications such as Fringo allow students to Face Time with up to four people to practice communication skills, and the use of social media private groups on Face Book and Twitter accounts allow students to weigh in on discussion of current issues using a technology platform that is familiar. Millennial students like to work on teams and have a clear understanding of the roles that they will play in the group process (Anstadt, White, & Medley, 2013).

To address the student's readiness to learn, collaboration of the instructor with each student is an important component to establish ownership of learning (Cook-Sather, Bovill, & Felten, 2014). The responsibilities of the learning experience are clarified between the instructor and student, and expectations are clearly specified. Building in assignments where students have choices of learning topics to study, case studies & problem-based learning team projects, group presentations and papers, and other choices to accomplish expected outcomes assist the student in taking greater ownership of their learning. These tasks are still facilitated by the instructor, but the learning is student-driven and student-centered. Wiki's can be used to sign up for projects and brainstorm ideas. Software such as Inspiration and Mindamo can assist in organizing ideas for papers and presentations. Collaboration and communication of ideas can be further enhanced through use of Google Hangouts, Drop Box, and discussions using blogs or Voice Thread. These applications provide opportunities to practice many interpersonal skills needed for the work environment.

Key instruments that can be utilized to facilitate the learning process are the student's learning style, role of previous experiences, and the meaning and application of topics learned to the student's life. Providing students the opportunity to express their values, ideas, and experiences may be in the form of tasks and assessments where students write to specific questions in their online journal. The journal entries would be read by the instructor and feedback would be provided either verbally or in written form. Other methods would include the use of student learning inventories, evaluation of selected interpersonal skills by student and peers, and feedback from peers on presentations. Awareness of verbal and non-verbal communication styles can be seen when the student has to watch a video of his/her self in a group situation and evaluate his/her interpersonal skills that were demonstrated.

#### **ENCOURAGING RESPECT FOR TEACHING EFFECTIVENESS**

In order to maintain a collaborative learning environment that creates an atmosphere of respect for

both the millennial student and the instructor, the instructor can adapt to a servant leadership style of teaching. There are ten principles developed from a leadership philosophy by the authors (Roehrich, 2014) that can be practiced daily in a classroom by the instructor when encouraging participation in activities that reinforce the use of interpersonal skills by students. Instructors that demonstrate a caring, compassionate attitude and behavior toward all students tend to lead by example. They are respectful during discussions through encouragement of each student both verbally and non-verbally to entertain a variety of viewpoints on a topic. The instructor also demonstrates humility through acceptance of student responses and integrates ideas shared in order to guide and collaborate with the students on their learning. The instructor also provides input and demonstrates empathy toward the students, particularly in ambiguous situations where the learning process can be uncomfortable. A teaching style that strives to make a difference in the lives of the students can create a passion for success that extends beyond the classroom. In the classroom, it is visible that students and the instructor go beyond what is required in their performance in order to reach educational goals.

#### **EFFECTIVE ASSESSMENT AND FEEDBACK STRATEGIES**

When providing feedback to the millennial student, it is important to understand his/her learning style and characteristics of their generation. As mentioned previously, students from this generation have an interdependent relationship with the instructor and peers, require structure and want to be entertained during the learning process (Anstadt, White, & Medley, 2013). Detailed rubrics that align with the learning objectives of the assignment, feedback on items that were done well and specific suggestions for improvement are factors that must be included in formal assessment of learning. The feedback needs to be honest, timely, and clearly conveyed orally or in written form.

Since the Millennial student value feedback from peers, education in providing constructive criticism to each other is essential in the learning process (Barkley, 2010; Nilson, 2010). The instructor should provide a structured format to guide peers in providing feedback in the learning context. This may be accomplished through modeling how to provide constructive feedback, practice through role play, guided questions, and peer critiques of assignments using a rubric. The instructor should guide students through the process and summarize feedback given, validating feedback of peers and asking follow-up questions as needed to help make connections to how the feedback given applies to

collaborating with team members in the work environment.

Interpersonal skills will be used in any role throughout life and the student's readiness to receive feedback and learn from it is crucial. Provide a format for self-evaluation of interpersonal skills and performance of student. Incorporate assignments that require reflection of self-concept such as awareness of strengths and weaknesses, previous experiences and strategies to incorporate feedback to improve personal and professional growth. Assignments such as interviewing a professional in the field, case studies, graduate and professional panel reflections and research of literature can be powerful reinforcements of interpersonal skills required in the work environment.

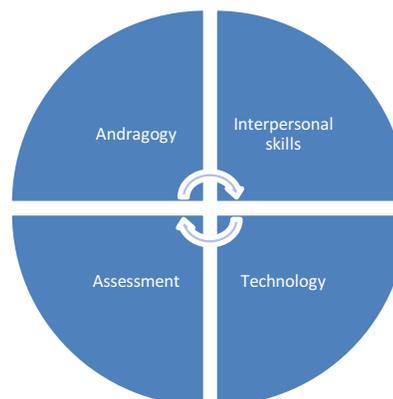
### CONCLUSIONS AND RECOMMENDATIONS

There have been questions about whether the millennial student would be considered an adult learner. The truth to that really depends on the experiences of each student. Taking the time to understand the characteristics of each individual student and applying teaching strategies and assessment tools to compliment the students experience and learning style are important factors to consider when facilitating the learning process.

Online students could develop their interpersonal skills through the use of technology in the virtual classroom. When designing activities, it is important to incorporate individual and peer feedback as well as specific assessment strategies that assist the student in connection of newly learned concepts to previous and future experiences. Any software that enables millennial students to collaborate, communicate and practice interpersonal skills will allow him/her to prepare for the future work environment. The learning process cycle is best understood by a matrix that incorporates the principles of andragogy, assessment techniques, inter-dependent relationship between the student, peers, instructor, and learning environment. The matrix can be used in the strategic planning process by the instructor for the development of interpersonal skills that can contribute to student success.

Future research in this area could focus on how millennial students are able to transfer the interpersonal skills learned in the classroom to the workplace. Additional research could be conducted in the area of how technological advances can be utilized in the development of interpersonal skills in the classroom. The combination of research in both areas could have an impact on the approach of students in the preparation for entering their chosen career field.

**Figure 1: Cycle Matrix for Millennial Student Success**



(Roehrich & Grabanski, 2015)

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# EMPOWERING STUDENTS TO MINIMIZE FREE RIDERSHIP IN COURSE GROUP WORK

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## ABSTRACT

The ability to collaborate in teams is a vital skill and teams are often employed in the classroom to facilitate learning and cooperation. However, free riders are both a major problem as well as a source of student stress. A classroom innovation enabling students to minimize free ridership by firing social loafers is discussed. In practice, the mere threat of being fired has greatly reduced the incidence of free ridership.

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The problem of free ridership – allowing non-performing members of a group to share the benefits of the cooperative, producing members – is probably as old as the idea of cooperation itself. Social loafing is not limited to the collegiate experience; it is a problem students will face in the workforce. A teaching tactic is discussed that may help students and instructors minimize free ridership in course group work while also exposing students to effective ways of handling this issue that may benefit them throughout their careers.

### Literature Review

The ability to work well with others is an essential element of success in business – so much so that the Association to Advance Collegiate Schools of Business (2013) standards define “Interpersonal relations and teamwork (able to work effectively with others and in team environments)” as a general skill area for business graduates (p. 32). This is hardly a recent development; business organizations and faculty have been promoting the use of student teams for experiential learning since at least 1978 (Coleman, Cooke, & Maronick). Yet students have serious concerns about working in teams as part of their class work. In a study of Australian students, Hall & Buzwell (2012) found that free riders were the single largest concern of students when it came to group work. This finding was consistent across all academic disciplines. This appears to be a worldwide phenomenon with similar results being reported from Hong Kong (Thavikulwat & Chang, 2014), Sweden (Borg, Kembro, Notander, Petersson, & Ohlsson, 2011), the United States (Coleman et al., 1978; Dingel, Wei, & Huq, 2013), and the United Kingdom (Maiden & Perry, 2011).

Virtually all researchers noted correlations between free ridership and group size, with larger groups having a correspondingly larger incidence of social loafing. In order to minimize free ridership, Coleman et al. (1978) recommended group sizes smaller than five people (with one of the authors recommending groups of less than four). In their summary of the impact of group size on free ridership, Thavikulwat & Chang (2014) reported that different researchers gave different advice, but all American researchers recommended that group remain below six people in order to minimize free ridership. Culture appears to also play a role in effective group size. Thavikulwat & Chang also found that Hong Kong students preferred larger group sizes than American students and that groups of six worked well with some Hong Kong students. Swedish researchers (Börjesson, Hamidian, Kubilinskas, Richter, Weyns, & Ödling; 2006) summarized the research on student free-ridership by stating that “free-riding becomes easier as the group size increases” absent strong leadership. Strong & Anderson’s (1990) general recommendation was to “keep groups size as small as possible given task demands.”

Many educators have advocated for some form of peer review to help protect students from free riders. In their 2014 synopsis, Gentry, Howard, Vaughan, Cudworth, & Vik listed twenty papers about evaluating group performance. However, rather disturbingly, Dingel et al. (2013) found there was no correlation between peer evaluations and student performance. These researchers theorized that their students were evaluating each other on effort instead of competence, but alternative explanations (e.g., popularity, attractiveness, friendship, etc.) may also have played a role. Davison, Mishra, Bing, & Frink, (2014) discussed another problem with using point-based peer reviews – counterintuitively, they may *encourage* tolerance of free-riders. “Given that students who do not free ride in a group will tend to benefit from a redistribution of a free rider’s points, there may be an incentive for team

members to tolerate or even encourage a limited amount of free riding to boost their own grades at the expense of the free rider.” Their findings were similar to earlier work by Bacon, Stewart, & Silver (1999) which found that limiting peer reviews to one response at the end of a project reduced the students incentive to confront problems. Instead, students would write harsh peer reviews and depend upon the professor to penalize the free rider. If peer reviews are utilized, Brooks & Ammons (2003) found evidence that having two rounds of peer evaluation were more effective than one, but adding a third round generated no additional improvement.

Joyce (1999) experimented with cooperative learning in Accounting classes and found that problem of free riding was “pervasive.” Joyce monitored experiments at two institutions and concluded that students learned more with cooperative learning (compared to traditional individual learning) only when an element of risk was present. In Joyce’s experiment, students were made accountable for the quiz grades of not only themselves, but of their teammates. While some educators may not wish to adopt Joyce’s specific application due to legal and ethical concerns, Joyce’s finding about the importance of risk in cooperative learning may be implemented more generally.

Moving beyond the classroom, two reactions to free riders have been commonly observed and studied. Contributors become upset at the presence of free riders and either disengage (Yamagishi, 1988) or find a method of punishing the free riders (Boyd & Richerson, 1992). In the context of classroom teams, disengagement is obviously an unsatisfactory solution as the students will not learn, the instructor will not achieve his or her goals for the team, and thus all participants will be dissatisfied. Both older (e.g., Albanese & van Fleet, 1985; Strong & Anderson, 1990; Boyd & Richardson, 1992) and more recent researchers (e.g., Krasnow, Delton, Cosmides, & Tooby, 2015) proposed solving the free rider problem through punishing the free riders. Ideally, this punishment would result in labor recruitment, where the punished free riders would start cooperating in order to avoid additional punishment.

In a tangential, but related, discussion on cooperative strategy, Dyer & Singh (1998) theorized that parties are more likely to effectively cooperate if safeguards are present to protect against opportunism. Converting Dyer & Singh’s fourth proposition into our context, one arrives at: The greater the ability of each team member to employ self-enforcing safeguards, such as cooperation or punishment, the greater the potential cooperation and learning, and the lower the incidence of free ridership. The author has implemented a practical application of this approach in his classroom and has found that the *potential* of punishment is usually sufficient to convert potential free riders to group contributors.

### **Classroom Experience**

The author utilizes teamwork in many of his classes. During his first two years of teaching, he experienced problems with some students complaining about the existence of free riders on their teams. While most teams learned to perform well with input from all members, every semester there was at least one team that suffered from free riders. After four semester of this, the instructor tried something new in his third year. The author gave the students the option to fire their teammates according to custom rules that were developed by each team. In the ten years (over twenty semesters) the instructor has employed this innovation, only two students have ever been fired by their peers. However, complaints about free ridership have almost completely vanished.

### **The Operating Document**

The operating document may be the only unique contribution of the author’s method. When assigned to a team, the students’ first assignment is to develop a collaborative agreement. They are told that this is a contract to specify how the students will work together to accomplish their group objective. It must explicitly detail the following: 1) The objective(s) of the group; 2) When they will meet; 3) How they will make decisions (e.g. in an even numbered group, what happens in a tie vote?); 4) How they will handle problems; and 5) The process for firing a teammate. When discussing the assignment, the instructor should prompt students to consider details such as how many warnings a will person receive (if any) and will the instructor be copied on warnings (recommended, but not required).

If a student is fired by his or her peers, the student will be given an independent research project by the instructor. This alternative is discussed in general terms before teams are assigned. It is important for the instructor to make the independent research project appear to be much more work than the group project to ensure it is not seen as a desirable alternative by any student. Thus, rational potential free riders will prefer the cost of contributing to their team to the relatively much higher cost of an independent research project.

By requiring the students to create an operating document, the students are forced to discuss key issues before the primary group work begins. The reservations about equity and fairness that many students harbor toward free riders are addressed by empowering the cooperative team members to fire social loafers. Students who are predisposed to

be free riders because they believe this would mean less work for themselves are forced to reevaluate their position when faced with the threat of being assigned a difficult independent project if they displease their teammates.

There are several advantages to having teams develop their own operating documents instead of providing them with a template. First, all teams are unique and it would be challenging to create a template that will cover every factor. Second, and of more importance, the lack of an operating document template forces students to give the matter more thought and to create their own solutions. Since the solutions come from the students themselves, the students have more buy in. In the unlikely event a problem occurs and a student is fired, the student has little room to complain. After all, he or she helped create the contract, signed it, and knew the consequences of being fired.

### **Limitations and Alternative Explanation**

The addition of an operating document with the coercive threat of a much tougher independent research project has theoretical support, but the combination has not been tested empirically other than in the author's own classes. While the results have been impressive (only two significant problems in twenty semesters with the innovation, compared to over four significant problems in the four semesters before the innovation), there is another potential explanation for these results. It is certainly possible that the author's teaching inexperience may have created an environment for team dissatisfaction during the first four semesters. Thus, as the author gained teaching experience, the incidence of team problems declined.

### **Conclusions and Other Suggestions**

The author has used operating documents for undergraduate and graduate groups responsible for computer simulations, real-world consulting projects, marketing plans, and various types of reports. In the author's experience, it has worked very well for teams of three to five members. In situations where instructors permit or prefer groups of two, the ability for teammates to fire free riders is limited and the concept may not work as well. The author has never tried the concept with groups larger than five. In addition to cultural issues, the author believes the group task also impacts the optimal group size. For business simulations the author typically limits groups to four or less. However, for consulting and research projects, the author finds groups of five often generates better results than smaller groups.

Depending upon the class objectives, the author has used a variety of methods to determine the members of each group. These methods have included random selection, instructor selection to maximize diversity, student self-selection, and even selecting student leaders and then letting the "CEOs" draft teams on the basis of their resumes. The use of operating documents to empower students to fire free riders has worked well no matter how the teams were assembled.

When the author already had some foreknowledge on which students were inclined toward free riding, the instructor deliberately placed all of these people on the same team. In addition to achieving the expected result that the other students were delighted not to be grouped with those who had a reputation for social loafing, an additional serendipitous outcome was observed. In some instances, the team of reputed free riders rose to the challenge and applied themselves.

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# THE CAKE OR THE ICING? STUDENT MOTIVATIONS TOWARD EXTRA CREDIT ASSIGNMENTS

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## *EXTENDED ABSTRACT*

There are perhaps only a handful of marketing educators who have never been approached by a student asking “is there something extra I can do?” Studies examining extra credit are dated, most residing in psychology from 1980 to 2006 with a focus on how often instructors make extra credit assignments and the rate at which students pursue these extra credit opportunities. This study advances the literature pertaining to extra credit by assessing incidence rate but more importantly the attitudes and motivations to complete extra credit assignments. Research objectives pertain to marketing educators’ use of extra credit, types of extra credit assignments and whether select external factors contribute to extra credit. In addition, we examine determinants of students’ extra credit performance vis-à-vis the literature (online versus face to face, high versus low performing tiers) and capture students’ underlying motivations toward extra credit. The benefit to the reader is to offer guidance on using of extra credit to enhance learning.

Self-reported behavioral feedback from 59 marketing instructors aligned with reported incidence rates of offering extra credit assignments (close to 50%). Findings indicate that marketing educators are evenly divided in their rationale for offering extra credit, as roughly half do so to help students attain a higher grade overall (e.g., “the icing on the cake”) and the other half do so to help students recover from points lost along the way (e.g., “the cake itself”). Assignments tend to reinforce material that is part of the regular course syllabus, but take many forms such as attend an event (33%), quizzes (33%), essay (22%), project (22%) research papers (17%), class participation (11%), and game in class (11%).

A sample of 43 Principles of Marketing students likewise aligned with reported incidence rates of completing extra credit assignments when offered. Roughly 63% of students completed a set of three extra credit assignments offered to them; the groups participating versus no participating in the extra credit opportunity did not significantly differ on academic standing in the class. However, on all three assignments, online students outperformed their face-to-face colleagues. Furthermore, the increasing difficulty of the extra credit assignments is reflected in the decreased average grades and declining participants across the three assignments (from 27 students for EC1 to 9 for EC3). This pattern suggests interest in superficial gain versus deeper learning as extra credit difficulty increases. There was a significant correlation between average exam grade and extra credit grade, but no significant relationship between students’ extra credit score and their average course grade. This discrepancy may be due the course grade being determined by more diverse activities than those comparable to the extra credit assignments.

Student responses to open-ended questions about the appeal and benefits of extra credit assignments were content analyzed using codes deductively constructed from existing theory, e.g., need versus opportunity recognition (Bruner II & Pomazal, 1988), compensating for points lost (Norcross & Stevenson, 1989), and striving for gains (Padilla-Walker, 2006). Additional codes were added inductively as new themes emerged from the data (e.g., proactive versus reactive focus, intrinsic versus extrinsic value). Content analysis supported by strong inter-rater validation revealed a two-dimensional construct of proactive/achievement orientation to earn more points toward a higher grade and a reactive/recovery orientation to make up for past failures.

When asked about the appeal of extra credit, 52% cited reactive reasons (recovering from points lost along the way, i.e. “the cake itself”) while 38% of students cited proactive reasons (attaining a higher grade, i.e. “the icing on the cake”). These two categories combined reflect a heavily extrinsic orientation toward extra credit (90%). The remaining comments reflected an intrinsic appeal of extra credit, e.g., to learn more (10%). Examination of high versus low performing students reveals a stronger reactive “cake” orientation (60%) than proactive “icing” orientation (33%) for high performing students. Low performing students are roughly balanced between reactive “cake” (43%) and proactive “icing” (43%) appeal sentiments.

When asked about the benefits of completing extra credit assignments, results were reversed. More students cited proactive “icing” reasons related to earning points for a higher grade (62%) than reactive “cake” reasons related to making up for lost points (28%). The balance pertained to impression management, e.g., “it shows the professor that I care” (10%). No differences by performance level were found.

Implications from this research provide guidance for the design and expected outcomes of extra credit assignments. The notion of using extra credit assignments to fulfill deeper learning objectives does not seem to be top-of-mind for most educators or students. Higher performing students with little need for extra credit appreciate the reactive/recovery appeal and the proactive/achievement benefit of extra credit. Lower performing students are balanced between reactive and proactive appeal but clearly proactive benefits of extra credit. Student participation rates will likely be enhanced by designing and offering extra credit opportunities that tap these underlying motivations. However, if the marketing educator’s desire is for extra credit to further learning as well without triggering defection as perceived difficulty increases, new approaches will be needed. Further research should explore the optimal design of extra credit assignments to satisfy students interest in extrinsic recovery/achievement rewards while also delivering a worthwhile learning experience to facilitate deeper learning.

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# **EMERGING MARKET RECRUITING BOOM: EDUCATING ALL STUDENTS AS FUTURE EM EXPATRIATES**

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## ***EXTENDED ABSTRACT***

The qualified and willing expatriate demand/supply imbalance in emerging markets (EM) is severe, thus is driving the need for change in today's internationalizing the curriculum efforts. The imbalance is so severe that EM 'competitive stealing' of qualified expatriates is commonplace with competitors offering candidates three times their existing salary to attract them. Traditional study abroad programs (SAPs) with associated country analysis projects (CAPs) provide students as expatriate candidates a competitive edge, however many of these are limited in reach (in terms of country exposure, largely emphasizing advanced economies); accessibility (in terms of not servicing students who cannot afford the cost of a SAP); and scope (in terms of not requiring higher-order level of thinking skills). This paper details a low-cost, on-campus deliverable (i.e., accessible to all students), EM-focused, CAP learning experience that provides students with EM-exposure and practical applications preparing them, in a large way, with intercultural awareness and intercultural competencies (IA/ICs) needed by transnationally-competent, entry-level EM expatriates. This paper adds to the list of internationalizing the curriculum alternatives to SAP as identified by Taylor and Finley (2010).

Expatriate recruiter preference typically goes to candidates listing technical expertise and to those listing SAP experiences that require a country analysis project (CAPs), a popularly-assigned modality of internationalizing students. This identified competitive edge, not accessible to many students who cannot afford a SAP experience, generated two research questions. At an exploratory level, could an unique country analysis report emphasizing EMs, be designed, such that, when completed with earnest effort, it endows participating students as future EM-expatriates with IA/IC enhancing characteristics equal to or greater than those delivered by students completing a traditional advanced country-focused SAP/CAP country analysis report? If so, how closely do the learning outcomes of it align with EM expatriate qualifications?

The intent of this paper was as follows: (1) To bring to the attention of marketing and other business discipline academic planners and educators the growing importance of the EM demand/supply imbalance and to bring to their attention the need to expand the reach, accessibility, and scope of present internationalizing the curriculum efforts to better qualify graduates for the many presently open EM expatriate opportunities; and, (2) to share a low-cost, on-campus deliverable (i.e., accessible to all students), EM-focused, CAP learning experience that provides students with EM-exposure and practical applications, preparing them, in a large way, with intercultural awareness and intercultural competencies (IA/ICs) that is required of today's competitive, transnationally-competent, entry-level EM expatriates; and (3) to share with other marketing educators, academic planners, and related text authors, exploratory project design, implementation, and learning outcomes.

This study regarding an attempt to broaden the reach, accessibility and scope of internationalizing the curriculum efforts is important not only because of the severe EM-expatriate demand/supply imbalance, but also because of the following two trends: (1) increased world-wide direct foreign investments in EMs (T. Rowe Price, 2015); and (2) an increase in the number of young people leaving their own country of origin to work as expatriates in EMs (Entrepreneur2, 2013). Although attractive, EMs are volatile countries that experience higher levels of currency, inflation, institutional, liquidity and political risk, thus must be assessed carefully prior to market entry. To successfully conduct these economic assessments and risk analyses in EMs, expatriates need appropriate academic training in higher-order thinking skills and they need exposure to other than advanced economies.

Preparing marketing and other business discipline students adequately with an internationalized education has been an academic prerequisite for several decades, especially made further stringent with the 1991- issued AACSB

requirement for internationalizing business curricula. To meet this requirement, a variety internationalization training modalities have been integrated into or infused throughout existing courses or set up as independent course or SAP. As traditionally offered, these modalities have one common goal, that being to help business students develop IA/IC that have the common learning outcome of instilling in students a basic cultural knowledge, exposing them to other languages, and helping them develop sensitivity to varied means of conducting business functions in varying cultural contexts. In broadening the reach, accessibility and scope of traditional internationalizing the curriculum efforts to include EMs, most business educators agree that ideally internationalization efforts should place emphases on providing students direct experience in foreign countries, however doing so in EMs may not be feasible. On the other hand, since many expatriating companies typically provide culture-specific training for expatriate recruits engaged in specific country assignments, many EM-recruiting firms should ideally concentrate on providing international business education from a broad global versus specific perspective leaving the direct experience training to recruiting firms.

This paper describes a five-part EM-related comprehensive pilot project that was part of an on-campus delivered International Marketing course. The project was implemented into three sections of a regular semester-length undergraduate international marketing course having 40 students enrolled in each. Project Parts 1 – 4 were completed by individual students where each student conducted the following in-depth analyzes for their specific-assigned EM: (1) economy; (2) governing systems; (3) culture; and, (4) hard economic infrastructures (energy, transportation, communication, and others) and soft economic infrastructures (marketing and distribution systems) for availability and quality. Quality secondary U.S. government and NGO website resources were provided students with detailed navigational instructions. For individually-completed Part A, because of the lack of EM-published market level data, students were necessitated to approximate the missing market-level data using world development and standard of living indicator level statistics and apply them appropriately to complete the well-respected MSU, Market Potential Index (MPI, 2014) approximation model that is based on 23 underlying indicators supporting eight weighted dimensions as identified by MSU. Parts 5B-E were team completed with team members making EM-market of entry decisions and designing an appropriate marketing mix for an assigned well-selling domestic product. This project appears to be a large step in the direction of preparing students as future expatriates who are qualified and willing to serve in emerging markets.

Exploratory findings show that the design and implementation of this indirect internationalization EM-specific country analysis pilot project resulted in many IA/IC-enhancing learning outcomes that were equivalent or near-equivalent to those provided by SAP experiences abroad, albeit identified learning outcomes over and above traditional SAP outcomes were astonishing in number. This paper adds to the list of internationalizing the curriculum alternatives to the SAP modality as identified by Taylor and Finley (2010).

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# RE-VISITING CUSTOMER RESPONSE MODELS AND THE ROLE OF INTEGRATED MARKETING COMMUNICATION BASED ON CONTRADICTORY CULTURAL VALUES: AN ETHNOGRAPHIC CASE STUDY ON CHINESE PRIVATE EDUCATION

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## ABSTRACT

*The paper studied the changing dynamics and the evolving role of Integrated Marketing Communication (IMC) as a business strategy for Western service firms operating in the Chinese private education market. The ethnographic research method answered a call for qualitative research in emerging economies inclusive of in-depth interviews to tap into the roots of communication issues. We draw on the paradox inherent in the Chinese culture and communication reflected in simultaneous existence of seemingly contradictory value orientations. We suggest that communication focused on managing the paradoxical nature of values is one of the keys to success in our domain of analysis.*

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## INTRODUCTION

Our research focused on private education in China, ranked as one of the most prospective industries over the next ten years (McKinsey and Company, 2014). We revealed a unique opportunity for Western service providers in one of the biggest and fastest developing industry domains in the world. The ethnographic method was used to answer our research question: **how IMC should be used as a business strategy in China?** The main goal was to find out how IMC could achieve equilibrium between Western and Chinese cultural values. The starting theoretical position of our research was that Western education companies in China require dynamic frameworks for interpreting the evolving Chinese values as a prerequisite for success.

As the world's second largest economy with a pace of development without a historical precedent, China offers a tremendous commercial scale to international companies. With emerging opportunities come new challenges as China transitions from manufacturing to a service-based economy for the first time in its history. Think-tanks consider China a cauldron of competition, reminding international companies that if they can't succeed in China today, they may not be able to succeed anywhere in the world tomorrow. Paine (2010) argued that the level of practical understanding of China remains shockingly low in executive suites. The theories and frameworks

that dominate business have not yet been examined for their validity in China considering that: "leading in China calls for a repertoire of skills that goes beyond and in some cases conflicts with standard business teaching and practice," (Paine, 2010). This involves a crucial ability to play the roles that Westerners often view as contradictory.

We suggest that the opportunity presented in the Chinese private education domain is one of the biggest in the history of global services industry. This opportunity is created owing to the market volume, the importance that Chinese parents attach to education, growth of their purchasing power and their accumulated wealth. We posit that the Chinese parental mindset holds important keys towards understanding the Chinese cultural DNA, with educational decisions being amongst the most important ones for the contemporary Chinese. Thereby, understanding of the education industry may provide clues for interpreting Chinese consumer behavior in other service industries.

Our paper is organized as follows. First we review relevant literature about the Chinese cultural values and communication models and frameworks. Then, we present the methodology we applied to gather data for our research. Next, we present and discuss our findings and conclude with practical implications and suggestions for future research.

## LITERATURE REVIEW

Over the past two decades a significant number of studies have focused on success factors for international organizations in China. However, our literature review has revealed an over-reliance on a small number of frameworks to interpret Chinese and Western cultural differences, primarily Hofstede's (e.g. 1991) cultural dimensions model. While acknowledging the applicability and usefulness of his model as well as its broad application in cross-cultural research, scholars have expressed a concern that very few other categorizations of culture have been applied in cross-cultural research (e.g. Zhang et al, 2008; Fang, 2003).

Fang and Faure (2011) argued that static, dichotomist, polarized, 'either-or' non-contradictory classifications of cultural dimensions which classify cultures into categories such as high/low context or individual/collectivistic, provide general methodological advantages for cultural analysis, however they carry a risk of missing 'both-and' diversity within culture. These authors proposed a philosophical 'Yin Yang' perspective of culture to capture the complexity of Chinese cultural values. This approach reflects the inherent Chinese fascination of change as the fundamental principle of the universe; Yin Yang thinking views paradoxes as necessary and interdependent rather than as exclusive opposites.

Research focused on communication models reveals strong reliance on traditional linear approach to communication that visualizes the transfer of information as an outbound act by the sender to the receiver (e.g. Lasswell, 1948; Weaver and Shannon, 1949). Similarly, linear response models assume that consumers move through a series of steps in a sequential order resulting in action (Lavidge and Steiner, 1961; Rogers, 1962; McGuire, 1969). We note that the longevity of the hierarchy of effects theory, for instance, is a testimonial to its validity. However, debate over superiority of this approach prompts a question on whether this model offers a universal formula for understanding consumer behavior. Furthermore, considering that IMC is an emerging discipline many of its concepts require further exploration.

This is particularly the case in emerging economies which follow different developmental patterns from those that rely on the old industrial revolution model. Schultz (2010) argued that quantitative Western models based on traditional economic indicators do not fit emerging economies. He posited that the nature of citation-focused Western journals does not allow for emerging economy research to find its way to developed economy journal

model: "marketing communication, as it is researched and studied today, is clearly too focused on developed markets, recognized streams of study, the filling of miniscule gaps in the existing literature, often using exotic and irrelevant statistical methodologies that simply have no place in communication systems that are nascent, dynamic, culturally-driven and continuously evolving" (Schultz, 2010, pp. 53-54). Thereby, an ethnographic approach is needed in order to gain in-depth understanding of communication patterns in emerging or mixed economies such as the Chinese.

## METHODOLOGY

An ethnographic data collection operationalized through participatory observations and interviews was used to answer our research question. Our goal was to bring together fieldwork and academic research towards enhancing IMC as an emerging discipline applied to emerging and mixed economies. The case study was a Western educational company offering full-time preschool and part-time afterschool services in two centers in Beijing. The company was used as a platform to recruit respondents using random and snowball sampling methods. We focused on private supplementary tutoring suggesting that it currently presents the biggest market for multinational companies in China. Since access to full time international schools is reserved to a minority of Chinese with a foreign passport, tutoring is the only window to Western education for the majority of the Chinese parents. Considering that there is no consensus on the optimal sample size or saturation point in qualitative research, we used Morse's (1994) recommendation on sample size of 30-50 interviews.

Adopting a philosophical approach to the analysis of culture, we used Faure & Fang's (2008) framework of eight contradictory values pairs as well as their five contradictory communication patterns (Fang and Faure, 2011) in order to reveal the inherent Chinese ability to manage contradictions. Data was first collected thanks to participatory observation over an 18-month period with a sample of 150 parents of children aged three-fifteen. Then, in-depth interviews were conducted with 45 university-educated, white collar parents with middle and upper middle class income, whose children have been enrolled in supplementary Western afterschool learning centers for a more than a year.

## FINDINGS AND DISCUSSION

### Meeting of the Opposites

Chinese parental behavior is characterized by

constant reconciliation of mutually opposing considerations and a desire to resolve the resulting tensions in order to find the ‘middle way’ in accordance with the Confucian tradition of the ‘doctrine of the mean’ (zhong yong, 中庸). For example, the parents expect their children to be well-balanced and desire to identify their unique talents and strengths. Yet, the pressure to succeed in multiple academic areas is prompting them to follow a standardized path where the mainstream public education is augmented with an increasingly large amount of Western tutoring classes. Similarly, they are drawn to Western educational centers to enable children’s natural communication skills using novel educational methodologies. Nonetheless in this process, they often seek familiar indicators derived from Chinese education relying on a more traditional approach to learning such as memorizing and rote learning.

We argue that this ability to reconcile opposing values as well as to resolve the resulting tensions is enabled thanks to unique idiosyncratic qualities of the Chinese culture. While Western education pulls reason and emotions apart, the Chinese *unify heart and mind*, and are thus *able to switch between contexts* and to adjust behavior and communication patterns accordingly. Such reconciliation of opposing factors is consistent with research that challenges the separation of emotions and cognitions as distinct and subsequent processes (e.g. Damasio, 1995). Tracing the roots of this approach in the Chinese philosophy, we note that this conceptual approach is compatible with the etymological meaning of the Chinese word ‘xin’ (心), a character as well as a radical (stem) translated as both ‘heart’ AND ‘mind’, depending on the context.

In the Chinese culture modes of behavior and the consequent patterns of communication are heavily dependent on the context. We argue that what may appear to be contradictory behavior to Westerners is a natural mode for the Chinese. In parental minds, this ability is derived from traditional hierarchical family relations. Family is the basic societal structure and the ultimate source of safety against the changing societal frameworks. Parental belief in their children’s ability to adjust their behavior according to context is paramount, as indicated by one respondent:

*“Children are flexible because of the traditional family setup. Complex households provide opportunities for children to learn about complex issues, teaching them the flexibility needed to manage complexities of the society outside of the family. This traditional upbringing gives us the confidence that our children will be able to reconcile between different modes of thinking and behavior.”*

The Chinese generation born from the 1970-mid

1980s which constituted our interview pool present the pillars of the Chinese society today. They received traditional Chinese education and are now experiencing a very different China from the one they were born in. The difference between the social and economic context of their parents and that of their children is unparalleled in the Chinese history, as is the tension they are experiencing. In line with one of the respondents, we observe this tension as a driving force without judging it:

*“Everything we do is based on continuity. There are thousands of years embodied in how we think. We like to believe that we have an amazing tolerance for hardship and an ability to adapt to all things new. Today we have to make more compromises than ever. The overwhelming amount of choices we have and compromises we need to make on a daily basis create tension, but this tension also keeps us on our toes.”*

### **Revisiting the Role and Nature of Communication**

We established a paramount importance of communication as the object of our analysis. Most parents relate to communication as a key indicator of differences between the Chinese and Western educational systems and the relationships created within each system, rather than interpreting differences between educational systems in terms of educational methodologies. Communication is one of the key incentives for the parents to engage with Western afterschool centers.

Parents are drawn to transparent, frequent, and two-way communication; in contrast, in the Chinese public education system communication is obscure, top-down and one-directional. There, direct access to teachers is limited and communication between teachers and parents is confined to occasional group meetings. Most communication is happening through ‘buffers’ (teaching assistants) almost solely when there is a specific problem to be addressed.

Beyond a simple exchange of meaning, the Chinese parents interpret communication as a social process, rather than a linear journey aimed at reaching a specific goal such as transferring information about a service. For the Chinese parents who are keen to expand their horizons through never seen opportunities now available to their children, communication is an expression of a lifelong desire for learning. While on a quest to explore, at the same time the parents seek guaranties in the supplementary Western education. The idea of guaranty however, is currently conflicted in their minds. Many don’t know if supplementary Western education will bring benefits for their children but they are afraid of what might happen if they don’t send their children to Western afterschool centers. One respondent stated:

*“We may not attribute success to supplementary education but we are very likely to blame ourselves for not doing so if they don’t succeed. Everyone is doing it. If we remain in the minority that doesn’t, it just creates additional anxiety.”*

We argue that Chinese parents are challenging traditional communication models. They are willing to spend more of their disposable income on their children’s education than almost anywhere else in the world and they are introducing a new, high-involvement communication model. As such, private education in China may set a new standard for delivering services in China. We interpret this communication style as interposed between traditional and innovative by using the inherent Chinese symbolism of Yin and Yang, mutually opposing elements represented in the form of a circle which symbolizes a process of change. Yin and Yang are in the process of constant interaction with one another and therefore constant transformation through interaction.

We suggest that a concept of harmony remains a central value in the Chinese culture. Establishing a harmonious relationship is the ultimate goal of all human communication, and success of communication efforts is measured according to its ability to achieve harmony (Chen and Starosta, 1997). The concept of harmony has deep philosophical roots and it moderates mutual dependency between the opposite but complementary forces of Yin and Yang, whose perpetual interaction enables the universe to be in the process of constant change (Chen, 1987; Chu, 1974).

Looking deeper at the roots behind communication issues, we take a critical view of the linear hierarchy of effects theory in our analysis of customer response models by echoing Barry and Daniel’s (1990) argument that the cognition-affect controversy permeated this theory. We suggest a construct that is interpreted as ‘action’ first, followed by ‘cognition & affection’ (do-learn-feel). Cognitive and affective stages overlap and do not follow one another in a linear sequence.

In this model, attitude formation is not a destination but a continuous process where affective and cognitive elements are intertwined. While some learning happens before or at the time of decision, the main cognitive and affective process starts after the decision had been made. As such, attitude formation happens at different stages through out this continuous process. Unexpectedly, two new pairs of mutually opposing values as an overarching prism for analysis emerged from our research: (1) a drive to belong versus a drive to explore; and (2) need to control versus a desire to let go.

## CONTRIBUTION AND IMPLICATIONS

In an attempt to answer our research question - **how IMC should be used as a business strategy in China?** - we found that a process of reconciliation between seemingly paradoxical propensities aimed at harmonizing the opposites is a natural mode for the Chinese parents. The tension that arises in this process is one of the main drivers of their behavior and communication patterns. Therefore, we posit that a successful IMC strategy in this domain should be founded on the ability to manage paradoxes.

We point out that IMC integration is achieved through the *ability to switch between different contexts*. We suggest a communication strategy tailored towards specific sub-contexts, rather than traditional strategy based on demographic segmentation. Bearing in mind the crucial role that communication plays in our domain of analysis, we posit that communication could be used successfully as a business strategy. This could be achieved *if* communication is seen as a process of harmonizing cultural value differences, rather than a process of linear persuasion aimed at consumer action.

To that end, we propose a novel customer response model which starts with action, followed by cognitive and affective responses which are not mutually opposing but complementary in an ongoing process of interaction. Considering that action precedes attitude formation, persuasion-based communication aimed at triggering action is a poor fit. Because attitudes constantly change in the ongoing process of interaction, communication efforts should focus on facilitating this process of change. We suggest that a high involvement communication model calls for new resource management strategy to account for more in-person communication time needed to facilitate the ongoing communication process that happens in real time.

## FUTURE RESEARCH

We believe that our findings are applicable to marketing education as IMC should be constructed differently depending on cultural values and practices. We hence encourage further ethnographic research in other service and education domains to enhance IMC practice in China, using novel methodologies to capture cultural complexity. This approach may bring benefits to other developing or mixed economies which now constitute majority of the global economy. Finally, our research is limited to Beijing and we suggest further research in Chinese second and third tier cities.

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# SHOULD WE OFFER AN UNDERGRADUATE DEGREE IN MARKETING?

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## *EXTENDED ABSTRACT*

What are students and their parents paying for? More and more, it appears as if the answer to that question is access to a job. For many, that a student may be in college to learn something appears, at best, to be tangential. But if so, what does this “system” produce? And specifically as marketing educators: Why are students taking an undergraduate degree in marketing, and more to the point, why are we even offering an undergraduate degree in marketing?

The answers are complex. Educators are giving their “customers” what they say they want, and there are a number of societal, cultural, and economic factors driving students to seek a degree in business. At one time, a college education was reserved for the upper classes, or the very gifted. As more people chose to go to college, the type of person served by higher education changed. The middleclass may want education as a means of widening horizons, while the upper class see college as a way of maintaining connections. The working-class students, however, see college as a means of getting ahead, which usually translates to “getting a job.” The job aspirations have been reinforced by employers who now demand college degrees as a prerequisite for employment. This demand did not come primarily from a desire for more knowledgeable workers, but from: 1) a means of limiting the applicant pool, 2) a legalistic protection from law suits and external regulations, and 3) what economists have referred to as “degree inflation.” When more and more people obtain a degree, that degree loses value. It is understandable that college graduates are becoming career-oriented, and it is not unreasonable on their part. But there is an emerging problem. A recent Gallup poll found that only 13% of Americans strongly agree that college graduates are well-prepared for success in the workplace, a drop of 19% in only three years.

This deficiency is better understood in historical context. University educations were not traditionally offered primarily as a means of obtaining a job. A degree was required to establish credentials in the “professions” such as medicine and law, but attending college was thought of in terms of “widening horizons” rather than as a prerequisite for a job. Entrance to a job was thought of as best being served by an apprenticeship. The tension and inconsistencies of these views have resulted in a long debate that finds its expression well served in an undergraduate degree in marketing.

As a partial response, some have argued for a practitioner view of undergraduate marketing education. The business school should produce job-ready graduates. The purpose of marketing education should be to fill in the gaps and create competencies in the early career years of our graduates. Marketing educators have attempted to compile a list of marketing competencies that are important to success. However, all of these could be learned in numerous degree programs, many of which are not in a business school. Even in areas specific to marketing, such as marketing research, academics and practitioners don’t want the same things. There are other problems. One of the best ways to prepare a worker for a job is through a demanding and specifically relevant apprenticeship. But this is exactly what a college education does not provide. The instructors, for example, are not practitioners. Most are academics with limited business experience. Our students, in fact, prefer almost anyone as instructors other than senior tenured faculty. Student evaluations of teachers decline as the instructor gains more experience teaching, and adjuncts are typically preferred over tenure-track professors. At the same time, the grades instructors give seem not to be related to success in the field.

Even though practitioners complain that graduates do not have the level of business competencies they desire, they still want applicants with research, writing, and oral competencies that are developed at a university, but not necessarily at a business school. Clearly, there is a desire to combine both practitioner and academics into one curriculum. A balance is called for, but since time and effort is limited, what should be compromised for what?

There is an obvious academic-practitioner divide, and there is evidence that it cannot be bridged under the current undergraduate model. Marketing is a dynamic field. Many of the desired skill sets are immediate and sometimes transitory. Business schools can't keep up, let alone stay ahead of these trends. If you Google "what they don't teach at business school" it will return over 120,000 hits.

Unless an academic Department of Marketing is turned into an actual marketing business, the ability to create "job ready" graduates is arguably impossible. There is no way that a business school can be a conduit for new employees pre-trained to the industries' wants and demands. Innovations and fads will always change faster than the curriculum procedure can accommodate. The practitioner's "cutting edge" is always with the practitioner.

Theory and research are, however, a different matter. Education and the fruits of education could yield great benefits to marketing even if professors never produced a student who had a bachelor's degree in marketing. On the other hand, it is not abundantly clear that the marketing practitioners we produce with the standard undergraduate marketing degree have added much to the practice of marketing. There have been few contradictions in the intervening 30 years to Shelby Hunt and Lawrence Chonko's findings that colleges of business have been unable to demonstrate that students having a degree in marketing significantly improved their performance in marketing. The fundamental question remains: Are students with little or no experience capable of dealing with actual business problems *because* they obtained a marketing degree? As the recent Gallup poll suggests, the general consensus is negative. At the same time, practitioners are skeptical about the students learning critical thinking and creativity.

A different model is called for. There are some basic philosophical and epistemic reasons for not considering marketing an academic subject for undergraduates. Professionals, as opposed to practitioners, are characterized by the need for different kinds of knowledge, both abstract and practical, which are typically difficult to master and can only be acquired after a lengthy study of the theoretical components. The need for a practitioner to have an undergraduate degree could be seen analogous to the debate about math knowledge needed by elementary school teachers. The basic question has been for educators: How much math does a teacher need to know to teach? The answer apparently is not much, but college students in education are required to take math even though they, as a group, are not good at math. The solution has been to create college math courses just for them, which arguably lacks rigor and applicability. An equivalent problem is raised by the fact that marketing students have the lowest standardized academic scores of all business students, and some of the weakest interest in academic pursuits. On the other hand, internships do have a positive relationship with professional achievement.

In an era of rapidly changing challenges, and given the high cost of education with diminishing returns, it may be time to carefully weigh the options of marketing education with a clear perspective not tied to tradition. It may be time to eliminate undergraduate marketing degrees and replace them with a new system. A student would obtain a degree in a topic of interest, be it computer science, mathematics, statistics, history, or even English and writing composition. They would then work as a marketing intern for a specified period of time and then return to school for a one-year master in marketing. Practitioners would get what they say they want. Educators could still do research, enquiry and instruction, and students would gain a college degree with value.

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# INVOLVING A STARTUP VIRTUAL REALITY TECHNOLOGY COMPANY IN AN E-MARKETING/E-COMMERCE MARKETING CLASS CASE STUDY

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## Abstract

*A unique opportunity arose in the fall of 2014 where a startup virtual reality technology company contacted the professor wanting to engage with marketing students in an advanced E-Marketing class on a market research and website design class project. The students met with the client, managed the project, produced deliverables that met the client's expectations and then conducted an in-class presentation to the client. The application of the marketing concepts to an actual technology product in development resulted in a positive effect on student skillset development and student satisfaction in this case study.*

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## Background

Class projects where an external client is involved is considered a high impact teaching practice. In the marketing area conducting marketing research and managing the client relationship are key success factors when conducting successful marketing operations. Bove and Davies (2013) published a case study showing that students felt that working on client-sponsored research projects gave them invaluable opportunities to develop their skills in consulting and market research that are highly sought after by industry. Clark, King and Jurn (2012) found positive student feedback from client-based marketing projects. Strauss (2009) found this model to engage and motivate students. Sureka, et al (2013) found that 61% of the students found developing client-based solutions to be very helpful in learning managerial aspects of software development.

In the fall of 2014 the professor taught an upper level marketing class e-Commerce & e-Marketing in Today's World (BSAD 3240). This class focuses on e-Commerce and e-Marketing strategies and their implementation for business students with a marketing emphasis. This class utilizes various learning strategies including a capstone project where the class concepts are applied in an e-Commerce marketing plan.

The professor has a background in small business marketing and was contacted by the executive director of the local business incubator ([www.pbii.org](http://www.pbii.org)) to consult on a new startup business. As a part of the professor's community service and the university supporting local businesses the professor often does volunteer marketing consulting for small businesses that lack resources.

The professor met with the business principals and decided to take on the project. The project was the marketing of a virtual reality device. The startup desired market research, branding ideas and to develop a relationship with marketing students. There was a fit with the business objectives and learning objectives for the students. In addition, it is a unique opportunity for students to interact with a startup company with a product in the development phase.

The company is called ThreeSight VR (<http://www.threesightvr.com>). The company is a startup with few resources. Their objective is to develop and launch virtual reality devices. At the time of the project they had a working prototype that was demonstrated to the students.

Volunteers were solicited in class to work on the project. 11 of the 30 students asked to be assigned to the project. The 11 students were assigned various aspects of the project to produce a deliverable that was included in the final project submission to the client. The professor was the project manager and conducted periodic updates and reviews as the semester progressed. The professor also edited the final project submission. The students presented their work to the class and the client during the final week of the semester.

In addition to the project work ThreeSight VR also interacted with the Student Chapter of the American Marketing Association (AMA).

## Project Deliverables

ThreeSight VR was consulted on what they required for deliverables. There were two main deliverables specified:

1. Market Research on Virtual Reality Headsets
  - Marketing mix analysis of current products
  - Target customer
  - Profile the product from the target customer need perspective
  - SWOT analysis
  - Feature analysis matrix

The deliverable was a market research report with recommendations

2. Develop a prototype website to market the product
  - Analyze current VR vendor's websites and e-commerce strategies
  - Develop the target customer profile
  - Develop content strategy
  - Design the website
  - Develop the search engine marketing (SEM) strategy
  - Analyze partnership opportunities

The deliverable was a website prototype done on Weebly: <http://3sightvr.weebly.com>. All content was also saved in Microsoft Word for the client to use when they programmed their website.

All deliverables were due on December 1<sup>st</sup> along with a class presentation to the class and client during the final week of classes by each student on their deliverable, insights and what they learned. The students were also required to reflect on the project and their experience in a short paper at the end of the semester.

### **ThreeSight VR's Perspective (Client)**

The client's objectives were to develop a relationship with the School of Business (faculty, students and the AMA), test market their product with college students, have a website designed and have the students conduct a market research project for the business.

Feedback from the client was positive. There were several options developed for the brand logo and the client provided feedback and selected the final design. The market research report and website design were judged to be very good during the final presentations. The client attended a few AMA meetings to update the group on progress and answer questions. The client enjoyed being involved on an ongoing basis with the students both in the classroom and with AMA meetings. In addition, the client

attended the class presentations where the students presented their work, insight and what they learned from the project.

The final market research report, website design and marketing strategies were compiled into a final report after the semester ended and submitted to the client. The client's feedback was that the final report was a valuable document and achieved the objectives.

### **The Student's Perspective**

Feedback during their final presentations and in their final reflective submission indicated that the students were satisfied with learning experience. It was hands on and relevant to them. The technology was interesting and unique. The deliverables were defined and the project's objectives were clear.

Specifically, from their class presentations the students stated that they learned about developing a brand, understanding the market, the challenges of marketing technologically advanced products, startup business challenges and the importance of team meetings. They got to dive into the details of marketing a technology product for a startup company.

The project was not without its problems and issues for the students. One of the major issues was a lack of coordination of the project between groups. For example, the strategy team needed input from the market research team. At times during the project a work team had to wait on another team's deliverable to proceed. Another major issue during the project was the lack of communication from the client and the client's delivery of content for the students to include in their project. The client had other priorities and the teams did not receive the content they needed to produce the deliverable they had envisioned. For example, the website development team reverted to a placeholder strategy for content when actual product information would have been much more effective and relevant to the project. Another issue was the size of the team. There were a lot of students involved and the meetings got a bit unwieldy at times. A more complete project plan would have aided in the organization of the workload and responsibilities. Finally, scope creep became an issue when the client added a second target market to the project.

The students also commented that the product emphasized key marketing concepts such as targeting your market, market research methods, producing marketing deliverables and integrating the key marketing concepts across multiple promotional tools. These are key learning outcomes for the course.

The students were positive about this experience as evidenced by this quote from one of the students: "Overall, this project was frustrating and confusing and a little muddly at times, however, I think that is as

close to the real world as we could get being part of a class project. Meeting the client, and having him entrust his company to the hands of a group of marketing students was a wonderful experience, and seeing the inner workings of a fledgling company was very eye opening. It was very rewarding and although I am glad it is over, the ride was wonderful.”

### **The Professor’s Perspective**

It was a unique situation to have a startup company in the development phase of a product invite students to participate in the development process. The client brought prototypes and had the student test the product at one of the weekly AMA meetings. The students experienced the product and provided feedback to the client. The students gained firsthand experience with the issues and opportunities of a startup technology product. The students toured the operation and met with the client at the business incubator.

The class project was successful from the perspective of providing a high impact learning experience. Students had a unique opportunity to work on marketing for a new technology product in development phase. The actual application of the class concepts to a product in development greatly enhances the student’s learning experience.

Managing a client relationship is excellent experience for the students. Understanding what the client needs, communicating with the client, producing a deliverable for the client and finally presenting to the client is valuable experience for a marketing student. At times, the communications were very difficult for the students which is a common occurrence when dealing with clients. Ultimately, the students satisfied the client’s needs and fulfilled the objectives of the project.

Project management was an issue during the semester. The professor acted as the project manager due to not being familiar with the client and how the client would respond to students. The professor felt that managing the client relationship was too important to be left to students with no experience in project management. Upon reflection, it would have been more effective to have a student act as project manager overseen by the professor. The professor held update meetings, but due to schedules, attendance by students was an issue. Class time for project updates did not work well due to other priorities for class time. At the end of the project the professor put together and edited the final deliverable. For future projects it would be more effective to assign a project manager supervised closely by the professor.

The content provided by the client to the students was also an issue. The web development team had

great difficulty with their project due to a lack of content provided by client. The abbreviated timelines of a class project did not fit with client’s development timelines. Developing technical content for marketing was not a priority for the client at this stage of the development process. The client had limited resources and the content simply wasn’t available to provide to the students. Therefore, the student used a placeholder strategy for content when they designed the website. This resulted in a deliverable that did not meet the project specifications and was a source of frustration for the students. Ultimately, the client understood this issue and was satisfied with the functionality and potential of the website design.

Overall the positives far outweighed the negatives from the professor’s perspective. This type of learning activity is considered to be high impact practice that enhances the student experience and builds the student’s skillset. The students visibly enjoyed the experience and found it interesting.

The visit to the Platteville Business Incubator was well attended and provided an opportunity for the students to see a business outside of the classroom and interact with the client on the client’s turf. They got to experience the product during the development process, interact with the client who is doing the development and see the facility where the development is taking place.

A project such as these lends relevance and credibility to the learning outcomes. Having a client present their marketing issues brings the class subject matter to life. Producing deliverables for the client is a source of pride for the students. Finally, managing a client relationship is an important skill to learn. The client could be unfocused at times, add items to the project (scope creep) and not provide the information requested in a timely manner. Dealing with these issues is an excellent learning experience for the students. Focusing on the client’s needs, working with the client on the development of deliverables and then presenting the deliverables to the client is a highly relevant learning experience.

### **Conclusion**

The opportunity for students to apply marketing principles to a technology product during its development phase is unique and very interesting. Meeting with the client, understanding the client’s needs, working with the client on the deliverables and then presenting the deliverables to the client engages the students in the learning experience. While there are issues with including an external client in a class project the application of the marketing concepts to an actual product in development resulted in a positive

effect on student skillset development and student satisfaction in this case study.

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# CREATING WRITING OPPORTUNITIES FOR MARKETING STUDENTS ACROSS THE MARKETING CURRICULUM

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## *EXTENDED ABSTRACT*

Employers view good writing as an essential marketing skill, but many marketing students are weak writers. The improvement of student writing should, therefore, be an important objective in a well-designed Marketing curriculum. This article discusses an innovation, the one-page paper (1PP), which can facilitate effective writing instruction in Marketing classes while keeping demands on instructor time manageable. The 1PP is short (250 words maximum) but forces students to distill important marketing information into a limited space while at the same time applying it to a real world marketing situation.

Assessment results suggest that the 1PP is an effective tool for improving the writing of Marketing students and that much of the improvement can be attained with just 10 or 11 1PPs rather than the 21 used in this study. Assessment results also suggest that the 1PP is most beneficial for weak writers. Thus, an optimal course design for improving the writing of all students might combine 10 individual 1PPs with a major group project and paper assignment. Performance on the 1PPs could be used as an index of writing ability, and groups could be formed with a mix of weak and strong writers.

The group paper should be a more complex writing assignment than the 1PPs, and groups should be encouraged to optimize the quality of their work by having the best writers in the group do most or all of the writing, i.e., what usually happens without encouragement on group projects. This more challenging assignment may provide all students with an opportunity to think more deeply and integrate more broadly than is possible in a 1PP the main theories and concepts of the course. And it may provide a suitable writing challenge for the strong writers in the class who are not challenged by the 1PP so that their writing, like that of the weak students, may improve based on their experience in the class.

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# MEET THE NEW CLASS, SAME AS THE OLD CLASS? MILLENNIALS AND THEIR SURPRISING LEARNING PREFERENCES

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## *EXTENDED ABSTRACT*

Colleges and universities are rapidly implementing technology in the classroom, particularly in an effort to better serve millennial learners. Student perception, however, does not necessarily comport with these efforts. Our research shows that lectures still hold significant clout in the minds of students, and that group work is perceived to be of questionable value. A follow up study one year later aims to explain these preferences, and also reveals dramatic change in instructional technology acceptance.

Despite the prevalence of technology, the classic lecture still dominates the undergraduate classroom. In fact, research over the years has indicated little change in the use of lecture as the primary mode of delivery (Costin, 1972; Gunzburger, 1993; Charlton, 2006). In the past decade, a number of researchers have defended the use of lectures, arguing their place in the classroom environment (Charlton, 2006; Burke et al. 2010). Others, however, have encouraged teachers to begin to incorporate other delivery methods into their lectures in order to make them more interesting (Van Dijk et al, 2010). Ware and Williams found in a 1975 study that while students preferred a more “seductive” lecture, students also achieved more in them. This demonstrates the possibility that incorporating more of what students want into the classroom may not only allow them to enjoy the class, but also produce better outcomes. Thus, student perceptions are a noteworthy factor in determining which method will be most effective.

Today’s students are immersed in media, across a number of formats and devices. As student preferences and social norms have changed significantly, it is fitting to revisit the idea of media and lecture. Though there have been myriad studies that focus specifically on the effectiveness of lectures (Matheson, 2008 for example), there is a lack of research on multiple modes of delivery in the classroom. The research presented herein investigates these issues through two studies. The first study focused on major forms of instruction, including lecture, visual media, class discussion and group work. For the purposes of this study “visual media” included the use of digital images, animation and videos. Based upon those results, the second honed in specifically on the contrasting styles of lecture and visual media and their potential integration.

The first study focused on the use of the four above instructional tools and perception. Eighty-three business students from two schools participated in this study, 58 percent male and 42 percent female, from two institutions, a small private college and a medium-sized state university. Students completed surveys by answering Likert scale questions regarding classroom preferences. Questions pertained to preferred content delivery style in the classroom, as well as which educational styles they found most educational. Despite the popular notion that millennials view lectures as tedious and outdated, nearly half of students surveyed preferred lectures. Findings also indicated that while students enjoy the incorporation of visual media technology in the classroom, they strongly question its educational value. Our research also discovered particularly low satisfaction with group work. Given the disparity between expectations and popular opinion on one hand, and the results we garnered on the other, it seemed necessary to conduct a second study focusing specifically on lecture and visual media, and to verify the dissatisfaction with group work.

Study Two was broken into two survey groups, one with a visual media condition and the other a lecture condition. One hundred and twenty one participants, from the same schools as the first study, were split into the two conditions and asked a series of questions relating to the particular mode of instruction. Each cohort then answered questions regarding four specific classroom scenarios, using the same instructional tools previously measured: media, lecture, class discussion, and group work. In each scenario the participants were told that the main mode of instruction for the class would be lecture or visual media, depending on the survey condition, and then incorporate

one of the aforementioned activities. Participants then evaluated each scenario on how educational and enjoyable they would find the experience.

Once again, lectures were seen as educational with 91% of participants rating it very or somewhat educational. Group work was seen as the least valued option, coming in fourth of four options in both cohorts. Breaking from the first study, however, participants felt that visual media courses are indeed educational, with 98% of respondents finding them to be either somewhat or very educational. Notably, the lecture scenario that also incorporated visual media was the highest rated of all options in all cohorts; 84% of students thought it would be educational and 80% of participants thought it would be enjoyable.

When comparing the results of the two studies, lecture is consistently perceived to be highly educational. Despite that perception, however, the data indicates that students do not tend to enjoy lectures. Likewise students are not finding group projects as valuable as alternative instruction methods. The shift in visual media perception across the two studies is of particular interest. In the expanse of one academic year, the perceived educational benefits of visual media increased significantly. This highlights the rapid adoption and shift in acceptance of visual media in the classroom. This leaves the educator in uncertain territory; there is a significant cultural attachment to lecture, and in the mind of most students lecture is the most educational delivery method. That said, students are not finding lecture enjoyable, but are perceiving visual media to be increasingly educational and entertaining.

If lectures are removed entirely, students may not feel they are adequately learning. On the other hand, lectures alone will result in a less satisfied student body. Further, visual media is clearly starting to resonate with millennials. The most popular scenarios in the second study may be illustrative of the short-term future of undergraduate education; combining lecture with images or video allows professors to provide the best of both worlds. Effective utilization of both lecture and visual media may hold the key to both satisfying students and providing an engaging learning environment.

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# THE CREATION OF VIDEOS BY MARKETING STUDENTS: AN EXPLORATION OF ATTITUDES AND MOTIVATIONS IN A CAPSTONE COURSE

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Gratitude is given to Robert Tomaski, Television Program Director at Illinois State University, and Rachael Post, owner of Luna Sky Media, for their contributions to the creation of the video assignment discussed in this paper and to graduate students, Wynn Ontoy, Chau Nguyen, and Mumbi Gatharia for their help with preliminary data analysis.

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## ABSTRACT

Given the rapid growth of social media and particularly online use of video for marketing purposes, it is important to evaluate how much exposure and skill development in video development marketing students should possess upon degree completion. Nearly all marketing courses do not include a video development project despite the rapid growth of this medium in marketing. This may be attributed to the traditional discipline boundaries which position video production elsewhere. This paper provides one approach with which a marketing instructor may integrate a video creation project into a college marketing course. The project exposes students to script-writing, storyboarding, shooting and editing raw footage, and, most importantly identifying the goal of the video. Additionally, we provide insight into student attitudes regarding this experience and offer suggestions for improvement. We hope that this paper fosters discussion of this issue and potentially greater use of video development in the discipline of marketing.

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## INTRODUCTION

Just as the business world rapidly accelerates towards new innovations and norms, the education of business students should also reflect a familiarity with current trends and accepted practice in the marketplace. Hershey (2001) acknowledged that the needs of undergraduate marketing students to develop acumen with evolving knowledge of their field and technology ask that educators develop new ways to deliver a marketing education. One particular way in which the field of business has grown significantly is through the use of video (Frankola, 2009; Smith, 2012).

The Nielsen Company (2014) reported there was 30% growth in the number of hours watched of video content per month from the last quarter of 2012 to that of 2013 noting that online and mobile is “where the growth is” for video viewing. According to Cisco (2014), by 2018, “video traffic will be 79 percent of all consumer Internet traffic.” Further, “The sum of all forms of video (TV, video on demand [VoD], Internet, and P2P [peer-to-peer]) will be in the range of 80 to 90 percent of global consumer traffic by 2018.” To provide some context for the significance of YouTube and global users’ engagement with video through the site, every single month YouTube has over one billion unique visitors and viewers are watching over six billion hours worth of video (YouTube, 2014).

Videos can serve as a valuable marketing tool for businesses to reinforce messages in a memorable way (Addams, Fan, & Morgan, 2013). Further, consumers who view videos have been found to respond positively to such media and are likely to take some sort of action such as engaging in a purchase (Smith, 2012). Studies that considered video for in-store usage have also been shown to be effective for recall and intent to purchase (Yim, Yoo, Till & Eastin, 2010).

Waters and Jones (2011; p. 249) detail the significance of video for businesses: “Videos enhance the public’s impression of the organization’s products or services, put a human face on the organization, and ultimately build the brand. The three V’s of communication—verbal, vocal, and visual—are brought together in the video form so that an audience is impacted on multiple communication fronts. These three

characteristics of communication were found to have the strongest effect on recipients of the message in terms of remembering the key messages (Mehrabian & Reed, 1968; Mehrabian & de Wetter, 1987; Hall & Schmid Mast, 2007)” (p. 249).

Given this rapid increase in use of video, are future marketers (marketing students) developing the requisite skills? To address this question and the opportunity and growth of online video use, we believe that marketing educators should strive to implement into the curriculum learning opportunities for students to develop a foundation of knowledge about the use of video. In this paper we demonstrate how to integrate a video creation assignment into a marketing course and assess student attitudes toward video use and the video project before and after the assignment.

## **Marketing Curriculum & Development of Video**

Despite the significant growth and potential of videos for businesses as mentioned, there is scant marketing curriculum literature highlighting how to teach students to use video. Smith (2012) notes that “there is good reason to believe that today’s students will encounter a task involving the application of an online video at some point in their career” (p. 14) therefore the marketing curriculum may be ripe for discussion and application with video.

There are some anecdotes of projects and teaching strategies that incorporate the use of videos in the marketing classroom (Clarke, Flaherty & Yankey, 2006). For example, Smith (2012) describes a task in which marketing students develop an eight to ten minute video on course content, however, the professor does acknowledge that the technical aspects of video editing are not explored. Other literature has identified cases in which students have produced videos to promote a product and some have focused on viral videos placed on YouTube (Czepiec, Bryant, Roxas, & Whitson 2012; Payne et al. 2011; Schlee & Harich, 2013).

While these examples illustrate pedagogical attention to learning with video and aspects of video creation, it is worth exploring more deeply students’ perceptions of video as it relates to business, their familiarity and command of creating and sharing video online, and how to teach students about the video creation process. “Even though this generation is more technologically savvy, the average student does not have experience in creating a video that will engage the consumer while also conveying product information” (Smith, 2012, p. 14). Based on our review of the literature, there is a dearth of research describing the video creating process for student learning and no assessment of their perceptions of video in a business context or their attitudes on learning how to do it.

## **METHOD**

To understand how students were impacted through their experiences creating videos, three professors in the Department of Marketing at a university in the Midwest developed an assignment that asked them to develop a 60-90 second video (commercial) promoting a brand for which they also develop a marketing plan as group projects. The video was graded based on the following: a) overall quality of the video and audio, b) the message presented in the video, and c) persuasiveness of the video. There were a total of 24 teams in four sections of Strategic Marketing Management (a capstone course for marketing majors) taught by three instructors. The students were given the chance to form their own teams which ranged from four to five students. All instructors used the same course textbook and had similar course weight placed on the video.

Students were assigned a digital video book, “Digital Video Secrets: What the Pros Know and the Manuals Don’t Tell You” by Tony Levell (2008) which contains practical information on the elements of shooting videos. Students were also provided a framework on which they could develop their videos. This began with developing a goal for the video, writing a script, storyboarding, and then shooting and editing the video. They were also provided with instructional videos from YouTube on these topics. An editing maven was made available for consultation with teams from all classes at two points during the semester when students were most apt to be working on their videos. To further motivate the students to engage with the process, information was provided to them about the types of jobs they might obtain if they had video creation proficiency. Following this course experience, students were also encouraged to learn more sophisticated editing programs such as Final Cut Pro. An example of one team’s output is provided in the Appendix. For assignment details, please contact one of the authors.

## **Survey Findings**

To explore student attitudes about video use and their experience with the video project, two surveys were administered during the course. One survey (“pre”) was given at the outset of the course and the second survey (“post”) was provided end of term after each team submitted their video for grading. The survey was created by reviewing the literature, searching online for the role and benefits of video, and faculty knowledge and experience. Student participation was on a volunteer basis and it was anonymous so pre and post findings that we present are at a group (multi-class) level.

Demographics: The students are all seniors majoring in marketing with concentrations in General Marketing (39.8%), IMC (34.4%), and Sales (24.7%). The sample consisted of 55.9% male and 44.1% female. Ages ranged between 20 and 27, with an average of 21.6 (SD=1.02). All students participated in the project, with approximately 92.1% completing both pre- and post-assignment surveys.

### Pre-Assignment Survey Results

Of the total participants (n=97) only 3.2% of students had substantial previous experience with video editing. Approximately 30% did not have any previous experience with video editing while 48% had done some video editing in the past, and only 1% had edited video frequently. In terms of video editing software, 11% of the students were familiar with iMovie and 3% were familiar Window Movie Maker. About 46% of the students are interested in capturing and editing video for personal use while 16% indicated they were very interested. Only 5% were very confident in their ability to create video content for marketing purposes that can convey pertinent information in a convincing manner. Interestingly, 56% of the students had contributed to the creation and posting of video content to an online environment such as YouTube or a blog. From the survey, the majority of the students had been exposed to videos for communication; however, not many had the ability to create original videos that contain meaningful/convincing messages.

When asked what job they would be good at in a marketing team, 88% of the students thought that they would best fit as someone to brainstorm creative ideas, 45% would be good as a spokesperson, 46% believe that they were good at creating print materials, 70% would be better at organizing, and 29% believe that they are good at creating video content.

We also asked the students to “List as many benefits as you can on the use of video for communication” in the survey. Most of the students thought that video for communication has a visual effect to the audience which is instantly eye-catching, entertaining, gets the message out quicker than other types of communication such as pictures or words. They thought that using video allows marketers/advertisers to be more creative with sound and visual effects. They also indicated that video containing emotions that can be very persuasive, captivating, entertaining, fun to watch and easy to grab audience attention.

### Pre- and Post- Survey Comparisons

Below (Table 1) we present the pre/post data results from the video marketing project. All items are anchored 1-7 with 1 = not important/strongly disagree/not very likely and 7 = very important/strongly agree/very likely.

**Table 1: Survey Results Comparison on Key Variables**

Question items	Before the assignment	After the assignment	T-Test Results
How important do you think video use is in today’s marketing environment?	6.54 (.69)	6.23 (.96)	2.55 (p=.012)
Since videos can facilitate the exchange (buyer-seller) process, it is beneficial for future marketers to become skilled at using and creating.	6.34 (.79)	6.15 (.94)	1.49 (p=.14)
How likely do you believe you will encounter a task involving the creation and application of an online video at some point in your career?	5.72 (1.18)	5.20 (1.37)	2.77 (p=.006)
Videos are effective for grabbing and maintaining consumer attention.	6.47 (.83)	6.48 (.77)	-.09 (p=.93)
Video production is not the responsibility of a marketer; that role belongs to a specialized video production team (internal or	3.27 (1.49)	3.42 (1.55)	-.664 (p=.51)

external to the marketing firm), therefore I do not need to have video production skills.			
I would like to learn more about how to create and use videos for marketing purposes.	6.01 (1.02)	5.37 (1.48)	3.41 (p=.001)
All business majors should understand video editing software.	4.44 (1.42)	4.74 (1.50)	-1.37 (p=.172)
All marketing majors should understand video editing software.	5.76 (1.07)	5.76 (1.12)	.032 (p=.974)
How likely are you to include on your resume experience developing a video for this course?	6.09 (1.25)	4.48 (1.83)	6.96 (p=.000)
How interested are you in capturing and editing video for business use?	5.41 (1.35)	4.87 (1.66)	2.43 (p=.016)
Participating in a video creation project is a good learning experience for students.	5.87 (1.00)	5.75 (1.36)	.702 (p=.48)
I believe creating the video would increase my creative skills.	6.11 (1.11)	4.48 (1.83)	3.54 (p=.001)
Video presentation projects lend well to team projects.	5.67 (1.11)	5.23 (1.61)	2.07 (p=.04)
Video is one of the best mediums to express visual and oral content.	6.32 (.86)	6.00 (1.39)	1.90 (p=.06)

In the post survey, when asked how confident they are in their ability to create video content for marketing purposes, their mean response was 4.57 (SD=1.45) on a 7-point scale (1= not very confident, 7= very confident). Following their experience this term, they responded to the question of “how easy would it be for you to create an original video?” with a mean of 4.66 (SD=1.33). To the question of “how confident are you in your ability to create a video that conveys pertinent information in a convincing manner?” their mean response was 4.99 (SD=1.08). Lastly, the students responded to “I learned a lot from this video creation project” with a mean of 5.03 (1.30).

With such surprising results presented in Table 1 we sought possible reasons. We examined the responses for the survey question of “What best describes your role creating the video?” Twenty-nine respondents (31.9%) indicated that they had limited role with video, and only 34 (37.4%) reported that they were involved in some technical parts of video. Twenty-six (28.6%) were involved in development of script for video and non-technical parts of video. Based on the results, we suspect one possible reason for declines in many of our survey items is simply lack of involvement amongst more members of the team – only one or two per team were involved in technical aspects of video creation. Additionally, the median number of hours each team member dedicated to the project was only three with a range from zero to thirty.

On contrary, when we asked students what they learned from the project this term in an open-ended format, of the seventy comments received, twenty-four (26.4%) of them mentioned their skills in video editing software programs improved (or gained). Three commented “Creating a video isn't as difficult as I thought” or similar, while two responded that they learned how difficult it is to produce a high quality video. Thus, we suspect another possible reason for the survey outcome (declines in many of the relevant survey items) is that students actually learned how difficult it is to create a video from scratch.

From the post survey it became apparent that many students gained technical skills of video creation and editing, but this very experience might have also made them aware that video content creation is indeed challenging, perhaps even beyond marketing, creative minds alone are not enough to successfully put together an effective content. Another potential explanation is that student disengagement may actually influence their attitude toward video use. “Since I am not engaged with this video project, it is not important”. This may spare them some emotional comfort, but may not help them develop knowledge and skills to make them more competitive in the marketplace. Interestingly, in the pre-survey almost all students planned on adding this to their resume (M= 6.09) which dramatically decreased in the post-survey (M= 4.48) demonstrating a lack of confidence in skill in this domain. And, students generally embraced the idea of the assignment. When the students were asked at semester end for their assessment of the video project 73.6% indicated leaving project “as is” without changes, 16.5% “yes with modifications”, and 5.5% citing “not to use”. During the semester, as mentioned above, a video editing consultant paid for by the department was made available outside of class meeting times to marketing students from the participating classes to assist them with their videos. Out of approximately 100 students involved, only three students attended either of the free sessions. Based on the student survey feedback students believe the project is worthwhile but not all students are fully engaged.

## CONCLUSION

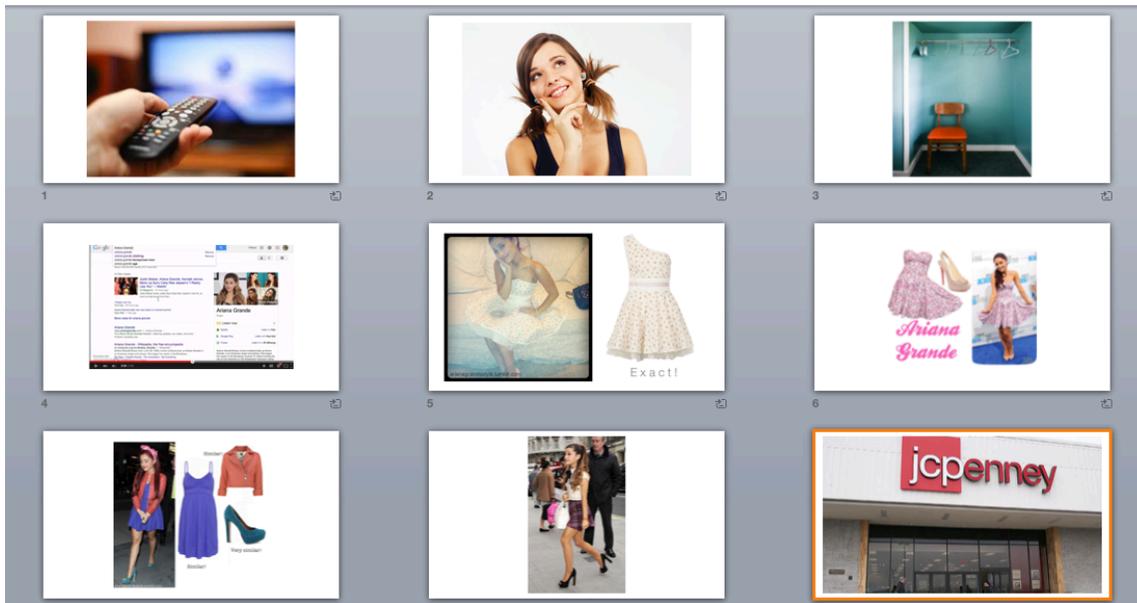
Most marketing courses do not include a video development project despite the rapid growth of this medium in marketing and the popular culture. This may be due to the traditional discipline boundaries which position video production in a different discipline such as the Department of Communication. However, many students are avid consumers of video but are not proficient creators of video which may represent an opportunity for marketing graduates to differentiate themselves as they job-search. Also, there are now many low or no cost online resources which enable students to learn the basics of video online without requiring a marketing instructor to master video editing software and set aside in-class time to do so.

This project was an initial attempt to provide an introduction to how a marketing instructor may integrate a video creation project into a college marketing course. After reviewing student attitudes, we acknowledge that some improvements must be made to enhance the student experience and learning outcomes. A few potential recommendations for the future are as follows. First, we may ask each student to perform *all* aspects of the video creation process. Second, we may ask each student on a team to perform a defined role such as script writer, story board generation, or technical aspects of video such as video editing and hold them accountable through peer evaluations. This would avoid one team member assuming *all* roles which may have occurred under a “division of tasks” approach with other team members focused on the written marketing plan. Additionally, the scheduling of the out of class video editing workshops about three to four weeks before the video due date, and on Friday’s (late morning), could have led to student non-participation. The timing of these could be adjusted in the future.

This project exposes students to script-writing, storyboarding, shooting and editing raw footage, and, most importantly understanding the goal of the video. This paper also provides insight on student attitudes regarding this video project which gives direction on how to improve the educational experience. While some challenges remain, we hope this project fosters greater use of video development as part of marketing curriculum enhancement.

## Appendix

### Storyboard



### Script:

**Image 1:** There you are watching TV with your friends when you see Ariana Grande at the Grammy's in the cutest dress you have ever seen!

**Image 2:** You think to yourself, Ariana's style is so on point. I wonder how I can get my style like hers. I need those clothes this instant! But of course, there is a catch...

**Image 3:** Your closet seems to look like this right? You want to dress like the hip pop star but don't have a thing in your closet that matches her style!

**Image 4:** And then you even try Googling Ariana Grande clothing and JCPenney comes up showing her brand new clothing line!

**Image 5:** Ariana Grande and JCPenney have created the perfect line that takes Ariana Grande's everyday style and puts it right in your closet.

**Image 6:** JCPenney offers red carpet fashion, inspired by Ariana Grande, look cute and be fashion forward.

**Image 7:** JCPenney offers red carpet fashion, inspired by Ariana Grande.

**Image 8:** Look cute and be fashion forward.

**Image 9:** Stop by your local JCPenney store to check out the new line today!

The purpose of our commercial is to promote Ariana Grande's clothing line at JCPenney. The commercial is written for the clothing line's target audience, teenage girls ages 13-18. The commercial creates a need in which the target audience must respond. The message of the commercial implies that teenage girls need to dress like Ariana Grande. The commercial goes on to explain that JCPenney has a solution to this problem because Ariana Grande's clothing line is sold at their department stores. Thus, the commercial gives viewers a call to action by encouraging them to visit the store to shop Ariana Grande's new clothing line. Video is available at <https://youtu.be/YbzkYEXR7Cc> An additional student team video is <https://www.youtube.com/watch?v=WDI8EDrMK3k&feature=youtu.be>

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# A PROBLEM-BASED LEARNING APPROACH IN MARKETING

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## **EXTENDED ABSTRACT**

A principles of marketing course was redesigned, following some key findings on teaching and learning by Fink (2013) and Ambrose et al. (2010). The re-design was based on six course-specific and three departmental learning goals. Students worked in groups on five problem-based learning (PBL) assignments in order to practice integration of core skills and demonstrate achievement of the learning goals..

The marketing course that was re-designed is essentially a principles of marketing course with a global focus. The institution is a private, liberal arts, Benedictine institution. Most entering students are in the top 10 – 15% of their high school classes. The liberal arts nature guides all curricular decisions. While we do have a business department, business is taught within a liberal arts context. The department is not accredited by AACSB or ACBSP due to vast change in the curriculum accreditation would require, a change that is not consistent with a broad liberal arts education. We have a single global business major, not a marketing major. Only juniors and seniors are eligible to enroll in the marketing course. The department offers two other marketing courses as electives; however, this principles course will be the only marketing course the majority of majors will take as an undergraduate.

The context of the institution is important in understanding the learning goals established for this updated course. As recommended by Fink (2013), the course learning goals were fundamental to the redesign of the course:

1. Understand the overall marketing process, including strategic and tactical elements.
2. Understand how the elements of the marketing mix (the 4 Ps) impact firm profitability and long-term success.
3. Analyze real-world marketing problems and formulate appropriate recommendations that take into consideration ethical issues.
4. Compare and contrast the regional similarities and differences of a global marketing program.
5. Become more sensitive to and aware of the impacts of marketing programs on the individual and on society.
6. Identify sources of information on marketing and evaluate their potential biases and limitations.

These course-specific goals are within the context of departmental learning goals. The departmental goals that pertain to this class:

1. Demonstrate effective written/oral communication, team collaboration, and critical thinking skills.
2. Recognize ethical issues and apply ethical frameworks.
3. Demonstrate a global mindset.

Problem-based learning (PBL) was developed at medical schools in the 1970s. A PBL starts with a problem. Students, usually working in groups, gather and analyze information in order to solve the problem. The problem is ideally one that students may actually face in their future professional lives. A sound PBL motivates students to perform well because they believe it is based on a realistic situation and that they have a reasonable expectation for success (Ambrose et. al, 2010; Fink, 2013).

Each PBL started with a realistic marketing problem. The in-class PBLs (assigned at the end of each of four major course topics) asked students to create a memo directed at their boss supporting or not supporting a particular marketing decision. As an example, one PBL indicated that the students work for a cable TV network that is creating a new show for 6-12 year olds. The theme of the show is fitness for children. General Mills is very interested in advertising its popular children's cereal (Trix, Cocoa Puffs, and Lucky Charms) on the show. Each section of the class had six teams, and half of the teams were assigned to support General Mills as an advertiser and half of the teams were assigned to not support this advertising proposal. The memos needed to contemplate the key arguments

of the “other” side but make a strong case for their assigned position. The memos also needed to relate their position to one ethical theory.

There were three deliverables: the memo, an annotated bibliography, and the presentation file (e.g., PowerPoint file). The memo had to be a maximum of two pages, written in appropriate memo format, and demonstrate appropriate structure and content. The annotated bibliography had to have a minimum of ten credible sources, and the annotations needed to reflect on potential bias of the source. Two 55-minute class periods were set aside for the presentations, one day for each side of the argument. The three files were due on the class day preceding the beginning of the presentations. For example, if the presentation days were Wednesday and Friday, the files were due the Monday before. The assignment was thoroughly described in an assignment file that concluded with a detailed rubric. The rubric described attributes of six requirements at three levels of achievement, resulting in an 18-cell matrix. Each requirement was weighted, and the total points possible was 51.

The deliverable for the final PBL was a detailed report rather than a memo which required students to create a proposal to expand revenue of a U.S.-based multinational corporation by 10% in a country of their choosing. The structure and content of the final report was detailed in a file posted on the course webpage, and included all elements of a formal proposal: title page, table of contents, executive summary, and body of the proposal that included a country analysis, situation analysis, and detailed marketing plan. The assignment file also contained a detailed rubric. The final PBL files were due about 48 hours prior to the scheduled final exam time for the course, and the six presentations took place during the two-hour final exam period.

The redesign of the course began with the creation of six course-specific learning goals, as recommended by Fink (2013). The assignments were specifically designed so that the learning activities directly related to these six goals. The four in-class PBLs provided a complete coverage of the topics in the course. The final PBL required students to integrate content from the course and apply it to a country outside of the U.S. Students were required to apply ethical analysis, become sensitive to the impact of marketing programs on society, and explicitly evaluate the credibility and potential biases of various sources. In addition, the departmental goals of effective written/oral communication, team collaboration, ethical analysis, and global mindset were supported by the assignments.

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# A HAPPY HOME: CIVIC ENGAGEMENT, SERVICE LEARNING, AND THE TWO SIDES OF THE UNIVERSITY HOUSE

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## **ABSTRACT**

*The specific aim of this paper is to identify how service learning can enhance civic engagement of students on university campuses. In this paper, the authors focus on the role of academic units (professors) and non-academic units (such as Student Life) in service learning and civic engagement. The authors found that the non-academic units are motivated to increase civic participation because it is part of their job description. They also have greater access to local community organizations because part of their job profile is to maintain those relationships. The academic units are limited by lack of resources and are primarily focused on learning outcomes. Since both units have the same end goal, which is to increase the level of student civic participation, the authors propose the use of a client model. The client model requires that the academic and non-academic units work jointly towards increasing civic participation without compromising on their respective goals.*

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## **INTRODUCTION**

Civic engagement has long been a desired activity on university campuses. The term refers to active citizenship in which individuals get involved in their communities through voluntary participation in nonprofit organizations (McIntyre, Webb, & Hite, 2005). The average national volunteer rate for college students was 26.3% per year for the period between 2006 and 2008 (Volunteering in America, 2009). Research shows that getting students engaged in their community encourages pro-social behaviors (McIntyre, Webb, & Hite, 2005; Munter, 2002). Traditionally, getting students to participate in civic engagement has taken place through service learning. Service learning is an experiential approach to education that involves students in a wide range of activities. It gives students an opportunity to apply their learning in practical applications that can benefit an organization or group of individuals in the community (Raman & Pashupati, 2002). There is a natural fit between service learning and civic engagement. The fit arises from the commonality of purpose, which is, engaging in work to benefit the community.

Much of the literature on service learning and civic engagement has focused on students as participants (Cooks & Scharrer, 2006; Raman & Pashupati, 2002) or specific programs as case studies (Walsh, 2002). This line of research has been very valuable in identifying benefits of service learning to students and communities, the barriers to

implementation, the motivations of students who engage in civic participation, and the long term results of such activities. In all of these studies, the unit of analysis has been the student. Fewer studies have examined service learning in the classroom from the perspective of other units on a university campus.

The specific aim of this paper is to identify how service learning can enhance civic engagement of students on university campuses. In this paper we focus on the role of academic units (professors) and non-academic units (such as Student Life) in service learning and civic engagement. We are not aware of very many studies that have examined how non-academic units participate in service learning and civic engagement. Our choice of focus is important because it is primarily the non-academic units on a campus that are in touch with the local community and who often are more aware of the needs of the community than the professors. Secondly, it is the academic units that incorporate service learning into the courses. The academic units are the implementers of the projects that promote civic engagement. Accordingly, the research questions for this exploratory study are:

**RQ1:** What is the level of awareness of civic engagement among academic and non-academic units on university campuses?

RQ2: What is the involvement of academic and non-academic units on university campuses in civic engagement?

RQ3: What are the goals of the academic and non-academic units with respect to service learning and civic engagement on university campuses?

RQ4: What are the barriers to implementation of service learning and civic engagement experienced by academic and non-academic units on university campuses?

The above research questions were examined in the context of a single university campus. A cross-sectional survey of academic and non-academic units was used to find answers to the research questions. In the following sections, we provide an overview of the relevant literature on service learning and civic engagement. This is followed by a discussion of the research design and the results of the study.

## LITERATURE REVIEW

Service learning is a teaching tool that combines academics with service in the community (Kenworthy-U'ren & Peterson, 2005; McIntyre, Webb, & Hite, 2005). The objective is to enrich the learning experience with real life organizational experience while meeting community needs. Serving the community fulfills the civic participation role. Students get the opportunity to integrate theory and concepts from the classroom with the service experience. It broadens their managerial skills and introduces them to the complexity of dealing with multiple stakeholders (Berry & Workman, 2007; McIntyre, Webb, & Hite, 2005). When students participate in service learning programs, they engage in civic participation.

The administration of service learning programs occurs in two ways. Service-learning programs can be administered as a onetime volunteering opportunity offered outside of the classroom, or they can be integrated into the students' academic curriculum (Berry & Workman, 2007; Munter, 2002; Raman & Pashupati, 2002). In the former case, often, the students work outside of their course curriculum. An example is the alternative break where the service learning program usually takes place during college break times (Alternative Breaks, 2009). Students may or may not receive course credit for their work. Another example is the use of an ongoing relationship with a particular non-profit agency.

Students from the university may intern with the agency or work on class projects which benefit the agency. When service learning programs are integrated into the course curriculum, it often implies a group project where students will work to benefit the community. Examples include tree planting in biology classes, business plans for non-profit agencies, and providing therapy to low income community residents. In this paper, we focus on service learning that is integrated in the academic curriculum.

There have been few studies where the integrated role of various units on university campuses has been examined (Hollander, Saltmarsh, & Zlotkowski, 2002). These studies have emphasized the need to look at units other than academic units. Zlotkowski (2001) refers to the need for a campus wide culture of civic engagement and outlines ways in which one can assess the readiness of a university campus to embrace civic engagement through service learning.

This paper focuses on the joint role of academic and non-academic units in promoting civic engagement. The basic premise of this paper is that both units are interested in promoting civic engagement on university campuses. However, the objective of participating in civic engagement projects may be different. There has been considerable work investigating why faculty use service learning projects. Less is known about why non-academic units get involved in civic engagement projects. Before we can make recommendations on improving the extent of civic engagement, it is necessary to understand how the academic and non-academic communities view the concepts of civic engagement. Specifically, do both these units have the same understanding of the concept, share similar goals, and value similar outcomes? An understanding of the underlying similarities and differences can lead us to making suggestions regarding greater civic engagement through service learning.

## METHODOLOGY

This section describes the data collection procedures that were used to explore the research questions outlined in the previous section. The study involved a cross sectional survey that invited participation from all members of academic and non-academic units at a small south-western school. The invitation was sent by e-mail and it contained a link to the web survey. One hundred and twenty six questionnaires were received from both samples respectively. After discarding the partially complete responses, we had 82 in the non-academic sample and 92 in the academic sample. Separate research instruments were developed for the academic and non-

academic units. Since this is an exploratory study, the questions were designed to assess and measure the levels of awareness, interest, importance, use, goals and barriers to civic engagement. Questions were also asked about level of collaboration with units across campus in civic engagement efforts.

## RESULTS

The majority of the non-academic respondents were people who were in staff positions (83%) and who had been with the university for less than 10 years (71%). Thirty five percent of the respondents worked primarily with students and 20% worked with faculty. In the academic sample, 63% had been at the university for less than 10 years and 48% of the sample was tenured.

### RQ1: Awareness of civic engagement

The respondents were asked about their understanding and awareness of civic engagement and the importance they accorded to these activities. More than 90% of respondents in both samples indicated that they were clear about the meaning of civic engagement. There appears to be a fairly high level of self-reported awareness (Table 1) among academic and non-academic respondents. Sixty percent of the academic sample and 56% of the non-academic sample indicated that they were somewhat aware of civic engagements on campus. Respondents were asked how important (Table 2) they believed civic engagement should be at the university. While 64% of the non-academic sample said that civic engagement was very important to the campus, only 46% of the academic sample indicated that it was very important.

**Table 1. Awareness of Civic Engagement Activities on Campus**

Level of Awareness of Civic Engagement Activities	Non-Academic Sample n=82	Academic Sample n=92
Very aware	12.0%	6.3%
Somewhat aware	56.0%	60.0%
Not at all aware	28.0%	32.5%
Other	4.0%	1.3%

**Table 2. Importance of Civic Engagement on Campus**

How important is civic engagement for the university?	Non-Academic Sample	Academic Sample n=92

	n=82	
Very important	64.3%	46.3%
Somewhat important	30.0%	50.0%
Not at all important	1.4%	3.7%

### RQ2: Level of involvement with civic engagement activities

A series of questions were asked to assess level of involvement of sample respondents with civic engagement. Academic unit respondents were asked whether they use service learning in their courses, which classes used these projects, and the classification of students who were enrolled in these classes. They were also asked for examples of these service learning projects involving civic engagement. A substantial majority (71%) of the sample indicated that they incorporate civic engagement activities in their courses. Most of these were in upper level undergraduate (52%) and graduate (58%) classes. These classes appear to be required courses for majors. This is consistent with prior research which indicates that service learning courses are most effective with upper level students who have learned the concepts and are now ready to apply them (Konwerski & Nashman, 2002; McIntyre, Webb, & Hite, 2005). Examples of service learning projects include internships with a community agency, working with local schools and hospitals meeting community education and health care needs, and marketing research for university and community departments. Some of the examples are geared towards encouraging civic engagement without the use of a service learning project. These examples include visits to the state capital to learn about the political process, and registering to vote. The details of use of civic engagement by faculty are available in Table 3.

**Table 3. Use of Civic Engagement by Academics (n=92)**

Civic Engagement Opportunities offered in the following classes			
By Classification		By Course Type	
Freshman/Soph	18.8%	Core Courses	20.3%
Junior/Senior	52.2%	Major required courses	69.6%
Graduate	58.0%	Major elective courses	29.0%

Respondents in the non-academic sample were asked about their participation in civic

engagement activities on campus. Sixty four percent of the sample said that they were in some way involved in civic engagement. Examples of civic participation of non-academic respondents includes matching students with community organization needs, working with local organizations to gain greater visibility for the university, organizing voter registration drives for students, and liaising with alumni who work in community non-profit agencies.

### **RQ3: Goals of Civic Engagement**

Open ended comments were used to estimate the goals with respect to civic engagement. The results are discussed separately for the non-academic and academic samples.

#### **Non-Academic Responses**

Two themes emerged in our analysis of the open ended comments in the non-academic sample. One, respondents articulated their goals with reference to the mission of their unit or department. Fifty four percent of those surveyed indicated that civic engagement is formally or informally tied to their unit's mission. Some verbatim comments echoing this theme are reproduced below.

*I would say our whole focus is on civic engagement; from our mission to how resources are used for programming.*

*...civic engagement is a component of our individual evaluations each year, and our involvement in the community is measured in our self-evaluation as well.*

A second theme referred to the role of the non-academic units in building relationships with the local community. The following perspectives were offered:

*It is imperative that < the university > is visible and has established relationships with area high schools, community colleges and graduate school colleagues. This relationship building and enhancement is critical to meet the enrollment goals.*

*Building relationships with current and future funders; educating our community about <the university.>*

#### **Academic Responses**

In contrast, the responses from the faculty focused on the connection between desired learning outcomes and civic engagement. This is what two respondents had to say:

*Nursing is a health service that requires interaction with a community on many levels. It is impossible to prepare effective nurses without engaging the community.*

*One of the areas of responsibility for health educators is "serving as a resource person." This can come in many forms, but our department encourages the students to get out and immerse themselves in a non-profit, government, or voluntary health agency to begin narrowing down what area of health they might like to work in the future.*

Courses which did not have a direct link between the community and course curriculum did not have a strong service learning component. Respondents from these fields indicated that civic engagement was achieved primarily through student organizations. Thus, there is an element of student choice in deciding whether to participate in civic engagement. Two comments are presented below.

*Our students mainly participate in civic engagement through student organizations.*

*Students are encouraged to do internships which often include civic engagement.*

In summary, there were some differences that were observed in the goals assessment of the academic and non-academic samples. Non-academics see civic engagement as a means to fulfilling their department and university's mission. Those respondents who are involved in civic engagement projects emphasized the participation numbers and the need to "make it fun" for the students. Academic sample respondents viewed civic engagement as a means of achieving learning outcomes consistent with course objectives. Service

learning was viewed as a necessary component only if the course curriculum required such projects.

#### **RQ4: Barriers to Implementation of Service Learning Projects**

Two sets of questions were used to identify the barriers to implementation of service learning projects. First, respondents were asked to provide reasons why they did not use service learning projects more often. Second, they were asked about the level of support they received in using service learning activities in the classroom.

##### Reasons for not using service learning projects

In the **academic** sample, this question was answered only by those respondents who do not use any form of service learning project in the classroom (73%). The primary reasons that emerged were:

1. lack of fit with course content (17%)
2. lack of time and resources (13%)
3. lack of guidelines (7%)

In the **non-academic** sample, there were no strong reasons for not being involved in civic engagement projects. Because civic participation was part of the department or unit's mission, there was greater involvement in these activities. Survey participants were asked if there were departmental resources in place to support civic engagement. In both samples, forty percent of the respondents surveyed indicated that they had departmental support. However, the nature of support varied. Academic sample respondents said they had support from the department chair and colleagues. Non-academic units specified resource based support such as time off and monetary funds.

## **DISCUSSION**

The objective of this paper was to identify how service learning can enhance civic engagement of students on university campuses. In this paper, we focused on the joint roles of academic and non-academic units in fostering civic engagement on the university campus. In doing so, the paper attempts to fulfill the need to look at collective organizational structural outcomes (Astin, 2000; Cooks & Scharrer, 2006). Since there is little research on the role of non-academic units, we framed this study as an exploratory investigation of the goals and barriers to service

learning projects as experienced by faculty and non-academic units like Student Life. We also looked at awareness of, involvement with, and use of service learning projects to promote civic engagement. Data were collected at a single university campus using a web survey.

The results indicate a high level of awareness of civic engagement. Both academic and non-academic personnel are involved in service learning projects, although the nature of their involvement differs. Faculty members use service learning projects in their courses. Non-academic personnel organize civic engagement events such as voter registration, and match students with local community organizations. The interesting differences between the academic and non-academic personnel with respect to civic engagement emerged in the analysis of their respective goals. For people in the non-academic units, participating in civic engagement activities is a fulfillment of the unit mission. These people are being evaluated on their organization of activities geared towards student participation. Hence, they were more focused on making these events attractive and enjoyable for students with a view to increasing student participation. Research supports the concept of retaining volunteers by making workplace activity more fun and appealing (Kark, Peluchette, & Hall, 2008). A second part of the mission of non-academic units is to raise the profile of the university in the community. Civic engagement helps the university build ties with local businesses and people (Walsh, 2002). The academic personnel had a different view of the role of civic engagement and service learning projects. Faculty was very strongly centered on the need to meet course objectives. Service learning projects were viewed as necessary components only if the course curriculum required them. While non-academic respondents see civic engagement as the end, academic respondents view civic engagement as a means to an end.

The above difference implies that non-academic personnel have a vested interest in increasing the civic engagement of students. Since it is part of their unit mission, they are very likely being evaluated on their performance. Academic personnel, on the other hand, view civic engagement as important insofar as it advances the student's learning. Their evaluation is geared more towards the learning outcomes they can achieve rather than the level of civic engagement itself. Thus, when civic engagement is closely aligned with the desired course outcomes, faculty is more likely to use service learning projects to achieve civic participation. This is consistent with findings from prior research (McIntyre, Webb, & Hite, 2005;

Zlotkowski E. , 1999). Another factor that was explored was the barriers to using service learning projects. The one significant factor that faculty members cited was lack of resources, particularly time and money.

In summary, the academic units are limited by lack of resources and are primarily focused on learning outcomes. The non-academic units are motivated to increase civic participation because it is part of their job description. They also have greater access to local community organizations because part of their job profile is to maintain those relationships. Since both units have the same end goal, which is to increase the level of student civic participation, we propose the use of a client model. The client model starts from the premise that the agency (non-academic unit) has something to offer to community organizations that they need and value. The value addition is the set of skills and expertise that academic units can offer through their service learning projects. The client model promotes a more active approach towards increasing civic participation. The non-academic unit will determine what the community organization needs and then look at the inventory of service learning courses offered by the academics. The two sides can jointly determine which combination of services will best meet the community needs. The non-academic unit will continue to fulfill its mission of increasing civic participation and strengthening university ties with the community. The faculty member can be relieved of the pressure of finding suitable community organizations and can devote more time to the planning and integration of the service learning component. The non-academic units often have internal funding that they can utilize toward encouraging civic engagement while the academic units are often limited to course fees. This funding discrepancy makes it even more important for the two sides to work together. The client model requires that the academic and non-academic units work jointly towards increasing civic participation without compromising on their respective goals. The non-academics can bring their community connections, enthusiasm, and money to the table. The academics can provide their in depth understanding of issues, manpower in the form of students, and experience. Together, a winning combination can be created to foster greater civic engagement.

#### **LIMITATIONS AND DIRECTIONS FOR FUTURE RESEARCH**

The generalizability of the findings in this study is limited in two respects. First, the results are limited by the exploratory nature of this study. Second, our results are limited to the single campus on which

these data were collected. It would be useful to conduct this study across multiple campuses.

Another important area of research would be case studies of existing collaborations between academic and non-academic units in increasing civic engagement and studying the factors that have contributed to success or failure. Along the same lines, one key element missing from this and other similar studies is a metric to evaluate civic engagement. The longitudinal nature of this construct makes the development of metrics a difficult task. Nevertheless, it would be really useful to take steps in that direction.

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# OUTRAGING TO DELIGHTFUL CLASSROOM INCIDENTS: STUDENT DISCUSSION, DIFFUSION, AND FUTURE ENROLLMENT

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## EXTENDED ABSTRACT

This research explores marketing students' emotional and behavioral reactions to classroom encounters. Cognitive appraisal theory proposes that an individual makes a mental assessment of a situation and based on that assessment emotions are triggered. These emotions then lead to behaviors. We adopt this theory to better understand how critical class related incidents, as perceived by marketing students, lead to an emotional response (outrage/delight) which then translates to engaging in a number of behaviors (i.e., word-of-mouth and intentions to enroll in future classes). When performance exceeds expectations, the discrepancy is positive; when performance falls short of expectations, the discrepancy is negative. These perceived discrepancies between the actual and expected performance result in post-consumptive emotions. In accordance with the expectation disconfirmation theory, satisfaction occurs when performance exceeds expectations, and when performance falls short of expectations, dissatisfaction is the result. Service delight (outrage) represents a positive (negative) disconfirmation that results in a profound emotional response due to a service encounter that includes an unexpected surprise. Emotions are intimately involved in practically all aspects of the teaching and learning process, and, therefore, an understanding of the nature of emotions within an educational context is essential.

Undergraduate students enrolled in core marketing courses were "asked to describe a memorable class-related experience." The incident outcome was measured utilizing a 3-item, 7-point Likert-type scale that asked respondents to indicate their overall evaluation of the situation described. Respondents were asked whether they had discussed the reported incident with anyone. If the subject had discussed the incident he/she was instructed to "please identify who you discussed the situation you described with." Valence of the word-of-mouth was operationalized as two, two-item, 7-point Likert-type scales with anchors of *Strongly Disagree* (1) and *Strongly Agree* (7). Specifically, for positive word-of-mouth subjects were asked if they 1) had recommended the professor/class to others, and 2) tried to convince others to take the professor/class. For negative word-of-mouth the subject indicated if they 1) had warned others about taking the professor or class, and 2) tried to convince others not to take the professor/class associated with the reported incident. Then, subjects were asked if they would take another class from the professor involved in the incident they had discussed.

Each of the 1,208 reported incidents were independently sorted by three judges. Responses on which there was disagreement were assigned on a majority rules basis. The content analysis findings supported six categories. A confirmatory factor analysis (CFA) was conducted using AMOS 20.0. The results indicate a good fit. Findings indicate that all constructs measured with multi-item scales achieved acceptable levels of reliability based on Cronbach's alpha coefficient exceeding .70: delight. Convergent validity is satisfied if the standardized factor loading exceeds .400, is significant at .001, and average variance extracted (AVE) is greater than .5. The standardized factor loading of items ranged from .892 to .984, and all were statistically significant ( $p < .001$ ). Average variance extracted ranged from .819 to .933. The findings suggest that a large portion of the variance was explained by the items, and convergent validity is satisfied. Discriminant validity was also satisfied as the average variance extracted exceeded the squared inter-construct correlations.

The majority of respondents indicated that they had discussed the reported incident (84.3%). T-test findings indicate a statistically significant difference in level of delight for the discussed, relative to not discussed, classroom encounters. Specifically, discussed encounters were perceived as less positive than non-discussed incidents. This ordering of mean scores was found for all of the incident types. Respondents were most likely to have discussed the incident they provided with friends (90.9%), followed by family members (70.9%), other students (67.6%), other

professors (20.8%), co-workers (18.6%), on social media (10.0%), and with university administrators (7.6%), respectively. Using crosstabs the relationship of the incident type by who the incident was discussed with was examined. Findings indicate that incident type was not significantly associated with who the student discussed the incident with, except for two groups: other students, and other professors. When sharing information with other students, respondents were most likely to discuss incidents regarding out of the ordinary professor behaviors (77.4%), professor behaviors in the context of cultural norms (76.4%), or core failures (75.7%); and less likely to discuss professor attention paid to the student (54.8%), or responses to either student preference requests (53.5%) or admitted student errors (48.8%). Incidents that students reported sharing with other professors were most associated with professor behaviors in the context of cultural norms (27.9%) or responses they had received to an admitted student error (27.5%). These were followed by incidents related to responses to student preferences (21.2%), attention paid to the student (20.5%), core failures (18.5%), and out of the ordinary professor behavior (15.8%), respectively.

Additional insights are identified by looking at mean outrage/delight scores across each of the six incident types for each of the group's respondents discussed the reported incident with. The level of reported outrage/delight for engaging in discussion for core failures were significantly different for friends, family, and social media. In all three cases the level of outrage/delight was significantly lower when respondents shared the incident. This was also true for both out of the ordinary professor behaviors and professor behaviors in the context of cultural norms when students discussed the reported incident with university administration. However, outrage/delight was significantly higher for discussing out of the ordinary professor behaviors with friends, as was discussing a response to a student preference with other professors.

Next we examined how the level of outrage/delight impacted the student engaging in positive word-of-mouth, negative word-of-mouth, and intentions to take another course with the professor across each of the six incident categories. Structural equation modeling using AMOS 20 was conducted. Differences in the critical paths were then examined by testing the differences in p-values. All the paths in the six different group models were statistically significant. The findings provide support to the relationship between outrage/delight and each of the behavioral outcomes investigated in the study.

We next utilized pairwise comparisons to identify any differential influence of outrage/delight on positive and negative word-of-mouth, as well as intentions to take a future course with the professor. The strongest influences appear to be for truly out of the ordinary professor behaviors and professor behaviors in the context of cultural norms. Findings indicate that the influence of outrage/delight on positive word-of-mouth and negative word-of-mouth between core failures and response to admitted student failures is significantly different. Specifically, the effects are stronger for student admitted error instances. This suggests that students will speak more positively and engage in less negative word-of-mouth when discussing admitted student error encounters relative to core failure incidents. This result is consistent with the services attribution literature that suggests when an encounter is based initially on a customer admitted error, the behavioral reaction tends to be more positive.

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# TEACHING BRAND TERMINOLOGY AT THE UNDERGRADUATE LEVEL: THE USE OF ONLINE SURVEYS TO ILLUSTRATE AND EXPLAIN THE BRAND VERSATILITY CONCEPT

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## ABSTRACT

*A concept new to the branding arena is brand versatility, the ability to seamlessly transfer much of a brand's value to product and service markets other than the original market in which the brand resides. Unfortunately, there is no measure currently available that focuses specifically on this new concept. The purpose of this research is to develop a simple foundation for such a measure with which a firm could conceivably estimate the inherent versatility of its brands and offer a viable means by which the concept can be brought to life in the college classroom.*

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## INTRODUCTION

Academics and professionals agree that branding is a keystone of marketing. A company's brand affects nearly everything the firm does and sells. Unfortunately it is quite difficult to teach this esoteric concept. Because the term itself is not clearly defined, it brings significant challenges to the classroom. If a student were to simply Google branding they would in all likelihood become more, rather than less, confused about the concept.

The most widely used definition of brand today was proposed in 1960 by the American Marketing Association and can still be found in the majority of marketing text books; "A name, term, sign, symbol, or design, or a combination of them, intended to identify the goods or services of one seller or group of sellers and to differentiate them from those of competitors" (Alexander, 1960). In their extensive work on the definition of the term brand, de Chernatony and Riley (1998) identify twelve main themes which categorize the broad range of the definition of brand in the literature: 1) Brand as a legal instrument, 2) Brand as a logo, 3) Brand as a company, 4) Brand as a shorthand, 5) Brand as a risk reducer, 6) Brand as an identity system, 7) Brand as an image in consumers' minds, 8) Brand as a value system, 9) Brand as a personality, 10) Brand as a relationship, 11) Brand as adding value, and 12) Brand as an evolving entity. With this broad definitional foundation it is obvious that teaching branding, and the plethora of branding terms which surround the concept, is an arduous task for even the most ardent educator.

A number of unique approaches to teaching branding concepts have been developed and tested. Adriane Grumbein (2013) provides an excellent strategy for teaching *brand personality* by utilizing a free, downloadable tool that consists of a deck of trait cards and five personality posters. The pseudo card game proves to be an easy, yet effective manner in which to teach a vague concept.

Belei, et al. (2011), incorporate virtual worlds as a tool to convey branding principles to students. The Avatar-based virtual world of Second Life was integrated into an undergraduate course with the intention of narrowing the apparent gap between branding theory and practice. The highly interactive approach provides a rich experiential environment when compared to a more conventional, textbook oriented, theoretically driven, lecture/homework pedagogy.

Chan Su Park and V. Srinivasan (1994) utilize a survey-based method for measuring and subsequently understanding *brand equity*. The measurement method rests on the multiattribute preference model and provides an individual level measure of brand equity. It uses a survey procedure to obtain each individual's overall brand preference and his/her multiattribute brand preference based on objectively measuring attribute levels. After scaling both preference measures to dollars, the approach subtracts the multiattributed brand preference based on the objectively measured attribute levels from the overall brand preference to derive an individual-level measure of brand equity.

Developing creative pedagogical approaches to existing and newly minted branding terms is an

onerous, but rewarding task. The following teaching innovation provides a pedagogical option which, when properly implemented, can assist the educator when introducing the new brand concept, *brand versatility*, in an engaging, informative, and effective manner.

### BRAND VERSATILITY

Originally launched as a brand in the musical instruments category, Yamaha today is a well-known and a respected brand name for motorcycles, All Terrain Vehicles, portable power generators, watercraft, and propellers (Yamaha.com; Yamahamotor.com). Yamaha successfully straddles categories as widely separated as delicate classical music and rugged motorcycles. The firm is able to thrive in disparate contexts and generate consumer traction.

The brand characteristics of Yamaha render it *versatile* which according to Merriam Webster's dictionary, is the capacity "to embrace a variety of subjects, fields, or skills and the ability to turn with ease from one thing to another." Along these lines we define *brand versatility* as a brand's fluid capacity to appeal with ease to newer demographic segments, and to enter newer product categories without evoking alienation from current segments it is positioned for and current categories it belongs in. In the following study we both propose a means by which the *Brand Versatility Estimate* can be developed and taught in the collegiate setting.

Brand value, once founded predominantly in trust and awareness (Chaudhuri and Holbrook, 2001) may actually be better reflected in more exciting, dynamic, and creative experiences associated with the brand. Aaker (2014) writes of *leveraging* the brand to further exploit the value inherent in the brand. Ferrari, for example, sells only 7,000 autos per year yet is arguably considered to be the world's "most powerful brand" (Brand Finance, 2014). This is due more to its ability to extract value from the brand rather than its overall brand valuation. Ferrari's \$1.5 billion U.S. licensing and retail division has become the model for sports properties around the world. In fact, Ferrari acknowledges that some 25% of its profit comes from licensing its name, badge, and prancing Italian stallion logo (Cushman, 2010). Ferrari's brand is therefore *versatile*, not *limited*, and because of this *versatility* it brings with it value that far exceeds what one would consider possible for a firm of its size.

### METHODOLOGY

A number of firms have become adept at estimating a brand's value including Young and

Rubicam (*Brand Asset Valuator*), Milward Brown (*Brand Z*), Interbrand (*The Best Global Brands*), and Core Brand (*Brand Contribution to Market Cap Method*). But there is no measure currently available that focusses specifically on a brand's *versatility*. This project develops a simple format for the development for a measure that could conceivably estimate the inherent *versatility* of brands, and in so doing, provide an effective approach to teaching this concept.

### STUDY 1

The first study was developed to determine the extent to which certain product and service categories were similar to each other. Four hundred and fifty (450) undergraduate students from a large, public university in the United States were asked to complete an online survey that presented them with 30 pairs (randomly drawn) of product/service categories. The product labels were developed based on those exemplified by top brands (including Nike, Apple, Coca-Cola, Tide, Ford, Adidas, etc.) in some of the focal categories as determined by a comparable group of students (Krishnan, Sullivan, Groza, and Aurand, 2013). Participants were asked to assess the extent of similarity between the two categories. We used a "slider" tool that allowed participants to move the slider between the two anchor statements: "Not at All Similar" = 0 to "Very similar" = 100 (see Exhibit 1). A total of 391 useable responses were gathered, which is a response rate of 87%. Preliminary results suggest that there are some categories that are indeed more similar than others. For example, "Athletic Shoes" are found to be more similar to "Athletic Wear" than "Fitness Centers" and "Home Exercise", and "Electronics" are found to be more similar to "Home Gaming" than "Technology Training" and "Home Security".

--Insert Exhibit 1 Here--

### STUDY 2

Five hundred and fifteen students (Male=300, Female=136 Missing= 79) from a large Midwest university participated in this study. A total of 440 useable responses were obtained representing a response rate of 85.43%. Students were presented with possible brand extensions of popular brands chosen from categories investigated in study 1. In all, four brands - Nike (athletic shoes), Coca-Cola (cold beverage), McDonald's (fast food) and Apple (electronics) were investigated.

Study 1 provided perceptual distances for each brand from their home category to five different

extension categories by the use of mean slider scale results. Accordingly, each of the four brands was presented in five different extension categories based on the perpetual distances obtained from study 1 and the purchase intention was assessed for each brand under each extension context. In summary, twenty hypothetical brand extensions were presented. The order of presentation was randomized across respondents to washout any carryover effects.

The dependent variable (Purchase intention) was operationalized with a 3-item composite measure ranging from 0 (minimum) to 21 (maximum) combining: *I am interested in knowing more about this offering*; *I am interested in trying this offering*; *I am interested in buying this offering*; each on a 7-point scale (1-Strongly disagree—7-Strongly agree).

--Insert Exhibit 2 Here--

The mean purchase intentions were computed for each hypothetical brand extension and these were plotted against the perceptual distances from the home category.

--Insert Figure 1 Here --

## Study 2 Results

Purchase intentions decrease the further out a brand extension is from its home category. Interestingly, the degradation in purchase intention is not identical across brands. For example, the purchase intention for Coca-Cola remains relatively resilient when compared to McDonalds.

This suggests that Coca-Cola is a more versatile brand; i.e., it is more amenable to plausible extensions at greater perceptual distances in comparison to McDonalds.

As a result, a brand's *versatility index* – the area under the curve as a measure of a brand's versatility can be calculated. For instance, the brand versatility index for Coca-Cola is 64% (See Figure 1). The brand *versatility index* for Apple is 52%; Nike, 50%; and McDonalds, 48%.

## MANAGERIAL IMPLICATIONS

Some brands will be more acceptable relative to other brands in non-competing markets and thus more versatile. Deriving the level of versatility has important implications for brand managers. As discussed earlier, brand versatility can add a lot of value to the company. Leveraging the brand in other categories and markets could result in much larger revenues for the company. Having a process to measure the level of versatility will allow managers

to determine the extent to which their own brands will be able to transcend the boundaries of their product categories.

## EDUCATIONAL IMPACT AND IMPLICATIONS

A large sample of students who had completed Study 1 and 2 surveys were asked if taking part in the study impacted the way in which they thought about brands and branding. Students who completed Study 1 were asked three questions regarding their involvement. Each question was based on a 100 point sliding scale with 1 = Strongly Disagree and 100 = Strongly Agree. This was a similar exercise to what they had done in Study 1. Table 1 clearly illustrates that students feel the exercise helped them in thinking differently about product and service categorization, the exercise piqued student interest in categorization, and particularly with a mean score of over 80, students better see the importance of learning about product and categorization to better understand marketing and subsequently brand versatility.

--Insert Table 1 Here --

A large sample of students who took part in the second survey was also asked to provide input regarding their experience with the survey. Each participant was asked three questions utilizing a 7-point Likert-type scale to garner insights regarding the effectiveness of the survey in teaching and creating interest in branding. Again this mirrored the exercise they had completed in Study 2. As can be seen in Table 2, following the exercise students think differently about branding, would like to learn more about branding, and have a better understanding of the importance of branding in marketing. When all three questions are combined, nearly 79% of all students responded with Somewhat Agree, Agree, or Strongly Agree to the questions.

--Insert Table 2 Here --

Much like Park and Srinivasan's (1994) work involving a survey-based method for measuring and understanding brand equity, survey work can also be utilized with introduction of newly developed brand concepts such as *brand versatility*. Providing students with an opportunity to take an active role in concept quantification leads not only to a better understanding of the concept, but interest in branding and the role that branding plays in marketing.

As branding and brand management spawn new marketing concepts such as *brand versatility*, it is

imperative that active learning pedagogies be developed and employed in the teaching of these new, or other more complex terms. By utilizing surveys such as those described in this study, students can learn via a hands-on approach and active learning methodology leading to enhanced understanding, and interest in, branding and host of branding concepts.

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**Table 1**  
**Study 1's Impact on Student Understanding of Brand Categorization and Brand Versatility**

<b>Question</b>	<b>Min. Value</b>	<b>Max. Value</b>	<b>Mean</b>	<b>Std. Deviation</b>
This exercise has made me think about product and service categories differently than before I started.	0.00	100.00	57.61	28.79
I would like to learn more about how people categorize products and services	0.00	100.00	64.15	27.39
I think studying categories is very important for my learning more about marketing	14.00	100.00	82.16	17.63

Scale: 0 = Not at all Similar; 100=Very Similar

**Table 2**  
**Study 2's Effectiveness in Teaching and Generating Interest in Branding**

<b>Question</b>	<b>Mean Response</b>
This exercise has helped me think about brands differently than before I started.	4.77
I would like to learn more about how consumers develop brand loyalty.	5.24
I think studying branding is very important for my learning more about marketing.	5.77

7-point scale (1-Strongly disagree—7-Strongly agree)

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# **FIELD TRIP LEARNING: MEASURING EFFECTIVENESS, TRANSFER & METACOGNITION IN THE WORLD OF WALT DISNEY**

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## ***EXTENDED ABSTRACT***

Anyone who has ever read a course evaluation knows, anecdotally, that a gap often exists between course objectives (faculty intent) and student perceptions. For example, many faculty incorporate field site visits or field trips into a course in order to improve transfer of knowledge from courses (Ramocki, 2007) and to make abstract concepts easier to understand (Castleberry, 2007). However, field trips are consistently perceived as easy even when they're seen as related to the business world and enjoyable (Karns, 2005). When traditional student perceptions of a learning activity diverge wildly from the course objectives, is it ever possible to bring student perceptions more in line with faculty intent? This study investigates that question using a pilot course designed to take the business world application and enjoyment of an extended field trip to Walt Disney World and incorporate the rigor of reality-based learning so that the challenge of the field trip was apparent.

Field site visits, or interacting with a companies on location and seeing how professionals use business concepts, allow students to transfer the marketing knowledge they've acquired in class to a work setting when they've seen how the knowledge fits into business during an on-site experience (Ramocki, 2007). According to Spence, "teachers use field trips to develop environmental awareness, stimulate interest and appreciation of science, improve observation and perceptual skills, improve retention of content, and provide opportunity for discovery, inquiry, and investigation" (as cited in Smith, 2007). However, field site visits and extended field trips are commonly seen as lacking rigor (Karns, 2005). On a more positive note, students do believe that field site visits are applicable to the business world and are enjoyable, so the challenge is to bridge the gap in the perception of the lack of challenge or rigor in a field trip.

Smith and Van Doren (2004) outlined requirements for effective (*i.e.*, rigorous) learning activities, including drawing on knowledge from outside the course and ensuring transferability of course material beyond the classroom. Therefore, one way to gauge the rigor of the extended field trip experience is to measure the knowledge transfer and higher order thinking, like metacognition, that students master through a trip. Transfer, specifically, is the "ability to apply concepts that have been learned in one domain" to another (Ramocki, 2007, p. 19) while metacognition has been described as "thinking about thinking" or the executive thinking process (Ramocki, 2007) where students are expected to define problems, organize concepts and allocate time resources. Therefore, if the elements of reality-based learning can help assure the rigor of an active learning exercise, and two measures of rigor are knowledge transfer and metacognition, the two following research questions were proposed. RQ1) Can the gap between student perception of field trips as easy (or lacking rigor) and faculty intent be closed? RQ2) Can measures of knowledge transfer and metacognition demonstrate that an extended field trip is a rigorous active learning experience as well as an enjoyable one well-related to the business world?

The extended field trip incorporated into the pilot course, MK365 Brand Loyalty Through Digital Media, was used to measure student perceptions, knowledge transfer and metacognition. By using The Walt Disney Company, a recognized leader in entertainment and theme park experiences through the use of technology (Lev-Ram, 2014), as an active learning case study and extended field trip, students analyzed the effectiveness of brand loyalty through the lens of the successful MyMagic+ program. Launched in 2013, Disney's MyMagic+ program relies on a combination of immersive web and mobile applications coupled with radio frequency identification (RFID) chips built into Disney's proprietary MagicBand, which acts as a theme park ticket, room key, credit/debit card, and attraction check-in all in one device. The My Disney Experience mobile application enables guests to plan and adapt their entire Walt Disney World vacation from dining reservations to scheduling rides, shows, and parades that link to their

MagicBands. While Disney has reportedly invested over \$1 billion on this innovative ecosystem (FastCompany, 2014), guests now spend less time in line, are experiencing more in the theme parks, are spending more money, and are remembering more of their time at Walt Disney World (Kuang, 2015).

The course culminated with a four-day extended field trip experience at Walt Disney World where student teams set trip objectives using the My Disney Experience mobile and web applications. Teams developed specific objectives they wanted to complete for each of the four theme parks during their visit to Walt Disney World. These ranged from visiting specific attractions to photo opportunities with Disney characters. Each objective was required to be specific, measurable, actionable, realistic, and time-bound. Teams presented their park objectives and how they would measure their effectiveness to the class as one of their last activities prior to travel. Teams prepared their own personalized trip through the My Disney Experience web and mobile applications by booking FastPass+ reservations; a way to reserve a return time to a park attraction to avoid long lines. These activities prior to travel not only prepared them for Walt Disney World, but also immersed them into the Disney brand.

These initial findings support the belief that the gap between student perceptions and faculty intent can be closed. Respondents perceived this extended field trip to be more challenging than the field trips associated with the Karns studies. On measures of knowledge transfer and metacognition, reflective essays were evaluated for specific examples. In the sample of 20 students, 80% provided examples of knowledge transfer. Related to measures of metacognition, 75% of students reported higher order thinking related to park objectives, time management, travel, and brand loyalty as it relates to Walt Disney World. Appropriate assignments coordinated with an extended field trip can ensure that higher order learning takes place. While this pilot course contained a small sample size, we believe that, with a similar structure, that larger groups could obtain similar results. It is planned that this course will be repeated in the future and adjustments to the course and trip itinerary will be made. It is possible, since MyMagic+ is a new program, that changes to assignments will be necessary to facilitate knowledge transfer and metacognition. Further research is needed through replication of this experience over time to evaluate if changes have an effect on student perceptions.

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# INTEGRATING A CLIENT-BASED EXPERIENTIAL LEARNING PROJECT INTO AN ONLINE BRAND MANAGEMENT COURSE

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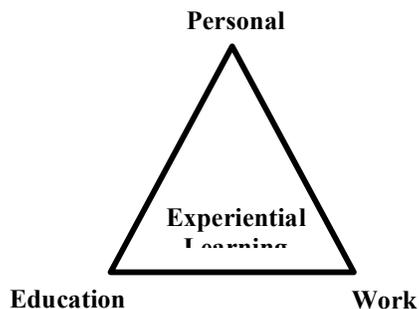
## ABSTRACT

Experiential learning gives students the opportunity to apply what is taught in the classroom to real-world scenarios. This teaching method has been successfully integrated into traditional courses and there is a variety of literature on the subject. There recently have been some publications dedicated to online experiential learning, however there is relatively little literature on online experiential learning case studies. This paper focuses on how experiential learning can be successfully integrated into an online course, and provides a case study showing how a client-based experiential learning project was integrated into an online brand management course.

## Introduction

Employers have been pushing for college students to have more opportunities to explore real-world experiences they can apply to their education (Li., Greenberg and Nicholls, 2007). One way this can be done is through experiential learning. Experiential learning is education, or the leading of students through a process of learning, that applies students' experiences by integrating them into the curriculum (Carver, 1996). In short, experiential learning gives students' an opportunity to directly engage in the phenomenon or subject which they are studying (Cantor, 1997). Kolb's (1984) Experiential Learning Model (Figure 1) shows the connections that can be established between the classroom and the work world, which can enhance formal education and result in lifelong learning and students' development (Kolb, 1984). Mick and Ebergart (2012) states that experiential learning is the "how" part of this formula because it translates the abstract concepts learned in the classroom into the realities that students can apply to their real lives.

Figure 1: Kolb's Experiential Learning Model



Experiential learning can take on a variety of forms, one of which is client-based learning. Client-

based learning involves students' working on real problems for a business client. The client can be a small or large business, and for-profit or not-for-profit. Client-based learning fulfills the desires employers have for students to have more real-world experiences by helping to develop the students' soft skills including development and revision of timelines, project management, actively assessing the communication and participation of themselves and others, and developing critical thinking and problem solving skills (Elam and Spotts, 2004)

## Experiential Learning in an Online Environment

E-learning and online classes have profoundly influenced instructional programs and how courses are offered. Experience is a critical element in learning, and thus applies not only to traditional classrooms, but the online classroom as well. An already good online course can be improved if experiential learning concepts are employed (Carver, King, Hannum and Fowler, 2007). Carver et al. (2007) created the following online experiential learning taxonomies:

- Content sharing: content is distributed and learner's involvement consists of reading text, viewing videos, or listening to podcasts.
- Online conversation: online discussion forums in which students are required to respond to questions the instructor posts, post their own questions, and respond to the postings of other students.
- Meaningful online conversation: similar to online forums, however the interaction is conversational and initiated by the students.

- Drawing on student experiences: involves the student in identifying the course objectives, developing course content, and deciding on appropriate instructional methods. Student is actively engaged in planning and delivering the instruction.
- Problem-based/service learning: the course is constructed around real problems or needs that exist in an actual organization. Students actively engage in experiences that take place outside the classroom, but are planned and initiated by the instructor.
- Direct experience/action learning: focuses on an actual situation in which students find themselves. Similar to problem-based learning, however students bring problems from their work environment directly into the classroom, and focus on these real problems.

Implementing experiential learning into an online environment has many benefits for the students. Students are more likely to retain what they learned in online courses that implement activities on the higher end of the taxonomy, because these models activate cognitive processes that encourage influence and transfer of knowledge (Mayer, 2002). Additionally, online students are more likely to apply what they learned in the course when models at the higher end of the taxonomy are used, because the learning is contextualized, focused on problems, and more actively engages the students (Bransford, Brown, & Cocking, 1999). Ives and Ovbenchain (2006) demonstrated these concepts and found that students in a semester-long online course who learned through experiential learning had higher order thinking skills in pretest and posttest comparisons than students taught in a conventional classroom setting. Additionally, McGorry (2012) found no difference in students' service learning experience whether they were in a traditional or online classroom.

### **Applying Client-Based Experiential Learning to an Online Brand Management Course**

During the summer of 2013 a county in northwest Minnesota contacted the author of this paper inquiring about assistance creating an overarching brand and logo to represent all facets of the county. The author and the contact from the county had a phone conversation about the needs of the county. The author felt the project could be integrated into the Brand Management course that she was teaching. After discussing the project deliverables and evaluating the course learning outcomes of the Brand Management course, it was determined that this project would be a good experiential learning project for that

particular course. In addition, this project would fall under the realm of a problem-based/service project on the taxonomy outlined by Carver et al. (2007), and thus students should be able to better apply what they learned in the course after completing the project (Bransford et al., 1999).

The Brand Management course was only being taught online during the 2013 academic year. The instructor knew integrating a project of this nature into an online course would be challenging and take significant coordination, but felt it would be an excellent learning experience for the students while satisfying the courses learning outcomes. The course Instructor determined that this would be a semester-long project that would be separated into two parts and would be completed individually by the students. The first part of the project required students to conduct background research on the county in northwest Minnesota, and craft a brand personality and positioning statement for the county. The second part of the project built upon the feedback received from the instructor on the first part of the project. Part two required the students to create a logo for the county based on the brand positioning statement and brand personality, and to develop comprehensive branding guidelines.

To begin the project, the author met with the committee charged with creating the new brand for the county. The committee had just launched a new website and was now looking to create a new official umbrella brand to represent all of the various aspects of the county. The logo would be utilized on their website, as well as to represent all of the various government entities within the county. This would include not only having the logo on official documents, letterhead, etc., but also placing the logo on county vehicles.

In order to give students a better understanding of the client, a narrated PowerPoint presentation was created using Camtasia screen capture software. The presentation gave an overview of the geographic region of the county, the target markets, the website and the various parts of the project students would be completing. The instructor also provided a link to the county website on the course content management site. In addition, the Instructor provide a number of optional resources to assist students including links to online videos on how to create a logo and use Adobe Illustrator, links to census and traveler data, as well as a customized Adobe Illustrator tutorial created by the Instructor. Students were also provided the contact information of the head of the county branding committee and were encouraged to contact this person as well as their Instructor with questions. Questions throughout the semester about the project were similar

in nature and quantity to what one would expect to receive in a traditional classroom.

During the first three weeks of the course students completed the first three chapters of their text, *Advanced Brand Management* by Paul Temporal, which contained necessary pre-requisite information for them to complete the branding project. During week four of the course, students submitted part one of the project, which required students to conduct background research on the county, identify the brand personality, and create a brand positioning statement (Appendix I). The assignment clearly listed the guidelines of the project as well as formatting requirements. After students submitted part one of the branding project, the instructor created a survey in Qualtrics asking members of the county's branding committee to choose which statements best represented the personality of the brand. The survey also asked respondents to rate how well they felt each brand positioning statement represented the county and to provide any additional feedback.

Initially, it was the intent of the instructor to choose the highest scoring brand personality and the best scoring brand positioning statement and move forward with part two of the project; however after presenting the results of the survey to the county branding committee, the group wanted to see a second iteration of the brand personality and positioning statement. The committee members chose six brand personality characteristics they felt represented the county and the top five positioning statements. The students were then provided this information and asked to come up with a second positioning statement. Students were awarded additional points in the class for completing the second iteration of the brand positioning statement.

After students submitted their revised positioning statement, the instructor immediately met with the branding committee to choose the brand positioning statement that best represented their brand. The instructor posted the final brand positioning statement to the course content management site so students could use this information to create the logo and final branding guidelines for the county. Students were encouraged to use Adobe Illustrator to create their logo, however using this software was not required. To assist students wanting to use this software, the instructor posted tutorials she made using Camtasia screen capture software on how to use Adobe Illustrator to create a logo. Lynda, an online subscription service containing video tutorials, was also used to provide students with online video tutorials on how to create a logo and use Adobe Illustrator. Students were also provided comprehensive guidelines and requirements for part 2 of the project

(Appendix II). During week eight of the course, the students submitted their final logo and branding guidelines, as well as a narrated PowerPoint presentation on their branding guidelines (Appendix III)

Upon receiving the final logos and branding guidelines from the students, the instructor sent a Qualtrics survey to the branding committee with all ten logos and asked the committee to provide feedback. After receiving the results of the survey, the instructor met with the branding committee to determine the final logo. At that meeting the committee identified the top three logos and asked that minor changes be made. The instructor asked the students for their logo files so that she could make the minor revisions, allowing the students to focus on the next sections of the course. After making the small "tweaks," the instructor met with the branding committee to choose a final logo. During this discussion the committee chose a logo, but asked the instructor to provide a couple iterations of the logo with small changes/suggestions they would like to see. The instructor created multiple iterations of the logo and met with the committee again to choose the final logo. Upon choosing the final logo, the instructor posted the final logo to the course content management site to show the students the final product and to congratulate and acknowledge the student who had created the "winning" logo.

### **Evaluation of Student Learning**

Upon completion of the project, students in the Brand Management course were asked to complete a survey evaluating their learning on the project. The survey instrument was first created by Babott, Inks, Kemp and Mayo (2000), and adapted by Elam and Spotts (2004) and Mick and Ebergart (2012). The survey instrument used to evaluate the student learning during this project mirrored that of Mick and Ebergart (2012). The survey used a five point Likert scale with 1 being strongly disagree and 5 being strongly agree.

Students gave the project a score of 4.3 as being more enjoyable than listening to a lecture and more interesting than writing a paper. The highest scores achieved were a 4.4 for "my understanding of brand management was enhanced by this project", "a similar project should be assigned to future brand management classes", and "this project allowed me to apply marketing concepts to a hands-on business project" (Appendix IV).

In addition to the survey questions adopted from Mick and Ebergart (2012), the instructor asked open-ended questions regarding what they liked about the project, what they would have changed about the project, how the instructor could have better facilitated their learning, and what students would have changed

about the project. Students indicated that they liked that the project was for a real-life client and that the end-product was actually going to be used. They also liked the process of creating a logo. Some challenges students expressed with the project were a lack of understanding of the county because they had never been there, wanting more detailed instructions, the opportunity to work in a group, more contact with the client, and samples of similar projects available for the students to view and use as a resource.

### Conclusions and Implications

The survey results indicate that overall the students thought the project was valuable to their learning, and that they learned applicable skills that could be applied in real-world settings, results similar to those found by Lie et al. (2007) and Mick and Ebergart (2012). Based on these recommendations the following changes or modifications would be recommended for online client-based experiential learning projects:

- More contact with the client: students should be given more opportunities to interact with the client. This could be done by having live online meetings with the client throughout the semester where students could ask questions and/or providing an open forum for students to ask questions and giving the client access to the forum to answer those questions.
- More detailed instructions and samples: the students indicated that more detailed instructions and samples of similar projects would have beneficial to them in completing

the project. While the instructor felt that the instructions were clear and detailed, it may have been helpful to students to elaborate on the expectations and provide a sample project if one was available. Also, the instructor could have provided a project Q&A forum which might encourage students to more openly ask questions throughout the process. Lastly, the instructor should have provided a detailed grading rubric to the students' to eliminate any concerns or ambiguity in grading.

- More group interaction: a few comments on the survey indicated that students wanted the opportunity to work in groups. This could have been achieved by allowing students to work in groups, or giving student the opportunity to provide each other with peer feedback throughout the process.

This project demonstrated that experiential client-based activities can successfully be implemented into a fully online course. It should be noted that this project, like almost all client-based experiential learning projects, required much coordination on the part of the Instructor. However, the survey results indicated that this was a worthwhile project that enhanced student learning. As with most class projects, there were ways the project could be enhanced including providing the students with more contact with the client, more detailed instructions and a grading rubric, samples of a similar completed project, and allowing students to work or collaborate in group settings.

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## **Appendix I: Branding Project Part 1**

Branding Project Part 1  
MKTG 3700 – Brand Management  
Instructor: Rachel Lundbohm  
20 Points

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- I. Background Research
  - a. Conduct research to determine the characteristics of a “typical” resident or potential resident of the county
    - i. Demographics (Utilize census data)
      1. Age, gender, income, etc...
    - ii. Geographic’s
      1. Where residents of the county live and where visitors come from.
    - iii. Psychographics (VALS and PRISM)
      1. Life styles of county residents and visitors
    - iv. Benefits
      1. Identify the benefits of living and visiting the county
  - b. Describe the county’s target market or “ideal consumer”
- II. Brand Personality
  - a. Create a list of 20 to 30 personality characteristics that you think the county brand might have
  - b. Next narrow the list down to five to seven of the most important ones that you want your brand to have. Be sure to match the brand characteristics to those of your target audience.
- III. Positioning
  - a. Write out the county’s competitive advantage
  - b. How should the county be strategically positioned in order to convey the personality and competitive advantage?
  - c. Write a positioning statement for the country (see chapter 3 of your text).

### Report Format:

- A. Cover page with your name, class name and number, instructor and date.
- B. Provide an overview of your findings from your background research (2-3 paragraphs)
- C. Based on your research, write a synopsis of the county’s target market (1 paragraph or less)
- D. Identify five to seven personality characteristics the brand should have (1 paragraph or less)
- E. List the competitive advantage of the county and write out your proposed positioning statement for the the county brand. (1 paragraph)
- F. References – use APA style formatting

Be sure to utilize proper grammar, and headings for ease of reading.

## **Appendix II: Branding Project Part 2**

Branding Project Part 2

MKTG 3700 – Brand Management

Instructor: Rachel Lundbohm

30 Points

Based on the brand positioning statement chosen by the county branding committee, please complete the following exercises.

- I. Identify colors that should be utilized by the county to convey the personality and positioning of the brand.
  - a. Utilize the information presented by the client as well as your own research and intuition
    - i. A helpful source on the psychology of color in marketing is  
<http://www.precisionintermedia.com/color.html>
- II. Identify images that best portray the personality and positioning of the brand
  - a. You will want to identify both pictures as well as clip art.
- III. Fonts
  - a. Choose a main font and a secondary font that best portray your brand positioning and provide rationale for your choice
- IV. Put together a final logo for the brand
  - a. Create a professional logo for the brand
    - i. Utilize professional software such as Adobe Illustrator or Photoshop, or software of your choice.
- V. Develop Branding Guidelines – This is what you will turn in and present to the client
  - a. Put together a one to two page document which outlines the elements of the brand. This should include:
    - i. Brand Personality
    - ii. Positioning statement
    - iii. Tag line
    - iv. Colors
    - v. Images
    - vi. Fonts
    - vii. Logo: Color and Black/White
    - viii. Letterhead

### Appendix III: Branding Project Presentation Assignment

Branding Project Presentation Guidelines

MKTG 3700 – Brand Management

Instructor: Rachel Lundbohm

20 points

Utilize the following format for your branding presentation:

- I. Introduction
- II. Brand personality
- III. Brand positioning statement
- IV. Colors associated with the brand – provide rationale for your choice of colors
- V. Brand imagery – provide rationale for your choice of images
- VI. Fonts that should be utilized with the brand – provide rationale for your choice of fonts
- VII. The Logo in color and in black/white – provide an explanation of how you came up with the logo
- VIII. Conclusion

Your presentation should be approximately 5 to 10 minutes in length. You will be graded as follows:

Introduction	_____	/1
Brand Personality/Positioning Statement	_____	/2
Identification of Colors	_____	/3
Brand Imagery	_____	/3
Fonts	_____	/3
Logo(s)	_____	/3
Conclusion	_____	/1
Professional Presentation (ppt)	_____	/2
Clear tone and voice	_____	/2
<b>Total</b>	_____	<b>/20</b>

### Appendix IV: Student Evaluation Survey Results

Question	Mean
As a learning experience, this project was more productive than listening to a lecture	4.2
As a learning experience, this project was more enjoyable than listening to a lecture	4.3
Compared to group projects in other business-related courses, this project was less enjoyable	2.4
As a result of completing this project, I have a greater appreciation of what it takes to work in a group	3
My understanding of brand management was enhanced by this project	4.4
This project should not be assigned to future classes	2.2
This project was one of the best parts of the class	3.9
Compared to writing a term paper, this project was more interesting	4.3
Having completed this project, I feel confident that I could complete this type of project for a company	4.1
The learning experience provided by this project was not worth the effort	2.1
My understanding of marketing activities was enhanced by completing this project	4
The project gave me stronger motivation to work hard at learning than listening to a lectures does	4
I put a great deal of effort into this project	4.3
This project allowed me to apply marketing concepts to a hands-on business project	4.4
As a result of competing this project, I have a greater appreciation of team management skills	3.3
As a result of completing this project, I have a greater appreciation of project management skills	4.2
This project, or a similar project, should be assigned to future brand management classes	4.4
I plan to use this project in my portfolio of projects that I show to prospective employers during the interview process	3.6

# PARTICIPATION IN STUDY ABROAD PROGRAMS: PERCEPTIONS OF MARKETING STUDENTS

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## EXTENDED ABSTRACT

As part of the initiative to internationalize their curricula, marketing departments are increasingly encouraging students to participate in study abroad programs. The multifaceted benefits of study abroad programs include building cross-cultural awareness, developing personal identities and self-image, fostering intellectual growth, developing effectiveness in cross-cultural interactions, cultivating initiative and adaptability, fostering recognition and understanding of own cultural biases, decreasing ethnocentricity, decreasing prejudice and encouraging acceptance of other viewpoints, and advancing understanding of global issues. However, students need to overcome a number of psychological and financial obstacles to confidently participate in these programs.

The overall goal of this research is to explore the perceptions of marketing students toward participation in study abroad. Specifically, this study had the following objectives:

- To ascertain the overall level of interest of marketing students in participation in study abroad programs
- To examine perceptions by marketing students of benefits received from participation in study abroad programs
- To examine perceptions by marketing students of deterrents/obstacles to participation in study abroad programs
- To investigate gender and class level differences in marketing students' inclinations to participate in study abroad programs.

Data to answer the study objectives come from a larger survey that was conducted to assess the likelihood of participation in study abroad (SA) programs by business students at a Midwestern AACSB accredited university with a large business school with enrolment of around 3,500 students. The survey data collection yielded 1,388 responses from students in all of the functional areas (accounting, marketing, finance, information systems, management and marketing). The portion of the database relevant to the present study consists of responses by 361 marketing and pre-marketing students. The questionnaire addressed a number of issues related to study abroad, including likelihood to participate in short-term and long-term programs; perceived obstacles and benefits; knowledge of types of programs, expenses, and credit offered; perceived support of friends, family, future employers, and university personnel to overseas travel; attractiveness of incentives to participation; and basic demographics.

Factor analysis using Principal Component Analysis (PCA) with varimax rotation was conducted, yielding five perception-related factors: anxiety-related obstacles, expense-related obstacles, time-related obstacles, perceived benefits, and perceived knowledge. The factors, plus behavioral measures, were compared for differences according to class standing via Analysis of Variance (ANOVA).

Data analysis found that students of all class standings rate the benefits of study abroad very highly, with no significant differences according to class standing. Beyond that overall finding, the follow differences were found according to class:

- Freshmen and sophomores are much more likely than juniors, who are much more likely than seniors, to intend to study abroad. In other words, many students begin college believing they will participate in study abroad, but as they advance in their college career they become less likely to believe they will participate in study abroad.

- Freshmen and sophomores are significantly more likely than juniors and seniors to have anxieties related to studying abroad (e. g. “I will be lonely,” “I will miss my family.”)
- Juniors and seniors are significantly more likely than freshmen and sophomores to have time-related concerns related to studying abroad (e. g. “I have work commitments”).

In addition, gender differences were examined via t-tests, yielding the following conclusions:

- There is no difference in gender according to intention to participate in study abroad.
- Females are significantly more likely than males to see the benefits of studying abroad.
- Females are significantly more likely than males to have anxieties about studying abroad.
- There are no significant differences between males and females in perceived obstacles to participation in study abroad related to expense and time.
- There are no significant gender differences according to perceived knowledge of study abroad programs.

The results of the research suggest a number of proactive ways to encourage marketing students to participate in study abroad experiences. For example, solutions that address the anxiety associated with study abroad for freshmen and sophomores and the time-related concerns of studying abroad for juniors and seniors, are offered. Other suggestions for encouraging participation in study abroad for marketing majors are provided in the full paper.

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# TECHNOLOGY FACILITATED LEARNING AND TEACHING: A HOLISTIC DISCUSSION

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## **ABSTRACT**

*This paper holistically discusses the role and impact of instructional technologies in college classrooms. It consolidates findings from research on major technologies and discusses impacts on student learning and performance both integratively and focusing on specific technology tools. Even though technology use show mixed impacts on objective learning and performance with positive, negative and no impacts, most research reported positive impact of technology use on student attitude, engagement, collaboration, and perception of the positive effect of technology on their learning. This indicates an indirect impact of technology on learning and performance through engagement and collaboration. Researchers agree that for technology to facilitate meaningful learning, the burden lies on both instructors to strategically embed technologies into course design and instruct students on using the same for educational purposes, and on institutions to facilitate this process.*

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## **INTRODUCTION**

The last decade saw an explosion of the usage of technology in college and university classrooms across the nation (Radford, 2011). Technology is an integral part of college going millennials' lives and they want that experience to extend to classrooms as well. Universities and colleges are thus competing to cater to that. At the same time, the rapid evolution in the number and kind of technological tools has created a certain lack of clarity and certainty surrounding their impact on learning. This has heated up the debate on the issue given the importance of connecting usage of technology to student learning and performance.

A good percentage of academic research on technology and learning has been directed at secondary education. Where colleges and universities are the contexts, research has primarily focused on specific technologies and has not attempted to create an overarching understanding which is needed given the uncertainty of the impact of technology on learning. Reviews consolidate research on a topic, help identify multiple issues and provide a holistic view of the research field. The last review of instructional technologies in higher education included articles till 2009. One more is needed given the newness and the fast changing nature of the phenomenon. This qualitative review is a small step in holistically discussing the role of technology in post-secondary education. In the following pages the paper first sets the stage by discussing pedagogical issues in tech facilitated teaching, lays down the lessons learned from previous reviews of instructional technologies, discusses issues of teaching and learning with specific emerging and popular instructional technologies used in higher education and draws a conclusion by holistically analyzing effective teaching with instructional technologies and recommendations. Important though it is the lack of space has not allowed the author to specifically discuss all instructional technologies and technologies have been selected based on a combination of what is commonly used and emerging in higher education, and what has mostly being researched on.

## **LEARNING AND TEACHING WITH TECH**

Research states that effective learning needs to be active and hence teaching needs to be student centered. Given that today's students are digital natives teaching needs to include multimedia technology (Griffiths, Oates & Lockyer 2007). Multimedia mediated student centered learning environments have been found to lead to significant improvements in student attitude and student learning. Ability to individualize their learning through the system lead students to be more active, motivated and provides a better experience (Leow & Neo, 2014).

Multimedia technology also allows students to work together and share ideas, facilitating the development of critical mental modes. These are keys to active learning. Learning is both a social constructivist activity and a cognitive process (Linn & His, 2000). Students learn more critically when they actively work together as a group and have the opportunity to share ideas and think more deeply about a topic area. Students who collaborated to study

one topic achieved higher scores on conceptual questions than students who were only exposed to in-depth or traditional informational lectures (Tsaushu et al., 2012).

Also key is the environment in which students learn. Hui et al. (2008) in their longitudinal field study of learning effectiveness with technology found that "...in technology-assisted learning, perceived learning community support is positively correlated with perceived effectiveness." (p.12). Connectedness with the teacher and the class along with autonomy and relevancy of topic have been found to be beneficial to learning in today's technology era. These positively impact student satisfaction, desire to learn, and student-teacher relationships, in turn impacting learning (Chen, 2013; Lemley, Schumacher & Vesey, 2014).

Learning styles matter too. Students who exhibit learning approaches that promote understanding, do better (Vigentini, 2009). What they do with the information they access and share through multimedia and face to face is key to learning. Despite having a dominant learning style which makes them gravitate towards certain course delivery formats, students are actually multimodal learners and can adapt learning styles when the situation calls for (Fleming, 1995; Marton & Saljo, 1976; Schneiderhienze, 2012).

According to scholarship of teaching and learning a teacher's teaching style has a significant impact on student's successful completion of a course. Learning improves when pedagogy is applied in a learning environment that includes co-constructing with students a safe and comfortable group environment characterized by mutual engagement and feedback. (Kiener, 2009; Schneiderhienze, 2012). By their very nature instructional technologies should facilitate creation of this environment. (Schneiderhienze, 2012). This will however not happen without a conscious effort from instructors. A survey conducted by Cengage Learning in the mid 2000s on educators' use of technology for teaching, found that even though instructors view technology useful for interactive teaching they did not consider technology that important, and found it challenging to learn new technologies and utilize that in a course (Buzzard et al., 2011). This seems to indicate that technology is sometimes an afterthought and lumped onto a course instead of being carefully selected and integrated for optimum learning. This problem can be partly alleviated through conscious collaboration and training. Like students teachers too learn to teach better with technology, when they collaborate with colleagues to develop tech teaching tools and models, creating a community of practice. This can powerfully impact participation and learning (Hull, Scott & Higgs, 2014). Digital age pedagogy needs to go beyond discrete learning about digital tools and using it later, to a complete immersion in tool use "in much the same way kids acquire expertise in using digital technologies out of school to socialize, solve problems, explore interests and make things" (Hull, Scott & Higgs, 2014). This experience should also help instructors train students to use technologies for academic purposes which is needed if it's benefit is to be maximized (Robinson, 2006). Students too expect this from instructors (Buzzard et al., 2011). Despite student's familiarity and proficiency with a large variety of tech devices they are not always proficient in using these for learning purposes because these are being used mostly for social purposes (Ricoy, Feliz & Cuoto, 2013). Proficiency from social arena may not transfer to academic arena (Buzzard, Crittenden, Crittenden & McCarty, 2011).

## **LEARNING FROM PREVIOUS REVIEWS**

Several reviews and meta-analysis have made an effort to understand the impact of technology usage in classrooms on student learning, student performances and student perceptions (Archer et al., 2014; Cheung & Slavin, 2012; Digregorio & Sobel-Lojeski, 2010; Liu et al., 2012; Nora & Synder, 2008). Majority of these only looked at secondary education and only focused on specific technologies.

Digregorio and Sobel-Lojeski (2010) reviewed research on Interactive White Boards (IWB) in secondary education, Liu et al (2012) on Web 2.0 in higher education, and the rest reviewed usage of technology in secondary education. All of the reviews found mixed findings. Technology was found to have both positive and negative impacts on student learning and achievement. Technology usage seems to have a positive impact on students' attitudes and perception on technology, their motivation, collaboration, self-reflection and their perceived performance. However the link between technology usage and actual student learning and performance was found to be weak and both positive and negative findings were reported

A majority of the above reviews also highlight the need for more rigorous research in this area that are more theoretically and empirically driven. This would help better understand and quantify the impact of technology on student learning and performance. Following is a discussion of specific instructional technologies, their usage, advantages and disadvantages, and best practice recommendations from instructors and researchers

## **STUDENT RESPONSE SYSTEMS**

Clicker technology is the most common type of student response system being used across higher education. Research shows that “teaching and learning with the use of clicker technology is a complex and relational phenomenon.” (Han, 2014, p. 1).

Current research on clicker technology have utilized a variety of methods such as perception evaluations, qualitative exploration and anecdotes, with very few using concrete performance measures (Han, 2014; Kay & LeSage, 2009). Students have a positive attitude towards the use of clickers in class and perceive that such usage leads to higher participation, engagement, interaction, discussion and overall performance (Barbour, 2013; Cole & Kosc, 2010; Gok, 2011; Han, 2014; Kay & LeSage, 2009; Kulesza, Clawson & Ridgway, 2014; Terrion & Aceti, 2012). Kulesza et al. (2014) found that students who used clickers for practice performed better in comparable exams than students who did not. However the other few studies that used objective performance measures found no impact. (Anthis, 2011; Fallon & Forest, 2011; Sutherlin, Sutherlin & Akpanudo, 2013). To understand this impact better Anthis (2011) decompounded the impact of clicker usage from that of the clicker questions, and found, just clicker usage had no relationship with student performance (Anthis, 2011). One explanation for this dichotomy may lie in the novelty effect of a new technology (Fallon & Forest, 2011; Sutherlin, Sutherlin & Akpanudo, 2013). Because of the novelty, students enjoy the technology, feel more positive towards it, and perceive it impacting their learning and performance positively. Technology and the type of questions maybe working in tandem to impact learning and performance.

### **LAPTOPS AND WIRELESS ACCESS**

In 2013 almost 90% of college students owned laptops with the primary aim of anytime access to the Internet and consider Wi-Fi as essential to their educational success (Dahlstrom, Walker, & Dziuban, 2013; Montgomery, 2009; Simon, 2013 ). Colleges however have not addressed the issue of using laptops in class and have no overarching policies for it (Sismaru & Sismaru, 2011). Most research on the impact of laptop use in class have used perceptive data instead of objective measures such as exam scores, to investigate attitude, learning and performance. Researchers agree that laptop use in class has both benefits and drawbacks (Annan-Coultas, 2012; Cismaru & Cismaru, 2011; Fried, 2008; Kay & Lauricella, 2014, 2011). Researchers however disagree whether advantages outweighs disadvantages. This is of particular importance since a few research has found negative impact of laptop use in class on student performance (Fried, 2008; Kraushaar & Novak, 2010). Major benefits includes access to information, productivity, communication, collaboration, engagement, and interactivity. These should allow development of communities of practice, social growth and problem solving skills. The positive impact of laptop use in class is also supported by learning theories (Bruner 1996; Lave & Wenger 1998; Vygotsky’s 1978; Savery & Duff, 1995). At the same time, a major challenge is distraction that access to the Web provides and distracting other students. Access to the Internet anywhere lies at the core of both a laptop’s advantages and challenges. This makes it difficult to lessen challenges without lessening the benefits.

### **SOCIAL MEDIA**

Today’s college students are “born with a chip” (Berk, 2009, p. 3) and social media is an indispensable part of their personal and educational life (Dahlstrom, 2012). College faculty too have significantly adopted social media in class (Moran, Seaman, & Tinti-Kane, 2012).

Social media can facilitate teaching innovations by enabling new forms of interactive and collaborative learning (Shroeder, Minocha & Schneider, 2010). Twitter lends a voice to everyone in the classroom and helps in discussion, communication and collaboration; Facebook helps develop stronger rapport between students and faculty thereby increasing motivation; blogging promotes writing, collaboration, critical thinking skills, and customization of instruction to suit learning styles; and Youtube, flickr and Instagram permits collaboration and sharing (Abe & Jordan, 2013; Cao, Ajjan, & Hong, 2013; Sawmiller, 2010; Tyma, 2011). Learning theories too support use of social media (Bosman & Zagenczyk, 2011). It seems the major contribution of social media to learning lies in its ability to increase engagement and create conversations among faculty and students. This is a beneficial impact given the high level of disengagement of millennial students in the classroom (Abe & Jordan, 2013). A significant number of research on social media is however anecdotal and qualitative and most is based on perceptive data, making it difficult to establish strong relationships between social media use and learning. Even though most students have a positive perception on the use of social media in class (Abe & Jordan, 2013; Tyma, 2011; Elavsky, Mislán & Elavsky, 2011), faculty may be less enthusiastic because of perceived low usefulness and risk (Ajjan & Hartshorne, 2008; Cao, Ajjan & Hong, 2013), inordinate amount of time taken to use some social media sites, and instruction to

students on how to use social media for meaningful learning (Rheingold, 2008; Schroeder, Minocha and Schneider, 2010).

## **TABLETS AND MOBILE COMPUTING DEVICES**

A survey by Instructional Technology Council (ITC) on instructor and student use of tablets in higher education found that half of the respondents thought tablet use promoted active and collaborative learning (Kaur & Slimp, 2013). The survey also showed that even though many institutions were offering workshops and training for faculty on tablets, students were left to self-instruct.

Research provides a mixed image of the impact of tablets and computing devices on learning. Most of the research analyze faculty and student perceptions on attitude, interest and engagement with few investigating objective performance measures. Findings range from little impact on exam scores (Hawkes & Hategekimana, 2010; Oostveen, Muirhead & Goodman, 2011) to stronger positive impacts (Hawkes & Hategekimana, 2010). Research show positive impact on motivation, engagement and learning (Hawkes & Hategekimana, 2010; Lumkes, 2010; Mang & Wardley, 2013; Oostveen, Muirhead & Goodman, 2011; Riley, 2013; Rossing, Miller, Cecil, & Stamper, 2012). Mobile devices by their very nature promotes interactivity and collaboration. They also provide easier access to information (Rossing, 2012; Riley, 2012). These triple benefits should facilitate creativity, critical thinking, and problem solving leading to meaningful learning outcomes and performance (Jonassen et al., 2008; Rossing, 2012). The reasons for the mixed findings could lie in the lack of instruction to students on how to utilize mobile computing for learning and temptation to engage in off-task activities (Hawkes & Hategekimana, 2010; Mang & Wardley, 2013; Oostveen, Muirhead & Goodman, 2011). The survey above confirmed that students were left to self-instruct on the use of tablet. Introduction of new technology into an educational system often induces a “performance dip” which can negatively affect performance (Hawkes & Hategekimana, 2010). This dip can be avoided by the methods chosen by the instructor to include the technology in the course. Like some of the other instructional tech tools effectiveness of methods depend on instructor’s willingness and capability to embed mobile computing within the course as a learning tool (Hawkes & Hategekimana, 2010).

## **CONCLUSION AND IMPLICATIONS**

This paper holistically discusses instructional technologies in higher education. Unlike most papers and reviews that concentrate on one particular technology, this paper brings together current research to discuss the overall and comparative impact of technologies on learning and teaching. The importance of technologies in higher education and the dynamic evolution of this phenomenon makes it important to have an integrative discussion. This paper is a small step in that direction

It is not surprising given the newness of research in this area, to find mixed reviews of technologies’ impact on teaching and learning. Most research use perceptive measures and the few that use objective measures such as quizzes show wide ranging impacts from negative to no impact to positive. Given the inconsistencies in these findings there needs to be more exploration. Research mostly agree that technologies do have a positive impact on perceptual cognitive and non-cognitive learning outcomes such as attitude, motivation engagement and learning ability. Instructional technologies by their very nature promote collaboration, interactivity, easy access to information, discussion and group work. These are important for learning and should help develop critical mental models, in turn aiding learning and performance. Learning theories too support the positive impacts of technology. On the other hand, the almost given essentiality of these technologies to student life, and their very nature of connectivity do distract students in class, which takes away from learning. The mixed results from research points to the underlying complexity in understanding the manner in which technology usage in class impacts learning. This complexity seem to lie in a number of different areas. Learning is a combined effect of the student, the instructor and teaching. Background of students, their experiences, and skills; teaching style of instructors and their ability to use technologies and indirect workings of technologies on learning through student engagement and collaboration could be at play. (Linn & His, 2000; Gok, 2011; Han, 2014). This calls for strategic and creative embedding of technology use in course design (Barbour, 2013; Cole & Kosc, 2010). Stronger impacts were found for comprehensive programs that linked both the non-technology and technology aspects of classroom. Only this way will technology facilitate meaningful learning. Instructors and institutions play a critical role in making this happen. Proposed solutions have been both facilitating and restricting. Institutions can offer training and workshops to instructors so that they are technically capable to not only creatively integrate and embed technology in the course and class to foster engagement, collaboration and critical thinking, but also instruct students on how to use it for educational purposes. Proposed restrictive solutions lie in overarching campus wide policies for technology usage in

class and disabling access to Internet (Cismaru & Cismaru, 2011). An integrative approach should be more beneficial for pedagogy, learning and teacher-student relationships than just stand-alone solutions. Ultimately for technology to have a positive impact on learning, pedagogy needs to find a way to bring it seamlessly into its fold. It may need to change for that.

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# MARKETING EXECUTIVE CHARACTERISTICS AND COMPETENCIES REQUIRED FOR SUCCESS IN A TOUGH ECONOMY: A QUALITATIVE STUDY OF DIVERSE EXECUTIVE MARKETING LEADERS

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## EXTENDED ABSTRACT

Today's challenging economy places significant strain on companies in terms of their sales and marketing performance. This study's examination of five executives in diverse companies provides an understanding of the characteristics, competencies, and leadership most important to surviving and even thriving during a global economic recession.

This qualitative study provides an understanding of the competencies that are necessary for laying the foundation for important human resource functions such as talent management, training, and planning (Spector, 2008) and for executive development programs in regard to determining the most appropriate emphasis. Its central purpose is to draw on the opinions of successful executive leaders in order to identify the characteristics and competencies that executive leaders need in order to make their organizations successful. And, in identifying these characteristics and competencies, the study will also provide information to human resource professionals, change agents or key strategists, and executives themselves about executives' perceptions of the leadership qualities and strategies that are necessary both to staying in business and gaining a competitive advantage in the market. This study adds to the body of knowledge about commercial executive leadership and business strategy. Furthermore, executives can benefit from this study by applying the recommendations to their own leadership practices. Overall, in addition to using the findings herein to assist in human resource planning, change agents and key strategists can draw on them to plan more strategically with an understanding of the kind of leadership necessary to thrive in these challenging times.

By identifying and defining the competencies (skills) essential to leadership success in these austere times, HR professionals will have a basis for apprehending the gaps in knowledge, skills, abilities, and other characteristics for which training can provide a remedy (Anitha & Thenmozhi, 2011). If an ideal proficiency level for a set of competencies is known, then the human resource professional can develop an assessment, such as a performance appraisal, to determine the current proficiency level on a set of skills and the gap between this and the necessary proficiency. To close the gap between the ideal and the existing competencies, training staff can develop and offer an appropriately targeted executive development program.

Typically, executive development programs include educational activities aimed at improving and building on executives' knowledge, thereby improving their ability to lead the organization (Hagemann & Chartrand, 2009). Understanding the competencies necessary for executive leadership during a recession can lay the foundation for organizational success, as competencies thus identified furnish a set of criteria based on which administrators can shape their executive leadership training programs. In this regard, the findings of the present study will be useful to both education administrators and human resource professionals as they work to more closely tailor their existing executive development programs to the firsthand experience of successful executives as they reflect on how companies can survive and thrive in this economic downturn.

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# THE IMPORTANCE OF ESTABLISHING STANDARDS TO HELP FACULTY NAVIGATE THE TENURE AND PROMOTION PROCESS

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## ABSTRACT

*The Department of Business at Montana Tech was required to draft a new set of standards for the promotion and tenure decisions for its faculty. Montana Tech, a small comprehensive university, had employed a campus-wide set of standards that were used for faculty members in all departments on the campus. The purpose of this paper is to identify the process used by the Business Department as they set their specific standards and to help those on the tenure-track to learn how to keep score and to argue for the importance of establishing standards by which tenure-track faculty will be measured.*

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## INTRODUCTION

According to Kezar & Gehrke (2014), nearly 70% of faculty members in higher education today are off the tenure track. Nationally 75% of new hires are non-tenure track positions (Kezar & Gehrke, 2014). In 2011, 16.7% of all instructional staff faculty in higher education were tenured, another 7.4% of faculty held a tenure-track position, 15.4% of faculty was full-time non-tenure track, 41.3% were part-time faculty, and 19.3% were graduate students (American Association of University Professors [AAUP], 2012). This suggests that less than 30% of faculty in higher education is eligible for tenure. The trend in higher education today has been to hire contingent faculty who frequently teach at multiple institutions in an effort to cobble together enough courses to make their financial ends meet (Scholtz, 2013). Those faculty members who find themselves in a tenure-track position are rare, which makes for those few who are navigating the tenure-track process and receiving tenure a major accomplishment.

Applying for and receiving tenure may give tenure-track faculty members a great deal of stress, but with limited data available, typically 90% of applicants for tenure do receive it (Fox, 2014). According to Fox (2014), the success-rate for receiving tenure is due to the hiring process which assumes those hired into a tenure-track faculty position have the demonstrated ability to successfully receive tenure. However, not everyone who receives tenure accomplishes this at their first institution as many tenure-track faculty may move

from their first institution to a second, while others who think they may not receive tenure at their institution will not apply for it (Fox, 2014).

Tenure track positions are usually a six or seven year process, and during mid-tenure reviews if comments are made to the tenure-track faculty member that you are not meeting standards, you probably should be a bit worried, but the key to receiving tenure and promotion is knowing to what standard or measure you are being held, for if you do not know how the game is played, how to keep score, you have no idea if you are winning or losing. Tenure-track faculty is evaluated on teaching, scholarship and service, but these evaluations are generally based on “unspecified standards of achievement on each of these dimensions, and these standards may be applied inconsistently when evaluating different individuals” (Park & Gordon, 1996, p. 109). Additionally, it appears that the requirements under these standards have typically not been clear or well-communicated to tenure-track faculty which hinders the faculty member’s perception of fairness when applying for tenure and promotion (Walker, Fleishman, & Stephenson, 2013). A research project, at Harvard University’s Graduate School of Education as cited by Walker, Fleishman, & Stephenson (2013), provided the following evidence to support this concept:

“the Collaborative on Academic Careers in Higher Education, a research project at Harvard University’s Graduate school of Education, recently surveyed 6,773 tenure-track faculty members at 77 institutions. The investigators asked junior faculty members about 16

institutional policies and practices designed to help them succeed. On average, none were rated even “fairly effective” and junior faculty had the least understanding about tenure standards” (p.118).

The goal of this paper is to help junior faculty on the tenure-track learn how to build an academic portfolio and argue for the importance of establishing standards by which tenure-track faculty will be evaluated when applying for tenure and promotion. Tenure-track faculty are typically evaluated on three areas of performance; that is teaching, scholarship and service, but many faculty may question how these three items are weighted. Professors are expected to be good teachers to obtain tenure and promotion, but teaching loads vary by type of institution. A teaching institution may place greater emphasis on student evaluation scores. Most institutions will have a standard requirement of teaching four courses (12 credits) each semester (24 credits a year), but teaching workload questions arise especially if one class is a writing intensive course, another class has high enrollment, and yet another is a new course being taught for the first time, so the question of how to accurately assess teaching workload beyond the measure of number of classes or credits taught, as the type of class, size of class and newness of class affects workload.

At Montana Tech, the Department of Business & Information Technology (BIT) has developed a workload matrix that provides a sense of the amount of work a faculty member is putting into teaching, see appendix 2. For example, in addition to the required 12 credit teaching load, if a class is writing intensive it takes more time to grade so one additional point (credit) is added. If another class has high enrollment of 45 students or more another point (credit) is added, and if faculty are teaching a new course for the first time another point (credit) is added that recognizes the additional work it takes to create a new course. It is then possible to demonstrate your teaching workload is greater than 12 credits and in the above example if all three conditions presented themselves in a semester the faculty members teaching load would total 15 credit points. If teaching at a Doctoral institution, the faculty member may get course relief and teach six credits or two classes per semester, but research expectations are also higher.

For most faculty there is also a research requirement and many junior faculty may be stressed over the expectation to publish while also working to prepare a portfolio of courses they are asked to teach. At many AACSB institutions there is a requirement of publishing in tier one rated journals, so the question remains do articles written and published in conference proceedings count as scholarly work? Another question for junior faculty, is what is the acceptance or rejection rate for a journal to be considered a tier one journal?

Another complication for new faculty conducting research is learning how long it takes for a manuscript to be reviewed, and published. Given the expectation of having journal publications, junior faculty should be aware that it can typically take a year or two before a manuscript is published.

Junior faculty who are also concerned about getting published need to be aware that The Journal of Marketing is the number one ranked journal in the field of marketing, but only has an acceptance rate of 11%, and while you wait nine months for a response of acceptance or rejection, you cannot submit the manuscript to another journal. If a rejection notice is received, it will take another nine months to hear back from the next journal to which the manuscript has been submitted. If there is no greater reward for having an article accepted to a journal with a low acceptance rate, and there is a need to have a minimum number of articles published, then it is recommended to identify a journal that is still respectable, but has a greater likelihood of publishing the manuscript. The University of St. Thomas in St. Paul, MN which is an AACSB institution requires two peer reviewed journal publications in five years to maintain academic qualification as a faculty member, and four-plus peer reviewed publications over six years for tenure (M. Spriggs, personal communication, June 15, 2015). Yet, even this expectation does not describe the weighting or importance of the quality of the scholarship based on the journal ranking or acceptance rate of the journal.

Service is another area that raises questions. How should service be measured when evaluating faculty for tenure and promotion. Academic committee membership is expected, but the library committee may meet once a year, while the Budget Committee may meet weekly. Again, it is important to have a service workload matrix to determine the actual time commitment of the committee work to which one is assigned. The question remains how much time a junior faculty member should devote to committee membership, and it would be advised for junior faculty to initially serve on committees that have a smaller time commitment, but still look good on the vitae demonstrating service to the institution.

## **BUILDING A PORTFOLIO**

When applying for promotion or tenure, a portfolio will generally be required, and this portfolio must contain the documentation needed to prove to a collegiate evaluation committee you have done the work worthy of someone who successfully receives tenure, or is promoted from Assistant to Associate Professor. The key to receiving promotion or tenure, is to focus on doing the right things, knowing what is expected, and measuring up to these expectations. To

do this requires the academic department and the university to have well-defined departmental and university standards, this paper will describe the process followed at Montana Tech of The University of Montana (Montana Tech) and the Department of Business & Information Technology (BIT) to establish unit standards for promotion and tenure.

It is advised the applicant for promotion and tenure include the following in their portfolio.

1. Current copy of curriculum vitae.
2. A schedule of all courses taught including the number of students in each class, if the class is writing intensive, if the class was a new prep, and the average student evaluation score for the class.
3. All student evaluation feedback forms and comments.
4. Copies of syllabi for each course taught.
5. A schedule of all service work including academic committees served on and dates, volunteer work in the community, participation in student organizations and clubs advised.
6. A schedule of all scholarly work including journal publications, conference proceedings, conference presentations, community presentations, and new courses developed. Included in this schedule should also be a listing of professional development activities during the evaluation period.
7. Copies of all published work.
8. Letters of support from department faculty, faculty across the institution, faculty from outside the institution, and copies of thank you letters from former students. The importance of outside letters from scholars that comment on the value of your research to the field is strongly recommended.

### **DEVELOPING STANDARDS**

Montana Tech is primarily a teaching institution and covered by a Collective Bargaining Agreement in conjunction with the Montana Tech Faculty Association. The CBA specifies expectations for academic rank, the time required in rank and institutional time to apply for tenure. The Department of Business and Information Technology (BIT) has six full-time faculty and is a candidate for accreditation by the IACBE. At the start of this process one faculty was tenured and five faculty members were on the tenure track. At the beginning of this effort there were no specific established standards for tenure and promotion within the Department of BIT, all tenure-track faculty members on campus were evaluated under one set of vague standards regarding promotion and tenure decisions. The University also had a new Chancellor who arrived in 2011, with the stated goal of increasing the rigor in the promotion and tenure process, and

further requiring faculty seeking tenure and promotion to have a publication record.

The Department approached the request for specific unit standards with the goal of developing a set of performance metrics used to clarify the process of measuring progress toward promotion and tenure for both the faculty member and the administration. Dennison (2011) stated that any robust and effective assessment or evaluation system should include the attributes of being easily communicated, well understood, consistently applied, and consistent and equivalent in the process of consequences or rewards.

The Department initially looked at the standards in place at a number of schools including the accepted unit standards in place at the Gallagher School of Business at the University of Montana as Montana Tech is a part of the University of Montana system. The BIT Department submitted the standards for approval to the administration and they were found to be unacceptable. The University of Montana Missoula is the flagship institution that is AACSB accredited, yet the unit standards in place were deemed to be lacking in rigor and specificity in terms of the number of publications needed during the evaluation period, what activities counted as scholarly work, and how to evaluate teaching effectiveness. The goal was to find a balance in scholarly work, to place a limit on the amount of scholarly work that would be identified as published in conference proceedings as opposed to peer-reviewed journals, and to give more weight to publishing in journals that had lower acceptance rates.

### **SCHOLARLY ACTIVITY**

The BIT Department then took the time to write unit standards which provided the rigor and specificity requested by the Chancellor in regards to scholarly activity. The focus of the new standards was a point system for scholarly activity. In a discussion with a colleague at Southern Utah University, with an AACSB accredited business school, it was mentioned they used a matrix that identified points for scholarly activity. This matrix was shared with faculty in the Department, adjustments were made, discussions held about what constituted scholarly activity and the importance of finding a balance as scholarly work should include more than just how many articles were published in peer reviewed journals.

There are generally two schools of thought when it comes to how much weight should be placed on publishing in tier one journals, and how many publications were necessary to achieve a satisfactory level of scholarship. The Chancellor was emphatic that faculty who desired to be promoted or obtain tenure, should be expected to pursue research and publish in a tier-one journal. Our situation fell in line with the study

by Glover, Prawitt, and Wood (2006) who argued more schools are putting additional weight on the research component in assessing promotion and tenure, but we were not in the situation argued by Chow, Haddad, Singh, and Wu (2007) where schools were also placing increased pressure on faculty to publish in “top” academic journals with acceptance rates less than 25%. The Department agreed to use the phrase scholarly activity as it was perceived to encompass a broader array of outputs than the term research (Walker, Fleishman, & Stephenson, 2013) and as such an approach would provide a level of flexibility designed to benefit the candidate applying for tenure and promotion.

The Department sought to make the evaluation of scholarly activity a more objective process by assigning the number of points earned from a scholarly activity. To also make for a more balanced approach, points could and should be earned from a variety of different scholarly activities such as new course development, publishing in academic journals, conference participation, professional memberships, and more.

The Department then had to decide how many scholarly points were required to show satisfactory effort in scholarly work. A decision was made that faculty who were teaching 24 credits a year (4/4), needed to achieve a minimum of eight scholarly activity points over a five-year time period, of which four points must be generated by publication in a tier-one publication. Faculty who request course relief to focus on more scholarly activity and teach 18 credits a year (3/3) are required to achieve 12 scholarly activity points, of which six points must be generated by publishing in a tier-one journal. Faculty who then apply for tenure or promotion will be given a rating of Excellent if they exceed the minimum number of scholarly activity points, a rating will be given of Satisfactory if they meet the minimum, and Unsatisfactory if they failed to meet the minimum.

The Chancellor was satisfied with this new Schedule of Scholarly Activity points as it required a publication in a tier-one journal. The schedule also awarded points for publications based on the rate of acceptance for the journal, while it still gave points for publications in conference proceedings, it had limits to how much of one activity could be counted. Department faculty were satisfied knowing they could earn points for other professional activity such as being a reviewer for an article, chairing a session at a conference, or serving as an editor to a journal, but these other activities could only be 50% of the scholarly activity points needed, as being published in a tier-one journal was still the bench mark which satisfied the Chancellor.

Appendix 1 provides a schedule of scholarly activities and the points allotted for each activity.

Please note that to achieve proper balance, some activities have a cap for the number of activities and points that can be earned for an activity. There is no cap for points that can be earned under first-level publications. Depending on the acceptance rate of the first-level journal as determined by Cabell’s, more points can be earned for a journal with a lower acceptance rate.

A faculty member applying for promotion must achieve a Satisfactory rating in scholarly activity. A faculty member applying for tenure must achieve Excellence in scholarly activity.

## EVALUATION OF TEACHING

Montana Tech uses a 20-question end of course evaluation form to measure the student’s evaluation of their instructors. The applicant is required to show the results from the Montana Tech general student evaluation, as well as any student evaluation instrument adopted by the Department, for all courses they instruct and include these evaluations in the portfolio. The evaluation form has a rating of 1 = Strongly Disagree to 5 = Strongly Agree. In analyzing student evaluation scores, applicants shall calculate the weighted average of student evaluations each academic year for the courses they instruct. Scores shall be weighted by the number of student-credit-hours in the course. For tenure and promotion applications, the score will be taken from the two previous academic years with prior years evaluated on a qualitative basis. The goal is to demonstrate sustainable instructional performance. Using the current Montana Tech student evaluations, the following rankings shall be used. A faculty member applying for promotion must achieve a satisfactory rating in instructional performance. A faculty member applying for tenure must achieve Excellence in instructional performance.

1. Excellent = Weighted Average greater than or equal to 4.25 with consideration given to the course levels, content, and enrollments.
2. Satisfactory = Weighted Average greater than or equal to 3.75 with consideration given to the course levels, content, and enrollments.
3. Unsatisfactory = Weighted Average less than 3.75.

In developing the faculty portfolio for teaching effectiveness, the applicant should also include the following information:

1. Written opinion from either former or present students, gathered by the faculty member under evaluation;
2. Student performance on standardized tests;
3. Department, Montana Tech, or other teaching awards;
4. Other teaching recognition;

5. The relative number of writing intensive courses taught during the evaluation period; and
6. The total number of student credit hours generated by the applicant during the evaluation period.

### **SERVICE**

Service is defined by the Department as any work that results in the betterment of the Department that is not related to instructional or scholarly activity. Service includes required efforts in student advising, class scheduling, attendance at department meetings, and campus committee work. To be considered having a Satisfactory level of service requires participation on at least one academic committee.

Other optional examples include, but are not limited to, student club advising, service to the profession, service to the community, participating on public or private boards, speaking engagements, and consulting work.

### **APPLYING FOR PROMOTION**

Faculty applying for promotion must submit their portfolio which includes a file on scholarly activity, instructional performance and service. Faculty must achieve satisfactory levels of achievement for scholarly activity, instructional performance and service. Faculty applying for promotion must also have a terminal degree, or a master's degree and five years of professional experience.

Faculty applying for full professor, must have a terminal degree, include a written external review of their portfolio, and achieve Excellence in two of the three areas of evaluation and satisfactory in the third.

### **APPLYING FOR TENURE**

Faculty applying for tenure must submit their portfolio which includes a file on scholarly activity, instructional performance and service. Faculty must achieve Excellence in Instructional Performance or Scholarly Activity and Satisfactory in the other. In addition the candidate must achieve satisfactory in service. Faculty applying for tenure must also have a terminal degree. Faculty applying for tenure must also include a written external review of their portfolio.

### **RECOMMENDATIONS**

Based on this experience it would be strongly recommended that academic departments establish unit standards that reflect the requirements for promotion and tenure. According to Ambrose and Cropanzano (2003), organizational and procedural justice is important when determining fairness. In adopting

standards by which faculty are measured to achieve promotion or tenure, justice is improved as the arbitrary nature of the promotion or tenure decision is now established and each applicant for promotion or tenure knows what they must do to receive their promotion or tenure. Applicants must still submit their portfolio demonstrating they have met the requirements, but the arbitrary nature of the decision is now removed as reviewers must make their decision based on assessing if the applicant has measured up to the stated and agreed upon requirement for promotion or tenure.

### **CONCLUSIONS**

Overall, the process to develop a set of promotion and tenure specific to the Department can be considered a success. Faculty members now know the benchmark they must reach when applying for promotion or tenure. In the past, applicants for promotion and tenure submitted a portfolio, but it was unclear whether or not the applicant had done enough to be approved for promotion or tenure. Given the newly adopted standards, the applicant now has a standard by which he is measured. The goal for establishing department standards is to remove the subjectivity so often inherent in applications for promotion and tenure. As junior faculty members advance in their career it is important to know what activities they must complete in order to reach satisfactory and excellence performance requirements for research, teaching and service.

When there are expectations for scholarly activity, this is clearly spelled out and identifies the level and type of scholarly activity that is expected, and how it is measured. If publications in peer-reviewed journals is expected, it is stated what the acceptance rate should be for the journals that publish research. Instead of stating the number of publications required, a point system or weighting is created that recognizes the quality and importance of research based on the journal that publishes the work. Since scholarly work is more than publishing research, departments establish a matrix that identifies scholarly activity and recognizes scholarly activity in all its forms, not just published research.

If junior faculty are focused solely on the number of published articles they accumulate over their evaluation period, then the focus on teaching and service may take a back seat to their research activities. If publishing is the only measurement to research, then other professional development activities may also suffer, junior faculty may decide to not lend their services to reviewing articles for publication, they may not seek to make presentations at conferences or participate in panel discussions.

Junior faculty soon figure out what will get them ahead in their careers, and if there are activities that will not move them forward in their careers they will avoid

these activities. It is important to have a well-rounded faculty member who contributes with scholarly work, teaching and service, and it is important that faculty working towards promotion or tenure knows ahead of time how this decision is made.

The Department had two faculty members apply for tenure during the academic year following the new department standards, and their individual applications were reviewed by the university's Collegiate Evaluation Committee. The committee members were subsequently asked their individual thoughts regarding the promotion and tenure standards adopted by the BIT Department and how they compared to the standards enacted by other departments on campus. All members of the Committee agreed the BIT Department standards were clear regarding the requirements for promotion and tenure which made it easy to apply in their decision making process, which was the ultimate goal of the Department and both applicants were awarded tenure.

Any success notwithstanding, discussion has been ongoing as how to further improve the standards. Potential issues have been identified regarding hiring of faculty members new to Montana Tech who have experience at other academic institutions. An issue recently arose questioning whether scholarly activity completed at another institution, if completed within the past five years can be applied and counted as scholarly activity points under the new standard. What was unclear was if all points must be accrued while employed at Montana Tech, or if work could be carried forward and be counted. In an effort for fairness and justice, it would be beneficial to clearly state that any scholarly activity completed in the past five years and earned at a previous institution may or may not be brought to Montana Tech.

In addition, the Department has had discussions regarding the use of the Montana Tech standard student evaluation forms. There have been discussions that a Department specific evaluation tool may likely be a better approach for student evaluations. Another question has been how to measure faculty teaching workload. The question has been should a faculty member be measured on a simple 3/3 or 4/4 teaching load, or should there be recognition for faculty who teach writing intensive classes, classes with large enrollments, a preparation of an online class, or teaching a class for the first time. The Department has worked on a teaching load matrix (Appendix 2) to recognize that all classes and credits taught are not equal. Again the goal is a question of fairness and justice so faculty are willing to teach large classes, teach writing intensive classes, prepare new courses, or teach online without feeling they are asked to do more work than other members of the Department. The adoption of this workload matrix would acknowledge the increase in workload for large classes, writing

intensive classes, online classes and developing a new class. The goal is in the future, course relief could be a possibility while recognizing that faculty may be teaching only nine credits in a semester, but the workload is the equivalent of teaching 12 credits. In this situation a faculty member teaching three classes, would be recognized with teaching equivalent of four classes.

Finally, the Department would like to take a more measurable approach to assessing the component related to assessing service standards. Currently, the Department Head is required to qualitatively apply a grade of unsatisfactory, satisfactory, or excellent to an applicant's service activities, and it would be helpful to remove the arbitrary nature of this decision, as well. Overall the goal is to employ specific measures that would provide a clear and understandable set of metrics to a promotion and tenure candidate when measuring applicants on service, teaching and scholarly activity.

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### Appendix 1

Table 1: Approved Scholarly Activity Assessment Instrument

Category	Activities	Scholarly Activity Points	Maximum Points <sup>5</sup>	Points Earned
Intellectual Contributions—First-level Publications <sup>1</sup>	Publications in refereed <sup>2</sup> journals with acceptance rates <sup>3</sup> less than 15% <sup>4</sup>	12	----	
	Publications in refereed <sup>2</sup> journals with acceptance rates <sup>3</sup> from 15 to 25%	10	----	
	Publications in refereed <sup>2</sup> journals with acceptance rates <sup>3</sup> from 26 to 50%	8	----	
	Publications in referred <sup>2</sup> journals with acceptance rates <sup>3</sup> from 51% to 75%	4	8	
	Chapters in scholarly books, textbooks, and supplements, if refereed. <sup>2</sup> Complete books apply the same per chapter rate.	2.00 min./ <sup>5</sup> negot.	----	
	National research grant received	1	----	
Intellectual Contributions—Second-level Publications <sup>1</sup>	Publications in refereed <sup>2</sup> journals with acceptance rates <sup>3</sup> over 75%	2	6	
	Refereed <sup>2</sup> proceedings publications	2	4	
	Reprints in other publications	1	2	
	Updates of chapters	1	2	
	Published working papers	1	2	
	Citation of work in other publications	0.2	1	
	Other widely disseminated publications	1	2	
Scholarly Presentations	Presentations at refereed <sup>2</sup> national and regional academic conferences	1	2	
	Presentations at non-refereed conferences or professional conferences	0.5	1	
	Academic presentations to the broader Montana Tech “community”	0.5	1	
	Academic presentations to School of Business	0.5	1	
	Academic presentations to broad audiences at other universities	0.5	1	
	Academic presentations at civic groups	0.5	1	
Academic Support	Being an editor of a journal	5.00/ full year	5	
	Being on an editorial board	2.00/ full year	2	
	Being a session chair at an academic conference	0.5	1	
	Being on the program as a “critiquing” discussant at an academic conference	0.5	1	
	Being a referee of an academic paper for a conference	0.5	1	
	Being a referee of an academic paper for possible publication	0.5	1	
Other Academic Activity	Significant creation of a new course	<sup>5</sup> negot.	2	
	Other academic activity	<sup>5</sup> negot.	2	
	Faculty mentor to a student under the Montana Tech undergraduate research project program	0.5	1	
Other Professional Activity	Consulting	<sup>5</sup> negot.	2	
	Full- or part-time employment	<sup>5</sup> negot.	2	
	Service such as being an expert witness, reviewer for CPA exam, reviewer for a textbook, etc.	<sup>5</sup> negot.	2	
	Articles in newspapers, magazines, etc.	0.5	1	
Developmental Activities	Maintain one’s active professional certification	1	2	
	Board member on Board of Directors	1	1	
	Officer in organization or association	1	1	
	Attending a teaching, research, academic, or professional conference, seminar, lecture, presentation, etc.	0.25	1	
			<b>Total</b>	<b>0</b>



# HELPING STUDENTS UNDERSTAND MARKETING PHENOMENA: A 3-STEP METHOD FOR THE ANALYSIS OF USER-GENERATED CONTENT (UGC) ON SOCIAL MEDIA

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## *EXTENDED ABSTRACT*

User-generated content (UGC) can be defined as “any material created and uploaded to the Internet by non-media professionals, whether it’s a comment left on Amazon.com, a professional-quality video uploaded to YouTube, or a student’s profile on Facebook” (IAB 2008, p. 1). Due to the massive growth of mobile technologies and social media networks, UGC has become one of the fastest growing forms of content on the Internet. Today, many companies are looking at UGC as a helpful resource to build brand affinity and target consumers more effectively. Given the increasing popularity of UGC and the relevance of such content for firms, marketing educators should consider the development and incorporation of new research methods in their courses in order to instruct students in collecting, analyzing, and interpreting UGC.

This paper introduces a 3-step research method aimed to understand marketing phenomena, current marketing events, or any topics of interest for marketers by analyzing UGC on websites and social media sites. Using this method, marketing educators, students, researchers, and practitioners may collect, organize, analyze, and make sense of large amounts of textual data regarding a specific marketing topic. For the purpose of this study, the method was implemented in a graduate-level marketing research course in a northeastern private university (class size = 16). To explain the method to students, neuromarketing was selected as the main research topic. Neuromarketing can be defined as both an innovative research method that makes use of neuroscience techniques, and as a field of study that merges marketing principles and neuroscience theory. Because of the novelty of neuromarketing, there seems to be confusion among consumers as to what exactly neuromarketing is and which its applications, advantages and disadvantages are. Thus, neuromarketing represents a good research topic to explain the proposed method to students. As an initial step, the instructor posed the following research questions to students:

**RQ<sub>1</sub>:** What do consumers think about neuromarketing? Basically, what are the most relevant topics or themes discussed by consumers on websites, blogs and social media?

**RQ<sub>2</sub>:** Based on the most common themes discussed by consumers, who are the different actors or story tellers in the neuromarketing narrative?

**RQ<sub>3</sub>:** What is the sentiment of neuromarketing among consumers?

For sample selection, students were asked to do an extensive search of neuromarketing posts on blogs and social media (i.e. social media mining). Two real-time social media search engines were used, namely Social Mention (<http://socialmention.com/>) and Ice Rocket (<http://www.icerocket.com/>). These tools collect information about a topic from thousands of websites, blogs, and social media sites, such as Blogspot, Facebook, Twitter, Flickr, LinkedIn, MySpace, and Google. Students used “neuromarketing” as the search keyword, which produced 581 results on Social Mention and 418 results on Ice Rocket (a total of 999 search results). The search covered over 100 media sources archived in 2012-2014 time period. After a preliminary examination, 100 documents were selected for the final analysis.

The proposed 3-step method for the analysis of user-generated content (i.e. neuromarketing posts) consists of three text analysis methods: word frequency analysis, story network analysis, and sentiment analysis. Such qualitative methods were adopted in order to identify the most relevant neuromarketing themes discussed in social media, the “story tellers” or major players in neuromarketing narratives, and consumer sentiment of neuromarketing. An explanation of the three steps (methods) is described as follows:

1. **Word Frequency Analysis.** This method refers to metrics of how frequently particular words occur in a body of text (Graesser et al. 2004). Essentially, word frequency counts for each word in a transcript and calculates the percentage of the word occurrences in the text. Students analyzed the collected documents by word occurrence and frequency using NVivo 10.0 text analytics software. Words commonly used for sentence construction such as prepositions, conjunctions, and interjections were eliminated. Variations of a word such in the case of “research,” “researched,” “researcher,” “researchers,” “researchers’,” or “researching” were grouped and counted as a single term.
2. **Story Network Analysis.** This method allows researchers to collect and organize text fragments from interviews, observations literature and archival reviews. It provides a useful framework for the analysis and construction of meanings and impressions of a topic by modeling types of actors and themes into story network maps (Boje 2001). The most frequently used keywords list reported in the previous analysis was used to construct a relationship matrix and story network diagram of neuromarketing actors (i.e. story tellers), using NVivo 10.0. The relationship matrix was constructed as a preliminary step to determine the strength of the relationship among the different story tellers, measured by the number of times both story tellers are mentioned simultaneously in a document and by their proximity and relevance. This matrix was subsequently converted into a story network diagram, which depicts the different story tellers and the strength of the relationship among them by using three types of connectors: strong tie, medium tie, and weak tie.
3. **Sentiment Analysis.** This method refers to “the process of automatically detecting if a text segment contains emotional or opinionated content and extracting its polarity or valence” (Paltoglou et al. 2010, p. 2). It has become very popular among companies which use this analysis to research consumer attitudes and opinions toward the firm’s products, and to identify areas of opportunity for product/service improvement. For the **sentiment analysis of social media documents**, the **Python NLTK** powered **text classification** process was used (Pang, Lee & Vaithyanathan 2002). According to this algorithm, a body of text can be classified as having **positive sentiment, negative sentiment, or neutral sentiment**.

The three-step method proposed in this study represents a helpful tool for marketing educators and can be implemented in most undergraduate- and graduate-level marketing (or business) courses, including marketing research, social media marketing, digital marketing, consumer behavior, advertising, and marketing analytics, among others. For example, an instructor teaching a social media marketing class could use this method to help students understand consumers’ first reactions to a new branded social media campaign or to a product recently introduced to the market (e.g. the Apple watch). In the same way, a professor teaching an advertising class might find this method useful in helping students understand the ‘virality’ of video ads by analyzing the comments from users on different firms’ YouTube pages. Moreover, the method explained here demonstrates the importance of social media as a valuable source of consumer-generated information. Conventional wisdom suggests that listening to what customers have to say and where they are saying it, can help marketers make decisions regarding their brands, products, and services. Marketing educators must recognize that more effort has to be attended to social media observation, text mining, and the analysis of the data provided by consumers on social media sites. Overall, the process of analyzing content generated through social media and discovering the latent themes in their stories can provide marketing students with a better way to understand marketing phenomena and current events relevant to marketing.

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# LESSON STUDY: UNCOVERING THE MYTH OF THE SWOT ANALYSIS

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## *EXTENDED ABSTRACT*

As faculty, most of us spend years mastering our understanding of marketing content, with very little, if any time, understanding of how students learn or the importance of the interaction between teaching and learning. Yet many of us grapple with students' lack of learning and/or lack of application at some point. Lesson study is a professional development tool that helps to bridge that gap. A teaching improvement and knowledge-building process, Lesson Study advocates that a small group of faculty work together to plan, teach, observe, analyze and refine individual lessons that pose learning challenges for students. More specifically in Lesson Study, faculty:

- base the lesson design on their ideas about how students learn
- observe student learning when the lesson is taught
- analyze observations of student learning after the lesson is taught, and
- use information about student learning to revise the lesson.

Lesson study offers the opportunity for faculty to examine and discuss a wide range of key issues, including the most important goals for learning and development in the course; differences among students that matter most in classroom performance; how specific strategies support changes in student thinking; student knowledge as a foundation for the lesson; student misconceptions that hinder learning; and aspects of their written work or actual classroom interactions indicating how students interpret the topic. Lesson study is a fairly significant change from what is typically use in teaching, employing a backward design starting with the clarification of the goal or end point of the learning process and designing the instructional experience leading to that goal.

This particular Lesson Study took place in a Principles of Marketing Course, specifically in regard to the SWOT analysis portion of a final marketing plan project...now dubbed the "SWOT mystery." The mystery was an odd one—how could students who appeared on the surface to understand the SWOT analysis, fail to successfully apply that knowledge to their marketing plan? Historically students were required to read their text to develop familiarity with the SWOT, followed by an in-class lecture outlining SWOT components. From an informal assessment standpoint, while lecturing on the topic a question was rare, as was any exhibit of confusion or request for clarification on the topic. It appeared, for all practical purposes, that the SWOT analysis made perfect sense. Likewise, formal topic assessment, confirmed that, at least on a conceptual level, students had a fair, if not good, understanding of the SWOT analysis. However at semester end, the wheels would seemingly fall off the bus. This was puzzling, as from an instructor's expert viewpoint, a SWOT analysis appears to be a very straightforward marketing concept, yet students were not able to transfer and apply those concepts in a satisfactory way. Resultant issues included irrelevant information, confusion over internal vs external dimensions, use of opinions as opposed to facts, the inability to provide supporting evidence for the findings and failure to cite stood out as key issues. It was clear somewhere in this mix there was a barrier to student learning that warranted further investigation. Given the apparent disconnect from learning to application, the hope was that a collaborative, purposeful look at student learning would lend additional insight into the SWOT mystery.

For the lesson, 30 students were given three different SWOT analyses and told to review each one independently. Students worked together in the same teams assigned for their final marketing plan and were given 30 minutes to review the examples. These three examples were selected from previous students' final marketing plans and represented three different issues that often arise in students' final marketing plan SWOT analyses.

- Example 1 was extremely lengthy with an abundance of irrelevant data. The SWOT did cite quality sources for the most part; however, more than 50% of the information did not apply to the project.
- Example 2 had good data but often failed to include data sources. This example was the highest grade achieved on a SWOT in the previous semester, although it still left something to be desired.

- Example 3 was very brief, had limited evidence and presented opinions rather than supported claims with empirical evidence.

After reading the examples, they discussed as a group what they thought were the strengths and weaknesses of each example and to determine which of the examples best operationalized the SWOT analysis. The lesson study team observed the groups as the discussion took place. In addition to observer field notes, each group appointed a note-taker to record the group discussion. The notes were collected and retained for study and documentation. After allowing ample time for group work, the instructor facilitated a class discussion, including what the groups identified in the examples, what they felt made a SWOT analysis strong, and which example they identified as the strongest. Throughout the discussion, the instructor provided feedback and walked the students through each example, noting each of their downfalls. To end the lesson study, the class brainstormed a set of criteria to be used for SWOT analyses, including criteria necessary for good SWOT analysis with proper evidence for their future work. As a final demonstration of good SWOT techniques, the class developed a sample SWOT analysis using the newly created criteria—identifying relevant information to the company (and not including irrelevant info); including quality data sources; including a variety of sources; supporting the data with citations; balancing the information, and analyzing the information from the sources.

For the lesson study, the goal was to develop a better understanding of the process students used in developing a SWOT analysis. There were several interesting and insightful findings from the lesson study both in terms of the process used and in the group dynamics for the task. Specific to the task, students did not reference their book or previous knowledge of the topics when discussing and analyzing the examples, which would have provided an example of a strong SWOT for comparison purposes in the discussion. Similarly, often the groups would compare the examples as opposed to benchmarking them to their prior knowledge or understanding of a SWOT analysis. Students focused on superficial details (such as formatting, not part of the assignment) rather than focusing on actual content or quality of the information and/or how the information contributes to the purpose of the SWOT.

There also were interesting group findings that have implications as well. Critical thinking and debate of one another's ideas was weak in the groups. Members of the group did not question others or discuss their thoughts. They simply tried to brainstorm a list of items. For example, when developing the criteria, one group just wrote down everything each member said and included it all as criteria. There was no critique or questioning of the ideas.

Taken together, the findings made it apparent that the students' inability to operationalize a SWOT analysis in their final marketing plan had less to do with their conceptual understanding of what a SWOT was and more to do with their lack of critical thinking skills. Students did not always have a clear understanding of what good evidence/supporting information was or how to interpret facts in meaningful ways. It was clear that the issue was far more complex and deeper than any pre-conceived notions of why student failed to apply their learning in their final marketing plans. Through careful observation of student learning it became apparent that that the SWOT was not the actual problem. The problem was the students' lack of ability to find and analyze good information and apply critical thinking to the task at hand.

Lesson study itself requires faculty to take a step back and look at how students learn as opposed to "just teaching." In doing so, a deeper understanding of the root cause of problems can be uncovered. In this case higher order thinking skills were big part of the issue. This challenges the assumption in terms of types of critical thinking preparation students bring with them both to the University and to the Principles of Marketing course. And while it is challenging to make time for higher order skills in a 15-week Principles course, it is necessary. The SWOT lesson used in this lesson study lends itself to accomplishing and addressing multiple learning goals.

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# HOW BUSINESS STUDENTS USE ONLINE FACULTY EVALUATIONS AND BUSINESS FACULTY'S PERCEPTION OF THEIR STUDENTS' USAGE

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## EXTENDED ABSTRACT

Student evaluations are an important aspect of marketing pedagogy. Social media-based evaluations, such as RateMyProfessors.com (RMP), have empowered students to evaluate faculty anonymously. A perusal of the literature indicates little to no research has been conducted on faculty perceptions of student usage of online evaluations. We posit that business students embody unique characteristics that will influence their usage. Specifically, we examine whether business students use RateMyProfessors.com (RMP) 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. We also posit that business faculty will understand how their students use online faculty evaluations. Empirical analysis of our hypotheses are summarized and discussed. Overall, the results suggest that there are some significant differences between professors and their students regarding evaluations on RMP.

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# COLLABORATION TOWARDS DEEPER THOUGHT FOR FUTURE SUCCESS: EXPLORING MOTIVATORS AND OUTCOMES OF UNDERGRADUATE STUDENT/FACULTY RESEARCH

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## *EXTENDED ABSTRACT*

Most faculty members would agree, and studies prove, that there are many positive outcomes associated with student/faculty research collaboration. One study showed that students, especially African-American students, who felt more integrated with their university through undergraduate research programs were more likely to stay and graduate (Hippel, Lerner, Gregerman, Nagda, & Jonides, 1998). However, many of these publications look at the advantages of undergraduate research in the science and technologies fields (Seymore, Hunter, Laursen, & DeAntoni, 2004), and others look at how undergraduate research can lead to graduate education in the sciences (Kremer & Bringle, 1990). In the science and technology fields, and in most universities with a graduate focus, these types of faculty/student research collaborations are part of the expectations. However, universities with more of an undergraduate focus may have a more difficult time not only starting, but continuing these research collaborations in the Marketing field. This study looks at a model of an undergraduate research course, qualitatively exploring the outcome through experiences from a sample of three successful student/faculty research relationships.

Upon realizing that students were graduating with no real conceptualization of what was to come after graduation, our university added a course to help students develop a more personalized perspective of their own futures and gave them the freedom to “fine tune” their degree programs. The course was an example of the concept of Mass Customization: 100% standardized process for each student, with the outcomes 100% customized to each individual. Outside of the first orientation class, contact would be one-on-one Faculty to Student. Students were tasked with identifying a project, given ownership of the topic, and were encouraged to achieve their own end goals. As some students had success in seeing their research be included in academic journals, which had previously been dominated by the physical and social sciences, the next generations of students started challenging themselves by making acceptance their end goal. This is when the faculty started to see work resembling graduate level work; original research grounded in ideas and theories learned and then questioned. A direct measure of the learning outcome of “Critical Thinking Problem Solvers” was also developed. Most students do not enter this process with the goal of being published. It is generally near the end of the term, when the final work can be seen and evaluated, that the faculty will broach the topic of further research with the student. Some are no longer interested, but some are more than ready for the next challenge and more than capable of continuing the pursuit. In these studies, we examined three students’ experiences with faculty/student research that continued after graduation. The first student is still refining their paper for publication, and is unsure about graduate school. The second student specifically used this research as an aid in job placement. The third student ultimately used the publication as a launching point back into a prestigious MBA program. Selected quotes from each of these students are outlined below.

Student #1: “For this project, I was being given full autonomy and I wanted to take advantage of it. It felt like I had finally made the maturity leap from coloring book to blank canvas. Before, I could make the picture any combination of colors that I wanted, but the lines were already drawn for me and coloring within the lines was important. With this project, I drew the lines. The finished product was to be a pure reflection of me, as well as my capabilities. After graduation my professor asked if I would like to continue work on my research, and the answer was a profound “yes!” I feel that it is worth the extra time and effort on this because of the potential to boost my future career. Possible publication is an opportunity for me to stand out among my peers, especially when I look to promote or change positions. Also, I am genuinely interested to find out if further testing supports my ideas. If I

stopped now, I would feel like I read a book only up to the final chapter. The opportunity has even made me reconsider the possibility of going to grad school. Lastly, motivation for doing faculty/student collaboration after I have graduated comes from a sense of gratitude toward the educators of my university as a whole.”

Student #2: “After completing this paper, I felt an immediate sense of gratification and achievement. It was my own research, my own methods, and most importantly, my own conclusions. I cannot stress enough how valuable this research project was in setting me up for career success. The freedom to be able to research a topic that I was passionate about kept me focused and determined to finish strong throughout the last few months of college. Not only is undergraduate research a great way to evaluate a student’s understanding of basic marketing concepts, but it is also a way for professors to see how students apply basic marketing concepts to what they know best. This project forced me to apply everything I had learned throughout the past four years to my career interests. Some students may have viewed that as daunting, but others, like myself, viewed it as the stepping-stones to succeed.”

Student #3: “As a marketing student, I was eager to begin this course. Finally, a project that was entirely mine to own! It was a chance for me to choose my own topic, do the hard work, and prove my capabilities. Little did I know that I would uncover a true passion. I remember spending quite a bit of time reflecting about what I might be interested in researching, and finally settling on the subject of corporate philanthropy and shareholder wealth; a topic I knew little about but found extremely interesting. Committing to this idea and this project for a course gave me a reason to dedicate my valuable time as a student to something I was truly interested in. After graduation, my passion led me to continue working on this paper until publication. My research was not at all related to my expected career path at the time. My motivation to continue to work toward publication was my passion for businesses to adopt corporate practices such as philanthropy and social responsibility. Now, halfway through my MBA, my passion for CSR, social entrepreneurship, and using business for good will drive my future career.”

This work provides an example of how a Marketing program can design a course to encourage undergraduate student/faculty research. The three student scenarios provide an in-depth look at not only the process, but also reveal the potential benefits of these collaborations. All three students were excited by the opportunity to research any topic of interest, and embraced the personal creativity. They also dedicated themselves to the project, and were willing to follow it through to the end. And finally, each student looked at his or her own research with a specific end goal in mind. This study confirms some of the benefits of faculty and student research, such as professional development and graduate education pursuits, and the importance of these opportunities.

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# **TOWARD A STANDARDIZED MEASURE OF METACOGNITION IN ONLINE & BLENDED LEARNING ENVIRONMENTS: A REVIEW & PILOT SCALE**

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## **EXTENDED ABSTRACT**

The study of metacognition examines how individuals 'think about thinking,' and educational studies suggest that metacognitive training enhances student outcomes. However, a comprehensive measure of metacognition within an online or blended-learning context does not exist. Also, there is an absence of metacognition in marketing education literature to understand student outcomes. Due to an increased reliance on self-regulation in online learning environments, this paper suggests from a systematic review of existing measures in higher education literature, that four dimensions of metacognition appear in online/blended environment. The pilot study results indicate a reliable instrument for future investigators to consider.

For over four decades, metacognition has generated a superfluity of work that is equal to its scholarly perplexity. Beginning in the late 1970's, the study of metacognition emerged with Flavell (1979) providing one of the first published definitions of the construct. While Flavell acknowledges the value in examining metacognition, he also suggests that metacognitive knowledge is "recognition that accuracy of understanding can sometimes be hard to attain and to assess" (Flavell, 1979), noting that even though understanding metacognition may be difficult, its inherent value lies in assessing what individuals know about their own learning processes.

For those investigators focused on online and blended learning environments, Akyol and Garrison (2011) note that while past research finds that students with higher metacognitive abilities are more successful in academic achievements, the majority of prior research was conducted within the context of traditional learning environments and not within asynchronous (online and blended) contexts. Thus, these scholars highlight the need for assessing metacognition in online environments and have taken initial attempts at understanding how metacognitions manifests within online discussion postings (Garrison & Akyol, 2013, 2015) but have yet to isolate all their metacognitive dimensions as planned in their studies.

To find existing scales for measuring metacognition in online and blended learning environments, a systematic search method was designed that required several steps for review of literature to identify all published scales for measuring metacognition. By aggregating procedures recommended by Creswell (2013), Hart (1998), Leedy and Ormond (2012), and Trochim (2001) the steps resulted in 629 articles. The steps included 1) identifying the domain for the literature search, 2) agreeing upon a keyword schema to locate appropriate literature, 3) leverage the advice in scholarly sources for identifying a) search databases and b) journal outlets, and finally 4) use a snowball technique to identify more sources not previously found using the first three steps. These four steps resulted in a 629 articles for the pool of articles to review and identify scales and constructs used to measure metacognition.

Criteria for analyzing the articles to identify existing scales for metacognition within the context of online and blended-learning utilized a seven-step analysis procedure. This seven-step process was influenced by the work of Lipsey and Wilson (2000), Hart (1998), DeVellis (2012), Converse and Presser (1998) and Spector (1992). These steps focus on analyzing the articles to define the construct, identify associated dimensions, and review the items used to measure the dimensions. In total, 306 items existed in the pool of articles that specifically measured metacognition and/ or underlying dimensions. Several analyses synthesized the metacognitive dimensions found and their related definitions. These analyses included: (a) a qualitative interpretation of the number and differing categories of metacognition dimensions reported, (b) a meta-analysis of results reported for each dimension given

available data, and (b) MAXQDA software used to conduct an analysis to identify emergent themes in the articles as a collective dataset.

Final actions taken toward synthesizing the existing items involved following the guidelines of by both Converse and Presser (1986) and DeVellis (2012), therefore, a coding sheet was created to judge the entire pool of items to determine if any item exhibited qualities to either refine or delete. The coding exercise revealed that 24 items emerged as consistent representation of four metacognitive constructs for students: self-know (awareness of learning process), self-plan (ability to set learning and planning goals), self-eval (ability to assess his/her overall learning process), and self-reg (ability to monitor his/her learning process and make necessary changes).

A pilot study administered to a convenience sample of 140 students in five upper-level marketing courses at a southwest public university in the U.S. comprised of business majors (60%), fashion-related (16%) majors with an average of number of online courses taken (8) and the mode (10) suggested the sample had sufficient experience with online education. The sample had mostly females (83%) and age ranges included 32 and 22 for the mean and mode respectively. SPSS version 23 and AMOS version 21 software helped with the EFA and CFA of the four intended factors. The results of the analyses revealed sufficient factor loading ( $>.60$ ) on the four constructs of interest (self-know, self-plan, self-eval, and self-reg). However to achieve sufficient factor loadings the number of items was reduced from 24 to 19. The structural fit for the four metacognitive dimensions was analyzed using structural equation modeling (SEM) techniques with AMOS software version 21. Recent evidence suggests that SEM can yield appropriate estimates in models with small samples (Hoyle and Kenny 1999). The model resulted in acceptable fit ( $\chi^2 [71, n = 140] = 109.26, p < 0.01$ ; CFI = 0.95; RMSEA = 0.06; SRMR = 0.07). All factor estimates were above the expected loading of 0.50, and each was significant ( $p < 0.001$ ).

The contribution to future investigators comes in several forms. First, clear methodology describing steps to conduct literature search and identify existing scales for the domain; second, combination and order of techniques to evaluate the pool of items using qualitative and quantitative methods; third drafting an instrument to test the effectiveness of 24 items intended to measure four dimensions of metacognition for online/blended learning environment. But this study is not without deficiencies. The sample used comprised of mostly women may yield a confounding influence and the convenience sample of graduate students may have more reflective cognitive influence on approaches to learning new knowledge. Finally, future investigations must include procedures to support discriminant validity of the metacognitive constructs.

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# TRADITIONAL PHD VS CONTEMPORARY PHD: HAVE WE LOST OUR WAY?

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## EXTENDED ABSTRACT

Substantial growth in PhD programs has called into question the quality of candidates being produced (Le Heron, Trafford, Le Heron & Kearns, 2015) and raised concerns surrounding the relevance of the traditional higher degree models which espouse the master-apprentice style of research (Harrison & Grant, 2015). These models are apparently underpinned with the belief that quality supervisors are the key to successful (*read: on time*) completion (Wisker, 2005) and graduate employability (Sinclair, 2004). Thus today's PhD program has adopted only a limited lens of exposure to research philosophy, preferring a primary focus on graduating on time rather than developing a smorgasbord of career enhancing highways to life-long learning. Perhaps this is necessary for the sustainability of postgraduate research programmes in a 'climate of increasing numbers and greater accountability' (Murphy, Bain & Conrad, 2007, p. 209). However we find that the contemporary PhD does not train career resilience and propose a research program to further understand this worrying insight. This research undertook an examination of the contemporary PhD to explore the context and relevance of the doctoral program in terms of its abilities to graduate active high-level researchers with the skills, know-how and an appetite to confidently pursue research post-completion in either academia or industry. Significantly the *utility, including resilience*, of a PhD, particularly in its associated research expertise and skills in the both academic and industry contexts, require careful consideration by the higher education industry. Such a perspective is particularly pertinent today considering the diversity of career pathways chosen by doctoral graduates (Barnacle & Dall'Alba, 2011). It is essential to better understand the long-term impact of PhD programs on the sustainability of a graduate's research career in any profession, by looking at the variations and contexts in the PhD through multiple sources of evidence (Yin, 2003); including defining what is entailed in a successful PhD program.

The evidence and examples for this study were sourced from across the globe for contextualisation purposes. Australia was selected as the country of focus due to its uncertain employment climate which has made it more difficult for PhD candidates to secure permanent academic appointments (McAlpine, Amundsen & Turner, 2013). This has also resulted in many PhD candidates working in non-academic research oriented roles (Probert, 2014b). Also the convenience of the location has enabled ready access to data (although the limitations are acknowledged) (Calder, Phillips & Tybout, 1981). Gardner (2009) found that few academics today conceptualise doctoral success in terms of subsequent employment in academia, but rather in terms of learning characteristics (habits, attributes, aptitudes and discipline) possessed by doctoral candidates that facilitate completion. Frame and Allen (2002) advise that PhD training should reflect the varying needs of candidates and hence be flexible in nature. In answer to this, Shacham and Od-Cohen (2009) suggest that learning within a community of practice can be more effective for PhD candidates' than learning in isolation. It is important for candidates to participate in doctoral training programs, for example, through which they can form networks of support (Shacham & Od-Cohen, 2009). Such participation can also help candidates to identify the diversity of the roles they will be expected to fulfil, as future academics (Hopwood & McAlpine, 2015). Such work provides critical insights for developing a successful PhD program. However several studies (for example Rudd & Nerad, 2015, Brew, Boud & Namgung, 2011) suggest that lost opportunities for research development activities during candidature are resulting in graduates becoming ill-equipped to succeed in today's academic arena.

Probert (2014b) ascertains that training provided in Australian PhD's is narrow in focus and suggests candidates are overspecialising. To address these issues, Probert (2014b) suggests two recommendations, first, to clarify the role of doctoral programs in preparing the academic workforce of the future. Second, to undertake case-study analysis (by field of study, for example) to test the argument that the PhD has become overspecialised in focus, and

identify ways in which appropriate breadth can be introduced. Kiley (2014) also found that the Australian PhD lacks in formal and informal coursework, in comparison with other countries where it is a commonplace inclusion. The project recommended an aligned doctoral curriculum model to produce, amongst other goals, well-rounded researchers who can clearly articulate the knowledge and skills that they have developed during candidature' (Kiley, 2014, p. 14). These perspectives show us what is lacking within Australian PhD programs, and offer suggestions for further research, which we have expanded upon.

In order to address the recommendations put forth by Probert (2014b), we need to understand the entire holistic PhD experience, encompassing the overall training of candidates for the scholarship of research, rather than only focusing on the training that is directly related to the production of the major work required for completion. This should include, Brown Bag seminars, research development activities and workshops, publication experience, supervisor expertise and opportunities to present research both internally and externally, as well as to critique the work of other researchers.

Such research should utilise a multi-method approach to data collection. First, a content analysis of the course guide learning outcomes for the subjects that form part of the PhD program should be conducted. This will enable us to gauge how holistic the PhD subjects are. Following Probert's (2014b) recommendation of conducting case-study analysis by field of study, further research should address a specific discipline, for example, marketing. Secondly, in-depth interviews with doctoral graduates currently working in both academic and industry careers (who are classified as early career researchers, up to five year post-completion) should be conducted. The participants should reflect on the research culture, events offered, funding available and support infrastructure in place during their PhD candidature, and their perception of how well their doctoral program prepared them with the skills, know-how and appetite to pursue research post-completion. We also suggest results triangulation of the first two stages with the Student Evaluation Survey (SES) results for a PhD program will help to identify potential policy and course refinements and/or inclusions. In such a way we will be able to identify to production of a PhD aimed at the production of disciplinary/theoretical knowledge and the perusal of a research career as a long term goal.

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# THE VALUE OF BUSINESS PROGRAM ACCREDITATION: A FACULTY AND ADMINISTRATION PERSPECTIVE

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## ABSTRACT

*This paper examines perceptions and attitudes toward the value of accreditation for postsecondary business programs as well as program accreditation in general, using a survey administered to faculty and administration members at colleges and universities on the East Coast of the United States.*

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## INTRODUCTION

At the postsecondary level of education, regional or national accreditation is considered necessary by most educational consumers. According to the US Council for Higher Education Accreditation (CHEA), "accreditation is a major way that students, families, government officials, and the press know that an institution or program provides a quality education." In the United States, accreditation recognized by the US Department of Education is generally a requirement for federal and state grants and loans, professional licensure and corporate tuition reimbursement.

At the same time, the need for program-level accreditation for business programs is less clearly defined. Many accredited schools offer business programs that do not have program-level accreditation, and the existence of three separate accrediting bodies for business study with differing word-of-mouth reputations complicates matters further. As a result, the decision for a university-level business program to seek accreditation is often a complex one.

This paper looks at business program accreditation through the eyes of faculty and administration members at universities on the East Coast of the United States, inside and outside of business programs, to study attitudes and perceptions toward the value of business program accreditation. The results of this study are designed to both explore faculty perceptions of business program accreditation and inform the decision-making process that many schools are currently involved in or contemplating regarding business program accreditation.

## LITERATURE REVIEW

"Accreditation is a mark of distinction for academic programs. Collegiate business schools may strive over the tenure of multiple administrators to obtain or retain accreditation" (Hedrick, 2010, p. 284).

Kourik, Maher and Akande (2011) define accreditation as "the tool used to monitor, assess, and evaluate the standards and quality of the education received by students" (p. 241, and p. 2), as assessed by both students and faculty. Eaton (2012) asserts that accreditation achieves two major objectives -- quality assurance and quality improvement. Both sources stress that accreditation informs public perceptions of quality as well as funding and development success. At the same time, accreditation brings its own costs and constraints to a business and marketing program. This paper explores faculty reactions to business program accreditation, as one metric of its potential value to existing programs.

There are two basic types of educational accreditation. Institutional accreditation normally applies to an entire university or college, while specialized accreditation typically applies to programs, departments, or schools that are part of the overall higher education institution. In the US, the accreditation process is essentially managed by the Council on Higher Education (CHEA), an organization that consists of 3000 degree-granting colleges and universities and recognizes more than 80 institutional and specialized accrediting organizations across numerous disciplines. One of the main responsibilities of the CHEA is to review and monitor the accreditors, so as to ensure

that member accrediting bodies are reputable. CHEA does not serve to accredit institutions or programs, but rather reviews and ascertains the quality and effectiveness of accreditors.

In business education, CHEA (2014) recognizes three agencies – The Association to Advance Collegiate Schools of Business (AACSB), the Accreditation Council for Business Schools and Programs (ACBSP), and the International Assembly for Collegiate Business Education (IACBE). Each is summarized as follows:

- AACSB describes its accreditation as "the highest standard of achievement for business schools worldwide," noting that, "Less than 5% of the world's 13,000 business programs have earned AACSB Accreditation. AACSB-accredited schools produce graduates that are highly skilled and more desirable to employers than other non-accredited schools. (AACSB Accredited, 2014)
- The Accreditation Council for Business Schools and Programs (ACBSP) states that "[ACBSP is] a leading specialized accreditation association for business education supporting, celebrating, and rewarding teaching excellence. The association embraces the virtues of teaching excellence and emphasizes to students that it is essential to learn how to learn. Recognized by the Council for Higher Education Accreditation (CHEA) in 2001 and again in 2011, ACBSP was the first to offer specialized business accreditation at all degree levels" (ACBSP, About Us, 2014).
- The IACBE, the most recently founded in 1997, describes itself as "accreditation process that was not driven by prescriptive standards relating to inputs and resources, but was mission-driven and outcomes-based." as well as "the leading outcomes-based professional accreditation agency for business and management education in colleges and universities whose primary purpose is excellence in teaching and learning" (IACBE, About, 2014).

According to Brink and Smith (2012), the number of global programs accredited totals 649 for AACSB, 391 for ACBSP, and 157 for the newer IACBE as of 2012. In each case, more than three-quarters of these programs are in the United States, with roughly 85% of programs in the US for IACBE.

While the benefits of business program accreditation are well established in academia, the costs involved are often substantial according to Brink and Smith (2012). Heriot, Franklin, and Austin (2009) collected data from AACSB-accredited programs regarding both direct and indirect costs. Specifically, direct or one-time costs included costs such as use of consultants, mock review, peer-review team, infrastructure upgrades. Indirect costs included increased annual expenditures such as faculty salaries, recruitment, technology, professional development, library holdings and information access, AACSB dues and conference participation. Brink and Smith (2012) re-analyzed Heriot et al's (2009) data and indicated "that, on average, the business schools in their sample expended \$31,770 on one-time costs, and increased annual expenditures by \$359,054" (p. 3).

Others have indicated the same "substantial commitment" assertion for business school accreditation. For instance, Roberts, Johnson, and Groesbeck (2004) indicated that "the annual incremental cost increases for even a small school...can easily exceed \$500,000" (p. 112). Roberts, Johnson and Groesbeck (2004) also report that other indirect costs are a significant burden on higher education faculty, including committee involvement and standards and qualifications documentation.

Higher education organizations recognize that although there are benefits in faculty involvement there are downsides as well; in particular one disadvantage asserted by some is that there are also opportunity costs for faculty who time might bring more value in the areas of research, teaching, or service. As Holmes (2001) notes,

"A school must show that the mission of the school guides its daily activities and its short- and long-term goals. It also must show evidence of teamwork among faculty, administrators, students, alumni and business constituencies. Finally, it must have necessary processes and procedures in place. All of these activities must have supporting documentation. This is a lot of work - the already overworked faculty will have to do most of it" (p. 152).

Henninger (1998) adds that many faculty perceive their own activities in support of accreditation as unrewarded service work, versus those efforts that would lead them toward tenure and promotions. On a more positive note, however, Hedrik et al (2010) found that, "faculty in accredited business schools are paid more, publish more, and teach less than their peers at non-accredited schools. These differences exist between faculty who are otherwise

similar, and are not simply due to nonrandom selection of faculty into accredited and non-accredited institutions” (p. 284).

Brink and Smith (2012) conclude that “institutional resources may be a determining factor in the choice of accreditor” (p. 1), noting that public (p. 8) and research institutions (p.1) are more likely to have AACSB accreditation, while “master’s and baccalaureate institutions tend to have ACBSP or IACBE accreditation” (p. 1). They go on to note that AACSB-accredited business programs “have the most assets and equipment, generate the most revenue overall and from all revenue sources examined except tuition and fees, expend the most on instruction, pay the highest professor salaries (at all ranks), and [have] the most personnel (both total staff and instruction/research and public service staff) and students” (Brink & Smith, 2012, p.1).

In the literature, numerous papers have begun to assess the impact of accreditation on postsecondary business programs, primarily regarding the benefits of AACSB accreditation. Miles et al (2015) found that deans of AACSB accredited schools perceive this as a requirement of a quality school, while Bal et al (2013) and Bitter (2014) found positive perceptions from students and accounting program administrators respectively. At the same time, a synthesis of existing research on AACSB accreditation by Hunt (2015) yields more mixed outcomes.

According to Hunt (2015) research regarding business program accreditation remains limited, particularly in comparing the relative impact of specific accrediting bodies. Here, we explore faculty perspectives on this topic as both a data point and a basis for future study.

## **METHODOLOGY**

A 28-question electronic survey was administered to a pool of academic professionals from various institutions on the East Coast of the United States, all of which were of similar size and most of which offered at least a baccalaureate-level program in business. Respondents were also invited to forward the survey to their own academic colleagues, for a total response of 167 people. This survey explored attitudes and perceptions toward postsecondary academic accreditation in general, program-level accreditation, and specific accreditation of business programs. Specific questions are outlined in Appendix A.

Questions on the first two areas (13 total) were posed to all respondents (n=167). The next 15 questions were on business program accreditation and were limited to respondents who were business and economics faculty and administrators (n=52). These questions revolved around the perceived importance of accreditation, the influence of accreditation on parent and student choices for education, the impact of accreditation on academic and professional employment, the relationship between accreditation and teaching quality, and perceptions of the three business accrediting agencies and the accreditation process, among other areas. They also included a demographic question on faculty type, as well as quantitative questions for opinions on accreditation in general as well as business program accreditation.

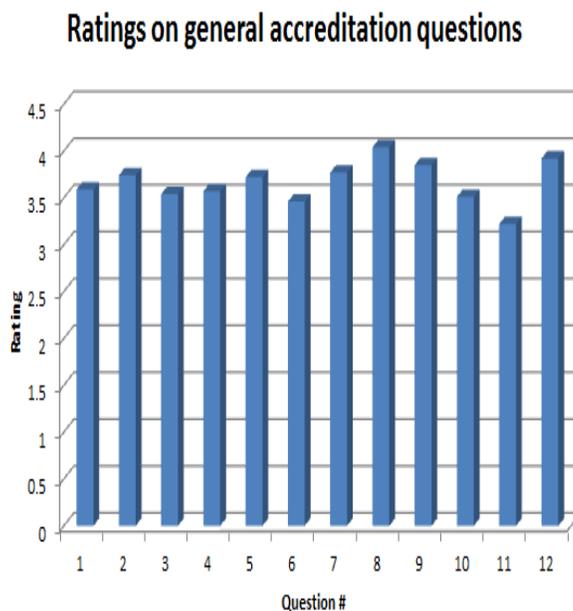
This survey was administered online to respondents via SurveyMonkey.com. Responses to all questions were on a Likert scale with choices of Strongly Disagree, Disagree, Neutral, Agree, and Strongly Agree, with the exception of two qualitative opinion questions noted below, as well as one demographic question on the academic position of the respondents.

A total of 167 responses were received, of whom up to 52 responses (31.1%) were from business and economics faculty and administration who answered the questions in Part II of the survey, while the remainder were faculty and administration in other fields. Over 60% of the respondents were professors at the assistant (n=30), associate (n=39), full (n=31) or emeritus (n=1) professor level. Slightly less than 20% (19.4%, n=32) were full- or part-time instructors (n=9,5), adjunct instructors (n=16), or academic researchers (n=2). The remaining 29.8% were in academic administration, at either a university leadership level (n=13), director level (n=27) or chair/department head level (n=9).

## **RESULTS AND DISCUSSION**

The first set of 12 survey questions examined overall perceptions of general and program-level postsecondary accreditation, including perceptions of quality, level of understanding of accreditation, the importance of

accreditation for choosing a program or seeking academic employment, and concerns about the impact of accreditation. All results are on a Likert scale ranging from 1 to 5.



**Figure 1. Overall ratings for questions on general and program accreditation.**

As shown in Figure 1, the overall impressions of respondents were positive for these first questions: a majority of them rated each of these questions as "Agree" or "Strongly Agree," with the exception of question 11 exploring concerns over accreditation, with an average rating of 3.22 out of 5. Others questions had average ratings ranging from 3.46 to 4.04.

Questions 1, 2 and 10 addressed perceptions of quality resulting from general and program accreditation, with results as shown. Respondents felt in the aggregate that accreditation does have a positive influence on quality.

<b>Question</b>	<b>Avg. rating</b>
1. Accreditation is the driving force for quality assurance and quality improvement in higher education.	<b>3.59</b>
2. Accreditation can provide stakeholders (academic administrators/policymakers, faculty, students, parents) with acceptable standards of teaching excellence.	<b>3.74</b>
10. Accreditation processes for academic school programs improve students' education overall.	<b>3.51</b>

Questions 3 and 4 addressed respondents' perceived knowledge about levels of accreditation, with a majority of respondents feeling they have such knowledge.

<b>Question</b>	<b>Avg. rating</b>
3. I have a clear understanding of the differences between national, regional, and specialized accreditation.	<b>3.54</b>

4. I have good knowledge of regional and/or program-specific accreditation guidelines for my institution.	<b>3.57</b>
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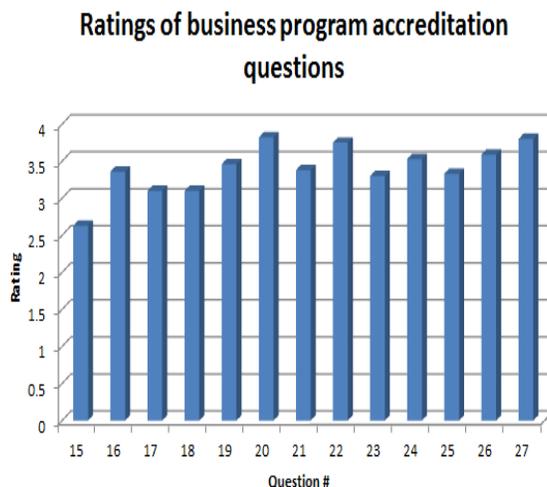
Questions 5-9 speak to the impact of accreditation on choice of college and academic employment, and these questions consistently got the highest ratings from respondents.

<b>Question</b>	<b>Avg. rating</b>
5. 21st century parents select college/academic programs that are accredited.	<b>3.72</b>
6. 21st century students select college/university programs that are accredited.	<b>3.46</b>
7. The lack of a specific program accreditation would likely mean a major reputation downgrade, as well as enrollment declines.	<b>3.77</b>
8. If you were seeking employment at a college/university accreditation would be a deciding factor.	<b>4.04</b>
9. If you were seeking employment at a college/university, accreditation specific to your program/discipline would be a deciding factor.	<b>3.85</b>

Questions 11 and 12 addressed two concerns with the accreditation process: whether it may stifle creativity and lead to homogeneity, and whether the resources needed for accreditation can be a setback. The first question had the lowest ratings among these first 12, and was the only question among them where a majority did not agree. The second question, by comparison, received high overall ratings.

<b>Question</b>	<b>Avg. rating</b>
11. The accreditation processes in place today may stifle creativity and create bureaucracies to make all program schools (e.g. business programs/schools) the same and lead to homogenous models.	<b>3.22</b>
12. Accreditation setbacks include the scarcity of resources, e.g. time, faculty/dean manpower, and financial incentives to complete the process.	<b>3.92</b>

The second set of questions (questions 15-27) pertained specifically to business program accreditation, and were limited to business and economics faculty and administrators. As shown, Figure 2, ratings of business program accreditation questions. Here, respondents generally perceived quality differences as a result of business program accreditation, however there was a distinct lack of clarity on the differences between current business accrediting agencies, as well as the role of such accreditation on selecting an academic program. As shown in Figure 2, the overall impressions of respondents were positive for these first questions.



**Figure 2. Overall ratings for questions on business program accreditation.**

Specifically, question 15 assessed the respondents' understanding of the differences between the three major business-accrediting agencies, and the responses made it clear that there is a substantial lack of visibility on these differences. It was the lowest-rated question of all with a 2.63 out of 5: over half of respondents feel they do not understand the differences between these agencies, and only 25.5% feel they do. For question 16, a majority of respondents are neutral (50%) or disagree (10%) about whether these agencies focus on quality assurance and quality improvement.

<b>Question</b>	<b>Avg. rating</b>
15. The Association to Advance Collegiate Schools of Business (AACSB), the Accreditation Council for Business Schools and Programs (ACBSP), and the International Assembly for Collegiate Business Education (IACBE) are the three main accreditation agency standards for business schools. You have a clear understanding on the differences between the three-accreditation agencies.	<b>2.63</b>
16. These three international accreditation agencies (AACSB, ACBSP, IACBE) all focus on quality assurance and quality improvement.	<b>3.36</b>

The next three questions focused on whether educational consumers are influenced by business program accreditation, and whether they provide acceptable standards of teaching excellence. A majority of respondents were neutral or disagreed about the first issue, while a majority agreed on the second issue.

<b>Question</b>	<b>Avg. rating</b>
17. 21st century parents guide their children to select a college/academic business program that is accredited by one of these three (AACSB, ACBSP, IACBE) agencies.	<b>3.10</b>
18. 21st century students select a	<b>3.10</b>

college/university business program that is accredited by the one of these three (AACSB, ACBSP, IACBE) agencies.	
19. Accreditation can provide stakeholders with acceptable standards of teaching excellence.	<b>3.46</b>

The next eight questions dealt with the quality difference between accredited and non-accredited business programs. In every area except student satisfaction activities, a majority of respondents agreed that there is a quality difference in favor of program accreditation.

<b>Question</b>	<b>Avg. rating</b>
20. There are quality differences in regards to research and scholarly activities between business programs that are accredited vs. non-accredited.	<b>3.82</b>
21. There are quality differences in regards to teaching excellence between business programs that are accredited vs. non-accredited.	<b>3.38</b>
22. There are quality differences with regards to outcomes (assessment guidelines) in accredited vs. non-accredited business programs.	<b>3.75</b>
23. There are quality differences with regards to student satisfaction activities between business programs that are accredited vs. non-accredited.	<b>3.3</b>
24. There are quality differences with regards to college admissions (demographic/academic success ratings) between business programs that are accredited vs. non-accredited.	<b>3.53</b>
25. There are quality differences with regards to leadership (strategic thinkers and planners) between accredited vs. non-accredited business programs.	<b>3.33</b>
26. There are quality differences with regards to hiring/selection (human resources) between accredited vs. non-accredited business programs.	<b>3.59</b>

Finally, on the last quantitative question, respondents were generally just a concerned about the resources needs of business program accreditation as the broader sample was for accreditation in general.

<b>Question</b>	<b>Avg. rating</b>
27. In your opinion, business program accreditation setbacks include the scarcity of resources, e.g. time, faculty/dean manpower, and financial incentives to complete the process.	<b>3.80</b>

### Frank opinions about accreditation

The survey used for this paper included two open-ended questions where respondents were free to express their own thoughts about accreditation in general, and business program accreditation in particular.

On the general question of postsecondary accreditation, the majority of those who responded (n=28) viewed it as positive or at least necessary, across a wide range of academic levels. Sample comments included the following:

- *"Accreditation is a flawed but sometimes useful process."*
- *"Accreditation is like "licensing" or paying taxes - necessary but absolutely not the educational goal."*
- *"Accreditation specific to your program/discipline, can be critical for new students enrollment depending [on] the discipline. Ex. Psychology."*
- *"Accreditation is a cumbersome, document-intensive process; however, it enhances institutional accountability and transparency, so there is value there."*

Others noted cautions regarding the experience and knowledge base of the accreditation teams, as well as concerns about the alignment between the accreditation process and overall educational goals over time.

### Frank opinions about business program accreditation

When it came to the question of business program accreditation, all but one legitimate response came from Assistant Professors in business and marketing - the constituency for whom tenure decisions most often loom in the future - and in turn, over half of this group (n=11) responded. This group as a whole had concerns about the impact of accreditation on educational quality, including some extremely frank opinions. Here is a sample:

- *"Any accreditation that requires hiring faculty with the accrediting agency's accreditation credentials is incestuous, with a severe limiting factor in the areas of diversity, creativity, and entrepreneurship. I believe that such accreditation requirements are immoral, not ethical and should be illegal."*
- *"Becoming accredited is more about funding the accrediting agency and politics than it is about quality. It breeds lazy professors who would rather research than teach."*
- *"When hiring new faculty, AACSB accredited institutions frequently only look at description of Business Accreditation Standard 10 and do not consider the other descriptions that can qualify a person for inclusion in the faculty."*

## SUMMARY

This survey explored the advantages and challenges of accreditation efforts in general, particularly business program accreditation, as seen by one of its key stakeholder groups: university faculty and administration. Their responses lead to four main conclusions for the future of such efforts for postsecondary business programs:

### 1. Accreditation matters.

Respondents overwhelmingly acknowledge the importance of accreditation at the university level and in general. For business programs in particular, program-level accreditation is tied in with perceptions of increased educational quality and improved outcomes among a majority of respondents.

### 2. Business program accreditation must do a better job of selling its benefits to consumers.

For many educational consumers, the benefits of program accreditation are clear. For some fields such as psychotherapy, for example, program accreditation is an important component of obtaining professional licensure. In business, there is a clear and often stated impression that the right program accreditation at the graduate level is critical for graduates being able to teach in many business schools. However, these survey results show that postsecondary faculty and administration are less convinced about the value of program-level accreditation for educational consumers in general. This, in turn, can influence the decision of schools to undertake such a process, particularly at the mid-tier level and below.

### 3. Faculty need to be better engaged on the topic of accreditation.

Among the more surprising results from this study was the lack of visibility among many business faculty and administration regarding the benefits of specific program accrediting agencies. Coupled with the concerns - and in some cases, the open hostility - of many tenure-track assistant professors, this points to a knowledge and credibility gap that likely needs to be addressed by these agencies in the future.

### 4. The resources needed for accreditation efforts are a concern for university faculty and administration.

Respondents largely echoed concerns regarding the efforts and resources that would be required for undertaking an accreditation effort, including a program-level effort. These concerns, some of which may be perhaps inevitable when held up against the rigors of accreditation, nonetheless tie in with the need to make business program accreditation attractive to a wide range of institutions and educational consumers.

Future research efforts in this area could include the assessment of students, parents, employers and other stakeholders in postsecondary business education, as well as a more detailed linkage of accreditation to outcomes. Nonetheless, this survey and its analysis does shed light on current perceptions of business program accreditation, and directions where such accreditation efforts could improve in the future to become relevant to a wider range of institutions.

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## APPENDIX

### Appendix A: Survey Questions

This section outlines the specific questions asked on the survey sent to respondents for this study.

#### Part I. Responses encouraged by all faculty members and administrators

1. Accreditation is the driving force for quality assurance and quality improvement in higher education.
2. Accreditation can provide stakeholders (academic administrators/policymakers, faculty, students, parents) with acceptable standards of teaching excellence.
3. I have a clear understanding of the differences between national, regional, and specialized accreditation.
4. I have good knowledge of regional and/or program-specific accreditation guidelines for my institution.
5. 21st century parents select college/academic programs that are accredited.
6. 21st century students select college/university programs that are accredited.
7. The lack of a specific program accreditation would likely mean a major reputation downgrade, as well as enrollment declines.
8. If you were seeking employment at a college/university accreditation would be a deciding factor.
9. If you were seeking employment at a college/university, accreditation specific to your program/discipline would be a deciding factor.
10. Accreditation processes for academic school programs improve students' education overall.
11. The accreditation processes in place today may stifle creativity and create bureaucracies to make all program schools (e.g. business programs/schools) the same and lead to homogenous models.
12. Accreditation setbacks include the scarcity of resources, e.g. time, faculty/dean manpower, and financial incentives to complete the process.
13. 13. Indicate your classification. Please check all that apply to your current position. (Emeritus Professor, Professor, Associate Professor, Assistant Professor, Instructor/Lecturer (full-time), Instructor/Lecturer (part-time), Adjunct Instructor, Academic Research, Academic Administrator (with specific categories for university leadership level, director level, and chair/department head level)
14. Optional response: Please share any additional thoughts on accreditation in higher education. (Qualitative question)

#### Part II. Business and economics faculty & administrators responses only

15. The Association to Advance Collegiate Schools of Business (AACSB), the Accreditation Council for Business Schools and Programs (ACBSP), and the International Assembly for Collegiate Business Education (IACBE) are the three main accreditation agency standards for business schools. You have a clear understanding on the differences between the three-accreditation agencies.
16. These three international accreditation agencies (AACSB, ACBSP, IACBE) all focus on quality assurance and quality improvement.
17. 21st century parents guide their children to select a college/academic business program that is accredited by one of these three (AACSB, ACBSP, IACBE) agencies.
18. 21st century students select a college/university business program that is accredited by the one of these three (AACSB, ACBSP, IACBE) agencies.
19. Accreditation can provide stakeholders with acceptable standards of teaching excellence.
20. There are quality differences in regards to research and scholarly activities between business programs that are accredited vs. non-accredited.
21. There are quality differences in regards to teaching excellence between business programs that are accredited vs. non-accredited.
22. There are quality differences with regards to outcomes (assessment guidelines) in accredited vs. non-accredited business programs.
23. There are quality differences with regards to student satisfaction activities between business programs that are accredited vs. non-accredited.

24. There are quality differences with regards to college admissions (demographic/academic success ratings) between business programs that are accredited vs. non-accredited.
25. There are quality differences with regards to leadership (strategic thinkers and planners) between accredited vs. non-accredited business programs.
26. There are quality differences with regards to hiring/selection (human resources) between accredited vs. non-accredited business programs.
27. In your opinion, business program accreditation setbacks include the scarcity of resources, e.g. time, faculty/dean manpower, and financial incentives to complete the process.
28. Optional response: Please share any additional thoughts on business program accreditation. (Qualitative question)

# AN OSTRICH, TRANSIT ADVERTISING, AND CLIMATE CHANGE: USING HUMOR IN SOCIAL MARKETING

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## EXTENDED ABSTRACT

Many questions remain about when and under what circumstances humor may be an effective strategy in social marketing campaigns. Few studies have investigated using humor to influence awareness, attitudes, and behavior on important, high threat intensity issues, such as environmentalism (Helmig & Thaler, 2010). Much of the research that has done so has been administered in the laboratory (Hastings et al., 2004). Our cross-discipline and faculty-industry collaborated research employs an in-market, seven-month out-of-home advertising campaign on climate change using humor as the primary means to influence advertising effectiveness.

Using message response involvement as our framework (MacInnis & Jaworski, 1989; MacInnis et al., 1991), we propose six hypotheses. We expect that greater exposure to the campaign to result in higher ad recognition, higher brand recognition, and more favorable attitudes to climate change. We additionally expect that higher ad recognition will lead to more favorable attitudes to climate change and more visits to the campaign's website. Finally, we expect that more favorable attitudes toward climate change will result in more visits to the campaign's website.

The campaign consisted of seven advertisements that were placed in two phases. The first phase contained three executions (one per month) intended to convince consumers that climate change is real and that scientists agree that climate change is human-caused. The second phase contained four executions intended to educate consumers on how climate change can affect Boston. A one-month hiatus between phases was used for data collection. The call to action for every advertisement was to visit the campaign website (i.e., ScienceToGo.org). The use of humor in the campaign took the form of "Ozzie" the ostrich, who represents the doubt each and every one of us likely has with any particular issue or problem and the myth that the bird buries its head into the sand to avoid danger. Our intent was to draw a parallel between the supposed ostrich behavior and those of climate change skeptics, i.e., if we ignore climate change, it does not really exist. While Ozzie represents a novel approach to deliver the campaign's message, it was also done humorously. Ozzie wears black-rimmed glasses and speaks in a witty and almost snarky tone.

Ads were placed inside Boston's subway system on its red and orange lines. Large posters (46" h x 60" w) appeared on the train station platforms and smaller placards (11" h x 28" w) were located inside the train cars. Generally speaking, one poster appeared on 36 platforms along the red and orange lines and one placard appeared within each train car. Ads did not appear on the blue and green lines, which represented the control group. Data collection occurred at three different time periods to better assess memory, attitudes, and behavioral change over time: one month prior to the first phase of advertisements, during the one-month hiatus between phases, and after the second phase. Trained field researchers were stationed on all four subway lines and invited every person who exited to take a brief paper survey in exchange for a modest \$3 token of appreciation, which riders were told was for subway fare. Researchers collected data primarily during three shifts (i.e., 8 to 11 a.m., 11 a.m. to 3 p.m., and 3 to 7 p.m.) to obtain a broad representative sample of adults who regularly ride the subway. The intent was to survey at least 120 respondents for each of the four lines. Data collection for each time period took approximately one week to complete.

Our results clearly show that ad recognition of the posters/placards was greater for those who ride the subway more frequently and that recognition increased over time. At the conclusion of our campaign, post-hoc

analyses indicated that poster/placard recognition was at 60% for those who frequently ride the subway compared to 18% for those who ride it at the lowest levels. The overall mean was 35%. Humor likely played a significant role with the campaign's high recognition levels. The use of ostriches in the ad's execution appears to have increased subway riders' motivation to process the ad and its message (MacInnis et al., 1991).

Brand recognition, on the other hand, was not influenced by the frequency by which individuals rode the subway. Rather it was more related to time and poster/placard recognition. Compared to those at the beginning of the seven-month campaign, those at its end were three times more likely to recognize the brand. Also, those who had recognized the poster/placards were five times more likely to recognize the brand. While brand recognition did increase over time, the strongest effect came from prior poster/placard recognition suggesting that message processing had more to do with memory for the brand than exposure to the campaign. Brand recognition is likely possible only after the ad has been attended to and more fully processed. The mean recognition rate for the ScienceToGo.org brand was 16%, which is considerably lower than ad recognition. Compared to the novelty of the ostriches, the amount of space dedicated to the brand was smaller.

While the use of ostriches and humor appears to do well in attracting attention, the executional strategy also appears to influence attitudes. However, how attitude change comes about appears to be more influenced by the depth of message processing (i.e., poster/placard recognition) than by the opportunity for message processing (i.e., frequency of subway ridership and time, as measured by data collection period). This outcome suggests that those who appear to process ad content more deeply are more likely to believe that humans in part cause climate change and that climate change is affecting Boston.

The intended behavioral change for the campaign was for subway riders to visit ScienceToGo.org. Overall, the number of respondents who indicated visiting the website was 6%, and website visits appeared to be related to poster/placard recognition. Those who recalled seeing the ads were 2.4 times more likely to have visited the website, which suggests that those who likely processed ad content more deeply were inclined to learn more by visiting the website. Females were also two times more likely to visit the website.

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# INTEGRATING CLIENT-SPONSORED PROJECTS INTO MARKETING AND ENTREPRENEURSHIP CLASSES

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## EXTENDED ABSTRACT

Two subject areas that are challenging to teach are Marketing and Entrepreneurship. Both are applied disciplines that students need to practice in order to become proficient. Marketing academics have been accused of emphasizing theory in courses at the expense of practice (de los Santos & Jensen, 1985) thereby ill preparing students for a marketing career. Entrepreneurship education has seen an explosion of growth however there is still a debate about how such programs should be developed with one suggestion being that programs should educate potential entrepreneurs about the barriers to initiating their entrepreneurial careers (Kuratko, 2005).

When theoretical approaches are used to teaching Marketing and Entrepreneurship, they are generally designed to be intrinsically practical, for example using case based teaching. However case based teaching can be static and inadequate at simulating real world problems and solutions and cannot substitute for experiential learning (McCarthy & McCarthy, 2006). In addition, research shows that business students respond well to learning opportunities from outside sources (Seidman & Brown, 2006).

Client-sponsored projects were integrated into three separate MBA courses over two semesters, Marketing Research, Entrepreneurship Strategy, and Marketing Communications. For the Marketing Research and Entrepreneurship Strategy courses classes met together once at the beginning of the semester when potential clients pitched their projects and again at the end of the semester for the final project presentations to clients. This was done because it was more convenient for clients who had multiple projects to pitch and it expanded the educational opportunity for students because they were exposed to projects and outcomes from another area of study.

Our university is associated with a small business incubator housing early-stage companies that have, or will have, proprietary technology. The first step of the integration process was to tap into this pool of potential clients. With the help of the director of the incubator, an announcement was circulated to the firms housed there describing our courses and offering our services. After an initial vetting, projects needed to be workable and fit within course constraints, all start-ups with a suitable marketing research or entrepreneurship project were invited to pitch themselves and their projects to the students. Students from each class then formed teams based on project interests.

Before the projects began, clients were required to sign a Client-Acknowledgement Agreement. In this agreement, clients acknowledge that (1) this is a learning experience, (2) students will be trained and mentored by the professor, (3) course deliverables are based on collaboration with the client, (4) clients are obliged to offer assistance and support, (5) the scope of the project will be approved by the professor, and (6) clients will not mistreat, disrespect, misuse or overuse student teams. In some cases, students were required to sign a confidentiality statement.

A sample of the projects includes for Marketing Research: (1) research competitors/ competitor strategies, (2) research potential geographic target markets for new product, and (3) mine client's database to find what differentiates active and non-active customers. For Entrepreneurship Strategy: (1) prepare and submit NIH SBIR Phase I proposal, (2) develop minimum viable product specifications, design and manage crowdfunding campaign, and (3) design strategy for distance learning markets, conduct a pilot program/beta test.

The method for the MBA marketing communications course was different; the instructor had a number of companies for the students to choose from. Some of the companies were located in the small business incubator while others were local businesses that had expressed interest in having an IMC plan developed. The companies were outlined to the students at the beginning of the course. Small groups of students could choose the company they wanted to work with (or they could choose another company of interest to them). Projects included creating a complete IMC plan for a planned or real product/brand/company, based on research of primary and secondary sources.

A number of challenges presented themselves. One challenge was standardizing assignments across groups and client companies to ensure a fair distribution of work and final course grades that accurately reflected effort across projects. This required a lot of time and coordination between client companies and professors. Another challenge

that was not anticipated was the number of foreign students who made up each team. Our school attracts a diverse student body in its graduate programs and not all students have the same level of proficiency with the English language. When teams were not sufficiently diverse this posed a communication challenge for client companies and a quality challenge with final written reports. When teams were diverse the challenge entailed an unequal distribution of work for the native English speaking team member. Professors learned to be careful with team composition and use team meetings to stress all group members contribute according to their abilities. In addition in the marketing communications course since the students were presented with a choice of companies (or could choose one of their own) the students did not always choose a company presented by the professor.

Clients that disappeared, expanded the scope of the project, or pivoted on the project's focus were also found to need considerable oversight from the professors. Finally, one of the biggest challenges was the time commitment professors needed to invest in the client-sponsored projects. It became clear after the first semester that professors needed to be an integral part of managing the project. Before work began, the professors met with client companies and confirmed project outlines. Throughout the project, updates and feedback sessions with students and clients were instituted. And one week before the final reports were due, final consultation sessions were held where professors met with student teams and critiqued preliminary copies of reports and presentations.

In the Marketing Communications course the project was broken down into four parts which allowed for feedback throughout the semester. This helped to keep the project on track and provided opportunities for feedback from the companies.

Although time commitment was an issue for professors, it should not be assumed that these projects were so big to manage that they weren't worth the effort. Not only did introducing client-sponsored projects help bridge the theory-practice gap by introducing students to a live case and experiential learning, it also introduced an interactive component of experiential learning, presentations to real business clients.

Qualitative feedback from students was generally positive. Positive feedback centered on the real-life assignment experience, working with a real client, and knowing what they were learning was relevant and useful. Negative feedback centered on some of the difficulties in managing clients and the constraint of working within one semester. Overall students felt the projects gave them an invaluable opportunity to develop consulting and research skills which are sought after by business. All clients companies were debriefed at the end of the semester. This not only assisted in assigning project grades but also allowed the collection of feedback from the client perspective. Like the students, qualitative feedback was generally positive. Several of the first semester client companies returned the second semester with new projects.

Client-sponsored projects have been used now for two semesters and positive feedback both from the students and client companies have been collected. Students felt they were better educated and trained as potential employees. Client companies, small start-up firms, received much needed consulting support services. In addition, our university developed a closer relationship with the local business community while supporting economic development. This experiential learning experience will be continued and refined. Future work will include ways to quantify outcomes.

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# MANAGING GROUP PROJECTS: SETTING THE STAGE FOR STUDENT SUCCESS

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## **POSITION PAPER**

The ability of the instructor to effectively manage group projects and presentations is important to the success of the student when developing their interpersonal skills and reaching their educational goals. Group projects can be incorporated into the class coursework as the core assessment or as a project to encourage student interaction, participation, collaboration and communication. The purpose of this paper is to provide a strategic approach on how to manage group projects and presentations by students in addition to detailing the theory used in the development of this approach. The basic elements of project management can be used in the development and managing of group projects in higher education. Project management can be defined as the overall planning, coordination, and control of a project from inception to completion aimed at meeting the student's requirements with available resources in order to produce a viable project on time that meets course learning objectives and goals (Chartered Institute of Building, 2010).

The strategic approach for managing group projects incorporates the theory of constructivism. Constructivism is closely linked to cognitive theories and adult learning principles. The theory of constructivism is derived from the work of Piaget (1972) which describes learning as an act of accommodation, assimilation, and equilibration (Brandon, 2010). The theory is based on the assumption that learning is an active and constructive process. According to Bachtold (2013), constructivism advocates for where knowledge is constructed from the learner's prior conceptions on the topic and from new knowledge acquired in the classroom. The knowledge can be acquired from listening to class lectures, viewing PowerPoint presentations, participating in class activities. Students can then construct their own ideas from the knowledge they have obtained.

In order to introduce a project in the class and manage the progress and presentation of that project, the instructor can utilize a strategic approach that includes four phases. The four phases are development, communication, implementation and evaluation. In the development phase of the project the instructor will need to review the needs and interests of the students, motivational factors, time constraints, effective means to creating dialogue within the project teams and project goals (Berg & Karlsen, 2013). The instructor should collect feedback from students, faculty and industry leaders before determining the essential components of the project. By collecting feedback, the instructor could reduce the amount of stress for everyone involved and increase the potential for success.

In the development stage of the strategic process, the instructor will need to compile the feedback collected from the stakeholders for the project and compare it to the project's goal. An effective way to manage the development of such a project is to write out the five w's that consist of who is doing what, when, where and why. If the project goal matches the needs of the stakeholders, then a timetable should be established and the available resources inventoried. The resources to support the project could include the textbook, lectures, technology, e-learning platform, class activities and library services. In order to complete the development stage the following questions should be answered with a positive response. During the completion of the project will the students be aware of why they are learning new skills, will there be a 'readiness' to learn, and will they be willing to participate in the learning context (McGrath, 2009). If the answer is no to any of the areas, then the instructor should address those areas in a redevelopment of the project before proceeding.

The communication stage of the process requires open communication channels and a feedback loop that might offer insight into any potential obstacles or challenges. A draft of the project should be available for discussion with stakeholders before presenting the final product to the students in the classroom at the beginning of the term. The objective of discussing a draft of the project with stakeholders including the students is to solicit information that may provide alternatives that could be more effective in the learning context. The communication

stage should be an ongoing process, from the conception of the idea for the project through the completion of the project by students and the assessment by the instructor.

The implementation of the project to the students can require that an instructor reference the six assumptions of the theory of andragogy by Malcolm Knowles. Therefore, the motivation of the students to collaborate and complete the project will depend on the professional approach of the instructor, student's readiness to learn and the projects appeal to the student's interest (McGrath, 2009). The use of technology is important to the implementation phase in that students need access to project information in addition to tools for communication among themselves and the instructor. Setting up discussion areas for projects provides the instructor the opportunity to offer support to students and monitor the progress in the project completion.

The final stage in managing the project is to assess and provide individualized and constructive feedback in a timely manner. Projects that are presented at the end of a term can provide a quality learning experience, if the instructor approaches the grading process with a detailed rubric that explains why points are awarded or deducted. The feedback that accompanies the grades should provide the students with direction for improvement where needed. The grading and feedback should also provide the instructor with direction as to what could be revised for future projects and what research needs to be conducted for project management.

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# IS THE MUSIC JINGLE A THING OF THE PAST? IMPLICATIONS FOR MARKETING EDUCATION

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## POSITION PAPER

Truly great jingles are not only remembered, but can also be revived decades later. The Big Mac "two all-beef patties, special sauce..." popular in the '70's, made a comeback in 2010, to varied critical success. Most of us have experienced a jingle or other commercial music that we just can't get out of our heads. Our kids sing them, and so do we. Jingles are intended to gain product name recognition, sales and profitability. But does the use of music jingles actually translate into product recall? Are they a thing of the past, or can they be resurrected as a viable way to attract customers to purchasing products?

### Context of the Situation

*Jingles Infiltrate the Mind.* Jingles are written to be easy to remember. The idea is to be short and repetitive and to imprint brand recognition by popping into one's mind when choosing products. They are designed to remain in your brain for years. And, as we know, they are difficult to forget. When grocery shopping, perusing the cold cut section, many people may immediately remember the "My bologna has a first name..." jingle for Oscar Meyer. Due to the mighty [jingle](#) writers of the House of Mayer, we know that our bologna has a first AND a second name. And we all wish we were wieners -- that is what we'd truly like to be! Psychologists who have studied the effects of music on the brain have found that 15-30 second pieces of music or jingles, known as *earworms*, work best at "infiltrating" the mind. James Kellaris (1993) made the term earworm popular and it means "those melodies that burrow into your head and won't leave".

### Improving Product Recall

*Improving Product Recall Through Music.* There is some experimental evidence to support the notion that music can improve recall (Wallace 1990). Edell and Keller (1989) provide empirical support that music serves as a particularly effective retrieval cue in advertising, similar to recall in slogans. This may be because verbal and nonverbal (musical) cues are coded differently in the memory, leading to an *incremental* effect of music. In marketing education, being aware of how the jingle can still affect product recall, may give students and teachers an avenue for reviving or creating new slogans through music.

### Challenges

*Move From Jingles to Pop Songs.* According to Karmen (2005), advertisers today are moving away from the jingle and towards actual songs. "Jingles, meaning an original, happy melody written about a product that extols the benefits, qualities, and excitement that come from owning or using that product, are no longer considered honest". The jingle, as anyone with a television or radio knows, is a vanishing art form. Modern marketers prefer pop songs that create a mood or spark an immediate, intrinsic emotional association that if all goes as planned, attaches to a product and translates to a sale.

*The Role of Music in Advertising.* In spite of the ease with which consumers interpret, remember, and play with advertising music, scholars who study advertising seem confounded by it. Few studies of the role of music in advertising education exist, despite agreement that more work is needed. Those studies that have been done are riddled with inconclusive findings. In most cases, research incorporates little work from other fields toward understanding the complexity of music as a cultural form. Consequently, the research is plagued by simplistic presuppositions about "how music works." Gupta (2013), in her quantitative study, found that how an advertisement jingle creates customer anticipation by its uniqueness, because as per past studies, music in advertisement creates a differentiation and more importantly proves to be unique and decisive in brand building. The simplest response to an ad thus requires the retrieval of a storehouse of cultural information, as well as higher-level manipulation of the

present communication (Dowling and Harwood 1986, p. 4). The consumer's evaluation of the ad or the product necessarily follows a complex, highly symbolic enterprise required to find the ad intelligible at all. Educators studying this field of marketing, may see new ways to utilize the jingle in ad slogans, due to its indelible impact on remembering the product.

### Conclusion and Suggested Future Research

*Is the Music Jingle Effective in Advertising?* Consider the results of the research reported here in terms of the uses of music in advertising and methods used to evaluate advertising effectiveness. The finding that jingles are most useful when individuals are presented with few cues to aid retrieval or have minimal exposures to the advertising is noteworthy because it runs counter to many long-held beliefs in advertising and consumer research (Yalch, 1991). "Good marketing campaigns are usually worth their cost, even if a business considers itself too small to have a nice logo, slogan or color scheme", said Ridenour (2014), who admits to singing along with the Pat's Donuts & Kreme jingle. "It might surprise small business owners how affordable creating a brand can be," Ridenour wrote. Today's jingles and songs cover a much broader spectrum than simple product jingles of the past. Sometimes, a former jingle becomes a starter tagline song (State Farm's "like a good neighbor"). Also, many advertisers "want something that's more oblique, less direct," Lecher said. "You hardly ever get a request to sing about how good this potato chip is."

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# UNIVERSITY FACEBOOK PAGES: ENGAGING THE ALUMNI COMMUNITY IN THE DIGITAL ERA

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## POSITION PAPER

As a result of the rising cost of tuition and the competitive higher education landscape, institutions are now more reliant than ever upon an important source of funding: private and alumni donors. According to the US Department of Education, in fiscal year 2013, 26.6% of a private nonprofit 4-year institution's revenue and investment returns were made up of private gifts, grants, and contracts, which was an increase of 22.2% from 2012 (Council for Aid to Education 2014). These donations are often made by alumni with the desire to "give back" to their alma mater. In order to make up for lost funding, colleges and universities have thrown themselves into pursuing these alumni, using different strategies to capitalize on this funding source (Bell and Stephenson 2014). The challenges these universities face is that these alumni are no longer physically on campus and within their sphere of influence. How can these institutions reach out to alumni and keep them engaged to donate to their alma mater?

Studies have repeatedly demonstrated that *identification* with a university is an important factor in alumni donations, meaning that the closer an alumnus perceives him or herself to their university, the more likely he or she is to donate (Levine 2008; Parsons and Wethington 1996). There are many strategies that universities use in order to increase identification in their alumni networks, including sponsoring alumni events in different cities, homecomings and periodic reunions. Marketing communication has traditionally come in the forms of printed materials such as alumni newsletters, direct mail and brochures; verbally in the form of telephone calls and face-to-face solicitation; and by email campaigns and E-newsletters. More recently, universities have begun to direct their efforts towards capitalizing on a new medium as a way to communicate and interact with those outside of the university: social media.

What is less understood, however, is how universities can leverage social media to improve identification with alumni. Using in-depth interviews with social media managers from eight highly-ranked universities, we examined 1) how universities utilize Facebook to increase identification and community, and 2) what strategies are used in crafting social media messaging. The results of these interviews show that the universities fall into two categories: either they have a well-thought plan for crafting social media messaging, or they let content develop more organically with no pre-defined strategy. But the most significant finding that the analysis suggests is that there are similar content themes used among higher education Facebook page community managers. Four content themes emerged among the social media strategies for creating identification with alumni: 1) *unifying imagery*, demonstrated by a shared recognition by all interview participants of the fact that Facebook posts which include an image have greater engagement than those that don't; 2) *pride points*, which give the university constituents something that they can be proud of and want to associate themselves with, causing them to engage with the post; 3) *relevance*, such as when a university is involved in a timely issue like financial aid or racial reform; 4) *nostalgia*, meaning that an alumni's sense of identity is strengthened when they are able to reconnect with the memories he/she associates with the time they spent at that university.

Our current study uses a content analysis method to test this new model on a sample of Facebook posts (n=5586) collected from 66 higher education Facebook pages. We look to answer the following research questions:

RQ1: How frequently are the four content themes being implemented into posting strategies?

RQ2: Does the presence of the content themes have a positive impact on engagement (likes, comments, shares)? If so, which themes are most effective?

Our descriptive results show that these content themes are present: unifying imagery being most common at 17.5% (n=1038), pride points characterizing 15.1% (n=897) of posts, relevance appearing in 6.6% (n=392) of all posts and nostalgic posts being the least common theme, emerging in only 4.1% posts (n=245).

Analysis indicates that for the most part, these content themes do in fact heighten engagement levels. Three out of the four increased engagement measures by twice as much, or more, showing statistical significance ( $p < .001$ ) while nostalgic posts were the only content theme that did so only minimally. What these findings suggest is that group solidarity can be achieved in a social media setting by using content messaging strategies, something which has previously been debated.

A limitation of the data collection for engagement measures is that we can not collect and measure click data on posts. The action of clicking on a link in a post is defined as engagement by Facebook, but click data are not available publicly. A second limitation is that we don't know which posts, if any, were promoted posts (e.g. posts for which the institution may have paid to increase the overall reach). Promoted posts reach a larger audience, thus leaving more opportunity for engagement. Though three types of schools (liberal arts, public universities and private universities) were selected for data collection, analysis were not run to determine whether there are differences between the school types or other institution attributes such as enrollment, number of alumni or athletics division. Understanding the effects that these content themes have on engagement levels at all types of universities would help determine whether or not these content themes can be universally applied to any type of higher education Facebook page.

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# **FLIPPED CLASSROOM TEACHING METHODOLOGY AS AN EFFECTIVE LEARNING MECHANISM: AN ASSESSMENT OF STUDENTS' EXPERIENCE AND EDUCATION IN A GENERAL EDUCATION CLASS AND A CORE BUSINESS CLASS**

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## **POSITION PAPER**

According to Lakmal & Dawson (2014) “[f]lipped classroom is an instructional methodology and a type of blended learning that delivers instructional content, often online, outside of the classroom and moves activities, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom model, students watch online lectures, collaborate in online discussions, or carry out research at home and engage in concepts in the classroom with the guidance of the instructor. “According to Educause (2012), it is a “pedagogical model in which the typical lecture and homework elements of a course are reversed.” Basically this is how it works: lectures are taped and put online in a video format, which are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions. The strength of the flipped classroom is active learning and engagement. According to the Center for Teaching & Learning at the University of Texas, students “acquire a deeper understanding of the content and how to use it.” According to Brame (2013), “... ‘flipping the classroom’ means that students gain first exposure to new material outside of class, usually via reading or lecture videos, and then use class time to do the harder work of assimilating that knowledge, perhaps through problem-solving, discussion, or debates.” In its fundamentality, the classroom is changed into a workshop of sorts where hands-on experience is stressed and practiced; students can test their skills in applying the knowledge they received after watching the online content. The instructor’s role in this scenario would be one of a coach or an advisor, encouraging, answering questions, and facilitating collaboration. The student’s role is one of importance as this methodology puts the onus on them; they are now responsible for learning the material at home and then mastering it by enquiring and participating in class activities. Using the Bloom’s taxonomy (2001), this means that students are doing the lower levels of cognitive work (gaining knowledge and comprehension) outside of class, and focusing on the higher forms of cognitive work (application, analysis, synthesis, and/or evaluation) in class, where they have the support of their peers and instructor. This model contrasts from the traditional model in which “first exposure” occurs via lecture in class, with students assimilating knowledge through homework; thus the term “flipped classroom.”

The use of technology is an important component of the flipped classroom world. New technology like MindMap, Camtasia, and others help instructors create content for their students. Although the flipped classroom methodology is catching on and is here to stay, there are some challenges: Instructors may need to do additional work by carefully planning the right level of integration. This will include time spent in recording lectures, editing them, and then supplementing that with in-class activities that must align with the lectures, otherwise students will not understand the material. With the use of technology, instructors (and students) may need to master new skills. The success of the class will depend on the learning curve of both students and instructors. Another challenge is dealing with students who believe that real teaching is not taking place and they begin to doubt the value benefit of their tuition dollars spent. This could consequently lead to students who will skip a class that focuses on activities because they know the material. Finally, there is the issue of technology. Will it work when the students want it to work? On the flip side (no pun intended), there are many advantages of using this methodology: In a regular classroom, students take notes and cannot stop to think through what is being taught; on the other hand, when watching the videos at home, students have the control as they can pause, rewind, and fast-forward as needed. Also, students have the opportunity to watch the videos again and again, a feature that is particularly helpful for those with academic disabilities or if English is not their first language. When students come to class and participate in in-class activities, instructors have the opportunity to debunk myths and spot erroneous thought processes. Finally the class

is exciting to attend as students are constantly engaged in hands-on projects all the while socially interacting with their peers, thus making it easier for them to remember and learn from one another.

This past Fall and Spring, I used the flipped classroom teaching methodology for three classes. In the Fall I used it for a general education class, Financial Stewardship, and in the Spring I used it for a general education class, Financial Stewardship, and a business core class, Principles of Marketing. I extensively used Camtasia as the tool to record all the PowerPoints for each of the classes. I would then post those PowerPoints on Screencast.com and put a link to it on my website. Students then access the file, watch the PowerPoint, and take notes. They would then come to class and I summarize what they have learned in the 50 minutes I have. I also use class time to do more problems such as, Balance Sheet, Income and Expense Statement, Budgets, Debt-Safety ratio, etc. For my business core class, Principles of Marketing, I would use the 50 minutes of class time to discuss cases that were applicable to the chapter.

The advantages were expected. I had more class time to work on exercises, discussion, cases, and critical thinking activities. The challenges included not being completely sure if students have understood the material by watching the PowerPoint.

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# CHALLENGES OF CLIENT-BASED PROJECTS IN THE MARKETING RESEARCH CLASS

*Nora Ganim Barnes, University of Massachusetts Dartmouth*

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## POSITION PAPER

Most marketing curricula require undergraduates to complete one semester of marketing research in the latter part of their program. The class is often taught in the senior year and almost always mandates that students demonstrate research skills through a project. Client-based projects involve students addressing a problem for a business client (Parsons and Lepkowska-White, 2009). Lopez and Lee (2005: 172) argue that client based projects are a “powerful pedagogical tool.” Through working in a team environment, interpersonal skills can be enhanced (Peterson, 2011).

The required, upper-level Marketing Research class at a large, northeastern university has been redesigned as a client-based program. After almost two decades of partnerships with over 300 businesses, it is a model for other schools interested in doing the same. The success of this approach actually resulted in the launching of an academic research center on the campus that facilitates these projects.

The challenges of running a client based research class can be daunting. The professor needs to assess the time, potential issues and available resources prior to adopting this format. Unfortunately, problems are far more visible and impactful than they might be in a class centered or campus centered projects class. Some of those challenges can be mitigated through the preparation stage and the organization of the class itself. It begins months before the class starts.

An announcement is placed in the local paper indicating that a limited number of marketing research studies will be conducted by students in the research class at the University. The Marketing Research professor should avoid selecting clients with political, religious, or moral overtones. Some potential clients present ethical or safety, rather than legal dilemmas. Clients involved in the sale of liquor, cigarettes, or fur coats may be unsuitable for the Marketing Research class. Student involvement in these projects could result in negative publicity for the school.

The students are given all the client information during that 2<sup>nd</sup> class and must arrange the client meeting. Student safety must be a consideration. Since the students will go to meet with their clients and see their businesses, care must be taken. Students and clients should be instructed to avoid meeting in private homes or in public places serving alcohol. The professor should be informed of pertinent details of each meeting. Attendance is mandatory at the client meeting and some discussion of dress code and procedure is appropriate. Students are instructed to find out the issue to be investigated (the dependent variable), the target population, geographic limitations, and possible influences (the independent variables).

Class time is dedicated to review of each survey method so that the research team can make an educated decision about which to employ. Survey construction is taught and students are encouraged to use intercepts at local malls, telephones, fax, or e-mail. Student teams should be limited to a total number of completed surveys. All questionnaires need to be previewed by the client prior to printing and data collection. Sampling lectures follow along with data collection advice.

All data is entered into computers using a statistical software program such as Stat View or SPSS. Information is then pasted into a word processing program in order to construct the final report. The challenges in running a client-based research class include:

1. **Time.** This format requires more involvement, monitoring and oversight than a classroom-centered format. Clients must be secured and vetted. Students must be held accountable for meeting deadlines and providing deliverables. The professor becomes a business manager of sorts

in a research agency. You may have as many as 6 projects moving simultaneously. Inevitably, some lag behind and will require more attention.

2. **Resources.** At the very least, significant amounts of printing are typically involved. Telephone interviews require that phones and phone books be available. Mall intercepts often require some “free gifts” or incentives to attract people.
3. **Student Buy-in.** This type of class requires a certain commitment from the student. It takes time to collect data and deadlines are necessary. Without student buy-in, there is the risk of data falsification, students not meeting deadlines and putting the project delivery in jeopardy.
4. **Safety, Ethics and Legalities.** The professor needs to be vigilant to be compliant and credible. Students need to be instructed not to conduct data collection alone, not to meet with clients in their homes, not to use their personal cell phones for interviews, not to become involved in any type of personal relationship with clients. Project choices should be on topics that are typical and benign like customer satisfaction, feasibility studies and awareness studies. The professor should approve all communication between students and clients.
5. **Culture of the Institution.** Some administrators welcome this kind of outreach into the business community and the resultant relationships that might be beneficial to the school. Others may have different priorities for the institution. It is prudent to test the administrative waters before making the decision to send students out into the local business community.
6. **Clients.** Some clients are more accessible for survey approval and questions etc. than others. Some are more difficult to work with, provide out of date client lists, change their study focus after the survey is constructed, or provide obstacles that are disruptive to the flow of the class.

Despite any of the above-mentioned cautionary notes, it is important to remember that teaching the Marketing Research class as a client-based program has rewards of its own. The class is more fun to teach, the students are totally engaged in the projects, and together you provide invaluable outreach to area businesses. Businesses return for more studies, take interns, offer opportunities for employment, and donate scholarships. This can be a winning format for a professor, the class, the school and the business.

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# THE CHALLENGE OF INTERNATIONAL STUDENTS

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## POSITION PAPER

The ability to successfully teach international students attending U.S. universities is extremely important for students and for professors. It can also be an interesting challenge for both. Although numbers of international students studying at U.S. universities have decreased they still are a large share of our classes particularly in business and marketing disciplines. The challenge for most American educated professors is to consider the differences from typical American students and which teaching techniques are appropriate and effective for all.

This position paper will consider several key aspects of teaching international students in the U.S. university environment and will offer suggestions as to effective teaching techniques. Little research is available with most experiences being a “learn as you go” process. This paper will provide some insight into best methods. Specific areas to be addressed include language, customs, religion, class activities and classroom ethics.

The discussion and suggested techniques are based on the personal experiences of the authors. The primary author has taught students from over 80 countries in his 26 years of university teaching at a mid-western university. He has also taught 9-week terms at that university’s international sites in Geneva and Vienna plus gave MBA lectures at their joint venture in Shanghai. The secondary author in his 7 years of teaching has also taught a wide range of international students at the main U.S. campus plus has recently taught 9-week courses at their Ghana site in the summer of 2015. Although based on personal experiences, their observations and teaching suggestions are broadly applicable to most American professors whether at their U.S. campus or when teaching abroad.

Although most international students are required to be ESL (English as a Second Language) qualified before taking classes in English professors need to consider students’ **language abilities**. Often their proficiency is varied with respect to written, spoken and reading. They are not always fully confident in English in our classes and it is important to check and confirm the international student’s level of comfort in English before fully engaging them in class. If necessary English skills are lacking they should be referred to an academic resource centers, writing centers or recommended for tutoring assistance. It should also be realized that translations take more time – often 2-3 times that expected. Thus, when providing an in-class reading assignment or case be aware of the need of international students for more time to reach and digest the material.

**Personal customs** vary significantly across cultures and global regions. For Asians “losing face” is very important and goes far beyond being embarrassed. Do not laugh at or make negative examples of students in class and avoid putting them in awkward situations. This is true obviously for any student but definitely important for Asian students. Engaging direct eye contact or pointing to students also is not proper for most Asian cultures. When nervous some cultures - Thais for example – smile and giggle. Realize that this is their nervous reaction to a situation and there are not making fun of a situation. IN many Eastern European cultures they are used to being aggressive in negotiations to get results. Do not be surprised if students from this region try to renegotiate some aspects of the syllabus and class deliverables with respect to scope or due dates. In some cultures it is considered a challenge to overcome bureaucratic obstacles with creative approaches. Be firm but flexible if necessary. The concept of time varies among cultures. Some are very punctual with others take a much more relaxed approach (not to say that this is not true of many American students also). There is a need to emphasize class start and end times as well as due dates of class assignments for all students.

**Religion** is another area that professors need to be aware of. Obviously one must be sensitive to students’ religion particularly to Islam today. One must realize that Islam has more orthodox forms in the Middle East with which students from those countries seem quite straightforward about. Other countries, such as Indonesia and Malaysia, practice a “softer” version of Islam which is less orthodox yet still devout. Religious holidays need to be considered with respect to class attendance. For Ramadan, in which devout students will fast from sunrise to sunset, evening classes need to take this into account. One suggestion would be to ask a Muslim student what time is sunset

(most will know to the minute) in order to give an extra long break at that time for them to get some food and drink. They, as well as American students, will appreciate the break can also serve as a cross-cultural educational moment. Similar situations may arise with Muslim holidays such as EID. These holidays are family times, much like our Thanksgiving, so limited absences should be considered appropriate.

It can be challenge to get international students involved in **class activities**. Due to cultural shyness or concern over their language abilities international students often do not fully participate. For group/team in-class activities or assignments international students should be dispersed through the groups/teams. This provides them and the other students an intercultural experience and encourages all of them to learn from each other. Also, students are often more at ease with smaller peer groups. It is always to give an international student a “heads up” if you wish to formally involve them in class. If a text case or article deals with a particular student’s country, let them know in advance of the class that you would like them to comment or amplify the material. This facilitates their participation as well as providing credible information for the class. One exercise that gets international students involved is the use of “flash cards” in a YES/NO or TRUE/FALSE question and answer session. Cards with the answers can be used by students to indicate responses to questions posed by the professor on class material. No direct student response is necessary in initially necessary but follow up questions can be used to explore difference in responses. Some of the questions can be ambiguous stressing that there may not be one correct answer but a range of justifiable answers. These techniques should put international students at ease in the classroom and encourage engagement.

With respect to **ethics**, it should be stated up front that any U.S. university must abide by U.S. ethics. Students are in a U.S. learning environment and the degree that they seek is one from a U.S. educational institution. There can be no question about this matter as their reputation is at stake. Of course the standard rules of attribution, plagiarism, cheating, etc. must be made distinct and clear at the beginning of class. At the same time American professors must be aware of cultural differences wit respect to personal ethics. For many cultures, Asian and Eastern European, to do another student’s work or write their papers or exams is not cheating but is merely “helping each other out”. The collective imperative outweighs that of the individual. The work of any student in a U.S. institution must be their own work in assesses and evaluated individually. When teaching in Vienna the primary author was warned about cheating by students with crib notes in pencil boxes/cases. He took definite steps to warn the students ahead of time and to inspect any container in the exam class as well as to separate students in the room during the exam. One also needs to closely examine written assignments to confirm the words/ sentences/ paragraphs are indeed sufficiently different and reflect an individual’s effort. On one occasion the professor was advised much later that when out of the room a Chinese student opened his book bag and consulted his notes to answer a test question. Ethics around the world may vary but U.S. ethics must prevail in all classes in U.S. universities whether in the U.S. or at sites abroad.

Hopefully the above helps out and will make us more effective and understanding professors. International students are a fact in most U.S. universities. Further exploration and sharing of methods of teaching them should continue. Teaching international students is culturally educational and fun and not just a pedagogical challenge.

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# MISSING CLASS SCARES ME. THE IMPACT OF FOMO ON ONE'S SUBJECTIVE WELL BEING

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## *POSITION PAPER*

Several studies have linked class absences with lower grades (e.g., Brocato, 1989; Park & Kerr, 1990; Durden & Ellis, 1995; 2003; Marburger, 2001). But the reason behind this linkage has never been studied from the student's subjective wellbeing point of view. This article addresses this gap showing that absenteeism leads to the student feel the fear of missing out on class and thus impacts his/her subjective well-being which may partially lead to lower grades.

Students are driven to attend by guilt. These students feel they were disadvantaged by not attending. (Gysbers, Vanessa, et al., 2011). Thus, missing a class produces the feeling of guilt in a student. Based on a review of popular and industry writing on FoMo (e.g., JWT, 2011; Morford, 2010; Wortham, 2011) A.K. Przybylski et al.(2013) drafted 32 items meant to reflect the fears, worries, and anxieties people may have. The emotions of guilt and anxiety are negative in valence (feelings). (Dunn, Jennifer R et al, 2005). Models of emotion and health have been developed to understand these associations and have primarily considered mechanisms that might link negative emotion to poor health. (Richman, Laura Smart, et al., 2005).

Although the area of psychology has had a detailed research on impact on one's health and well-being when a person feels guilty or anxious, the area of marketing specifically marketing education is yet to see the impact of fear of missing out on class on one's subjective well-being. Thus consistent with the literature review and the findings, we see that absenteeism may lead to guilt and fear. And this fear of missing out leads to student becoming more anxious. The anxiety may lead to poor health which may eventually result in poor subjective well-being. This gap thus brings us to our next hypotheses:

H<sub>1</sub>: The fear of missing out on class is **negatively** associated with the psychological subjective well-being of the student

Hamilton's most famous result, known as Hamilton's rule (HR), is usually interpreted as specifying the conditions under which the indirect fitness of altruists sufficiently counterbalances the immediate self-sacrifice of altruists. In this way, the altruistic trait can increase overall. Based on this theory, when a student sacrifices a class to do some good to the society, this sacrifice is counterbalanced by providing him with health benefits. Thus, the fear of missing out which impacts his subjective well-being is balanced by his positive well-being he got from going good to the society. Thus, we present the next hypotheses:

H<sub>2</sub>: The reason of social cause for missing the class weakens the negative relationship of FoMo on class and the psychological subjective well-being of the student

20–21-year-old 150 undergraduates as participants in their third year of a business studies degree program were asked to complete a survey in which they were asked to recall a time in their recent past during which they did not attend a scheduled lecture. They were also asked to describe the circumstances associated with their absence and were provided with a list of prompts that might help them to identify the characteristics of those circumstances.

The qualitative reasons for non-attendance were subjected to analysis and coding, observing the traditional three coding strategies outlined by Holsti (1969). (i) signals of high student motivation (reasons for non-attendance that were due to genuine inability to attend) (ii) signals of medium student motivation (reasons for nonattendance that were related to the prioritization of other pressing program related tasks, such as project assignments or essays); and (iii) signals of low student motivation (reasons for non-attendance characterized by trivial, low-quality activities, such as watching television etc.). Next, we tried to measure their FoMo using the FoMo scale and then they were then asked to assess their subjective well-being using the BBC Subjective Well Being Scale.

As the study was conducted in North America, the results cannot be generalized to other cultures as well. The importance of a particular class may vary from student to student. Thus, if a student misses a class which is less important to him, he may have less fear of missing out on class. There also may be a possibility of a student not mentioning the real reason as to what cause him on missing the class which may hamper the results.

The next study would test the impact of fear of missing out on class on the subjective well-being of a student when his/her friends or peers also cannot make it for the same class. Will they have less fear as they know about a few others who were also not able to make it or will the impact still be the same?

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# EXPATRIATE CROSS-CULTURAL TRAINING STRATEGIES HAVE IMPLICATIONS FOR DOMESTIC PLACE MARKETERS

*Ruth Leshar Taylor, Texas State University*

## *POSITION PAPER*

### **Problem to be explored**

At one time, churches and schools served as helpful conduits aiding place-transitioning people in successfully transitioning to, and in their cultural adaptation to, their new domestic environment. Over time, cultural and social change has diminished the importance these institutions. In today's mobilized societies, today's youth, working adults, and retirees, alike, are making many place transitions over the course of their lives, requiring of each of them numerous cultural or subcultural adjustments. Thus, acculturation conduits are still needed, and even more so given the mobility of the U.S. and other populations.

Transitioning and adapting to a new subculture in the U.S. due to a job change, a retirement, or other reason for becoming residence mobile, is not easy. If the adaptation going gets rough people become unhappy and unhappy people become a social concern. Domestic place marketers need to develop in-bound citizen transitioning and subculture adaptation strategies (when cities are viewed as subcultures) to help new citizens, both young and mature, become well-adjusted, accepted and contributing members of their city/county society.

The thesis of this proposed study attempts to answer the following questions: "Can successful expatriate cross-cultural training strategies be used to help new residents in a community (retirement community, job community, assisted-living community, new city community, college campus, and others) have a smooth transition and become culturally-adapted to their new environment?" For instance could the cross cultural training strategies used by multinational companies, such as Ericsson, headquartered in Stockholm, Sweden (Hänberg & Österdah (2009) be successfully employed domestically to aid place transitioning constituents.

Can cross cultural training strategies be employed as subcultural training strategies (if domestic new places to a transitioning person are thought of as being new subcultures) to help transitioning people become well-adjusted and society-contributing new residents whether they are college students, graduates, relocated employees, or retirees? If so, such findings have many implications for domestic place marketers such as those marketing cities, counties, states, college campus, retirement centers, and other places. Various marketing tactics can be implemented to serve as surrogate conduits in helping to make for smooth transitions and cultural adjustments, such as city 'welcome wagon' efforts did (do) in a rudimentary way. However, with today's increasingly diverse cities, place transitioning people need assistance that encompasses much more than 'coupons' and 'newspapers' given out by Welcome Wagon volunteers. With the increase in globalization there has been an increase in the movement of human capital necessitating efficient and effective cross-cultural training (CCT) according to Hänberg & Österdah (2009). Their findings have implications for city economic development agencies, college administrators, hiring employers, and relocation and retiree consulting specialists who may wish to employ like strategies to aid incoming citizens.

### **Context of situation**

'Culture Shock' can be experienced, in varying degrees, by various expatriates going to other countries to work or young and older transitioning domestically. The degree of cultural shock or subcultural (city culture) shock experienced many times is dependent on how different the new environment is from one's former environment. Transitioning to new cultures or subcultures is very stressful on the mobilized. At times, one to become unsure of his or her self and begin to experience doubts about their relocation decision. They may encounter emotional disturbances that might lead to health concerns such as over sleeping or over eating, frequently getting irritated by minor cultural or subcultural differences, and, perhaps, even experience depression. International students and

expatriates from other countries coming to the U.S. to study or work, likewise can experience varying degrees of culture shock. Such cultural adjustments are a lot tougher than many expect, and even tougher on one's family members. Unsuccessful adjustments become social concerns.

### **Recommended course of action**

It is recommended that the eight expatriate cross-cultural training methods employed by the Ericsson company, as identified by Hänberg & Österdahl (2009), be studied relative to their parallel applicability to domestic place marketers' attempts to help their inbound new residents, young and mature, in their transitioning to and adjusting to their new place of residence so they can readily become active in and contributing members of the community.

### **Challenges or alternative perspectives**

Many success-failure issues impact one's successful or unsuccessful adaption from former place to new place. When sharp cultural or subcultural differences exist between the two of them, there is a need for much more much pre-arrival and post-arrival cross-culture/subculture training.

### **Conclude with suggested further research or exploration needed.**

With today's major emphasis on universities to internationalize their students in global issues, there is high likelihood their graduates will encounter a place transition, or several, over their lifetime. Such likelihood raises a research issue, that being, what country-neutral transitioning and acculturation training should universities be providing their students.

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# MANAGING GROUP PROJECTS

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## *POSITION PAPER*

This paper addresses the issue of improving quality and process of student group work. Student groups have traditionally suffered when unequal contributions are made to the process and desired outcome. Self and peer assessments are commonly used as a means of monitoring and regulating individual contributions to the group (D'Alessandro and Volet 2004). While assessments offer fairness in evaluations, they do not guarantee quality output or equitable contributions. A comprehensive approach to addressing problems in group work is presented. The approach emphasizes communication, control and cohesiveness.

The class is a capstone course for management and entrepreneurship majors. Student teams of six to seven students work on a consulting project for the client. The projects typically involve business or marketing plans. Sometimes, the marketing plans may be narrowly focused on social media development or franchising feasibility plans. Typically, a class will have four clients. Students are assigned to a client based on their background (matching skills with project needs) and interest. Student groups have to assign internal roles which include manager, client communicator, etc. The group component of a project, typically, might last anywhere from three to six weeks. In this class, groups work together for the entire fifteen weeks of a semester. The problems I faced were lack of or limited participation, dominant students who stifled the creativity of meek students, complaints about quality and quantity of work. Norms for the above three processes are developed by the group. This ensures buy-in from all group members.

I focused my efforts on three aspects of the group process:

1. Communication
  - a. internal (between group members)
  - b. external (group and professor/client)
2. Control
  - a. Self-monitoring of task assignments and output
  - b. External monitoring of output quality
3. Cohesiveness
  - a. Providing opportunities to build relationships
  - b. Organized sanctions for violating group cohesiveness

The first two weeks of the semester are spent in giving students tools to develop strong group relationships. A colleague who is a leadership and HR expert gives a guest lecture in the class. Prior to his class, all students take the DiSC assessment. DiSC is a personality assessment tool that is used in the industry to improve work productivity, teamwork and communication. The assessment gives students an idea of their personality type. Each personality type has its strengths and weaknesses. Students write individual papers where they discuss their personality in the context of the group project. They are asked to identify how their strengths can be an asset to the group. They are also asked to reflect on how their weaknesses might hinder the group and how they might avoid or lessen the impact of their weakness. If and when group conflict arises at a later stage, during the intervention, I ask them to reread their initial reflective piece. I find that having to think about their own strengths and weaknesses makes them more accepting of potential conflict later on. They are less likely to become combative or be on the defensive. It also makes students more aware of different personality types within the group. The guest lecture gives them some ideas about how to deal with different personality types.

Following the guest lecture, groups meet in the cafeteria at the student union. They develop group norms in an informal setting. Norms are set for mode and frequency of communication, response time, file sharing, quality standards for individual work, group meeting rules, sanctions for not delivering work on time, sanctions for missing meetings without prior notice, how meetings will be conducted. Once the group has agreed to the norms, they are published to the group's Blackboard page. Five weeks into the semester, groups are asked to review the norms and make necessary modifications. In the event of any group member slacking off, students find it easier to impose

sanctions since they have already discussed and formalized them. The “offender” also finds it more acceptable because s/he agreed to these sanctions along with the rest of the group.

The main challenge I face is in keeping up with the four groups. The groups are better organized and work more cohesively because they have templates that they have developed. However, I do not have a single dashboard that helps me keep up with all the groups. In Fall 2015, I will be piloting a software package that is expected to give me greater oversight of all the projects.

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# AN INTERVENTION APPROACH TO ENCOURAGE STUDENTS TO PURSUE INTERNSHIP

*Yu Hu, Salem State University*

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## POSITION PAPER

It's well known that undergraduate students with internship experiences enjoy numerous career-related benefits. However, less than five percent of AACSB schools require students to take an internship course, and the majority of internship courses use a pass/fail grading system. Hence, there is little academic incentive for students to struggle to complete an internship, and this is particularly true for low-achieving students. Furthermore, for students from low-income families and for first-generation students, their participation in internship is even lower. In other words, only high-achieving students are reaping the benefits of internship. This reality is consistent with findings from the motivation literature: in general, individuals with higher levels of self-regulation tend to obtain more satisfying outcome in various stages of life.

To increase the number of students who can benefit from internship experiences, business educators and administrators need to find ways to encourage more students, particularly low-achieving students, to strive for and to complete an internship before graduation. In this position paper I briefly describe a behavior intervention approach, called Mental Contrasting with Implementation Intentions (MCII), which can be used by faculty to facilitate students' pursuit of academic goals, such as internship. MCII combines two established self-regulatory strategies, mental contrasting and implementation intentions, to strengthen people's goal commitment and to facilitate their goal striving actions. This approach has been used in many life domains, and it has been shown to successfully improve the outcomes of goal pursuits, such as physical exercise, a healthy diet, pain management, etc. As reported below, I conducted a preliminary study to examine if MCII can be used in classrooms to nudge students towards obtaining an internship, and the initial results are promising.

This quasi-experiment was conducted in a junior-level, required marketing course. The instructor first presented to students various benefits of completing an internship. The purpose was to prime the students with relevant information for the ensuing mental contrasting exercise, since most students are not fully aware of the far-reaching benefits of internship. In the mental contrasting exercise, students, working in a group, were told to imagine and elaborate on the positive, academic or personal consequences if they would successfully find and complete an internship before the end of the academic year. Then, they were asked to detail all the obstacles in the present that prevent them from successfully achieving the internship goal. Afterwards, all groups shared their answers with the class.

The next phase of the MCII intervention was the implementation intentions process, in which the students were instructed to find ways to overcome those obstacles they just identified. And more importantly, they were instructed to form their action plans in an if-then format. For example, "If I don't know how to find an intern position, I will ask my favorite professor for help." Again, all groups shared their plans with the class afterwards. In a different session of the same course, which was used as the control group, the instructor gave the same internship benefits presentation, but MCII was not conducted.

During the semester, the instructor periodically sent internship related information to all students, information such as resume workshop, alumni networking parties, career fair, and internship opportunities. Although these messages were created and communicated to students by other campus channels, they were relayed again by the instructor to make sure all students were exposed to the same internship related information, so that the extraneous message effect could be ruled out from the analysis.

Right before the end of the semester, the instructor asked students if any of them had obtained or applied for an internship during the semester. In the MCII class, there were three students who had obtained or was in the process of interviewing for an internship, and seven others attempted, while in the control group, only two students said they have tried. This preliminary study showed that MCII, used in a classroom group setting, successfully made student

more likely to strive for an internship goal. However, to tease out the confounding group effect, future research should use a more controlled and individual-based experimental approach, and follow-up interviews should be conducted to confirm whether and how the MCII intervention influenced the affected students, which would help fine-tune the experimental instrument, particularly for the if-then part. Furthermore, the domains that MCII can be applied to should be expanded to other academic areas where certain student groups tend to struggle, such as first-year students, first-generating students, or international students, etc.

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# A NEW APPROACH TO TEXTBOOK DECISIONS: CONSIDER VALUE

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## *POSITION PAPER*

Today's traditional-aged undergraduate student perspective towards the purchase and use of textbooks has evolved to the point where they view the value of textbooks much differently than previous generations. Many students no longer purchase textbooks and the students who do often may not bother to read much of their required readings. Students who don't purchase textbooks often cite financial considerations, that they believe they can pass the class without a book, that they don't either like or have time to read, or that the professor may not use the text extensively, making the purchase unnecessary. This paper proposes to discuss the author's experiences with the challenges of promoting the value and use of textbooks for a course as well as how to make textbooks affordable while encouraging students to read and learn from their texts.

Given how quickly our students' perspectives have evolved from previous generations and the rapidly changing nature of delivering learning content, a number of approaches exist to dealing with the concerns raised in this paper.

The first step is to decide if a text is appropriate for your class. If committed to using a text for your class, then be sure to carefully screen for a text you will use extensively. If a student does not perceive value in the book, why should they purchase the text? Look for a text that fits the reading style of today's traditional students. Traditional aged students are scanners, like visuals, and enjoy stories that illustrate your points.

When reviewing textbook options, consider alternatives, you can look for a traditional text. But other options exist from open sourcing, customization, e-books, digital sourcing, non-traditional textbooks, creating your own text or readings, or possibly not requiring a text at all. Any of the above options involve an understanding of your course goals and what and how you want students to learn.

Because many students cite financial considerations in their textbook purchase decision, faculty may wish to consider finding means to reduce textbook costs. Many of the previously listed options may reduce text costs. Customization is an option offered by the main publishers in which a professor only includes the actual textbook reading material covered in the course; the rest of the traditional text is deleted. The book's initial cost can be cut in half, resulting in significant upfront savings for students. My students have responded very favorably to this option.

Among the advice I provide to first year students is to consider looking on-line for an inexpensive new copy or used copy of the text. New students, in particular, need to be informed about inexpensive approaches to picking up textbooks. One means I have employed to save students money while encouraging them to obtain a copy of a textbook is to inform students about their option to direct sell. Once a semester registration is complete, I will email students from both the class I most recently taught and my new enrolled course students in order to help them connect directly to obtain a copy of the text. The students from the previous class get to resell their books while the new students pick up an inexpensive text. Another perspective is to suggest students to consider sharing a text. They can, in effect, spread the cost of a text between 2 students.

Digital, open-sourcing, e-books, and leasing all represent potential means to deliver content to students at a significantly lower up-front cost. A major advantage for students is that they can take in content through a device such as a phone, tablet, or lap top – a channel they are comfortable accessing information. Many traditional publishers are issuing either an inexpensive print or electronic version of a text. While the e-versions may have some built in learning enhancement, both tend to be somewhat more limited and like many of the other examples previously mentions, save students money up front, but students do lose buy-back potential.

A number of environmental factors have arisen that have a negative impact on students' decision to purchase a course textbook. Arguably the most significant is the rising cost of higher education along with students' reduced

purchasing power, making a text unaffordable. This paper outlines a number of options to reduce the cost of a text. Faculty must make an effort to be more involved in their textbook decisions, from understanding how to best connect the text to their learning objectives, finding texts that fit better with a new generational cohort, and most importantly looking for options to make texts affordable. That means faculty must conduct more research than simply looking for texts among the major publishers. The goal should be to find ways to encourage students to acquire a copy of the text to enhance their class learning.

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# NATIONAL COMPETITIONS AS TEACHING TOOLS

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## **POSITION PAPER**

This paper will explore the use of a national competition as a teaching tool. The Enactus organization is a non-profit organization that works with academics, college students and business leaders on projects that improve people's livelihood using entrepreneurial action. The fundamental concept that underlies each project is people, profit and planet. In maintaining this focus and measuring the outcomes of these projects, the organization has implemented a five asset category criteria; financial, physical, social, human and natural to be used as a guideline. Each college team is given an academic year to work on several projects of their choice using said criteria. They are then judged and evaluated by business leaders and executives of Fortune 500 companies through an oral presentation. Their prizes range in the tens of thousands of dollars and should they win the national competition, they are also given an opportunity to represent their country internationally in the global competition.

To ensure these projects deliver an economically, socially and environmentally sustainable program with a significant outcome, the projects are developed based under the purview of all or some of the five asset categories. Further, the projects are evaluated based on the impact and outcomes of the target audience. A delineation of these categories follow to ensure a complete comprehension of the guidelines outlined by the organization to ensure success while improving people's livelihood.

First, the financial asset category refers to resources available for a target audience who would benefit from this project while ensuring sustainability. These financial resources range from earned income, cash, savings, job creation, micro-lending and/or business creation (*Enactus team handbook, 2015, p. 48*).

The physical asset category pertains to basic infrastructure and products necessary to support one's livelihood. These include shelter, transportation, clean energy, access to consumer needs and sanitation. When an individual or community does not have access to physical assets, it invariably has a ripple effect and so the opportunity cost of not having access to these basic necessities affect other livelihood assets such as education and financial assets (*Enactus Team handbook, 2015, p. 48*).

With regards to the human asset category, the Enactus team's goal is to ensure that individuals or the community acquire an ability to work and/or pursue other areas where they are able to invest in themselves such as job skills, education and leadership development. Ultimately, once the team is done working with them, these individuals should be able to possess the knowledge, skills and ability to pursue different livelihood strategies (*Enactus Team handbook, 2015, p. 48*).

For the social asset category, individuals are encouraged to build relationships and form social networks with a view of working together with trust and respect (*Enactus Team handbook, 2015, p. 48*). Finally the natural asset category refers to the natural resources that are used and consumed to create a sustainable livelihood. This is normally done through the improvement of natural resources such as land, air, water and so on. There is also a focus on biodiversity and waste management (*Enactus Team handbook, 2015, p. 48*).

Having a full understanding of these categories and being able to monitor the input, resources such as students, time, money, volunteers, facilities, supplies and equipment are dedicated to the project. They also measure the output; work accomplished, and the outcomes; the benefits or changes within the community and/or individuals (*Enactus Team handbook, 2015, p.46*). The team then present their results in a 17-minute presentation at a National competition before academics and Fortune 500 executives.

The Southwest Minnesota State University team worked on four main projects; a struggling small business, a project that included securing employment/job-training/education for felons/people with troubled past, a green project that included manufacturing liquid soap from used soap sourced from hotels and composting for the local community and internationally. The team had a diverse educational background including business, fine arts, social

sciences and recreation. Thus, the students not only benefited and learned from the Enactus projects, networking also became an important learning experience.

The Enactus competition was a model used in several classes to prepare students for these projects and also guide them through the process. The classes were advertising, retailing, e-marketing, supply-chain management and human resource management. For this paper, only the projects that involved the marketing classes will be delineated. In the advertising class the students were to develop an advertising campaign for the small business to increase market share/brand awareness and profit. They were also to develop a marketing plan outlining the advertising and sales schedules. In the retail class they were to develop a business plan and also analyze the financials to determine where the company was losing money and how best they could minimize that loss. In the e-marketing class, they were to develop a website, social media using marketing analytics to evaluate and monitor online activities.

Since these projects were extensive, it was difficult to initially create a synergy but once the students started working on their sections and meeting on a weekly basis, they were able to grasp each section and apply theories learned in class for project completion. There were also some problems in analyzing the profit and loss statements and balance sheets for the small business due to incorrect entries made by the business owner. As well, there were challenges with excess inventory and pricing issues which were later resolved by the students.

These projects are still part of our ongoing curriculum to ensure sustainability. And since we placed 8<sup>th</sup> in the nation in the National competition this year, the model used will be continued. Our team also won the women's economic empowerment project competition which included a monetary award of \$5000.

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# SOCIAL ENTREPRENEURSHIP IN MARKETING EDUCATION: WHERE ARE WE NOW?

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## POSITION PAPER

Social entrepreneurship entails “social value creation mission and outcomes...of undertakings aimed at creating social value” (Dacin et al., 2010, p. 42). To obtain the necessary knowledge and abilities to succeed in different ventures, social entrepreneurs have turned to business schools (Howorth et al., 2012). In this regard, universities have added non-profit management and social entrepreneurship courses to their curricula (Mirabella & Young, 2012). However, the integration of social entrepreneurship presents unique challenges that have been inadequately examined in the marketing education literature (Schlee et al., 2008). To address these challenges, this position paper evaluates the current state of social entrepreneurship in marketing education and presents recommendations for future research on this emerging area in marketing education.

Due to the nature of social entrepreneurial activity, individuals who engage in social entrepreneurship require a defined skill set that includes market skills (Mirabella & Young, 2012). As stated by Kotler and Zaltman (1971), promoting social objectives can be achieved by applying principles of social marketing. However, modifying marketing curricula to support social entrepreneurship may not be a priority in all social entrepreneurship and social venture programs offered by universities. Nevertheless, schools of business continue to place more emphasis on market skills in social entrepreneurship than schools of public administration and policy and religiously-oriented institutions (Mirabella & Young, 2012).

In an attempt to design a program for social learning and social entrepreneurship education, various authors have presented potential approaches for incorporating social entrepreneurship in the marketing curriculum. Schlee et al. (2008) proposed a marketing curriculum that starts with identification of social problems and then moves on to incorporate social entrepreneurship with various marketing topics, including “opportunity identification, positioning and developing a value proposition, ethnographic research methods, branding, and low-cost promotions” (p. 9). Howorth et al. (2012) presented a programmatic design for social entrepreneurship with pedagogical foundations in social theories of learning that promote reflection and learning, communities and practice, and psychological safety.

In addition to curricular modifications, practical applications may help marketing instructors spark meaningful discussions about social entrepreneurship in the classroom. To this end, marketing educators may borrow from innovative techniques in other marketing education applications to promote an understanding of social entrepreneurship. For example, Mills et al. (2013) introduced the idea of using humor to engage students in class discussion of marketing and ethics, corporate social responsibility, public policy, and other related issues. Duus and Cooray (2014) used cross-cultural teamwork for a virtual collaborative experience where students from a university in the United Kingdom worked with students from a university in India to design a business plan and ultimately launch an entrepreneurship venture.

These suggestions for integration may pose challenges for marketing programs grounded in traditional commercial entrepreneurship orientations. Social entrepreneurship initiatives are carried out by individuals with community and social development orientations, with social values that are often in ideological conflict with traditional business priorities (Howorth et al., 2012). Such ideological conflicts present issues for the integration of social entrepreneurship, particularly within the academic capitalism context (Mars & Rhoades, 2012). However, it is expected that if marketing programs gradually adopt relevant solutions identified in this paper, the integration process may become a smooth and successful one.

Given that it is possible to integrate social entrepreneurship into the marketing curriculum, the next step is to chart out future research toward an evaluation of marketing curricula for social entrepreneurship integration (e.g., in

the top 10 universities for marketing and entrepreneurship). Content analysis of course descriptions can be conducted to identify common themes stressed in current course offerings. These can then be mapped to emergent themes identified in current academic literature and practitioner outlets. Using this approach, we can identify the degree to which educational programs align with real-life needs and where we, as a body of academic institutions, may develop curriculum further to better serve this emerging area in marketing education.

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# EXPLORING STUDENT SELF-EFFICACY FACETS IN MARKETING

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## POSITION PAPER

Self-efficacy is an important educational construct, and much research indicates that student academic self-efficacy has a positive influence on academic achievement (Bandura, 1997). Theoretically, mastery experience, social modeling, social persuasions, and emotional and physiological states contribute to forming student self-efficacy perceptions (Bandura, 1997). Thus, as educators better understand how modes of delivery (e.g., online vs. face-to-face), teaching methodologies (e.g., traditional lecture vs. flipped classroom), and other factors (e.g., type of feedback) impact these drivers of student self-efficacy, they can better design course experiences that have a positive impact on student self-efficacy and academic achievement.

Drawing on this foundation, we initially set out to examine how various modes of delivery and alternative teaching methodologies influenced student self-efficacy beliefs in marketing research. Since the concept of research and its implied statistical and mathematical content can invoke anxiety in students and make the class less appealing to most students (Bridges, 1999; Kennett-Hensel, et al. 2010; Stork, 2003), it seems worthwhile to examine ways to enhance students' perceptions of self-efficacy in this context. Surprisingly, a literature review reveals limited extant research on student self-efficacy beliefs in a marketing research context. Our review identified a rich body of research studying academic self-efficacy, including academic self-efficacy in online environments (e.g., Hodges, 2008). We also identified research on the nature and roles of self-efficacy in mathematics (e.g., Usher, 2009), a study involving self-efficacy in the context of entrepreneurial marketing (Peltier & Scovotti, 2010), and a study of occupational self-efficacy for brand managers and general marketing managers. In all, we found no research on student self-efficacy in marketing research and very few studies in any marketing education context.

Thus, we completed the first stage of a pilot study exploring if student marketing self-efficacy could be studied separate from general academic self-efficacy, and if so, could student self-efficacy in marketing be studied as a multifaceted construct (e.g., marketing research self-efficacy, sales self-efficacy, promotions self-efficacy, etc.). Initial analysis of the results of a questionnaire administered to a group of 26 students taking an online Principles of Marketing course suggests that general marketing self-efficacy can be distinguished separate from academic self-efficacy. Similarly, analysis of results of a questionnaire administered to 27 students in a face-to-face Marketing Research class suggest that marketing research self-efficacy can be distinguished from academic self-efficacy.

These initial pilot study results support the pursuit of additional, more robust investigations into student self-efficacy facets in marketing. Future research is planned to more fully examine the conceptual and psychometric properties of student self-efficacy facets in marketing and to identify education strategies that have a positive impact on these facets.

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# DEPLOYING ACTIVE LEARNING STRATEGIES TO ENGAGE AND MOTIVATE GENERATION NEXT IN THE LEARNING PROCESS

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## POSITION PAPER

There are many challenges facing educators as they grapple with teaching generation NeXt. Generation NeXters are digital natives who may not be academically prepared, tend to have a “me first” orientation, as well as issues with correct self-appraisal and esteem (Coates, 2007; Hersch & Merrow, 2005; Prensky, 2001a, 2001b; Taylor, 2005, 2007, 2010, 2011; Twenge, 2006; Tapscott, 2009). However, many faculty members are digital immigrants using traditional passive learning teaching methods that generate low-level learning and do not stimulate the new generation of learners (Taylor, 2010). Hence, there is a growing conversation in the academic literature around the topic of “flipped” classroom pedagogy and its role in improving student performance (Beichner, 2006). This pedagogy involves the notion of flipping the classroom where the course content is pushed outside of the classroom via reading assignments and other activities, while instructors spend class time on active learning activities to engage students (Beichner, 2006). Researchers found a positive correlation between “flipped” classroom pedagogy and student performance in the Science, Technology, Engineering, and Mathematics (STEM) disciplines. Thus, we propose an examination of active versus passive learning strategies in the business education arena.

Active learning is a classroom environment where the instructor serves as a facilitator of learning or the “guide on the side” versus the traditional lecture method where the instructor is viewed as the “sage of the stage.” This paper describes the following three active learning strategies to engage and motivate Generation NeXters with the course content: 1) introduce the student-teacher, 2) utilize learning systems, and 3) engage students through pre-class reading assignments.

One student-centered active learning technique assists students by challenging them to teach their own class. Studies have shown that student-centered teaching can improve students’ memory as well as raise their consciousness of communication strategies, which is a skill often overlooked and dismissed by Generation NeXt. It has further been suggested that Generation NeXters are natural born leaders. They “take an active approach to tasks” and “are willing to take risks”. That said, Generation NeXt learners are likely to engage in the challenge to lead their fellow classmates. The answer to whether or not this active learning strategy is beneficial lies in the notion that the student-teacher technique does not emphasize learning how to teach, rather this approach focuses on how to communicate learned material within and/or to a group. By introducing the active learning strategy of student-teaching, students will improve classic qualities like cooperation and commitment which are uncharacteristic of the more narcissistic Generation NeXt student.

Generation NeXt students are digital natives who constantly interface with technology. Traditional paper and pencil assignments are not always the best way to engage students with course materials. As such, a second approach to flipping the classroom is utilizing a learning system for the passive learning activities prior to class. In traditional classrooms, students come to class for lecture and then complete homework assignments. In traditional classrooms, students complete homework assignments outside of class and come to class for lecture. When learning systems, such as MyMarketingLab, are used in the active learning classroom, instructors are provided the opportunity to assign various types of assignments for students to complete prior to class. The instructor can then analyze student performance on course learning objectives prior to class to determine areas where students may need more assistance during the class session. Thus, the learning system assignments are used as the foundation for in-class activities.

Lastly, the average Generation NeXt student needs exposure to course material more than once before assimilation of that information occurs. Therefore, a third suggested active learning strategy entails engaging students through pre-class assigned reading. Typically, students rely on being exposed to or “spoon-fed” material in the traditional manner through course lecture. To initiate an active learning teaching style, we propose that in the class prior, several questions about the reading material are given to students to be answered for the next class session. In the following session, students work in pairs or groups to discuss their answers and explain their points of view. After their discussion, students are asked to develop one additional question for the instructor to be addressed in an open forum. For the instructor, this reveals which concepts may warrant additional coverage.

In sum, Marketing educators are challenged with the need to balance engaging and motivating Generation NeXt learners in the classroom while meeting assessment requirements of accrediting organizations. This challenge must be addressed because flipping the traditional school paradigm upside down allows educators to create opportunities for Generation NeXters to learn in a new and remixed way. There is some research on active learning and student learning gains in the math and science disciplines. However, there is a lack of empirical evidence in the business education disciplines. We propose that an instructors’ active learning teaching style positively improves the classroom environment to increase student engagement as well as student learning in the business education arena.

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# MANAGING CONFLICTING FACULTY EXPECTATIONS: A QUESTION OF ADMINISTRATIVE ETHICS

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## *POSITION PAPER*

All too often one reads of questionable ethical practices within the university campus. The vast majority of these articles relate to a lack of faculty ethics (favorability in the classroom, personal relationships with students, falsification of study data, etc.) and a lack of student ethics (plagiarism and cheating). Rarely is the lack of university administrative ethics and morals addressed, nor the resulting morale issues in regard to faculty and students. Numerous studies have recognized this lack of attention on a serious, important subject and have called out for a need to look further into this atrocity (Cornelius 1993; McCabe, Trevino, and Butterfield 2002; Kelley and Chang 2007).

When university administrative ethical wrongdoing is cited, it is most commonly in the areas of athletic recruitment and other violations, improper research reporting, gender and racial discrimination (Kelley and Chang 2007). According to Agle and Kelley (2001) such instances of lapses of ethics are derived from the individuals (In this case, university administration) placing their own needs as a priority over honesty. Such lapses have been found to occur at both private and public universities and such lapses may have a crippling effect upon the university's reputation (Gerdy, 2002; Kelly and Chang 2007). Bruhn, Zajac, Al-Kazemi and Prescott (2002) commented that often administrators may accept faculty conduct that is deemed as unethical because of the protective nature of academic freedom. Counelis (1993) stated that previously the federal government has investigated universities for ethical problems, including conflicts of interest and tuition price-fixing. More recently, a number of private universities are being investigated for practices such as falsifying job placement information for graduates, low graduation rates and loan defaults by their students. Closure of such universities has recently occurred, in addition to fines of up ward of \$30 million (Stratford, April 15, 2015).

According to Counelis (2003), both the American Association of University Professors (AAUP) and other organizations have developed and published ethical standards for university governance. It may still be questionable as to whether or not the guidelines are followed by university administration, including but not limited to, presidents, provosts, deans and department chairs. According to Braxton (1999), the majority of university-based ethical wrongdoing may stem from a lack of governance and checks and balances on campuses in relation to the governance of ethical policies. Thus, the question this panel will address is what faculty may do in a situation wherein the university administration falls short on their standards of ethics? What may faculty do when administrative ethics are not consistent and vary from situation to situation?

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# THE NOSE KNOWS: USING SCENT AS A MARKETING STRATEGY

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## POSITION PAPER

“Stop and smell the roses,” what a great idea! Scent affects our everyday lives though it is something that commonly goes unnoticed, but once noticed, it is hard to ignore. Past research has investigated what certain scents can do for the mind and the body. For example, lemon, peppermint, lavender, and orange are examples of scents that can trigger certain reactions emotionally, changing the way we think and feel. “Smells plug straight into our emotional centers in the middle part of the brain – the nonverbal part – and can have a powerful effect on our feelings” (Gilbert. 2008, p. 174). Scent is the only one of the five senses that has a direct link to the brain, making the inclusion of scent extremely important from an emotional standpoint. Even though certain scents can trigger certain reactions, for example peppermint can trigger alertness and brain wakening, the individual differences of scent is the underlying element that links how we feel to how we think, based on a past experience.

Not only can various aromas and smells assist in the creative thinking process, but they play the important role of the basis of scent marketing strategy. Smiley (2014) explains that ambient scent affects individual’s emotions and evaluations, as well as purchase intentions and willingness to return to the organization. Stores such as Abercrombie & Fitch, Cinnabon, Hollister, and Panera Bread have already latched on to the increasingly popular marketing strategy, and they claim, it is working. How something smells triggers how you feel, which in essence affects how you think. Scent marketing is indeed a creative method in developing a relationship between consumers and the sales departments.

Peoples’ responses to smells vary greatly among individuals because of the associations a person makes to a scent (Goldkuhl & Styven, 2007). These associations can be made at any point in life, and can last a lifetime, depending on the type of associative learning experience. Associative learning is described by Suzuki (2005) as the ability to learn and remember the relationship between unrelated items such as the name of someone we have just met or the aroma of a particular perfume. Lake (1989) explains that “pleasant scents may recall happy memories; upsetting smells could recall oppressive situations or even inflicted pain” (p. 27). Thus, the associative learning process creates individuality once a learned stimulus is encountered, because from that point on, the brain will pick up a scent that will lead right back to that exact encounter.

Scents with early-in-life acquired specific meanings typically lead to longer-lasting cognitive, behavioral, and emotional responses (Goldkuhl & Styven, 2007). These examples, stemmed from the notion of associative learning, link directly to why scent marketing is a catch on and a catchall. Consumers only have to set foot into a Hollister store one time, have a positive vibe from the scent, and then they are able to recognize that scent each and every time they smell it, especially when the scent lingers through the wooden doors of the store. Cinnabon creates that warm, cozy feeling of comfort and relaxation, drawing customers in who cannot resist the urge of the hot, sticky, iced-cinnamon roll, through scent. Based on those associations with scent, a consumer would be able to walk down a mall corridor and distinguish the store name based on the scent inhaled. Even so, the concept of individual differences puts a barrier on how scents can affect the way we think as a whole, because not everyone has the same reactions to the same scents. This notion of individuality among the effects of scent on creativity puts a limit on how we can research certain scents and their effects on how we think (Herz, 2002).

In a graduate level business course, the authors conducted a small class experiment designed to view the perceptions of and reactions to various scents. We organized a “smelling panel” which consisted of four empty tissue boxes with cardboard lids on top to refrain from escaping scent. We labeled the boxes A, B, C, and D, and we placed a familiar - but not necessarily recognizable offhand - scent in each box: lemon, lavender, vanilla, and apple-cinnamon. The participants lifted the lid to each tissue box, one at a time, and then individually revealed the name of the scent and their perception of the scent. This experiment allowed the class to see the ease and difficulty of

scent recognition, as all participants correctly guessed the lemon scent, however, none of the participants successfully guessed vanilla. Also, the class was able to see firsthand the individual perceptions of the scents that were inhaled, for example, when sniffing the lemon scented box, one student commented “clean” while the other student commented “strong” and another commented “citrus.” Where all of these comments were accurate, they were all different. We concluded with a discussion of how scent marketing must be carefully executed because of the connections individuals make with various aromas.

Scent has a variety of impacts on an individual’s mood, behavior, and work performance, and personal experiences play a vital role in those interactions (Herz, 2002). Research shows that scents can trigger reactions from emotional links, but those reactions vary depending on the individual, not depending on the scent exposed. How scent is perceived, how emotions are linked to scent, and how many scents humans can detect, are all areas of questions still floating around. There are very little findings for these topics, and most existing research includes a statement referring to the “futuristic” outlook of the topic. The concept of how the nose works is pretty set in stone, and the anatomy of the structures support how the body executes the process. However, Weir (2011) notes that there is not a good language for scent, and furthermore, the issue of how many smells can be detected and remembered is in question throughout the literature. Even so, scent marketing matters and these challenges and questions make the topic worthy of further investigation.

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# THE HUNT FOR THE MARKETING MIX: AN EXPERIENTIAL LEARNING ACTIVITY

*Shannon Hoff, Southeast Missouri State University  
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## POSITION PAPER

*Teaching is not a lost art, but the regard for it is a lost tradition. -Jacques Barzun*

As preferences of people change over time, teachers must adapt their teaching style to move with them. The growing diversity in the world around us has changed marketing, and the number of target markets has widened to include many more groups of people. The college classroom can be a perfect representation of these target markets. Working in groups can help students become involved in their own learning, retain the information more effectively, feel better about their experience overall, and increase their self-esteem (Landis, 2000).

The Four Ps of the marketing mix (product, price, place, and promotion) are a critical focus in marketing classrooms and can be delivered in a variety of ways. Keeping students engaged with and excited about the information they are learning can be difficult; it is also important for them to learn to work together pooling experience and knowledge, resulting in better ideas overall. To address these challenges and to present the marketing mix in an innovative way, we use an experiential learning activity: *The Hunt for the Marketing Mix*.

*The Hunt for the Marketing Mix* is an interactive group-based scavenger hunt in which teams are provided various clues to find different eight different items. The activity is held at a four-story building on campus that is widely used by many students, and we incorporate clues that take students to each of the four floors. Some clues are put in common areas while other clues were in areas students had perhaps not frequented before, and clues were put in areas that other students passing by would not recognize or tamper with, especially where clues were a product that needed to be taken. When placing some clues, we obtain permission from facilities management or other appropriate departments to make sure they were aware of the activity and to give them forewarning that a large group of students would be in their area(s) of the building. The choice of eight clues/items is arbitrary and was selected by the authors because to be a challenging but doable amount given the 45 minute time frame (which could also be adjusted with number of participants and/or class time restrictions).

In addition, each group is given a different set of rules they must follow throughout the activity, each designed to yield a specific result. For example, rules that do or do not allow groups to talk, steal items, or work together create different working environments and encourage groups to communicate differently and more effectively with one another in order to complete the task. We also include a rule that requires the use of technology and/or social media, in order to display the presence of these avenues for marketing in today's world. For instance, one rule requires posting a photo on social media with a hashtag referencing the class activity. Some creative rules are also included, such as participants can only talk if they are wearing a hat. Different rules also impact the variety of clues that each group is able to decipher during the allotted time for the activity producing more topics for discussion.

Some examples of clues that we used are as follows. "Hungry for hot and spicy? Some people try to put me on everything, some like me more than others. What am I?" The answer is Frank's Red Hot Sauce. "Get informed on the first floor, what catches your eye?" This would be a white flyer on a bulletin board with the class and section in small print. During the discussion, groups can share what item they took from the bulletin board and why, as some may not see the plain white paper with small black writing as opposed to bright informative flyers advertising events on campus. Some of the clues were also placed in areas of the building that are highly trafficked or mentioned, but some were not. Searching for the answers to the clues, and then discussing the variety of answers groups return with can show students how elements of the marketing mix can successfully attract the consumer's eye, or have their product stuck in the consumer's memory as the first thing that comes to mind.

Incorporating identification of elements of product, price, place, and promotion into the clues given to each group increases both the speed in which the group worked as well as the cohesiveness of the group collaboration. Giving the groups somewhat vague clues also encourages them to find different answers that reflect the preferences for their specific group (or target market). Providing harder-to-find clues also helps display those differences and preferences when each group shares what difficulties they faced when completing the scavenger hunt, and which clues were easier to solve. By hiding some clues in high or low trafficked areas and using products that are/are not commonly branded or recognized the groups are challenged to think outside the box and use all resources available such as smartphones and tablets that students already have at their disposal.

This activity was designed by the authors and was first conducted in a Spring 2015 course using approximately 40 students comprising 6 groups. Feedback from participants showed us that they benefited from the activity and found it fun and engaging. The structure of some groups encouraged discussion about the way that they as a group of similar people thought about and sought out the answers to the clues. For instance, a group of all female students said “We had great cohesion from being girls; we thought alike more.” Another student in a different group shared, “When you have barriers compared to other groups who don’t it’s a lot harder.” Another observed that: “The involvement of class members stayed high throughout the activity. The discussion covered good material and helped make connection to class material.” Based on all of the feedback we received, we look forward to improving the activity with future iterations.

The only problem that we encountered during the activity was one group of students that was very unclear on the rules, and had a great deal of trouble solving any of the clues. Our suggestion in this instance is for the professor to have a back-up copy of more basic and easy to solve clues for groups that seem to struggle. The professor might also encourage a more successful member of another group to switch with one from a struggling group in order to give them a better leader. Group collaboration could also be encouraged with groups that are completing the activity with more success.

In our presentation, we will provide additional teaching notes for *The Hunt for the Marketing Mix* for those who wish to incorporate this experiential learning activity in their classrooms. Specific clues and suggestions for how to customize them for one’s school or department will be offered, and actual rules for each group will be shared following a conversation about best practices for forming groups to participate in the activity. Sample discussion questions and tips for debriefing the exercise will also be included. Session participants will be welcome to ask questions and share suggestions about the exercise, and an interactive approach will be encouraged throughout the session.

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# MARKETING AND SERIOUS FICTION CAN COEXIST

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## POSITION PAPER

Maurice Biriotti states, “Ask most business leaders what keeps them up at night, and the answer will rarely be issues of process, technology or numbers – although all of that is certainly complicated and challenging. Rather, what leaders struggle with usually comes down to the people stuff. And by that they mean the complex and often contradictory nature of human beings” (2013). Marketing as much as it may be about theories, products, and economics is arguably most importantly about understanding human nature. An understanding of all the principles of marketing without an understanding of the complexities of human nature will prevent a business student from achieving the success he or she may otherwise be able to achieve.

Human relations are at the center of various aspects of the business world including ethical. “Ethical problems are relationship kinds of problems. That is ethical problems occur only when an individual interacts with other individuals.....Part of the value system of each individual is a perceived set of obligations, duties and responsibilities toward other groups of people.” (Hunt, Chonko, & Wilcox, 1984 )

The study of human nature should be a significant part of a business student’s education, and of all the methods through which this can be examined, the most practical and most beneficial is through the reading and analyzing of important works of literature. “Insights from literature and the humanities are particularly valuable when trying to understand behavior that doesn’t seem to make sense in a classic economic analysis (Biriotti, 2013) “

In response to the question “How does serious fiction help us understand leadership?” Joseph L. Badaracco. Jr. replied, “Literature gives leaders a much more realistic view of what’s involved in leading than many business books. Literature lets you see leaders and others from the inside. You share the sense of what they’re thinking and feeling. In real life, you’re usually at some distance and things are prepared, polished. With literature, you can see the whole messy collection of things that happen inside our heads.” (Leddy, 2013)

“Badaracco also believes that the multidimensional nature of great literature can help middle market leaders enhance self-understanding and emotional intelligence and be more open to alternative perspectives. ‘Business schools don’t do enough to develop reflection ...but it’s really hard to do. Real reflection is hard because you need the time and training to do it.’ ” (Leddy, 2013)

The argument here is not that marketing classes be changed into literature classes but that at least one significant work of literature be added as a component of the class. Works ranging from Shakespeare’s *Merchant of Venice* to a Naguib Mahfouz’s short story “Zaabalawi” provide much content for meaningful discussions on human nature and its impact on businesses.

The connection between literature and business can be seen in the personal lives of highly successful individuals. It is believed that Steve Jobs’ favorite poet was the 18<sup>th</sup> century poet, William Blake. Jobs is also cited as having mentioned a keen interest in the works of Herman Melville. According to a New York Times article by Rubin (2007), the venture capitalist, Michael Mortiz, claimed “that he has never been able to part with a book.” Rubin (2007) also quotes Sidney Harman, founder of Harman Industries, a \$3 billion producer of sound systems for luxury cars, theaters, and airports( who maintains a library in each of his three homes, in Washington, Los Angeles, and Aspen, Colorado) as stating “Poets are our original systems thinkers. They look at our most complex environments and they reduce the complexity to something they being to understand.” A successful inclusion of literary masterpieces into marketing classes can help students begin to understand the complexities of human nature while also encouraging them to take on a lifestyle of reading and reflecting which will lead them to not only be more effective business people but better citizens of their society.

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# AN EXPERIENTIAL, SOCIALLY RESPONSIBLE & SUSTAINABLE APPROACH TO TEACHING SALES

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## POSITION PAPER

Marketing professors who teach a personal selling class struggle to uncover opportunities for students to learn by actually selling a real product to real customers for real money. Few organizations are willing to entrust their sales efforts to a few dozen inexperienced individuals who will likely disappear forever after fifteen weeks.

Virtually every sales textbook addresses issues like strategy, prospecting, preparation, presentation, closing and follow-up. At the same time, issues such as corporate social responsibility (CSR) and sustainability are becoming increasingly important topics in business classrooms everywhere. How can students in a single-semester sales class gain authentic selling experience while embracing CSR and sustainability?

Addressing these challenges begins with identifying a not-for-profit partner that has adopted some form of earned income business model to generate the funds necessary to fulfill its mission. In fall 2014, participants in a 300-level sales class at the University of Mount Union (UMU) in Ohio found such an organization.

*Clean the World* (CTW) is a Florida-based 501(c)(3) organization that collects and recycles soap and hygiene products discarded every day by the hospitality industry. These are then distributed to impoverished people worldwide, preventing millions of hygiene-related deaths each year, while significantly reducing landfill waste. Since 2009, CTW has distributed 25 million bars of soap, collected from 500,000 hotel rooms, to people in 99 countries.

While most of its revenue comes from fees paid by its hotel partners, CTW's *ONE Project* has adopted an earned income business model to generate additional funds, build awareness and stimulate engagement. Through the *ONE Project*, organizations such as churches, trade associations and civic organizations purchase (from CTW) ingredients for hygiene kits for \$3 per "set" of ingredients. Members of these organizations then assemble the kits as a team-building activity, and donate them to the local charity of their choice.

To gain real world sales experience, members of the fall 2014 UMU sales class acted as a *ONE Project* partner. Their effort was branded as *SLS360* as the result of a student project in an IMC class that same semester. The decision not to adopt the *ONE Project* brand was to ensure that future classes could engage in similar efforts, but with other not-for-profit partner organizations.

In the first class meeting, the thirty students enrolled were divided into ten teams of three students each. Collectively, the class established a quota of \$3,000 (\$300 per team) or 1,000 total hygiene kits.

The sales campaign ended on the Tuesday before Thanksgiving break, with total sales of 2,063 hygiene kits and a donation of \$6,189 to CTW. This was 206.3% of the admittedly arbitrary quota established in late August. The hygiene kits were assembled by class members during what would otherwise have been the final exam period, and the assembled kits were donated to a local pre-school for underprivileged children and a domestic violence shelter.

SLS360 served to convince students of the importance of developing and following a sales strategy, especially in the areas of targeting and prospecting. The top-performing teams adopted a B-to-B wholesale approach, through which a single "yes" would result in a multi-unit sale. The top-selling team focused on a single target, churches.

Other successful groups targeted local civic organizations (such as Rotary and Kiwanis) and HR professionals at the area's larger employers. Less successful teams adopted more of a B-to-C approach, incorrectly assuming that they could reach their quotas with a hundred-plus individual sales of \$3 each.

Managing students' expectations proved to be an essential part of using SLS360 as a teaching tool. The phrase "that's not fair" was essentially forbidden in the first class meeting. The instructor, acting as sales manager, stressed that most sales efforts are evaluated primarily by results, and that the possibility of some student's wealthy parents making a quota-sized purchase was significant. Students were also warned about the emotional consequences of



rejection, which they were sure to experience in the coming weeks. Finally, it proved essential that students knew (especially at the end of the semester) that no sale would be considered final until it was fully paid by cash or check.

Assessing students' SLS360 performance was largely based on results. This project was worth 350 points in a 1000-point class, with 250 of these points fully attributable to a team's total sales. Members of the top-ranked team earned all 250 points, and members of the bottom-ranked team earned 182.5 points (73%). The remaining 100 points were based on an individual reflection paper due at the semester's end. An intra-team peer evaluation point adjustment process was used to address the inevitable "slacker" factor.

Traditional course content is an important part of teaching an introductory course in personal selling. In the class in which SLS360 was first used, approximately 75% of class time was used for text-based lecture, role-playing, discussions and guest speakers. The competitive nature of *SLS360* made it difficult to discuss the effort when all members of all teams were present. While the entire class could discuss the effort in general, the specifics of a particular team's approach was off-limits. Instructors considering adopting a similar effort should expect their class to take at least twice as much outside-the-classroom time as would a conventional class, because successful teams sought many hours of coaching outside of the classroom.

Those considering adopting a similar effort as part of their own classrooms may want to consider some of the lessons learned in the initial adoption of *SLS360*. First, one should anticipate the challenges of handling the money (much of which will likely be in the form of cash) generated by the effort. Advance arrangements with the institution's business office (regarding how best to handle receipts and disbursement to the not-for-profit partner) are essential.

Prospective adopters should also recognize the professional opportunities that accompany successfully launching an effort of this nature. SLS360 earned the attention of both the local media and non-business colleagues in other disciplines; especially those specializing in experiential learning, social responsibility and sustainability.

In future semesters this hands-on teaching approach to teaching sales will be used again. But to test the model, a different not-for-profit partner (one also using an earned income fundraising model) may be considered. Given its success with a single class on a relatively small campus, the SLS360 model may be sufficiently scalable for simultaneous implementation on multiple campuses. Executives at *Clean the World* were initially skeptical, but have since been considering a nationwide marketing direct campaign encouraging sales professors to adopt similar efforts in their own classrooms.

This position paper will hopefully help inspire a multi-campus initiative through which thousands of students in sales-related courses will gain hands-on selling experience by embracing socially responsible business opportunities.

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# TEACHING THE PHYSICIAN SALES REPRESENTATIVE CONCEPT

*Shane D Smith, University of Tampa*

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## *POSITION PAPER*

Teaching the concept of professional sales as part of the promotional mix can be difficult. Students often have a negative perception of sales. They often believe that a ‘salesman’ (gender specific intended) is often a less than desirable character that they do not wish to become nor work with. For those students that are open to the idea of working in sales, many of them do not grasp the modern concept of the professional sales role, which views the sales professional as the sales consultant.

This paper introduces the concept of the physician sales representative of which allows the student to better understand the beneficial role of the professional sales representative. This is important in two ways. First, the analogy of the physician sales representative allows the student to see the sales representative as one who is there to benefit the other business. Too often, the student perceives the sales representative as one who is self-serving and only trying to make a sale and earn a commission. However, with the analogy of the physician sales representative, they can better relate that the professional sales representative is best served by serving others.

Secondly, the physician sales representative concept can help the instructor introduce the concept of using customer centricity as a focal point when teaching the sales process. By using this approach, the instructor is able to parallel the role of a sales person to that of a physician. And by looking at the procedure that a physician takes in the examination room, the role of the sales professional can be better understood. For example, the doctor does not enter the room and automatically offer a cure for the patient’s pain and write a prescription. The doctor first builds a rapport with the patient as they enter the room. Next, the doctor asks a multitude of questions. Perhaps, “So, what brings you in today?” “Where does it hurt?” “Is it uncomfortable when I press here?”

These questions are critical for the doctor to better understand how they can help the patient. This is also true in the modern customer centric role of the professional sales representative. They do not enter the sales meeting by spewing out all sorts of features of the product that they are selling. They know that they must first understand the needs of the customer. Thus, after building rapport just like the doctor does, they begin by asking the customer questions about their business and the current products that they use. With this information, the sales representative is more able to determine if their product is going to be a good fit for the customer and also to better position the product in such a way that its benefits fit the needs of the customer.

This concept of the physician sales representative can be used in the principles of marketing courses when the elements of the promotional mix are discussed. However, this is also a great way to begin a semester when teaching any course completely devoted to sales. It is critical that we, as instructors, do our part to better prepare our students in the understanding of professional sales and the world of business to business marketing (B2B). Students have been consumers all of their lives up until this point and they have been exposed to ‘salesman’ of the shady type through media and first hand B2C experiences, (i.e. the proverbial used car salesman comes to mind). However, it is critical that they understand the differences of the B2B world in that making and maintaining relationships is key.

While this concept is straightforward, one of the biggest challenges is overcoming the stereotype of the pushy salesman. Often times, the student’s perception of a salesman is so deeply rooted that even this concept finds difficulty in opening up the minds of the student. Therefore, some instructors may want to be sure to introduce the concept after the discussion of Business to Business has been discussed. As the student better understands how the market of B2B differs from that of the consumer market, they will more likely understand the importance of the professional sales role and how it differs from the perceptions that they have experienced firsthand in the consumer market.

As this simple but impactful concept of the physician sales representative is used, there should be future student surveys taken to investigate the perceptions of the student in both pre and post coursework. As an instructor that has taught principles of marketing and sales courses using this concept, I can say that with great confidence, the students make great leaps with this understanding of the customer centric relationship selling techniques. During and after each semester, I always have students approach me or remark in my evaluations with comments stating that they have a new outlook on the profession of sales and that they are interested in wanting to learn more about it. Many even decide to enter the sales profession after taking the class. Professional sales is one of the most prevalent careers out there with great rewards, but yet it is listed as one of the most difficult jobs to fill. This makes these transitions of student's perceptions all the more rewarding.

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# **FITTING A SQUARE PEG INTO A SQUARE HOLE: INTRODUCING ASSESSMENT PROGRAMS TO DETERMINE PROPER FIT BETWEEN SALES GRADUATES AND EMPLOYERS**

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## **POSITION PAPER**

If recent trends continue, over 50% of business school graduates will begin their career in sales, regardless of their major (SEF, 2014). To prepare graduates, universities are developing sales programs (certificates, minors, and majors) in their marketing departments. Graduates of collegiate sales programs are in high demand, with many sales students receiving multiple job offers far in advance of graduation (Damast, 2012). In fact, the Sales Education Foundation (SEF) (2015) identifies 93 “Top Sales Schools” in North America and reports job placement statistics for 71 of them. For these programs, average job placement upon graduation is 93.6%.

Sales educators are uniquely placed to provide students with skills that are in demand. However, educators face an interesting dilemma as the job market for sales graduates continues to improve. Some employers are challenged to find the right graduates to place in many of these professional selling roles (Weber, 2015). We propose that, while the current framework of collegiate sales education helps prepare students for what to expect in a sales-focused position, assisting students in determining what to look for in their ideal post-graduate opportunity receives little focus. Rather than helping students get “a job,” educators now need to provide students with tools to assess career fit among the multiple offers that are often received following completion of sales-focused marketing degrees.

Employee fit, or person-organization fit, is defined as “the congruence of an individual’s beliefs and values with the culture, norms, and values of an organization” (Handler, 2004). Research on employee fit finds that it is positively related to decreased turnover intentions (Sims et al., 1994) and fulfills an employee’s desire for meaningful work (Scroggins, 2008). Faced with high turnover rates, sales managers seek ways to find talent that want to work for the organization, that see the company as a long-term fit and not merely a first step to another role with a different firm (Jones et al., 2005).

We propose assessments to guide students in determining what they do want and do not want in a full-time sales role. Sales educators are keenly aware of the traditional stereotypes associated with the sales profession (questionable ethics, pressure to sell to anyone and everyone, high turnover rates) and utilize many in- and out-of-class activities to dispel these antiquated notions and to focus on the positive aspects of working in a client-facing sales role. These aspects, which include responsibility, flexibility, and communication, match what many Millennials seek in a career (Asghar, 2014). Providing tools to help students determine their best corporate “match” can aid the decision-making process, as they will have a clear understanding of aspects that truly matter to them, beyond standard measures of brand name, salary or location. Two particular tools that can help students to get to know themselves are a written code of ethics and completion of the Chally assessment.

First, we propose introducing a Personal Code of Ethics exercise, as developed by Dingus and Milovic (2015), where students reflect on their values and develop rules for their professional lives based on the ethics that guide their personal lives. This assignment has been found to help students prioritize different aspects of jobs and to view companies from multiple perspectives (some students have even reported discussing how the company’s code of ethics matches with their own during a job interview).

Next, we suggest having students complete the Chally Assessment. Sales educators can become certified to administer the Chally Assessment in their sales classes, free-of-charge by the SEF. The Chally Assessment acknowledges that sales is a broad term, so it predicts success on the job for students to help focus on which aspect

of sales they may be better suited for (for example, inbound telesales versus strategic account manager). In addition to quantified measures of skills and identification of motivations and drivers for each student, the assessment provides customized tips for improvement in weaker areas (Chally, 2015).

Finally, we propose working closely with university career centers to determine the unique aspects of companies that hire on campus to determine how best to match each student's ideal fit with specific employer culture. While some universities have sales educators with specific corporate relations assignments, most do not. We encourage faculty to build relationships with career services and to utilize the SEF's Candidate Match Program can help students find their optimal fit. While this may be a timely endeavor, sales programs will benefit from alumni joining the company that "fits" and then returning to campus to recruit and, over time, efficiencies in the process will be created.

Future work on this topic includes determining when to include the exercises in a semester, whether or not to make these assignments mandatory, and how to assess and track student-employer matches beyond the classroom. Additionally, instructors should review assessment tools that may come available through their own university and through organizations designed to assist university sales programs. The additional time and effort required by faculty to help students assess fit is substantial, but we believe the benefits outweigh the costs. Working with students and employers to establish fit and successfully make professional matches can both assist organizations through decreased turnover and increased employee morale and promote the benefits of sales programs to future students, who will be able to see the success of former students in the workplace.

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# APPEALING THE TENURE DECISION

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## POSITION PAPER

Going through tenure is a time consuming and stressful process. Anecdotally, my observation is similar to that of Fox (2014), in that a high percentage of those who do apply for tenure get it since people who anticipate a denial based on previous years' feedback may leave before even applying for tenure. However, the actual decision by a rank and tenure (R&T) committee and subsequently the highest approving authority in the teaching institution is still uncertain. In some cases, a candidate may be weak on some of the three areas that are typically considered for tenure: teaching, service and research. There may be other factors why someone does not get tenure (personality issues, informal criteria for tenure changed over the years, getting on the wrong side of someone who is powerful etc.). Regardless, what should one do after receiving a denial letter- to appeal or not? The appeal process can be time consuming and often needs to be done within a short time frame. This is also at a time when one's self-confidence may be at a low point and the candidate may be hesitant to reach out for support from his colleagues. The purpose of this position paper is to start a dialog on this topic and provide some suggestions.

Let me give a brief background of myself. I am currently a tenured and 'full professor' at a business school within a Liberal Arts College. I have mentored some of my colleagues going through the R&T process and also served on the R&T committee. Cases considered by the committee are not always clear-cut. Sometimes, both the department and dean's letter for a candidate may be positive and yet the R&T committee's decision can be negative. It is possible that just one or a few votes might result in a negative decision by the committee. Yet, from the candidate's point of view, it may seem as if most of his colleagues voted against his tenure and there may be some reluctance in appealing- whether from a sense of anger, shame, failure or anger.

At my current college, the President of the college makes the final R&T decision. The R&T committee's decision (shared with the candidate) is technically a recommendation to the Provost (who may concur with this decision or not), who then forwards her decision to the President along with that of the R&T's. However, the R&T letter carries a lot of weight (since peers deliberate on this) and the candidate may appeal the decision. The candidate may also file for a grievance hearing after the final denial letter from the President. There is a short window of time for the appeals process and this is a vulnerable time for the candidate when the candidate might wonder if it is worth appealing. If the candidate feels the process followed by the R&T committee was flawed, evidence was misinterpreted or overlooked, I argue that it is worth appealing. Appealing the case (even if ultimately it is still a denial and the R&T committee indeed did follow proper procedure) is worthwhile since the candidate might regret not doing so later on. He may also uncover overlooked evidence to support his case and find out who among his colleagues are supportive (who may serve as referees in the future if appeal fails).

Some suggestions for candidates who have received a negative review are provided below. First, talk to friendly and senior tenured colleagues who are not in the R&T committee, both within and outside one's own department, to get a sense of whether is a strong reason to appeal and if there are vocal supporters. Knowing there are some supportive colleagues can bolster the candidate's morale. Second, if the candidate is diffident about talking to the chair, dean or provost about the chances of an appeal, he should request supportive colleagues to talk to them first. Third, meet individually with the chair, dean and provost (or the relevant authorities depending on the college) before filing a formal written appeal to get a sense of how supportive these authority figures are and suggestions they might have. Fourth, move quickly and put together data supporting the appeals process. It may help to get feedback on this document from a colleague/ mentor. Although the appeals process is time consuming and the outcome still uncertain, if there is a chance that the appeal process will result in a favorable outcome, it should be taken. The reward is obviously high. Also, going through the appeals process could clarify for the candidate his strengths and weaknesses and help him prepare for future jobs if the appeal process fails. Fifth, if the candidate

believes there was discrimination involved (Law and Higher Education 2011), he should talk to an education attorney. This may be a time consuming and costly process though.

Most research on appealing tenure denial is based on the legal angle (e.g. Lederman & Hamill 2010). It would be helpful for tenure-denied candidates to consider options through their universities' appeals process first. More evidence and research on this topic is needed.

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# A CASE STUDY OF TEACHING COMMUNITY-BASED LEARNING COURSES IN MARKETING

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## *POSITION PAPER*

Community-Based Learning (CBL) allows students and community organizations to work together to meet both an organization's need and students' academic requirements. It allows students to integrate theory and practice, to gain real life experiences, to enrich role as a citizen of the local community, and to build leadership skills. It also enables the students to feel they can make a difference in the real business entity. CBL allows faculty to connect research interests with community organizations and to form a closer bond with community organizations. Finally, CBL allows community organizations to receive assistance on research needs that the organization might struggle to address for various reasons, to build a broader volunteer and support network with the college, and to obtain assistance with gathering data and information about improving the business practices. This position paper will describe multiple phases of CBL projects of Retail Management and Direct Marketing courses and address the challenges to the students and the faculty. It will conclude with future research and further exploration.

In Retail Management course, the first phase is a SWOT analysis. A representative at a local retailer will talk to the students about the history, background, and the nature of the business. The students will also have a chance to tour and learn about the business. Then the students will identify the strengths and weaknesses of the retailer and collect secondary data about the environmental forces and discuss the opportunities and threats in the environment. Then the second phase is a marketing research. Students will design survey questionnaire, collect the responses, and analyze the data. Depending on the nature of the problem, the faculty might need to arrange personal interviews and focus groups. Finally for the last phase, the students will formulate retail management strategy for the retailer. They will study the SWOT analysis, analyze the marketing research data and formulate a retail strategy. In the last class of the course, the representative will be invited to the students' presentation about their retail strategy recommendations.

In Direct Marketing course, the first phase is the same as in Retail Management course, a SWOT analysis. A representative at a local organization that practices direct marketing will speak to the class about the history, background and the nature of their business. From the past experience, non-profit institutions worked the best. Then the students will identify the strengths and weaknesses of the institution and collect secondary data about the environmental forces and discuss the opportunities and threats in the environment. The second phase is to design direct mails. Students will study their secondary research data gathered in the first phase and design direct mail piece to the prospective customers. In designing the direct mail, their goal is to maximize the strengths, minimize the weaknesses, take advantage of the opportunities, and overcome the threats. The third phase is to rollout the direct mailing. In this phase, either the institution or the faculty will mail the direct mail (i.e., postcard) to the institution's prospective customers. Finally for the last phase, the institution will measure the customer response to the direct mailing by email, phone inquiry, and physical visits. In the last class of the course, the institution will announce and recognize the best performing student group.

In these two course in the last three years, the challenges to the students concern fully understanding the nature of the community organization's business in the early stage of the course. Since most undergraduate students do not have much business experience, some students might have hard time understanding the nature of the business. The faculty should invite the community organization's representatives to the class a few times and provide opportunities for the students to have multiple interactions with them.

The challenges to the faculty in these courses include communicating with the community organization and coordinating the progress of the projects. Since most of the community organizations are small businesses and non-profit institutions, they have limited resources and sometimes they do not reply to the emails in time. The faculty might have to reschedule meetings and modify the due dates.

Notwithstanding the challenges, community-based courses in marketing provide a number of benefits for stakeholders. The students are engaged and interested, and the students might be able to retain the hands-on learning experience beyond graduation and apply it to the real world. The faculty benefits in that the course can be exciting, novel, and intellectually stimulating. The community organizations can benefit from applying the research findings and recommendations into their business and hopefully increase the bottom line.

In the future, the outcome of the CBL approach will be addressed by presenting student course evaluations for the past three years. Also, a follow-up study can be done that will show how much the community organizations have gained and benefited from these courses.

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# THE PURPOSE OF AN UNDERGRADUATE MARKETING EDUCATION: SHOW ME THE MONEY?

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## POSITION PAPER

Students view college as a means to get training for a specific job, get a better job, or get paid more money. This is not the fault of students. Higher education has become fixated on fulfilling vocational aims. Universities tout career placement rates, promote the career paths associated with degree choices, and even faculty teach skills, techniques, and methods (Abowitz, 2006).

Students and parents today expect a good paying job for the student following graduation. Schools and universities promote the types of jobs that majors prepare students for. As educators (marketing, business, or otherwise), “we should be much more concerned with preparing students to hold jobs and to become successful men and women. We should give them a broad background of interest, not a narrow training. We are equipping students for life, not merely for the first few months of life after graduation” (Richtmyer, 1932, p. 501).

Research suggests that the purpose of a business education at the undergraduate level is not to train for a specific job but rather to develop students “as ethical, committed, and engaged human beings and citizens” (Colby, Ehrlich, Beaumont, Stephens, 2003, p. 4). The college experience establishes the “groundwork that students can later build on, shape the intellectual frameworks and habits of mind they bring to their adult experiences, change the way they understand the responsibilities that are central to their sense of self, and teach them to offer and demand evidence and justification for their moral and political positions and to develop wiser judgment in approaching situations and questions that represent potential turning points in their lives” (Colby et al., 2003, p. 4). The impact of this type of educational experience may not be realized until long after graduation.

We must not handicap students with job training with a focus on how to do a job, because the job will most likely change. We will do our students a disservice if we don’t prepare students with the reasons why the work is done so they will be able to grow and develop with their chosen vocation (Abowitz, 2006). “It is not educators’ role to dissuade students from seeing college as a path to a career. It is our role to help students see the larger purpose in the work they choose” (Abowitz, 2006, p. 16).

Often, business students view the general education courses as primarily requirements to get out of the way, before they can begin their business courses. With a specific job in mind, business students are not exploring or integrating the general education courses into their understanding of how and why the world works as it does. Business education is often isolated from the general education requirements of their undergraduate degree. (Stewart, 2010)

A first step might be to place more emphasis on an interdisciplinary approach to marketing education. While students and parents of students are seeking professional ends to their college education, we must promote a new way of thinking: One that embraces the purpose of a liberal education “to enable students to make sense of the world and their place in it, preparing them to use knowledge and skills as a means toward responsible engagement with the life of their times” (Colby et al., 2011, p. 53).

To provide the educational experience that equips marketing students for life, rather than the first year or so after graduation, we are planning to integrate the marketing curriculum with other areas of education including Principles of Marketing and Business Ethics, International Marketing and Human Geography, Integrated Marketing Communications and Graphic Design, and Consumer Behavior and Diversity in Management in the 2015-2016 academic year. An integration of Business Ethics could feasibly be incorporated into all Marketing courses. The integration in this first trial year might look like shared case studies, group projects, or interactive activities.

Three challenges identified with integrating courses include faculty buy-in, coordination with schedules, and measures of success. First, faculty may be hesitant to integrate courses because of the fear it will create too much extra work. Integrating class assignments will also require coordination between class schedules. It can be difficult to integrate two courses that do not meet during the same time. This will require organization on behalf of the faculty to ensure the courses are on the same timeline. Lastly, the measures of success are unclear. Measures of success could include students realizing how classes are interconnected, students enjoying the integrated activities, high grades on the integrated activities, and students realizing there are many options of careers available to them. However, without much previous experience with integration, the method to measure success is still undetermined.

The options for integration between various classes can create many educational opportunities. The number of projects or activities that could be done jointly with two or more classes is endless. The courses that would benefit from integration should be researched, along with possible project ideas. A measure of success should also be researched to help determine whether students benefit from an integrated activity. Without a clear measure of success, it will be hard to get buy-in from faculty and support from university leadership. The many options for a success measure should be researched.

Another path for future research is to survey faculty and students at Northern State University, along with members of the community to determine the overall perception of the purpose of higher education in marketing. Is there a disconnect today among the key stakeholders affected by higher education? If so, what options are available to bridge this disconnect? The answers to these key questions can lead to new research opportunities.

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# KEEPING MARKETING RELEVANT IN THE DIGITAL AGE

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## POSITION PAPER

While we need faculty who can teach a wide variety of digital marketing skills (e.g., search engine optimization, social media use, email and mobile marketing, web design, demand generation, programmatic advertising), most graduates from doctoral programs are focused on traditional consumer behavior/marketing strategy topics and then learn these digital skills on their own. This year in fact, both the AMA and MMA conferences are hosting pre-conference workshops on teaching digital marketing to help bridge the gap between knowing and teaching.

The purpose of this research to determine how we can support those academics who wish to teach digital marketing, as there has probably been no greater time than now when the traditional marketing curriculum has come under such scrutiny. The skills that are getting students great marketing jobs today are not taught in the traditional marketing curriculum. According to Frederiksen (2015), "University marketing departments are behind the curve," with Harrigan and Hulbert (2011, p. 261) quoting a campus recruiter who said, "We are a big fan of employing graduates, but unfortunately we aren't seeing the skills we need in marketing graduates – we're employing a lot of stats and IT graduates to do our marketing roles."

In fact, there were at several department chair jobs on ELMAR this last winter which specifically requested that the person be able to bring the department into the digital age. Some of these descriptions referred to 'traditional' versus 'digital' marketing, as though they were separate disciplines. However, search, social, email and web design are top of the mind of every marketer in practice today and are gaining a lion's share of the marketing spend.

There has always been much written on marketing education and the need to keep it relevant in today's society. Marketing professors are working harder than ever to keep technology relevant (Smart, Kelley and Conant, 1999). For many years, students have reported being over-prepared in theory and under-prepared in skills (Davis, Misra and van Auken 2002). At the same time, the gap between marketing practice and academia seems to be widening (Stringfellow, Ennis, Brennan and Harker, 2006). However, there has probably been no greater pace of change than recently as we move to the age of digital marketing. In spite of this radical shift in practice, there has been little recent research that has attempted to understand the challenges of teaching a digital marketing curriculum. As noted by Prensky (2001), however, the single biggest problem facing education at the turn of the century was that of Digital Immigrant instructors struggling to keep abreast of changing technology.

A few brave pioneers in the field of marketing have worked to keep their skills fresh and to incorporate these types of skills into the marketing curriculum. Often the task of teaching these digital classes falls to younger scholars under research pressure, basically those who can least afford the extra time it may take to stay relevant in digital topics. Sometimes, these young academics are expected to put experiential elements such as the Google Online Marketing Challenge or Hootsuite Certification into existing courses, sacrificing content and their student evaluations to do so. Most of the time, courses such as social media and internet marketing are taught by adjunct faculty, offering little control and consistency over the curriculum. It's not hard to believe that teachers in digital marketing often feel overwhelmed and underappreciated.

In this context, the purpose of this research is to get a clear picture of the challenges facing faculty, including department chairs, attempting to teach and staff digital marketing courses. The research will identify strengths and weaknesses of the current approach and make suggestions to support faculty in these efforts. A formal electronic survey will be sent out later in the Fall of 2015 to 7,000 marketing educators on the Stukent corporate database.

Qualitative comments will also be solicited. The general questions of the survey will focus on the following teaching areas:

Search Engine Marketing	Marketing technologies
Social media marketing	Demand generation
Internet marketing	Direct Marketing
Email marketing	Mobile marketing
Web site design and conversion.	Digital Analytics
Database Marketing	Mobile Marketing
Branding, incl. personal branding	IMC, Promotions or Advertising
Business to Business marketing, incl. demand generation	

Participants will also be asked what certification or other technical training programs they currently offer to their students, how they stay relevant and the amount of preparation time needed for these classes, among other questions. It is the hope that this research will paint a complete picture of the problems and challenges facing today's digital marketing educators and pose some solutions to help them succeed in the classroom. Results will be reported to the participants from the Student database as well as in the form of a journal article.

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# ASSESSING THE IMPACT OF SCHOLARLY ARTICLES

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## POSITION PAPER

The impact factor of a journal article is often calculated based upon its citations, and therefore citation analysis has become a topic of great interest (e.g., Elbeck and Vander Schee, 2014). Citation generally takes place when a paper is used to further an intellectual idea or concept in the published literature, and less often when the content of a paper is applied in a practical setting, as practitioners may not publish articles. Therefore, using the impact factor to evaluate a journal article's value may underestimate the article's use in practical settings, and citation analysis has been criticized in the past (Seglen, 1997). Because of the shortcomings of citation analysis, we compare this metric to another metric, downloads. Downloads may reflect usage among practitioners, while citations reflect usage among academics. However, the two metrics might be so highly correlated that the citation metric is a reasonable proxy for overall impact. The correlation between citations and downloads is explored here. In addition, we explore other variables that may affect these two metrics, and in particular search for variables that may differentially affect these two metrics.

Our data has been pulled from both the *Journal of Marketing Education (JME)* and *Marketing Education Review (MER)*. *JME* is a source for marketing related articles for higher education. The content of *JME* is a mix of both theoretical and practical concepts. Readers will use *JME* to both further their research efforts and apply concepts to their own classrooms. *MER* provides readers with similar content, with perhaps more emphasis on tools and techniques to apply to classroom instruction and student learning. We collected information on all *MER* and *JME* articles published in the past 10 years (516 total articles, *MER*  $n=280$ ; *JME*  $n=236$ ). *MER* articles were cited on Google Scholar 7.84 ( $SD=10.87$ ) times and 1.09 ( $SD=1.28$ ) times per year. *JME* articles were cited 20.22 ( $SD=24.39$ ) times and 3.45 ( $SD=3.34$ ) times per year. *JME* articles average downloads were 324.07 ( $SD=365.01$ ) times per year, and 1207.38 ( $SD=1033.48$ ) times total. Download data was not available for *MER* articles. The number of references cited within each article was also noted, as was the total page length. In addition, titles and abstracts of all 516 papers were collected for content analysis.

By studying citations and downloads, we will shed light on the advantages and disadvantages of these metrics. By studying the variables that affect each, we hope to gain insight into what makes an article popular in the marketing education literature.

Our primary challenge is that we only had access to download metrics for one of the selected journals. This limitation restricts the amount of download data we can analyze. Other data, including number of references, page length, titles, and abstracts, were downloaded for both journals.

We find that downloads and citations are correlated at a moderate level in *JME* articles ( $r = .52, p < .01$ ), indicating that the two metrics do have something in common and yet each captures something slightly different. Interestingly, the total number of references at the back of an article predict downloads ( $F[1, 231] = 4.371, p = .038$ ) in *JME*. The total references predict citations in *MER* ( $r = .214, p < .01$ ) and citations per year ( $r = .208, p < .01$ ) but no relationship was found between the number of references and citations for *JME*. These results suggest that papers that cite more articles are cited or downloaded more, perhaps because they have richer literature reviews. No significant findings have emerged for page length. Some additional descriptive statistics should be interesting to conference attendees, including how many years it takes for an article to peak in terms of cites. Analyses of the text data are still ongoing; we expect to present the findings described above and the additional text analyses at the MMA conference in September, 2015.

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# RESPONSE RATE EFFECTS ON STUDENT EVALUATIONS OF TEACHING

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## POSITION PAPER

Student evaluations of teaching (SET) are often the only method used to assess instructor performance in higher education because SETs are relatively low cost compared to teaching portfolios and classroom visits, and they are more convenient especially when students can complete the SET online (Estelami, 2015). SET scores also provide more detailed insights than do other assessment methods (Nevo et al., 2010). However, SETs are not a perfect measure, and the scores may be influenced by response biases when response rates are low. This may be particularly the case with online SETs that are growing in popularity at colleges and universities. Examining this potential relationship is important because if response biases exist, they may well invalidate the accuracy of SET results.

Many researchers agree that respondent characteristics and other factors influence SET response rates (e.g., Clayson, 2009). Two recent studies that examine online SET response rates are particularly insightful in this regard. Estelami (2015) examined the possible effects of timing on response rates defined as “the length of time between SET survey invitation and survey completion by a student” (p. 56) that was a maximum of 14 days in the study. Estelami defined early responders as those who completed the SET sometime in the first 6 days after the invitation to participate, and late responders completed the evaluation from seven to 14 days after the invitation. He found that late responders were less satisfied with the course/teacher and had lower grade expectations, and the dynamics of satisfaction differed between the two groups. Building upon Estelami’s study, Reisenweitz (in press) compared the “never” student group (those said they never complete online evaluations) with the “always” group (those who always or almost always do). The two groups significantly differed in gender, and higher-GPA students were more likely to complete the survey. Comparing the “never” group with students who complete the SET only when the teacher is quite good or quite bad, the same results were found for GPA, and Caucasian students were more likely to complete the online evaluation than were students of color.

The present study builds upon this research by focusing on the possible interactive effect of teacher performance and response rates on SET, hypothesizing that SETs of teachers with historically above-average SET scores (high SET cases) will be negatively related with SET response rates, and SETs of teachers with historically below-average SET scores (low SET cases) will be positively related with SET response rates. The study provides a much larger sample size than the Estelami and Reisenweitz studies wherein sample size was an issue.

Data were archival SET scores collected in a business school at a mid-sized private university in the western U.S. Data comprised SET scores from 8,833 classes over an 11-year-period (fall 2004 – spring 2014). Over 90% of the classes were taught in a traditional face-to-face manner. Cross-listed courses (mixing graduate and undergraduate students) and/or team-taught courses were dropped from analysis. All SETs were administered and completed electronically online. Each score represents a specific teacher in a specific course. The 6-item SET measure was unchanged in the study period; the 6-item mean comprised the SET score. A median split was used to divide the data into high-SET and low-SET cases. As hypothesized, regression analysis found that for high-SET cases, SET scores decreased as response rates increased, and for low-SET cases, SET scores increased as response rates increased.

The study results build upon prior research, further adding to the probability that biases exist in online SET evaluations. The present challenge is to identify ways to reduce the bias perhaps by offering incentives for all students to complete the SET (e.g., bonus grade points) or by conducting online evaluations in the classroom at the same time. The problem is troubling given that as the use of online student evaluations of teaching continues to increase across colleges and universities, the response rates for online SETs are 20 to 40% lower than for in-class paper-and-pencil evaluations (e.g., Dommeyer et al., 2004).

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# STUDENT TO SOCIAL MEDIA STRATEGIST IN A SEMESTER

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## POSITION PAPER

Experiential learning has become a crucial component of business school syllabi, especially for marketing courses. When experiential learning is involved, students become actively engaged in creating their own knowledge (Morgan, Allen, Moore, Atkinson, & Snow, 1987). Though active learning permits students to process concepts effectively and develop an understanding (Pierce, Petersen, & Meadows, 2011), many marketing courses still tend to use traditional lecture-style approaches that lead students to take on a passive role (Wingfield & Black, 2005). These traditional pedagogical styles may not be effective for teaching dynamic areas within marketing such as marketing strategy, social media marketing, and e-commerce.

Marketing departments within business schools are increasingly facing a demand to incorporate social media in their curriculum and educating their students to be prepared for the digital world. More and more business schools are now offering classes in social media and/or certificate programs in social media marketing. However, almost all of these courses are aimed at providing students an understanding of the latest trends in social media and learning about best practices in the industry. Along the way, students are provided an opportunity to present strategies that they think is relevant for the company under study (usually as a final project). Textbooks in social media marketing rarely engage students to develop and conduct actual strategies.

A critical component that is lacking in such courses is experiential learning wherein students move beyond identifying social media strategies to actually implementing these strategies on social media channels. This is easier said than done because it takes a tremendous amount of trust on part of a company to let students experiment on the company's social media platform. It is a well-known fact that once posted, content cannot be truly erased, thereby leaving the company's reputation vulnerable.

A course in social media has to provide students with key concepts such as behavioral factors that drive social media, optimizing social networks, effective communication strategies within social networks, and measuring/tracking of ROI of social media. Some of these concepts may be covered in a traditional social media course but there is a need for a specialized course if the objective is to simulate the experiences of a social media consultant. If the age-old adage 'doing is learning' is still valid, then there is a need for a course that places students in the spotlight and gives them the resources to execute their decisions in a real-life scenario.

On this basis, we developed an undergraduate marketing course that truly mimics the life of a social media strategy consultant. A senior-level marketing/retailing class was deemed fit for this purpose. The course applied the experiential learning paradigm and transformed students into social media consultants for a semester. In this course, students were challenged to act as consultants in order to devise and implement social media strategies for a company providing gymnastics classes for children. The course followed a 14-week schedule with each week dedicated to understanding the company, the target market, the competition, devising strategies, implementing/re-implementing strategies. Table 1 provides a snapshot of the overall activities performed by the student over the course of the semester.

An experiential learning environment was provided as a tool to deliver the information. During each class session, students were briefed about a particular topic and then implemented the concept in a real-world environment. For example, students were briefed about market research after which they conducted customer interviews to assess the social media behavior of customers and competitor to assess social media best practices.

Armed with all of the market analysis, students then outlined strategies that covered the various social media channels that they could use, the content that they could post on social media, and a schedule to follow. After this,

students implemented the strategies, monitored results, and observed the key performance indicators for each channel. Based on this information, students re-implemented the strategies to achieve better performance.

Introduction	<ul style="list-style-type: none"> <li>• Sponsor company presentation</li> </ul>
Market Analysis	<ul style="list-style-type: none"> <li>• Define market segments</li> <li>• Mapping market segments to:               <ul style="list-style-type: none"> <li>○ Company products</li> <li>○ Social media channels</li> <li>○ Buyer needs and decision criteria</li> </ul> </li> </ul>
Strategy Formation	<ul style="list-style-type: none"> <li>• Social media strategies               <ul style="list-style-type: none"> <li>○ Channels</li> <li>○ Content</li> <li>○ Schedule</li> <li>○ Implementation plan</li> </ul> </li> </ul>
Implementation, Evaluation and Revision	<ul style="list-style-type: none"> <li>• Cycle 1 – First implementation</li> <li>• Cycle 2 – Evaluation; reimplementation</li> <li>• Cycle 3 – Evaluation; reimplementation</li> </ul>

Table 1: Activities performed by students over the semester

This course offered few challenges for the instructor and students. First, the 14-week schedule offered a limited time for students to monitor social media results. Collecting interaction information on social media is a long process and the three week window between implantation and the end of the semester was not sufficient to see significant results. Second, though students were split into groups tackling separate social media channels, it was difficult at times to engage all of the students in the class across all aspects of the project. A small class size of not more than 12 students would be ideal for such classes.

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# PROJECT BASED LEARNING: A LOW COST ALTERNATIVE TO STUDENT ENGAGEMENT

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## POSITION PAPER

As educators continue to struggle to find new ways to provide practical (real world) application to students, newly graduated students often lack the necessary skills to effectively compete in today's job market. In this paper I will discuss the importance of Project Based Learning (PBL) and the low cost, high benefit experience it provides for the student.

With the ongoing need of instant gratification and a number of students seeking the fast track to successful careers; students are having issues with the availability and functionality of current internships. Students want internships that provide experience, a fair wage and an opportunity for full-time employment. Because the average internship lengths can vary, unfortunately many companies may not have the time to truly develop or efficiently train student interns.

According to an article on Marketwatch.com, 80 percent of students work at least part-time while in school, with an average of 19 hours per week. Students must make the difficult decision whether to sacrifice work hours in an attempt to fulfill internship requirements.

Regrettably most "high profile" or desirable internships are located in major cities, thus economically it is not always feasible for many students to travel far distances to fulfill internship criteria. Below is a small sample of my findings:

City	Population	Business Firms	Miles From Home City
City A	297,517	26,512	67.4
City B	143,355	9,071	48.5
City C	843,393	63,805	72.9
City D	256,496	20,136	92.4
City E	2,718,782	255,502	252
City F	9,909,877	816,972	243

Average Miles: **129.36**

Average Hours: **3.5**

Project based learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge. PBL provides structure and low cost opportunities for students to gain knowledge and experience in their chosen profession. The essential elements of PBL include: Significant Content, Building 21st Century Competencies, In-Depth Inquiry, Driving Questions, Need to Know-Gaining Knowledge, Voice and Choice Critique, Guidance and Revision and Public Audience.

In the spring 2015 semester, Pacers Sports & Entertainment (PS&E) was added to my sales course as an optional PBL incentive. This was the first semester in which this option was applied at Indiana University East. PS&E was designed to give students practical experience in sales and marketing for a professional sports team, as well as to provide some experience to add to their resumes. This project is not merely for those seeking a career in the sports industry; it helps develop skills, tools, and techniques required to be successful in most professions: sales

techniques, communication, time management, client relationship management (CRM), individual marketing and networking.

Each participant sold tickets for individual Indiana Pacers basketball games dictated by the host company. The sales portion of the project lasted for a duration of 10 weeks. Along with ticket sales, each participant was required to complete the following: a brainstorming session (sales strategy-possible leads), a call log, weekly check-in with project manager (in my course only) and a written paper summarizing their experience with the project. At the conclusion of the project, the individual that generates the most revenue from each course will receive a guaranteed interview with Pacers Sports and Entertainment.

There were 11 schools and a total of 191 individuals that participated in the project. The project generated a total of 2,120 tickets sold and \$41,020.50 in total sales. My particular course with a total of 8 participants, sold \$3,142.00, 13.05% of total sales. Subsequently this year eleven individuals will interview for positions with PS&E.

A small survey with those who participated in my course. Here are a few responses from students at the conclusion of the project: "I believe the project gave students the opportunity to get real world sales experience". "I am excited to tell future students about this project. It was a great way to keep our students involved and a great opportunity to learn!" "This project made me work on not only my sales but my public relations and both will help going forward."

There are two major issues of concern when employing the project: 1) Getting the majority of the students to accept the project. Some may not feel the project is not beneficial to their career. There are a number of students that are taking the course as an elective and have no interest in a sales career. 2) There is also a chance that the host company will not be a good fit for the course. Content from the host company may or may not coincide with course learning objectives. Therefore I propose to continue to use this as an option or alternative to major course projects.

I found the initial implementation of the project to be successful, however more research is needed to properly evaluate the effectiveness of PS&E Sales Project. I recommend continuing to survey current and graduate students to monitor their career development. In addition, a more substantial survey with a larger number of participants needs to be applied.

It is my belief that bringing companies into the classroom not only result in a low cost, high benefit experience for all those involved; it will also help to deter the overdependence on internships, hence providing students with another alternative of acquiring the necessary skills for successful careers.

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# UPDATING THE MARKETING CURRICULUM: BLENDING STUDENT, PROFESSOR AND MARKET DEMANDS

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## POSITION PAPER

In order for marketing graduates to be best prepared for the current job market, they need to have digital marketing skills in addition to theoretical marketing knowledge. Many of the top job postings on the American Marketing Association job board require digital skills (Table 1).

Marketing Specialty	# of job Postings on AMA	Marketing Specialty	# of job Postings on AMA
Advertising	24	<b>Mobile</b>	9
Branding	35	Marketing Research	13
Content Marketing	26	<b>Online Marketing</b>	23
Customer Strategy	18	Product Marketing	29
Direct Marketing	17	Retail Marketing	7
Global	12	Sales	15
<b>Marketing Analytics</b>	29	<b>Social Media</b>	27
Marketing Communications	54	Strategy	43
		Other	30

**Table 1:** Job Postings from the American Marketing Association (**digital jobs in bold**)

Some recent research (Tuten & Marks, 2012) shows that there is greater student engagement when social media is introduced into a marketing course. Yet, social media instruction is still not common amongst business programs (Wymbs, 2011). The challenge is, of course, that in order to prepare students to use the current digital tools, faculty must find a way to learn them for themselves and incorporate them into the curriculum.

Introductory marketing or principles of marketing, a core business course, is one that requires continuous innovation due to the changing nature of the marketing profession itself (O’Keefe & Hamer, 2010; Miller, Mangold, Roach & Holmes, 2013; Dennis, 2014). Undergraduate students are regularly being asked about their digital expertise during job interviews, and rely on coursework to prepare them properly. What many employers find, however, is that the marketing curriculum is not keeping up with industry demands (Harrigan & Hulbert, 2011). Typical a marketing curriculum centers on the fundamental marketing theories and processes, but likely does not provide much instruction on how to communicate that knowledge using current digital tools. In order for recent graduates to be competitive in the job market (Tuten & Marks (2012), marketing professors must find ways to stay abreast of trends, and hence, keep their coursework and teaching relevant (Pentina, 2010). The question becomes how can colleges and universities offer the digital tools their students need when the professors themselves do not have the background and training necessary to offer that type of education? In addition, it is important to ascertain whether there is a best way to introduce digital tools into marketing coursework. More specifically, is it best to offer a stand-alone course, or should these digital tools be integrated into other marketing core courses and electives (Faulds & Mangold, 2014).

One hundred students at a small, private AACSB-accredited business school will be surveyed about their experience and preferences with respect to both the existing and future marketing curriculum at their school. Additional survey questions will be taken from Parasuraman and Colby (2014) who had conducted similar research on student preferences for using technology. Students will be surveyed at the beginning of the semester to gauge preferences and knowledge based on experiences in their marketing electives. Those electives include consumer behavior, marketing research, advertising and international marketing. Focus groups will also conducted to

understand collective student knowledge about the field of marketing, what is expected of them in a future marketing career, and their expectations for the way marketing coursework is delivered to them. Students will be included proactively in making continual improvements to the curriculum. This is in contrast to a recent study that found only 61% of universities considered the opinions of students when making curricular changes (Dennis, 2014). That study found that involving students upfront in curriculum design changes can be motivating.

It is predicted that students will be interested in learning more about digital tools in their marketing coursework in order to be better prepared for the job market. In addition, it is predicted that there might even be an overwhelming request for a social media marketing course, once this issue is brought to the attention of the students and their feedback on this subject is solicited. In addition, feedback from the focus groups should provide adequate information to make changes to the marketing curriculum.

There may be a few challenges in order to complete this study. First, this college is one of the smallest AACSB accredited schools, with limited resources, so student (and faculty) expectations are not high for being tech-savvy. So this might inhibit what students may or may not see is possible. Finally, students may not themselves know what they need to know for the job market, which may limit their ability to provide useful information about curricular changes.

This is an important area to study because doctoral programs need to provide instruction not only in theoretical marketing education, but in the technical skills that marketing students will need to be ready for the job market when they graduate. While doctoral programs focus on scholarly research, there is a need for those who teach to be well-prepared to help marketing graduates know how to integrate digital tools into their marketing strategy in order to enhance customer satisfaction.

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# ADDING A TASTE OF MARKETING RESEARCH TO A PRINCIPLES OF MARKETING COURSE

*Alexandra Hutto, Millersville University of Pennsylvania*

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## *POSITION PAPER*

Given that teaching Principles of Marketing or a similar Marketing survey course presents the challenge of covering a broad spectrum of topics in short succession, a perennial problem faced by instructors exists—how to make a memorable impact with any single topic. Furthermore, a subject that can get very technical and miss the opportunity to resonate for students is Marketing Research. In remedy to this dilemma, I decided to borrow the taste test/product test scenario from Marketing Research and import it to Principles of Marketing at a level suitable for this audience.

Experiential learning is a tried and true method of engaging students and enabling learning to penetrate at a deeper level. Additionally, hands-on exercises enable students to grasp concepts better, hold their attention more raptly, and make learning more fun. I have used mock focus groups as a technique for demonstrating the value of focus groups, but I wanted to infuse a more challenging exercise into this course.

I introduced a taste test/product test experience into the marketing research module of Principles of Marketing in multiple steps:

1. Ask students to form teams, ideally of three students, and select a type of product that could be sampled in class readily. Each team is asked to select a unique product so that we would not have three iterations of the Pepsi taste test, for example.
2. Tell each team to design a blind taste test or blind product test experience that compared two or three (maximum) brands of a similar product type (for example, three brands of similarly baked chocolate chip cookies).
3. Have each team develop a brief (typically 4-5 question) survey to administer to the rest of the class in conjunction with the taste test, with gender as a required demographic question. Ask them to bring a copy of their survey to the class before the taste tests so the instructor can review it and make suggestions for improvement before the test is undertaken.
4. In the written instructions, include the type of analyses requested, namely frequencies and percentages for each variable collected, two cross-tabulation tables and a Chi-square analysis with its interpretation. In the class before the taste tests, show them an example of how to create a cross-tabulation table and run a Chi-square analysis. Inform them that they can produce it by hand, use SPSS, use Minitab, etc. Some students will have taken Statistics and can use more sophisticated tools; make the Chi-square analysis accessible to all.
5. On the day of the taste tests, allow room for each team to set up a taste test station. After all teams have set up, have them select one student to man the station while the other two rotate around the class and try the other teams' offerings. Ask them to replace the student manning the station with the first teammate who finishes rotating around so he/she can visit each station, too.
6. After the taste tests, each team will prepare a typewritten report including why they chose to test the product they selected, how their test can help managers make better decisions, the tabulation and analyses of results with interpretations, and an assessment of what they could do better if they were to replicate their study. This last item presents an excellent opportunity to learn from the inside out. After they see how other teams set up their tests and live with the decisions they made, they see what can be improved and, more importantly, why.

The major hurdles the class faces include: how to select a good product to test, why to keep the test simple, and how to analyze the data. Each of these challenges can be overcome quite easily between employing advance preparation and using the tests they conducted as learning opportunities. After they experience running a taste test, they understand why certain decisions can/should be made.

Typically, students want to select items such a potato chips, soda pop or salsa to compare. Reward creativity so they select different (and not necessarily edible) items to test. For example, one team asked students to choose between different baseball mitts while another invited students to select their favorite mechanical pencil from among three options tested.

I have replicated this experience several times in a Principles of Marketing course. Feedback supports that students enjoy it and learn from it. An untapped opportunity exists to expand this methodology to other topics (e.g., brand development) and capture data from these experiences systematically to compare results from term to term, instructor to instructor, or school to school.

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# **REALISTIC JOB PREVIEW: FACULTY, PRACTITIONER, AND STUDENT TESTIMONIALS ABOUT THE VALUE OF COMBINING INTERNSHIPS, WORK SHADOWS, AND ENACTUS SMALL BUSINESS PROJECTS/COMPETITIONS**

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## **POSITION PAPER**

Finding the right job today that fits a prospective employee's educational abilities and personality is a difficult task, especially for a student who have never worked. Realistic job previews can be the answer to helping a student achieve a better first-job fit when he enters the job market. These realistic job previews can be achieved in a number of ways. In this position paper, we propose to discuss four ways that a student may achieve realistic job previews: internships, extended work shadows, Enactus small business projects, and Enactus competitions. Combining these endeavors will achieve a better outcome for a student than using just one of them. Faculty and students will give a brief description of each endeavor and then give testimonials on their use and results. While these relate to marketing and accounting students in this session, these endeavors relate to all areas of business education.

Today's university students have several opportunities to briefly try the jobs they think they want to have when they graduate through internships, extended work shadows, Enactus projects, and Enactus competition. (Other student organizational work and competitions are available and have much merit, but we will discuss Enactus since that is our source of experience.) While internships are widely used to give a realistic job preview, there is much value in using multiple methods to assess job desires. Combining these endeavors will result in a clearer picture of what the student is facing when starting a new job.

While using these methods in any order would be beneficial throughout the student's career, we will discuss a proposed path of how these different endeavors may be used. When a student is first entering college and beginning to think on what type of business education he desires, most students are not clear what functional areas are involved in business and how they operate independently and together. Starting a freshman student in Enactus and placing him with seasoned junior or senior students gives him hands-on experience working in small businesses to provide help in making a business plan, creating a marketing campaign, setting up accounting/financial plans, or other business activities. The student immediately begins to decide what interests them most and starts him on a journey to a degree in that area.

After a couple of years of working with small businesses, the student should become part of the Enactus presentation team at the regional/national level. The preparation for these competitions enhances the understanding of how the project was planned, implemented, and evaluated, and thus gives the student a clearer picture of how the business operates. Seeing how a marketing plan and using specific marketing tools, for example, have enhanced the financial well-being of the small business gives insight into the need for studying new ways to increase marketing knowledge. Having to give a presentation enhances professional speaking capabilities and encourages teamwork. Meeting with professionals at these meetings also gives the student experience about how to act professionally and they get advice about what characteristics and talents businesses are seeking in new employees.

An extended work shadow is shorter than an internship, but if conducted correctly, can provide much needed information about how the job in which the student is interested is accomplished. The best proposed idea for a work shadow is to work 12-20 hours for an individual who is working in the field doing the job the student desires. For example, if an accounting student believes he wants to work for a CPA firm doing taxes, that student should shadow a CPA during the tax season to get the full benefits of the work shadow. Eight of those hours should be

worked one day so the person allowing the student to shadow can't totally change the activities of the day to accommodate the student. This is critical because if the employee can only work with the student maybe one hour a day for a few days, the student doesn't really get to see everything the person has to do in a day. Students should seek to be involved in two or more work shadows prior to completing an internship. Going back to our example, the accounting student should also work in a manufacturing firm or other place with accountants to see the difference in the accounting techniques that are used and the kinds of work that are done. It could change the student's mind about the kind of accounting job he really desires. This would thus give him the opportunity to take more tax or cost accounting, depending on the desired outcome.

An internship in a company where the student believes he wants to work should be done the first semester of the senior year or the summer between the junior and senior year. This gives the student the longest realistic job preview. While doing the internship, it would be best if the student could have a mentor who is working in the area where the student really desires to work. Internships give the student an idea about whether or not this is really the job he wants, and the employer an idea about whether he feels this student can do the job and fits the company. Again, doing the internship early in the senior year or between the junior and senior years gives the student time to adjust studies somewhat to help him improve in areas where short comings have been found.

We propose to discuss the merits of this combination and the steps to increase the most realistic job preview by giving student, faculty and practitioner testimonials.

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# AN APPRAISAL OF THE BUSINESS ANALYTICS LANDSCAPE: MARKETING DIMENSIONS

*Kevin J. McCarthy, Baker University*

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## POSITION PAPER

**Problem:** The rapidly-emerging field of business analytics is clearly in a growth stage with considerable volatility, chaotic changes, and shifting perceptions. Businesses have moved quickly in this field in recent years with a growing emphasis expected in the years ahead. The corresponding developments in the academic world are growing but still scattered and highly-variable. The marketing-related dimensions to analytics include operational, customer-centric, and social-media issues and problems. For example, CRM and loyalty programs will have entirely new emphases. However, these areas are best not viewed as silos of development and application. Stronger impacts may require integrated decision making across functional areas and with both upstream and downstream supply chains.

**Context:** Business analytics has found a place among the better-established areas of statistical analysis, big data, business intelligence, data mining, optimization and simulation modeling, data science, and data visualization. In a sense, business analytics borrows from each of these areas. That provides a challenge to businesses seeking well-prepared marketing analysts and another challenge to academic programs preparing marketing students for life-long careers. Businesses are increasingly forming teams and departments dedicated to analytics or supporting such efforts. Accordingly, consulting practices are building their capabilities in these areas as well. Many business programs are moving very quickly to address perceived needs.

The experiences of an analytics academic newcomer may be insightful for others. Sharing resources and challenges is often instructive.

**Solutions and Challenges:** Marketing educators need resources for teaching, support for research, and opportunities for practical experience. Assessment of learning is evolving, and publishers are responding with new resources. An understanding of the software solutions for academic use is critical. An overview and comparison of popular software for these purposes is provided. These include Excel, SPSS, Tableau, Qlikview, BIME, among others. One recurring issue seems to be preparation in data handling, beginning with SQL but continuing with proficiencies in working with unstructured data. A model curriculum in business analytics for marketing would be useful as well. Finally an overview of programs, majors, and degrees in business analytics is provided.

**Conclusion:** The marketing professions need to embrace analytics as an essential element of professional practice and preparation. The decision makers in future business organizations will increasingly build their careers with skills in these areas. Business schools should seek partnerships with business to meet this current and ongoing challenge in preparing students for new realities.

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# TEACHING THE WHOLE STUDENT

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## *POSITION PAPER*

This paper discusses the need to teach to the whole student to provide differentiation, more experiential learning and cultivate relationships that will lead to better alumni participation. The expectations of students and the myriad choices they have for their secondary education have proliferated. Selection of a college or university is based on much more than academics and there is research to support that an individual's experiences, insights, relationships and other factors play a greater role in determining the success they will achieve. Higher education and its educators need to focus on the "whole student" to not only provide a better learning experience but to create lasting relationships and better equip students with the tools they need to accomplish their goals.

Stephen R. Covey (2006) wrote about the shift in the mind-set in the corporate environment from "things" to "people." In the industrial age, on which many contemporary management theories and practices are based, companies managed people similarly to the way they managed things. Things cannot be lead and some of this practice has been prevalent in the education system and governed the interactions with students. Covey discussed the "whole-person paradigm" as it pertains to work however, this paradigm is applicable to the educational environment.

The whole-person paradigm posits that most organizations fail to draw out the greatest talent, ingenuity, and creativity of their people. They do not become great and enduring organizations and most people remain unsatisfied in their work. Organizations focus on an incomplete paradigm of individuals while they are four-dimensional: body, mind, heart and spirit.

Covey draws from philosophy and religion to identify four universal dimensions of life which represent the basic needs and motivations of all people: to live (survival), to love (relationships), to learn (growth and development), and to leave a legacy (meaning and contribution). Individuals have choices, and unless they are valued and able to contribute in all four dimensions, they will rebel or leave, "maliciously obey" or willingly comply. When applying these leadership concepts to the educational environment, the educator's role, and the institution, expands and evolves. The academic who creates a somewhat boundary-less learning experience by coaching, connecting on social media such as LinkedIn, networking with students and potential employers or mentors, treating the relationship with the student as one that exists beyond the current class or even the student's tenure—this is the academic leader whose influence on the student will last a lifetime.

This boundary-less approach to the "whole student" need not be radical and take significant additional time. It can be attained by bringing the four dimensions into the class discussions and curricula. By infusing the four dimensions into the topics being taught and by showing respect for those same dimensions in students, the academic experience becomes more personalized and

valued, the relationship with the university or college more favorable, and the student's foundation for success more solid.

While traditional and contemporary teaching methods focus on capitalizing on and integrating new technologies and blended formats, this approach is specifically about the relationship and social intelligence aspects. While there may be resistance to this approach, it is effective and provides long-term benefit to the professor, the student and the academic institution.

Some pilot programs and some basic training is required for whole-student teaching to be conducted effectively. Further research into the statistics of graduating classes and their experiences while attending university or college would provide insight into specific majors which would benefit the most from whole-student teaching.

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# USING BUSINESS SIMULATIONS TO TEACH MARKETING

*Rick Moran, University of Wisconsin - Superior*

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## *POSITION PAPER*

Business education often consists of learning arcane facts and figures without gaining a real understanding of the topic at hand. This leads to students never fully grasping the complex relationships between the facts from a text and how marketing managers make decisions – or how consumers respond to those decisions.

There are a number of active learning pedagogies instructors can use. These include everything from having students reflect topics back verbally or in writing, to videos, demonstrations, role-playing, having students teach a topic in class, or case studies coupled with good discussions.

Simulations present another alternative. They are high-level learning activities allowing students to sort through available facts and then decide which facts are relevant to the decisions that need to be made. Students make decisions based on facts they discover in a scenario, and then are presented with the results of their decisions. Generally simulations involve software that presents a business situation and permits students to make decisions based on them identifying the relevant facts, discarding irrelevant facts and making decisions as to the best course of action. For example, a retail simulation might provide information in the form of internal company reports, information on the competitive environment, the activities of competitors' and so forth. Students then apply acquired knowledge to the tasks of identifying relevant information, determining data that can be ignored when making decisions, and also the data that are crucial to the firm's future results.

The availability of the results of decisions, including a comparison with the results achieved by competitive firms within the simulation enhances student interest and offers a level of competition with classmates that tends to make the experience interesting and fun. In fact, one of the indicators that a simulation with multiple companies each run by a student team is catching the attention of students is when the “trash talk” and comparison of results begins – complete with bragging by the team in the lead. For optimal results instructors should consider the following:

- Choose a simulation that has the right level of difficulty for the class.
- Choose a simulation that focuses on the skills and concepts being presented in the class. Examples: Are you interested in developing strategic marketing skills? Improving pricing decisions? Deciding on promotional tactics?
- Provide an opportunity for students to become familiar with the simulation chosen.
- Quiz them on the format of the software and how it operates before starting the simulation.
- Run one or two practice periods. Then start the “real” simulation.
- Discuss results with the entire class on a regular basis.
- Discuss cause and effect. Example: If a store in a retail simulation can't generate the sales or customer satisfaction levels of rivals, see if students can connect that firm's lack of investment in training or lack of incentive pay with the results.
- Grade based mostly on process, not on results. For example, if 25% of a student's grade for the class is based on the sales or profits generated in the simulation, the simulation becomes too high stakes. Instead, grade on marketing plans, written reflections on decisions made or similar activities versus the results. No more than about 5% of the grade for the course should be based purely on the results of the firm in the simulation.
- Conduct an after simulation review. Have each team do a presentation about their performance and how they made decisions. Be sure they answer: What did they do right? What did they do wrong? What would they do differently if they competed in the simulation again?
- Wrap up the discussion once all the presentations are made and note the similarities of the simulation to real life, as well as the simplifications most simulations employ that would not be true in real life.

Simulations are excellent tools for impressing upon students any number of important ideas using a hands-on approach. They are, of course, not an all purpose tool. They will work better in some courses than others. And they will work better in combination with different active learning tools in different situations. It's up to the instructor to determine the best tool or tools to use for a particular course.

While there has been wide use of simulations in marketing education, the results when compared with results of other active learning techniques – or traditional lectures - can vary by subject matter and type of simulation used. Wider studies of student learning and understanding of crucial concepts when a simulation is used versus when a simulation is not used would be useful.

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# BEST PRACTICES FOR CREATING CLIENT-BASED LEARNING FOR MBAs

*Jean Jaymes West, California State University-Bakersfield*

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## *POSITION PAPER*

Incorporating client-based learning projects can enrich all students' learning. But for MBA students, and those teaching MBA courses, the rewards may be even greater. However, when you introduce outside client projects into any classroom, you inherently also introduce unique challenges. This paper offers some solutions to these challenges. Presented are four best practices based on over 10 years of experience with client-based learning, where student MBA teams serve as consultants to solve real problems faced by business clients.

### *Securing Clients Who Accept Their Role in Educating Professionals*

The first key factor found important for success, is to be sure the client selected has the time to commit to several aspects of working with students. This means they are willing to commit to serving as a guide for students in several ways. First, they must commit to a sufficient percent of their time to come to the classroom to give a detailed overview of the project. Second, clients should be knowledgeable about all aspects of their business, as well as convey enthusiasm and spark interest for MBAs. Even if, on the surface, the business seems like something students might not be excited about, a good client can sell the project by pitching it in a way that makes students eager to work on it. This means clients must be clear themselves on what they want. They must have sufficient knowledge about what they want done for their business, as well as able to clearly verbalize what they want. The instructor can determine this if the client is thoroughly vetted several months in advance.

One key thing instructors can do is explaining to clients how much MBAs gain from this practical experiential learning. An instructor must emphasize that, because the MBAs are often working in local organizations already, it is highly probable they might be prospective job candidates applying for positions at their companies. Working with the MBAs, therefore, affords them an opportunity to get a glimpse at possible future employees. Like temporary positions and internships, this kind of exposure to graduate-level students who are already working professionals, allows clients to test out potential future employees with no monetary risk to their company.

### *Connecting Course Learning Goals With Real-World Learning*

First, if the instructor is planning to use a textbook along with the real world experience, it is essential to periodically refer to the project as you present and discuss each segment of text material. Sometimes it is difficult for students to make the connection clearly between specific text principles and specific pieces of the project.

Second, by having the clients give feedback at a midway point and in a manner they would to employees, students get a much better sense of the realities of the profession. If clients give honest feedback as to their assessment of the team's work, the MBAs get a taste of the level they will be expected to perform at if working for that company. Thus, MBAs are also afforded an opportunity to test out future employers and get a glimpse of whether the company is an environment he or she would like to work in.

### *Structuring MBA Teams for Best Outcomes*

One of the key strategies in team composition is not allowing students to select their own team members. Structuring in this way makes the team experience much closer to the realities of the work world in that you rarely get to choose whom you will be working with in that context. Students are also much more accountable to their teammates when that team member is someone they do not know well. They seem much more likely to let someone they are good friends with to miss team deadlines, dismiss poor team meeting attendance, as well as overlook lack of quality work in general. MBAs themselves reported that while they initially preferred to work with other students they knew well, in the end they felt more accountable because they were less familiar with the team members.

Finally, having a team project manager system has worked extremely well. The team manager is someone who is willing to be in charge, only as a team leader—not someone who does all the work. The ideal project manager is a

student whose strength is motivating and inspiring other people to work. Within this structure, the project manager simply functions as a manager in the workplace would. The project managers report to the instructor—much as managers would report to the CEO within a corporation. Within the project manager structure, any team member can be reprimanded if the rest of the team believes the individual is not fulfilling their designated responsibilities—much like employees in the workplace can be reprimanded if they do not perform what is expected.

***Managing MBA Expectations for Client-Based Learning***

In terms of students, instructors must stress that satisfied clients create good connections between that businesses—not just that one client. It is key to stress to students that the impression they make reflects on everyone else. It is sometimes beneficial to give them real examples of how this is the case based on clients from the past—giving examples of both positive and negative team results, and what the overall final client’s view was.

The hope is that this paper provides a range of suggestions for any marketing instructor to use in selecting client-based learning projects for their courses. Future research could explore having clients paying a reasonable fee to secure the services of students—particularly MBAs who are often already working professionals. Given the increasingly competitive real-world work environment, particularly for marketing positions, anything we as instructors can do to ensure greater student success in that real world, is a worthwhile endeavor.

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# GOOGLE CERTIFIED: ADDING PROFESSIONAL CREDENTIALS TO ENHANCE DIGITAL MARKETING COURSES

*Lyle R. Wetsch, Memorial University of Newfoundland*

## POSITION PAPER

The academic world is currently in a state of transition. The future and structure of universities and the education that is offered is being reevaluated as to its ability to prepare students for a world of employment. In a recent Fast Company article, Lee Frederiksen (2015) suggested that there are key digital marketing skills students don't learn in college including; 1) content marketing and SEO, 2) social media, and 3) lead nurturing and technical skills. [DigitalMarketingInstitute.com](http://DigitalMarketingInstitute.com) in Ireland (Burke 2015) also identified top tips to prepare for key digital marketing jobs such as Search Engine Optimization Professional (Google Analytics Certification), Pay Per Click (PPC) Executive (Google AdWords Certification and Google Analytics Certification). It was also apparent that almost 100% of the students completing the Digital Marketing Course were becoming employed in either digital or social media so local employers reinforced the importance of training so the students could 'hit the ground running'.

The past few years has seen a growing number of opportunities for students to gain practical and relevant experience through the integration of experiential learning through interactions with local business, the completion of industry recognized credentials such as the Hootsuite Certified Professional being accessible through Hootsuite University for Social Media Marketing courses, and the Google Online Marketing Challenge (Murphy et al 2009).

Previous iterations of the Digital Marketing course have included Bing Ads Professional Certification, as there was a special opportunity at that time where Bing was waiving the \$50 examination fee. Google previously had a \$50 examination fee per attempt, which would make it challenging for students to complete so while recommended, virtually no students completed the examinations. There was also a very wide range of capabilities that teams working with clients on the Google Online Marketing had depending on their preparation. Finding a way to ensure a higher level of preparedness before interacting with clients was needed.

The Google Partner Network is a training and certification system for all Google Examinations (Google AdWords, Google Analytics, and Google Shopping). The current iteration has recently been restructured and in its current iteration, students are able to create a Google Partner account, utilize Google's online training resources, and complete their Google Analytics and Google AdWords certifications at no charge. Through a Hybrid course delivery, students were allocated sufficient time to work on the online training and certification without additional course requirements. Two weeks were allocated for the completion of each exam allowing for a week for learning and an initial attempt followed by an additional week to allow for a make-up exam if needed.

Exam not taken OR passing results not submitted to the prof.	0
Exam passed, BUT after the due date, or results submitted AFTER the due date.	5
Exam passed prior to the due date.	8
Exam passed prior to the due date with a grade over 90%.	10

As with any educational innovation or change in course content delivery, there are inevitable challenges that arise. Some of these challenges are presented below along with actions that were taken to mitigate the impact of them.

**1. Students not completing the self-study programs effectively:** Different students will have different self-motivation and work ethic to complete the preparations required to be successful on the Google Certification Exams. This challenge was addressed by having clear deadlines and a grading rubric (see above section) that has significant incentives for early completion.

**2. Students failing the exam on their first attempt:** The Google Certification exams have relatively high passing grades, ranging from 75% to 85% depending on the exam. Additionally, if the exam is not completed successfully, then there is a mandatory 7-day waiting period before being able to complete the exam. As such

**3. Overload of work when exams and certifications being added to course:** If the successful exam completion and self study is in addition to the regular workload in the course the work could quickly become unmanageable. To address this issue, the course was restructured into a Hybrid Delivery allowing for a combination of class sessions as well as some weeks where all work was based on self study completion of the Google Exams or interacting with clients during the Google Online Marketing Challenge.

**4. Language issues for international students:** Google is an international company, as such, their materials are in many languages and testing can be completed in multiple languages as well. This actually accommodated a diverse student group more effectively than a traditional class would have.

Feedbacks on the course and the integrated certifications have been very positive both from the students as well as employers in the industry. During the presentation, additional feedback will be shared as well as step-by-step directions on implementing certifications in your digital marketing courses.

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# **FLIPPED CLASSROOM TEACHING METHODOLOGY AS AN EFFECTIVE LEARNING MECHANISM: AN ASSESSMENT OF STUDENTS' EXPERIENCE AND EDUCATION IN A GENERAL EDUCATION CLASS AND A CORE BUSINESS CLASS**

*Roy Philip, Trevecca Nazarene University*

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## **POSITION PAPER**

Most educators know that there are three types of learning styles: Inquiry-based learning, problem-based learning, and project-based learning (Educational Technology and Mobile Learning). With the age of technology practically in our midst today, students are going more mobile and the old tradition of homework at home and classwork in class is slowly going away. The new methodology that has arrived is the Flipped Classroom.

Using the Bloom's taxonomy (2001), this new methodology will mean that students will do the lower levels of cognitive work (gaining knowledge and comprehension) outside of class, and focus on the higher forms of cognitive work (application, analysis, synthesis, and/or evaluation) in class, where they have the support of their peers and instructor. This model contrasts from the traditional model in which "first exposure" occurs via lecture in class, with students assimilating knowledge through homework; thus the term "flipped classroom." According to Lakmal & Dawson (2014) "[f]lipped classroom is an instructional methodology and a type of blended learning that delivers instructional content, often online, outside of the classroom and moves activities, including those that may have traditionally been considered homework, into the classroom. In a flipped classroom model, students watch online lectures, collaborate in online discussions, or carry out research at home and engage in concepts in the classroom with the guidance of the instructor. "According to Educause (2012), it is a "pedagogical model in which the typical lecture and homework elements of a course are reversed." Basically this is how it works: lectures are taped and put online in a video format, which are viewed by students at home before the class session, while in-class time is devoted to exercises, projects, or discussions. According to Brame (2013), "... 'flipping the classroom' means that students gain first exposure to new material outside of class, usually via reading or lecture videos, and then use class time to do the harder work of assimilating that knowledge, perhaps through problem-solving, discussion, or debates."

The strength of the flipped classroom is active learning and engagement. According to the Center for Teaching & Learning at the University of Texas, students "acquire a deeper understanding of the content and how to use it." In its fundamentality, the classroom is changed into a workshop of sorts where hands-on experience is stressed and practiced; students can test their skills in applying the knowledge they received after watching the online content. The instructor's role in this scenario would be one of a coach or an advisor, encouraging, answering questions, and facilitating collaboration. The student's role is one of importance as this methodology puts the onus on them; they are now responsible for learning the material at home and then mastering it by enquiring and participating in class activities. The advantages were expected. I had more class time to work on exercises, discussion, cases, and critical thinking activities. The challenges included not being completely sure if students have understood the material by watching the PowerPoint.

The use of technology is an important component of the flipped classroom world. New technology like MindMap, Camtasia, and others help instructors create content for their students. Although the flipped classroom methodology is catching on and is here to stay, there are some challenges: Instructors may need to do additional work by carefully planning the right level of integration. This will include time spent in recording lectures, editing them, and then supplementing that with in-class activities that must align with the lectures, otherwise students will not understand the material. With the use of technology, instructors (and students) may need to master new skills. The success of the class will depend on the learning curve of both students and instructors. Another challenge is

dealing with students who believe that real teaching is not taking place and they begin to doubt the value benefit of their tuition dollars spent. This could consequently lead to students who will skip a class that focuses on activities because they know the material. Finally, there is the issue of technology. Will it work when the students want it to work? On the flip side (no pun intended), there are many advantages of using this methodology: In a regular classroom, students take notes and cannot stop to think through what is being taught; on the other hand, when watching the videos at home, students have the control as they can pause, rewind, and fast-forward as needed. Also, students have the opportunity to watch the videos again and again, a feature that is particularly helpful for those with academic disabilities or if English is not their first language. When students come to class and participate in in-class activities, instructors have the opportunity to debunk myths and spot erroneous thought processes. Finally the class is exciting to attend as students are constantly engaged in hands-on projects all the while socially interacting with their peers, thus making it easier for them to remember and learn from one another.

This past Fall and Spring, I used the flipped classroom teaching methodology for three classes. In the Fall I used it for a general education class, Financial Stewardship, and in the Spring I used it for a general education class, Financial Stewardship, and a business core class, Principles of Marketing. I extensively used Camtasia as the tool to record all the PowerPoints for each of the classes. I would then post those PowerPoints on Screencast.com and put a link to it on my website. Students then access the file, watch the PowerPoint, and take notes. They would then come to class and I summarize what they have learned in the 50 minutes I have. I also use class time to do more problems such as, Balance Sheet, Income and Expense Statement, Budgets, Debt-Safety ratio, etc. For my business core class, Principles of Marketing, I would use the 50 minutes of class time to discuss cases that were applicable to the chapter.

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# INCREASING GLOBAL AWARENESS THROUGH STUDY ABROAD PROGRAMS

*Sekar Raju, Iowa State University*

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## *POSITION PAPER*

Marketing in a globalised world means that today's students are likely to engage with global customers or suppliers relatively early in their careers. The ability to successfully interact with global partners requires that students get exposure to foreign people, cultures and countries to enable them to build a broader understanding and view of the world. This paper discusses an initiative taken in my college to increase global knowledge of business students through a short and medium term study abroad programs. The objective of this paper is to explore ideas and seek suggestions on how to improve the study abroad program that the college has set up to increase the number of students that have travelled abroad and visited foreign countries prior to graduation.

Research among our students showed that only a small number of students (less than 5%) had ever travelled out of United States. The percentage drops even more if foreign students, Canada (proximity) and Mexico (spring break travel) are excluded from the list. Clearly, many of our students were graduating with a limited exposure to the world outside of the USA. One of the strategic priorities of the college is to increase global awareness among students and the following plan attempts to address this issue.

The solution to increase global awareness was addressed by designing two types of study abroad programs - a short term study abroad program lasting 8 to 10 days and a medium term study abroad program lasting 20 to 25 days. The short term study abroad program typically takes place during spring break and the medium term program takes place immediately after the spring semester. A stipend of \$500 (short program) and \$1,000 (medium program) was also granted to reduce the financial burden on students. Further, to keep the programs interesting, faculty were eligible to propose study abroad locations from Asia, Europe, and South America for the short duration program. Every year up to three programs were approved-one from each continent. Interestingly, programs were selected based on student preference indicated by votes. The medium term program was at a fixed location (Rome) due to classroom considerations.

Since the goal of the study abroad program was to increase knowledge of students cultural as well as business knowledge, all programs were encouraged to include a live case in the country of travel. This typically meant that faculty leading the program established contact with companies in those countries and worked with them to come up with a problem that students could then work on prior to the trip. During the trip, students met with managers of the company to gain greater insight about the company and its operations. Students continued to work on the problem and in many cases the end product was a presentation or a report that was handed over to the company.

In addition to the case, students also visited other companies and organizations during their trip. In most cases students got to hear and interact with senior managers. Finally the third component of the trip was cultural-visiting the historical and cultural sites in the country. Backing up the foreign country visit was a regular academic component that included about 25 to 30 hours of contact time.

The medium term program included all the above components but the classroom component was the focus. The course was taught in a foreign country.

The short term study abroad program has been up and running for the past three years. The number of students taking part in these programs has increased from about 30 to a little more than 100 this year. Some of the challenges being faced are:

1. The program locations (short term) keep changing every year and finding new companies to work with each year is a time consuming task.

2. The students who go on these trips are extremely positive about the impact it has had on them. They believe that the learning from this trip was huge and beneficial. However, every year it a challenge to get new students interested in the programs being offered.
3. Even with the scholarship, the financial burden for some students is quite high
4. The medium term program is less attractive to students because it clashes with internships and summer jobs that students have.
5. Relatively lesser interest in visiting South America. Getting students to go to Asia has also been challenging.
6. Accounting and Finance faculty are finding it more difficult to identify and plan for live cases

Now that the program has been established, the future goal is to quantify the learning that students get from this trip. It is also planned to get a five year feedback from the students to see what if any this study abroad program has had on their careers. An important question is whether a ten day or 20 day study abroad is sufficient.

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# PERSONAL MARKETING PASSPORT INNOVATION

*Lisa D. Spiller, Christopher Newport University*

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## POSITION PAPER

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. As marketing educators, we are in a unique position to be able to help today's college students prepare themselves for successful interaction with the real business world. This interaction happens both before graduation, via internships, external student projects, volunteer community service activities, and when interviewing and networking, and after. What students need in order to excel in today's highly competitive world is personal marketing. Personal marketing is self marketing or the process whereby individuals sell themselves or their services, talents, abilities, leadership skills, etc.

While most schools offer a number of student initiatives, such as academic advising, writing center services and free tutoring, all designed to help students be successful while in college, many schools do not offer formal educational programs designed to ensure "outbound" or external student success. While all schools likely have competent career planning centers, too many students do not take advantage of the services offered by these centers, and there is currently no method to require or mandate service utilization. The Personal Marketing Passport (PMP or "Passport") initiative presented in this position paper is designed to create a synergy with a university's career services by adding value in terms of depth, scope and marketing education. All students should be able to learn how they can personally use proven marketing strategies and techniques to achieve some desired outcome of professional success as they intern, volunteer, participate in external student projects, interview and network. The reality is that many students never have the opportunity to proactively learn how to personally market their skills and abilities. This is unfortunate given the well-documented value of teaching personal marketing to prepare students for career and life success.

The Personal Marketing Passport initiative is similar to a required college orientation course, in which all students should be required to participate prior to graduating from the select department/program/college/university (hereafter referred to as "school") in order to receive the respective school's "stamp of approval" to represent its brand as a student or graduate of its school. This initiative might also be considered a certificate program where students must attend a series of workshops, lectures, and/or speaker events and complete or develop a list of items (business cards, portfolios, resumes, LinkedIn profiles, etc.) and receive a signature or stamp on their passports as they accomplish each and ultimately earn the certificate by a specified time. What follows is a detailed five-step process to teaching personal marketing beyond the traditional classroom.

**Step 1 – Passport Partners.** Identify the potential key players who may be involved in the PMP initiative. Passport partners may include, but are not limited to:

- Faculty champion(s) to guide the program initiative
- Center for Career Planning – (often have established seminars and workshops that may be included in the PMP initiative)
- Directors of Leadership Programs, Honors Programs, Community Engagement Programs
- Alumni Office - Alumni have expressed a desire to "give back" (beyond charitable donations) and want to be more actively involved on campus
- Alumni volunteers (trained to be "Career Coaches" or Mentors)
- University Administrators - Deans and Directors of your academic program
- Team of interested faculty coaches or mentors (to assist at the various events)
- Business partners (volunteer executives and leaders from the local community)

**Step 2 – Passport Components.** Identify the program components to be included or addressed. Both the number of components and which are mandatory versus optional should be agreed upon by Passport partners who will be involved in the implementation of the initiative. Some components entail passive learning (listening to speakers on resume and cover letter writing, professional etiquette, entrepreneurial success stories, learning how to

use LinkedIn to network, etc.) while others involve active learning (creating and delivering a sound-bite introduction, role-playing with a career coach, developing a personal SWOT Analysis, etc.). Just as a person's passport is a unique document, the PMP initiative should be a unique program for each school that creates and adopts this teaching innovation. Some schools may begin on a very small scale and only offer the program as an elective, while others may make it mandatory. Some schools may require many components to be completed, while other schools will have few components required with many optional. Some may focus on the passive learning components, while others will include the active ones. This teaching innovation is meant to be customized to each school's unique situation. For example, at my school we decided to incorporate internships, mentorships and study abroad in our active learning components. You will also need to determine the number of speaker sessions, seminars, workshops, etc. that will be offered each semester and brainstorm for speakers or session leaders for each respective session. Work with your Passport partners as some may have prepared presentations that can be incorporated into the Passport initiative. Our career center provides resume, cover letter and LinkedIn workshops, and our Leadership Program offers some relevant entrepreneurial guest speakers. Capitalize on what already exists at your school and incorporate them into the Passport.

**Step 3 – Passport Logistics.** This step, similar to creating a course syllabus, includes establishing the schedule, securing speakers, session leaders, career coaches, volunteers, etc. for each respective session, reserving rooms, ordering any needed supplies or materials, which may include audio-visual requirements, room set-up, refreshments, etc.

**Step 4 – Passport Management.** Determine the manner by which you will track program participation. A punch card is one option. We use barcode scanners to scan each student's identification card upon entry to each respective session. Management also includes determining what students will receive—if anything—when they complete the program, such as a personalized certificate, lapel pin, mug, pen, etc. We decided on a school lapel pin. Promoting the Personal Marketing Passport as a whole, along with each individual session, is also needed and will be aided by word-of-mouth marketing as most students will quickly see the value in participating.

**Step 5 – Passport Evaluation.** Perform assessment of each session and overall program evaluation in order to document learning impact and make program adjustments to ensure continuous improvement of the Passport program delivery.

The primary challenges associated with the implementation of this teaching innovation include identifying the faculty champion(s) with the passion, drive and determination to lead the program development; developing relationships with partners; and obtaining colleague and administrator “buy-in” since the Passport Program is truly an innovative initiative that requires vision, time and some human and monetary resources. However, the potential impact of the program is tremendous and could quickly grow as students experience and communicate the benefits of program participation. One success story will rapidly lead to others and the possibilities are simply endless.

In conclusion, the ultimate outcome of this teaching innovation is greater confidence in students and alumni who become better prepared for personal and professional success. This initiative is both an innovative alternative to teaching personal marketing inside the classroom and a passport for success for all who participate. Future exploration of the program components most desired by students will ensure maximum program impact.

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# LEVERAGING INFOGRAPHICS TO BUILD CONTENT MARKETING COMPETENCY

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## POSITION PAPER

Content marketing is a growing discipline in the Marketing field. The Content Marketing Institute surveyed over five thousand marketing professionals and discovered the infographic was the “tactic that had the greatest increase in usage from 51% in 2014 to 62% in 2015” (Pulizzi, 2015, p.5). The purpose of this paper is to illustrate how infographics were used in a semester long digital marketing course to boost content marketing competency.

Today’s consumer wishes to be respected and recognized as an individual, yet they also want to be informed and educated as part of a larger community (Light, 2014, p.125). Consequently, marketers use content-based marketing approaches to create rich, personalized customer experiences and thriving communities of loyal customers. Content marketing educates consumers about a company’s unique attributes, demonstrates the firm’s acute awareness of consumer needs, and distinguishes the company from its competition (Gagnon, 2014, p.68). Infographics are a powerful content marketing tool. Toth (2013) states that infographics “attempt to educate an audience about a specific topic or issue in a visually interesting and easily navigable manner through a combination of words and visuals.” (p.448).

Two outcomes for the course include: 1. Digital marketing strategies – analyze business situations to recommend appropriate online acquisition, conversion and retention strategies, and 2. Digital marketing campaign management – develop and present an integrated digital marketing campaign for a client’s business. Infographics provided students with an understanding of the roles this tool plays throughout the customer lifecycle and they learned to develop appropriate recommendations. Further, students designed an infographic to showcase and present the results of the online advertising campaigns they developed for clients. Out of 17 enrolled, 94% achieved a score of 70% or better on the three infographic assignments based on a grading rubric that was linked to the digital marketing strategies outcome. 94% of the students earned a score of 70% or better on the digital marketing campaign outcome measure. The following section offers a detailed implementation plan.

**Week 1.** Faculty explains the concept of infographics and shows examples. Further, faculty discusses how infographics are used during the customer lifecycle stages and prepares questions that help students make the connection. By asking engaging questions, this approach builds critical thinking skills. Draw/Pair/Share: In class, students are instructed to draw an infographic that represents their impressions of digital marketing without consulting a text or other outside resources. After 15 minutes, students are paired with a nearby student and instructed to share their drawing. Students are encouraged to ask each other probing questions for 10 minutes. Subsequently, faculty asks several students to explain their drawings to the class. Next, faculty demonstrates the Piktochart program and provides an orientation to this tool. Students are instructed to design an electronic version using Piktochart.com. The professor instructs them to create a pdf formatted infographic and submit it for grading. Students may use one of the free templates available or start with a blank canvas.

**Week 8.** Students prepare an infographic that illustrates their knowledge of digital marketing based on the topics covered to date. Instructor encourages students to research and include statistics on social media usage. This is an opportunity to discuss the importance of identifying quality data sources. Draw/Pair/Share: Students are instructed to draw an infographic that represents their key learnings. What parts of the course were most relevant? What aspects of digital marketing were most surprising? What challenges are they experiencing in learning the concepts? Similar to the initial infographic exercise, students are encouraged to discuss their infographic with a neighbor. Students are instructed to formulate questions about their research strategy. What’s their plan for researching this information? How will they assess the quality of a source? Faculty asks several students to present a discussion summary. This Draw/Pair/Share exercise helps students learn to critically evaluate information sources. Using Piktochart, students develop their own design and submit their assignment as a pdf document.

**Week 16.** Students prepare an infographic that contains course highlights, areas of strength, and topics for further study. The instructor uses the Draw/Pair/Share approach discussed previously. Students are advised to gather supporting research on social media and content marketing. The instructor uses the same approach from prior exercises. Additionally, students prepare a reflection paper that addresses the following questions: 1. Compare and contrast the infographics you have developed in this course, 2. Describe your lightbulb moments, and 3. Evaluate your future career plans and how this course fits with your goals. Finally, students present the results of their team's online advertising campaign using an infographic. Students work in teams throughout the semester to design an online advertising campaign for a client.

Several infographics programs are currently available. After researching options, Piktochart.com was selected for its ease of use, flexible templates and education focus. The program offers both free and subscription-based formats. The free version offers a wide range of options and met our needs. Piktochart.com is a cloud-based program and describes itself as possessing an "intuitive user interface" (Easy, 2015). Many of the features resemble Microsoft products, so stakeholders are able to quickly learn this program.

In order to effectively assess these customized infographics, a detailed grading rubric was developed and shared with students. The grading rubric addressed areas including 1. Story – Is the story consistent throughout the assignment? 2. Innovation – Does the infographic display innovation? 3. Voice – Is the tone conversational while proper grammar and spelling are used? 4. Quality of sources - Are academic, peer-reviewed sources utilized and cited appropriately? 5. Use of graphics – Are images attractive and do they support the story? 6. Critical thinking – Does the infographic display evidence of critical thinking?

There are several challenges to consider related to this methodology. Due to the personal nature of infographics, faculty may find them time consuming and subjective to grade. The consistent deployment of standardized grading rubrics streamlines grading and creates a structured framework for assessment. Additionally, instructors may need to familiarize themselves with the concept of infographics and Piktochart.com in order to effectively facilitate these projects. The Piktochart.com website provides a wealth of resources to support educators.

Anecdotal evidence collected from the reflection papers and exercises suggests that infographics help students to assimilate the course content, sharpen critical thinking skills and cultivate content marketing competency. This model was used in a digital marketing course, but could easily be adapted to principles of marketing, advertising, consumer behavior or social media courses. In the future, pre and post assessments should be designed and added to the curriculum in order to quantify the increased comprehension of infographics.

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# ENGAGE STUDENTS IN YOUR OWN COURSE BY EMBRACING LEARNING MOOCS

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## POSITION PAPER

The use of technologies creates opportunities to engage Millennials in the learning process (Shea & Sherer, 2002) through collaboration, connectivity, community, and productivity (McLoughlin & Lee, 2008), but educators struggle with adapting courses to be technologically enriched with a request for new teaching approaches and strategies to reach Millennial learners (Singleton-Jackson, Jackson, & Reinhardt, 2010). In addition to changing students' expectations, technology is transforming education to an online format that accommodates diverse student populations across the globe (Hollands & Tirthali, 2014). This transformation provides an opportunity to virtually connect students to other students in a global area. An example of a new type of technology that is available is Massive Open Online Courses (MOOCs) which provide free content to global users. MOOCS are expected to reach a global revenue of \$1.5 billion in 2015 ("Massive Open Online Course (MOOC) Market 2015-2020," 2015). MOOCS show promise as a way to offer specialized training across the globe and deliver online content that promotes university brand, reaches a broader audience, provides access to previously unreachable areas, and increases university profitability and exposure (Hollands & Tirthali, 2014). MOOCs are not well accepted in the academic community with criticisms regarding lack of learner support, untimely feedback to participants, and lack of connection of materials to specific learning goals (Hollands & Tirthali, 2014). "Few MOOC studies make robust claims about student learning, and fewer claim that particular instructional moves caused improved learning" (Reich, 2015, p. 34).

"Embrace Learning MOOCs" or ELM is a teaching innovation that addresses the problem of leveraging new technologies to engage Millennials with technology-rich courses by incorporating MOOCs into classroom content by connecting the MOOC content with instructor-designed class activities, student learning outcomes, and individualized student feedback. In training students for a global economy, ELM helps marketing students to comprehend how the marketing topic is received by being globally connected to other students in the MOOC. ELM relates to marketing curriculum objectives by providing an example of how a MOOC was used in a Sales Management class and outlining a framework for ELM that can be utilized to enhance any course. Empirical support of the effectiveness of ELM is demonstrated through comparison of a pre-test and post-test connected to student learning outcomes met by the MOOC's activities and measures of student engagement.

To implement, ELM, the first step is to search MOOC directories for topics of MOOCs. After searching directories, the next step is to find a MOOC that fits course content and is available while your course is running. Although they may be repeated, MOOCs are often offered at defined times and not available continuously. The third step is to align the MOOC content with student learning outcomes specific to your course. Then, create a pre-test based on student learning outcomes that will be covered during the MOOC. At the end of the MOOC, use the same test as a post-test and provide individual feedback for student learning.

To measure the effectiveness of the innovation, a graduate level Sales Management class was used. Eighteen students took a pre-test connected to learning outcomes before beginning the MOOC and a post-test when the MOOC was completed. Please see Table # 3 (access it at: <http://ge.tt/3hEIPvG2?c>) for results. Results showed that in all cases, the post-test score is systematically superior to the pre-test score. The score for in-class students increased after participating in the MOOC in-class activity, which can help us to conclude that the student learning outcomes measured were met.

Engagement was measured in the pre-test and post-test. Engagement was adapted from a recent study (Sun & Rueda, 2012) by changing the items slightly to fit the context of this study. Items can be found in in Table 4 (access it at: <http://ge.tt/3hEIPvG2?c>) where all results are statistically significant with the exception of items 12, 14, 16,

and 19. In every other case the post-test score is better than the pre-test score or the opposite for reverse items, such as items 2 and 11. Thus, findings show statistical support for engagement.

This innovation hopes to contribute to theoretical application of MOOCs. Because MOOCs are often not connected to student learning, this study contributes to the void and strengthens an existing weakness of many MOOCs by directly connecting MOOC content to learning outcomes that are tested via a pre-test and a post-test. Furthermore, while many instructors often feel threatened by MOOCs (Wallis, 2013), this innovation suggests educators can use these resources as tools in the classroom and adapt them to various formats such as hybrid, in-person, and online. The flexibility of ELM enabling adaption across modalities contributes to consistency across formats which is valued by many accrediting bodies (AACSB International – The Association to Advance Collegiate Schools of Business, 2013).

Elm trees are known as mighty trees that can reach more than 100 feet tall and wide (Better Homes & Garden, 2015). In a similar way, ELM, the innovation suggests that educators embrace the wide spread availability of MOOCs and incorporate this new technology by aligning MOOC content with student learning outcomes. When this alignment occurs, in-class students apply learning outcomes across the globe by connecting with a diverse population of professionals and other MOOC learners. While more testing is currently in progress, the results thus far show great potential for ELM's impact in terms of the assessment of learning outcomes and engagement. It is these preliminary results that bring great promise for ELM to be a unique innovation with potential to take root in classrooms throughout and to grow in depth and scope to a wide array of marketing topics.

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# MAKING MARKETING STRATEGY STICK: USING EXPERIENTIAL ASSIGNMENTS TO TEACH SEGMENTATION AND TARGETING

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## POSITION PAPER

When you ask Principles of Marketing (POM) instructors what they hope their students retain after completing a first course in marketing, two topics consistently emerge. Instructors state that the marketing tactics (the 4 Ps) and marketing strategy (segmentation, targeting and positioning) are the two fundamental concepts that they hope stick with students long after the semester ends. Unfortunately, end of semester assessment data suggests that students recall the marketing tactics with far greater proficiency than they do marketing strategy. Due to the abstract nature of marketing strategy and as opposed to the applied nature of the marketing tactics, POM students often fail to fully understand marketing strategy which inhibits student recall of the marketing strategy elements. Principles of Marketing course enrollments reflect student diversity in terms of academic year, exposure to business concepts, academic preparedness, and level of student interest which makes teaching marketing strategy challenging. Thus, POM instructors should consider multiple methods for teaching marketing strategy to increase the probability of short-term understanding and long-term retention. In this paper, we present a two-part experiential activity to engage students in the application of marketing strategy.

At our university, the challenge of effectively teaching marketing strategy is evidenced through the AACSB accreditation assessment. Our AACSB assessment evaluates student performance on three critical thinking tasks directly related to segmentation and targeting: identifying problems and opportunities, generating and evaluating feasible alternatives and developing comprehensive solutions. Performance on this assessment has been substandard as evidenced by the quantitative data collected across 39 POM sections between 2011 and 2013. Results indicate that only 23% of students performed at an exemplary level, 49% of students performed at an acceptable level, and 28% of students performed at an unacceptable level of proficiency. While the aforementioned results underscore the difficulty of effectively teaching marketing strategy at our university, it is well documented in the literature that this is an issue faced by many educators across universities (Robbins, 1994). We propose two group in-class assignments that provide students with an opportunity to practice segmentation and targeting in a realistic context to help address the marketing strategy challenge. Further, this innovation is low cost and can easily be implemented at any university and using a variety of teaching methods.

By completing two sequential in-class activities, students practice the art of internal and external analysis, segmentation, and targeting. These activities utilize instructional scaffolding to promote a deeper level of learning and retention of key concepts. Towards the end of the third week of the semester (after the material on SWOT analysis has been introduced), students work in groups of four to complete the first of the marketing strategy in-class assignments. In this assignment, students receive background information about TOMS® Shoes, industry sales and trends, competitive retailer sales volume, and general consumer trends. Working as a team, the students analyze firm and industry data, create a SWOT analysis using a template and craft recommendations for TOMS® shoes relevant to the macroenvironmental trend of social responsibility. The professor circulates throughout the room during this activity, providing guidance and redirection as necessary to complete the task. After submission, feedback is provided to the student groups in a timely manner.

Two to three weeks later (following the review of the targeting and segmenting concepts), students again work in groups of four on an in-class activity related to marketing strategy. This time, students are provided with an accurate, completed SWOT analysis for TOMS® shoes and are asked to identify three potential target markets using demographic, psychographic, and behavioral segmentation techniques. Students then identify three criteria with importance weightings to evaluate the attractiveness of the segments identified in the previous step. Finally, student groups complete a quantitative analysis of their three segments using their three weighted decision criteria thus arriving at a targeting recommendation. Again, during this activity, the professor circulates freely throughout the

room providing feedback and guidance. When the graded activity is returned to the groups, class time is allocated to discussion of the instructor feedback, clarifying student inaccuracies, and providing suggestions for future analyses.

Students are later tested on these concepts during their exams. However, if exams are not a desired means for individual assessment, professors can also integrate additional assessment on these concepts into a cumulative individual assignment or a larger group project. Both of the two in-class assignments are designed to be administered in a 50-minute class period, providing opportunities to instructors teaching both two-day-a-week and three-day-a-week class formats.

To determine the assignment's effectiveness, students' perceptions were examined in addition to the performance on the AACSB assessment. At the end of the fall 2014 semester, students were asked to complete a short, anonymous aided recall survey regarding their opinions of the two group in-class activities. Students were then asked to complete the same two scale items for each activity. Specifically, students were asked to indicate the extent to which they learned a lot from the activity and the extent to which they enjoyed participating in the activity. Both items were measured on a one to seven scale with endpoints strongly disagree (1) and strongly agree (7). A total of 99 students participated in the survey with results suggesting that students enjoyed both activities (Activity 1:  $M = 4.75$ ,  $SD = 1.35$ ; Activity 2:  $M = 4.51$ ,  $SD = 1.52$ ) and, most importantly, perceived that they learned a lot (Activity 1:  $M = 5.89$ ,  $SD = .93$ ; Activity 2:  $M = 6.08$ ,  $SD = 1.02$ ).

The activities were also examined to determine if they could effectively enhance students' performance on an integrated learning assignment, specifically the AACSB assessment which analyzes students' understanding of critical marketing strategy components which aligns with the two designed activities. The grades on the AACSB assessment were analyzed for those classes that implemented these assessments for both fall 2014 and spring 2015. This resulted in a total of 109 assessments from three classes collected for the fall of 2014 and 76 assessments from two classes collected for the spring of 2015. To allow for comparable analysis to past AACSB assessment data, students that earned an A were categorized as exemplary, students earning a B or C were categorized as acceptable, and students that earned less than a C were categorized as unacceptable. An analysis of scores on this assessment prior to the implementation of the innovation and after the innovation showed an increase in the number of students categorized as exemplary and the decrease in the number of students categorized as unacceptable which provides student evidence of the effectiveness of these activities in improving students' understanding of and ability to apply marketing strategy concepts. While this particular AACSB assessment is specific to the institution where these activities were implemented, the enhanced performance on this assessment suggests that these activities were successful in enhancing student understanding of marketing strategy.

While we believe that these activities enhance student learning, one challenge that may arise is free-riding during the group work. This may cause students to earn high scores on these assessments, yet score poorly when assessed at an individual level. One way to reduce the occurrence of free-riding is by having the professor continually interact with the student groups during their group work and/or changing the format of the assignment to individual work. Additionally, these activities could easily incorporate a peer evaluation component to encourage participation.

In the future, the company and industry used in the SWOT activity could easily be modified to reflect student, instructor or course focus. While this assignment was used in an entry level marketing course, it could be modified for other courses such as consumer behavior, marketing research, or international marketing. Because strategic marketing is so critical for the understanding of marketing, repeated exposure and application of the topic would greatly serve many students.

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# BUILDING RELATIONSHIPS IN ONLINE COURSES THROUGH STUDENT RELATIONSHIP MANAGEMENT

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## *POSITION PAPER*

One of the biggest challenges when teaching online courses is not about the content, which many universities offer assistance but with the ability to still create meaningful student-professor relationships. Creating these relationships is a pertinent to student satisfaction and student evaluation of teachers. As distance learning becomes more common, professors must work even harder to build relationship in the online setting.

Many professors easily create relationships through in-class activities and students interaction in the classroom. But what can instructors do when the main interaction point is through a learning management system such as Blackboard. Some rely on responding to student forums, assignments or journals, while others create virtual office hours. Some even create dynamic introduction videos, but these videos take time to create and are challenging to make personal. Is there a better way to create meaningful teacher-student relationships?

Yes – by creating a student relationship management system (SRM). First, the instructor should learn about the students with a short questionnaire that is adaptable to each of your courses. Normally, the questionnaire asks about hometown, major(s)/minor(s), transfer university if applicable, current position, current employer, aspirations, interests, etc. Learning about the students helps the instructor use this information responding to forums, journals and assisting students choose topics for projects. This questionnaire is can be created using Google Forms and is easily downloaded as an Excel spreadsheet to begin your SRM system. Then you can add to the SRM system as needed for your courses.

In one example, a semester course with enrollment of 22 students, the professor can management the relationship and engage on a more personal level with the SRM database. The SRM system doesn't end here though.

The next step is for the instructor to create or enhance their personal online brand presence. This builds credibility and enhances the students' knowledge of your skills and background. Creating a LinkedIn account and actively seeking students to connect is important. A link to your LinkedIn profile can be included in your syllabus, on your LMS such as Moodle, as a part of your email signature, and don't forget to ask students to connect! A professional picture, an updated profile, recommendations, engaging content, endorsements, and connections with business professionals are vital for a successful LinkedIn profile. Other successful personal branding strategies include creating a basic website using a program such as Joomla or Wordpress. Also being active on other social media platforms such as Google +, Twitter, Facebook, etc. are essential to enhance your online brand presence.

Our goal is set: creating relationships while teaching in the online setting. It is possible! An early question in the process: do prospects have a yes/no attitude about donating to a charity? Or can the student rebut and gain commitment? An added benefit is the project's tie to other marketing principles, including target market analysis, environmental analysis, and goal development.

The project began with investigation details about the charity, description of the target market for the charity event, preparation of an internal/external environment scan, and development of group and individual goals. Next, students created a territory analysis and selected locations where they would allocate more resources (salespeople). The next step was development of a prospect list and qualification of each prospect. The students then developed a sales script and a list of objections that might be encountered and corresponding rebuttals. After the project is complete, a debrief presentation shares the group's results, including commitment ratios and charts/graphs of their results. Students provide feedback and things they would have done differently. The final step is sending thank-you letters to each committed prospect.

Sales positions typically pay more than most jobs for new graduates, so a concentration in sales can be an attractive career path for college students. This type of project allows graduates to provide potential employers with a real sales portfolio.

This sales project provides an internship-style experience that will be highly regarded by future employers. It demonstrates real-world sales knowledge and skills that are easily transferred to other selling situations. The opportunity also provides the job candidate with increased goodwill for their association with a charity, even if it was mandated by an instructor.

Real-world fundraisers benefiting a non-profit are a must for a sales course, and provide students with a way to hone their selling skills while giving back to the community. As with any project, there are challenges, such as finding a charity that the students can relate to. Many non-profit managers are volunteers and have full-time jobs elsewhere. As an instructor, you must create relationships with charities that will support your students' efforts and provide timely feedback.

Suggestions and future research is encouraged in investigating ways to integrate charity and volunteerism into the marketing curriculum. A survey to potential future employers of students with a degree emphasis in sales or sales management would be useful. Salespeople are made not born (Pettijohn and Pettijohn 1994). Therefore, a degree concentration in sales can provide the skills and training to prepare quality salespeople.

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# PROVIDING FOR UNCERTAINTY AND RISK AND LEARNING GAMES: REASONS AND RESEARCH

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## POSITION PAPER

Learning games are well-accepted in American schools as a way for teachers to engage their students, particularly when reviewing material for quizzes and tests (Ritzko & Robinson, 2006; Robinson, 2013; Rotter, 2004). Calling an activity a game does not, however, make it a game. Many “games” are simply quizzes with traditional scoring methods (correct answers receive points, incorrect answers do not) that reduce uncertainty and risk in order to promote fairness. Ultimately, these large-scale quizzing games can cause embarrassment for students who lack knowledge or the ability to provide a correct answer in a public situation.

Learning games that integrate uncertainty and risk feel more like games (Howard-Jones, Bogacz, Yoo, Leonards & Demetriou, 2011; Ozcelik, Cagiltay & Ozcelik, 2013; Robinson, 2013; Schell, 2008) and provide players with less knowledge an “excuse” for scoring lower than others, thus allowing them to “save face” in a public situation (Howard-Jones & Demetriou, 2009). Previous studies on learning games that examined skill (knowledge) and chance (outcome not based on skill or knowledge) found that most students preferred chance or uncertainty some of the time (Howard-Jones et al., 2009; Robinson, 2013). For example, some research seems to suggest that the changes in brain chemistry that occur when playing a game with risk-taking can not only lead to pleasure, but also to enhance learning (Fiorillo, Tobler & Schultz, 2003; Howard-Jones, 2011; Howard-Jones et al., 2011; Howard-Jones & Demetriou, 2009; Ozcelik et al., 2013). A study by Fiorillo and associates (2003) found that the highest level of sustained activation of dopamine neurons was shown at a 50% level of uncertainty of receiving a reward, suggesting a game with uncertain reward is more engaging than one without the element of risk.

Risk-taking may also be related to long-term retention of material. A study in the United Kingdom involved a lesson provided to groups in three settings (Devonshire, Davis, Fairweather, Highfield, Thaker, Walsh, Wilson & Hathway, 2014). The “risk” group received periodic review questions in which teams could place bets on their answers. The “no risk” group answered the same questions but without the betting format. The “control” group did not receive review questions. The results of the study showed that the risk group showed better recall of the material a week later. This suggests that the element of risk influenced learning.

Research should examine the ways in which students relate to learning games in which they may take risks. While this is essentially a matter of scoring, can it have an effect on student learning? Do students achieve higher scores on graded recall and transfer activities after playing games with or without risk-taking opportunities? Are there differences in game preferences based on age or gender? Additionally, practitioners should explore novel applications for risk-based gaming and strive to refine and improve risk-based games in authentic learning environments. Our preliminary research involving a choice-based learning game that provides the option of earning a guaranteed point for a correct answer or taking a risk with uncertain outcome for a correct answer (0 or 2 points) shows that approximately 10% of participants chose only the safe option or only the risky option. The remainder of the participants chose a mixture of both options, with the group as a whole choosing the risk option 40% - 60% of the time. This is consistent with the research by Fiorillo and associates (2003) suggesting that 50% chance is the most preferred level of chance in a learning game. These findings raise additional questions regarding the influence of student choice and motivation in risk-based environments and speak to the abundant opportunities for future research in this area.

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# RELEVANT BUSINESS CURRICULA: INTEGRATING CORPORATE FEEDBACK INTO THE CLASSROOM

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## ***RELEVANT BUSINESS CURRICULA: INTEGRATING CORPORATE FEEDBACK INTO THE CLASSROOM PANEL POSITION PAPER***

Alabama State University's College of Business Administration's curricular approaches are focused on improving student learning and preparing career ready graduates. To ensure students are exposed to corporate critical skills, students are required to complete hands on activities that reinforce the skills outlined in recent research by the Council to Aid Education. Students are also encouraged to complete degree specific certifications. In COBA, course objectives include group projects, community based projects, experiential learning, field trips to local and international firms, study tour programs, speakers, corporate workshops, and training through Student Business Organizations. To engage stakeholders and infuse the curriculum with corporate feedback the following activities are held annually.

1. Dean's National Advisory Councils -- The dean annually convenes a National Advisory Council and a Council of Students to update the business curriculum, to communicate the requirements of the College, and to receive input into strategic objectives and action plans.
2. Department Advisory Boards -- At the department level each department chair convenes an advisory board of corporate and working alumni partners that review curriculum and make suggestions on updates and content adjustments.
3. Alumni and Employer Survey -- As a part of the assessment process the college does alumni and employer surveys to garner information for curriculum updates. COBA uses a national firm in order to have national benchmark information.
4. Internship Evaluation and Survey -- A standardized survey is administered to internship supervisors at the end of each semester to garner information on how our students are performing and what skills and knowledge we need to work on in preparing students for careers,

COBA measures student academic and professional success/career readiness in a number of ways. The College uses institutional research data on placement rates for graduate school, and first jobs out of college. At the college level a student and alumni tracking system exists to monitor when and where students are working so they can serve as mentors and for students and possible advisory board participants.

At St. Catherine University, the Business Administration department educates performance-ready business graduates by integrating theory with practice, along with incorporating corporate feedback. Following are some examples of this approach within the Business program.

1. Corporate sales organizations are regularly benchmarked and surveyed to learn of their changing expectations for sales graduates.
2. During Business Practicum class, the Faculty Internship Adviser visits all internship sites to participate in student midpoint internship evaluations. Valuable feedback is provided on the detailed internship review forms and in the verbal communication shared at each meeting. Also, each internship supervisor completes a final internship evaluation form.
3. University alumnae regularly participate on "Strategies for Success" panels in business courses. Their practical feedback is considered relevant for the students as they prepare for their future careers and also for the faculty who are continually updating the content addressed in classes.
4. University corporate partners provide valuable ongoing input about business competency requirements.

At the University of Denver we use primarily three ways to collect corporate feedback for use in revising our curricula.

1. Our curriculum summit meeting. We invite about 30 marketing professionals to discuss what they are looking for in candidates, as well as what is missing in the candidates they interview.
2. Our working alums. We ask a current GA to phone interview a random selection of those who've graduated within the last 2-5 years and report back to the faculty with the relevance of what our alums learned as well as what they did not learn that they later needed.
3. Our internship results. Our internship director asks for feedback from each employer about our interns' performance, team efforts, and general ability to perform the job for which the student interned.

We then use this information as we redesign our courses and programs. For example, in winter and spring quarters this year we ran a Fridays in '15 program for our MS Marketing students. This program incorporated many of the recommendations provided by the results of our curriculum summit in 2014. The students developed elevator pitches and career plans; they participated in speed interviews and shadowed professionals in jobs similar to those in which they are interested; they had a luncheon with professionals. The program was very well received by both the students and the participating professionals and we expect to continue to present this program for next year's class.

In addition to seeking advice from industry professionals on an ongoing basis and hiring seasoned professionals to teach all courses, Centenary College also uses National Association of Employers and Colleges (NACE) survey of skills/qualities college employers seek to set learning objectives. In the Spring, 2014 survey, the highly sought-after qualities of quantitative analysis, technical skills, and computer software skills, were ranked 5<sup>th</sup>, 6<sup>th</sup>, and 7<sup>th</sup>, respectively. Clearly these skills are critical and we continue to work to enhance students' skills in these areas, e.g., through increasingly challenging students and updating curriculum to industry needs. We found it notable, however, that the top four skills were related to "soft skills", including decision making/problem solving, verbal communications, obtaining/processing information, and planning, organizing, and prioritizing work. Now soft skills not only help you keep the job, they help you get it. As one recruiter at our job fair put it, "We expect candidates to have the technical skills, so we are looking for them to have good judgment, be organized and professional, and possess excellent communications skills."

At Centenary, we employ experiential projects in most classes and encourage professional work experience to enhance students' skills and help set them apart. We see the benefits of starting early – in their first semester – with an etiquette dinner, resume (Students are challenged to add three relevant lines per semester.), multiple presentations, career exploration, software computer skills, and an entrepreneurial start-up with a micro-loan. We have added a career development and internship courses, with industry professionals conducting mock interviews and assessing preparedness. All marketing courses have real consulting clients whose satisfaction is measured and must be met. Advertising management students also work with graphic arts students to gain experience in managing the creative process, while sales management students are measured on their ability to sell.

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# TEACHING ONLINE MARKETING BY DOING: THE MARRIAGE OF THEORY AND PRACTICE

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## **RELEVANT BUSINESS CURRICULA: INTEGRATING CORPORATE FEEDBACK INTO THE CLASSROOM PANEL POSITION PAPER**

The Higher Education learning environment has evolved over the last twenty years to become less teacher-centred or content-oriented into a more student-centred and learning-focussed (e.g. Kember 1997, Åkerlind 2003, González 2010). Such a change in focus offers several benefits for both teachers and students (Åkerlind 2004). The definition of *good* teaching has expanded beyond just the practice, context or teachers' role to include the students' role (Parpala & Lindblom-Ylänne 2007), resulting in teachers changing the way they teach to incorporate how their students learn (Gilbert 2000). A postgraduate Master of Marketing advanced level course, Interactive Marketing sought to provide students with a solid knowledge base of the diverse opportunities offered by Internet and mobile technologies for successful marketing management and corporate communication. Such knowledge is critical as, compared to traditional offline channels, the internet and mobile technologies offer firms distinctly different ways to advertise and market their wares, receive timely customer feedback, and track the success of marketing strategies and activities in real-time. Integrating new technologies can be a profit booster for firms that understand these technologies. However, it can be a costly and frustrating endeavour for firms that do not and graduates entering this industry need this information in order to stand out in the crowd.

But, how can we teach both the theoretical foundations (consumer culture theory and relationship marketing) and the practical outputs required to fully understand search engine optimization, inbound links, adwords, viral marketing and the analytics required to show success? Linking with an industry partner or providing guest speakers who can speak about their firm's experiences in interactive marketing is not enough. Students needed more than an intellectual exercise in viral marketing creation, what is needed is an actual launch. In the Interactive Marketing class students were presented with this mission: help miPlan Insurance get more people protected with life insurance. By creating a miPlan Facebook site student teams were given two specific and measurable goals, first, increase traffic to the miPlan Facebook site and second, maximise the rates of conversion of visitors.

Each of 14 teams were provided with A\$150 for campaign costs (including Facebook ads and all creative work). Each team was given five weeks to develop their strategy (with one piece of assessment during this time to garner industry and academic feedback) and four weeks to run their campaign (with Facebook results available during this time). Self-selected teams were responsible for managing their own budget, sourcing resources, designing creative elements and all implementation. To ensure relevance of campaign materials and timely access to miPlan information the owner and principal consultant of the firm was available throughout the semester. Further support was provided in the form of in-class time given to presentations on campaign analysis of past and current viral marketing campaigns (in both the insurance and other industries) and in class discussions on idea prototypes and execution strategies. Additionally, market data on trends and Facebook advertising analysis were given as handouts.

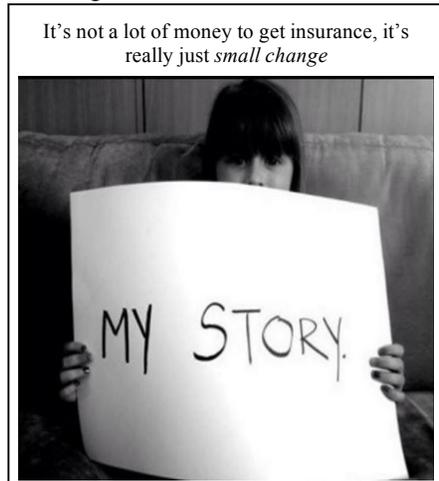
Technology assistance was provided by the IT consultant employed by miPlan, including ensuring links to miPlan's Facebook page were consistent across all the team's self-created pages.

The running of a virtual campaign in classes as an intellectual exercise is common in a subjects such as interactive marketing, where content and trends change so quickly. Through running real-time, funded campaigns the program offered students an innovative means of applying theory to practice. Synchronious feedback between the course coordinator, industry partner and students is evidence in the over 400 emails from students keen to ensure their campaigns were as effective as possible being sent during the four month period. Through these emails, student teams sourced new pictures to better refine their Facebook ad campaign messages, shot new videos and wrote and submitted a press release (the best of which were then submitted externally to press). Tutorial exercises included methods for maximising Facebook ads, targeting and segmentation, message delivery and campaign executions. In one month teams launched and relaunched their campaigns, changing content and running price per click advertisements. Facebook descriptive statistics, for the four weeks of campaign run time are as follows:

• 782 Posts	• 186 Ads	• 268,607 people reached
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• 3,177 Clicks	• \$0.74 average cost per click	• 1,696 actions taken
• 553 page likes from ads	• 367 Visits to miPlan website	• Multiple videos

To reinforce the learning potential of the practice exercise and the theoretical underpinnings, two prizes were awarded. First, *The Bottom Line* award is awarded to the group who achieved the highest success in the four weeks of campaign run time. Judging criteria comprised return on investment (based on the initial funding of A\$150) and calculated as a ratio of leads or sales generated. The second is the *Strategic Marketing* award, presented to the team the judges believe have the best long term strategy and who could have achieved great results if they just had longer than the four week's run time. The Bottom Line winners, Small Change, achieved two leads. In just four weeks, the Small Change team had 28 different Facebook advertisements, each one pre-tested, wide search criteria to maximise their ad exposure and a direct link to the miPlan quote page. All their hard work was highlighted by the two leads, but in the same period of time they also had 83 unique visitors submit a request for a quote. The Strategic Marketing award was presented to the team Mums – Because You Care. This team maintained a clear and consistent message, supported by content to develop and maintain high engagement (both with the number of likes but also through the actions generated) and all



The Bottom Line winners, Small Change, achieved two leads. In just four weeks, the Small Change team had 28 different Facebook advertisements, each one pre-tested, wide search criteria to maximise their ad exposure and a direct link to the miPlan quote page. All their hard work was highlighted by the two leads, but in the same period of time they also had 83 unique visitors submit a request for a quote. The Strategic Marketing award was presented to the team Mums – Because You Care. This team maintained a clear and consistent message, supported by content to develop and maintain high engagement (both with the number of likes but also through the actions generated) and all while maintaining a low cost per click cost. One example of their engagements is the over 800 people who saw one of their posts (see picture, right).

Teams' creative work included Koala fathers injured at work (<https://www.youtube.com/watch?v=exdPKjLo92U>), a wife protecting her husband by wrapping him in pillows (<https://www.youtube.com/watch?v=9jmnCeVxzbl>) and a series of warnings about the dangers of the Australian drop bear (<http://www.miplan.com.au/mi-safe-plan/unexpected-death-life-insurance>). All online work was linked back to miPlan's company website, interactive social media efforts and concurrent company marketing.

In the final assessment, students had to explain the results of their team's work (in terms of their insights into the application of marketing theory), their incorporation of ideas and practices into marketing strategy and critique the results of their campaigns across the benchmarked results of all teams and their own objectives. The individual assessment ensures within-team effort is evened out in the final results calculation. An informal debrief, held post-completion, suggested students responded favorably to the challenges of implementing their campaign ideas; Facebook ads that did not work could be recalibrated within an hour of launch, and comments posted to their pages by prospects provided unique real-time market data (to be ignored or adopted as they chose).

In conclusion, the course was a 12 week example of Kolb's experiential learning theory (1984) by providing opportunities for students to learn as best befits them, including peer-to-peer work, tutorial style presentations; even just jumping in and trialing different ads to see which one works best and then trying to replicate that success by understanding the reasons for it. Throughout that process, students all the while working through a cyclic approach comprising concrete experiences (e.g. based on students current use of social media), reflective observations (e.g matching experiences with judgements on marketing theory to form opinions on critical success factors), abstract conceptualization (e.g. developing creative ways to target prospects to sell life insurance) and active experimentation (e.g. experimenting with constantly changing market conditions and pay-per-click advertisements).

Lessons learned from the program include the potential for additional company partners, to offset costs, offering groups the opportunity to extend or expand upon previous campaigns and collaborating with other courses to offset the workload and increase the cross-learning potential and aid in the workload management for instructors.



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# WHY ALIGN? HOW FAR OFF ARE WE IN MARKETING EDUCATION: AN EXAMPLE?

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## **THE ELEPHANT IN THE ROOM: DO YOUR OUTCOMES MATCH INDUSTRY NEEDS? PANEL POSITION PAPER**

As Bob Dylan wrote in the 60s: *Times they are a-changin'*. Since the beginning of the 21<sup>st</sup> century, changes in the US are evidenced by internationalization of the economy leading to labor market globalization and exponential growth of trade flow, fast catching up by developing and emerging economies. The perception that US workers lack skills becomes prevalent and many companies could not find the right staff even during periods of high unemployment.

In response to the above phenomena, President Obama, state lawmakers, and national higher education associations are calling upon educational institutions to not only fill the current gap but to reach aggressive goals set for educational attainment in the U.S. by 2020 (Barnett, 2011; National Skills Coalition, 2011). As articulated by Foskett (2005), educational institutions are particularly affected by these changing times and may have to modify how they operate as a result of intrinsic responses to a perceived need or extrinsic responses through stakeholder collaboration.

Additionally, in the face of the 2013 AACSB's standards for accreditation quality, many colleges have tried to revise their curricula to align the graduates' skill set with industry needs. This framework also helps these institutions to tell their stories to satisfy the guiding principles of the 2013 AACSB's standards which are summarized in three words: **Innovation, Engagement, and Impact** of their programs.

The alignment of curricula by business education programs is also a pro-active measure to protect their enrollments in the face of the new threats from Community Colleges. Community Colleges in some states are permitted to offer bachelor degrees. The logical choices for their program portfolios are in business disciplines. Cost wise, community colleges have a competitive advantage over four-year institutions - lower overall cost of tuition.

As mentioned, the objective of realigning learning outcomes with industry needs by higher education institutions is multi-fold, and encompasses multiple fronts of their operations. While some of the results of the aforementioned endeavors may take years to reveal their effectiveness or lack thereof, some challenges such as logistics of the process, and indications of relevancy of the curriculum can be assessed fairly quickly.

To this end, the remainder of this paper summarizes the process of a particular institution's effort to **align its marketing program's learning outcomes with industry needs**. This discusses the challenges of the process and differences between the existing and the revised curricula of a college of business at a four-year urban university, located in the fourth largest city in the US.

In the process of revamping its marketing degree to meet the needs of future graduates and their employers, the college invited a select group of industry professionals in the city to form a working group. The industry professionals helped to directly shape the new curriculum to better meet the needs of the businesses. During these meetings, group members brainstormed--with the assistance of a designated group facilitator from industry--the competencies, skills and abilities they wanted to find in their ideal candidates hired from the college's marketing program. These competencies were recorded and then sorted into groups that became outlines for a new curriculum. Before adjourning, working group members drafted learning objectives ("The student will be able to...") which guided faculty as the courses and program were developed.

Faculty built courses around these outlines to meet both identified industry needs and rigorous academic standards. Before these rebuilt courses went through the university approval process, a second meeting was called

with industry members. In this meeting, a progress report was provided to ensure that the courses were developed in line with the expectations initially laid out by the working group. The proof of ability to meet industry's needs will be the students. So, in the years to come, the discipline will assess students against the competencies that the industry professionals helped identify, and report those results back to the industry to bolster the placement of its graduates.

Table 1 summarizes the new required courses, other new courses, retained old courses and deleted courses as the result of the alignment of the learning outcomes of the marketing program with industry needs. As suggested by the new required courses of the program and newly developed courses, the industry needs seem to gravitate toward buyer behavior, marketing analytics, and application of technology to the marketing discipline. Difficulty in reconciling the industry suggestions and the academic learning outcomes, selecting the right industry professionals to form the working group, and soliciting faculty buy-in were the three major challenges encountered in the process. Finally, as compared to the current industry needs, the old marketing program of this college was pretty far off.

**Table 1**

<i>Required Courses</i>	<i>Elective Courses</i>		<i>Deleted Courses</i>
<i>5 Courses-15 hours</i>	<i>9 New Courses</i>	<i>10 Retained old Courses</i>	<i>5 Courses- 15 hours</i>
3305: Integrated Marketing.	3305: Integrated Marketing.	MKT 3302: Personal Selling.	MKT 3303: Business Marketing.
MKT 3308: Digital Marketing.	MKT 3308: Digital Marketing.	MKT 3304: International Marketing.	MKT 3310: Marketing Channels.
MKT 4305: Buyer Behavior.	MKT 3350: Web, email, and Mobile Marketing.	MKT 3310: Marketing Channels.	MKT 4302: e-Marketing.
MKT 4306: Marketing Research.	MKT 3360: Product Innovation Management	MKT 3320: Social Media Marketing.	MKT 4304: Supply Chain Logistics Management.
MKT 4309: Marketing Strategy.	MKT 4305: Buyer Behavior.	MKT 3330: Retail Management.	MKT 4308: Exporting & Importing.
	MKT 4309: Marketing Strategy.	MKT 3399: Directed Study in Marketing.	
	MKT 4320: International Business Development.	MKT 3340: Customer Relationship Management	
	MKT 4330: Understanding the Digital Consumer.	MKT 4306: Marketing Research.	
	MKT 4340: Marketing Analytics.	MKT 4380: Field Experience.	
		MKT 4390: Special Topics in Marketing	

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# PROFESSIONAL AND PERSONAL BRANDING PROJECT

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## *ENHANCING LEARNING USING MULTIMEDIA INNOVATION PANEL POSITION PAPER*

The problem to be addressed in this particular paper is although Digital Natives have been exposed to a wide variety of social media platforms, many have not been taught how to properly brand themselves on these platforms using the tools they've learned throughout their collegiate careers. As the education landscape changes and social platforms find its way into the learning environment, some research has suggested it has become increasingly important for educators and students to adapt to new conditions: "Social media are inherently provocative and have sparked a new way of thinking about communication, collaboration, and group effort" (Dyrud, 2012, p. 61). All of this can be accomplished through these social platforms if educators are willing to integrate them into courses that will benefit students' learning experience. However before educators should adopt social media platforms in the classroom they must understand its potential before incorporation. "The challenge of using Web 2.0 technologies in the classroom is to use them in a way that enhances learning, not simply because they are available" (McCabe & Fewkes, 2012, p. 92). Using these social media platforms, students have access to instructional interaction outside of the classroom as well.

Students and educators understand the importance of media literacy, but the integration of modern media is inhibited by the continued special emphasis on traditional media. Although traditional media is still relevant, modern media literacy is "necessary for full participation in the modern world, and it will be increasingly necessary for today's university students to possess a wide array of media competencies to succeed personally and professionally after graduation" (Schmidt, 2013, p. 153). Yet with the plethora of core competencies marketing educators must teach, seldom is the focus on the application of social media concepts and application in order to create a brand strategy with a heavy reliance on social media. Yet if educators are able to incorporate these into their courses as a way to build a foundation of meaningful relationships, students could greatly benefit.

Implementing strategies for social media use in the classroom can benefit the students as well as the instructors. Shin and Ha (2014) asserted online networks are beneficial, especially for shy or apprehensive students who might feel more comfortable contacting their instructor online rather than face-to-face contact. Efficiency and convenience are also needs commonly fulfilled through social media incorporation in the classroom. The researchers believe higher teacher disclosure is a result of these new technologies. This kind of disclosure is a path to higher levels of motivation for students and a building of a comfortable classroom climate.

One way to positively brand oneself is an online branding portfolio. Not only does this allow students to highlight research and their experience, but also to showcase both their traditional and social work. Additionally, because the online portfolios uniqueness to be all online, one is also able to show and view the portfolios anytime from anywhere with Internet access. For the student's final project in the digital branding course, students are required to take highlights of both their traditional and social work make an online portfolio. After students decide what content to include, updating the site so that it is current remains an important characteristic that must be taught. Through careful analysis of others online portfolios, students are challenged to make their own online portfolios attractive and inviting while still getting key messages and content across to others. While trying to place key items as part of the online portfolio, users should take note quality is going to triumph quantity in most cases.

By simply searching for an online portfolio site, various worthy sites emerge. Students in my course were encouraged to use either Branded Me and Wix, both free online portfolio hosing sites that allows the user to choose a design, customize it with content, and publish it for others to view. In an attempt to be proactive in combating problems that may arise when beginning, an entire class period is devoted the process of uploading content to the site. Walsh (2010) provided sound advice to those developing an online portfolio. "Get an outside perspective; have a parent or non-journalism friend take a look. Sometimes an 'outsider' can provide insight or a new perspective on how to highlight your strengths" (p. 40). Whether assigning the online portfolio as a class assignment, or using it to

self-promote, getting others to review it before going 'live' with the site is recommended. Credibility can be undermined through grammar mistakes or missing links, so grading of the final takes both into consideration.

I have found the online portfolio key in equipping students with real-world best practices while developing their personal and professional digital brands. Quotes from end-of-the-term evaluations stated, "LinkedIn assignment and personal website were two wonderful aspects of the class that helped me a lot." "There is so much useful information to be learned in this course and the information can actually be used in the world." "I find myself recalling things I have learned in her class in my every day life." Additionally, alumni from this course have informed me they have obtained jobs from their professional online portfolios. One alumni stated, "The skills learned in this course have helped me develop my professional digital brand in a non-threatening environment. I would have never taken the time to create an online profile, but because of this assignment my now employer found me!"

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# LEADING BY EXAMPLE: FACULTY CULTURAL COMPETENCE IN DIVERSE CLASSROOMS

*Monique L. Bell, California State University, Fresno*

## ***BEST PRACTICES FOR MANAGING DIVERSE CLASSROOMS PANEL POSITION PAPER***

One challenge facing college faculty members is managing classrooms where students' ethnicities, abilities, socioeconomic backgrounds and other characteristics are diverse. As the U.S. population changes, it is likely that colleges will continue to become more diverse settings. Within business schools, and particularly within the marketing discipline, it is essential that students' diversity is recognized, welcomed and appreciated. The current panel position paper briefly discusses developing faculty members' cultural competence as a potential means of managing learning experiences more effectively.

**Cultural competence** is defined by Fresno State as the state of having and applying knowledge and skills in four areas: 1) awareness of one's own cultural worldview; 2) recognition of one's attitudes toward cultural differences; 3) realization of different cultural practices and worldviews; and 4) thoughtfulness in cross-cultural interaction. Faculty's cultural competence is an integral element in the university's A Strategic Plan for Inclusion, Respect and Equity (ASPIRE) initiative coordinated by the President's Commission on Human Relations and Equity. As noted within the plan, the potential outcomes and/or indicators of more culturally-competent faculty include: 1) an increased ability to examine critically how cultural worldviews influence perceptions of power, influence and inequality; and 2) behave honorably within the complex dynamics of differences and commonalities among humans, groups and systems.

In short, cultural competence is about recognizing how one's own background and experiences may influence his/her perceptions of the world and behaviors, while simultaneously recognizing that others' viewpoints likewise influence their interpretations and actions. In addition to recognizing these differences, one who is striving toward cultural competence would actively work to exercise sensitivity and awareness in cross-cultural interactions. Moreover, an orientation toward cultural competence would imply openness to others' ideas and interpretations, which is a critical skill for classroom management.

Toward this end, a university task force, including business school professors Monique Bell and Ida Jones, and counseling professor, Jenelle Pitt, was formed to investigate faculty members' diversity-related experiences, and challenges in facilitating student learning both inside and outside of the classroom. During a panel session entitled, **"I Can't Believe that Just Happened: Faculty Forum on Cultural Competence in the Classroom and Beyond,"** panelists representing multiple disciplines, backgrounds and university positions discussed a breadth of topics. Among the panelists and audience members, which included students and faculty, there was a shared sense of the necessity for such a dialogue. Faculty members, sometimes with strong emotions, recalled their own personal experiences with racial bias, race-based fragility, lack of support for the hearing-impaired, and sexism, among other issues. Further, many professors reported classrooms experiences where students demonstrated a lack of cultural competence, which instigated faculty intervention.

Overall, the faculty forum on cultural competence proved to be an effective commencement toward understanding cultural competence, the on-the-ground experiences of faculty members and the potential role of faculty members in achieving the university's goals of access, inclusion and equity. One recommendation was to continue such dialogues and build greater awareness of the resources available to facilitate faculty multicultural development, perhaps by including mandatory training modules. Secondly, it was proposed that panelists and other faculty accumulate and share cases and best practices to strengthen institutional knowledge. A third recommendation was to better integrate diversity-related programs and events across the university for less overlap and stronger awareness/attendance (perhaps under the direction of a Chief Diversity Officer).

As a Hispanic-Serving Institution (HSI) and Asian-American and Native American Pacific-Islander Serving Institution (AANAPISI), and a legacy of inclusion, California State University, Fresno, is an ideal context

in which to explore these concepts and initiate faculty professional development and cultural competence programming. Furthermore, with current events such as the Supreme Court ruling on marriage equality juxtaposed against a racially-motivated church massacre, there is clearly much work to be done in understanding cultural differences, creating educational environments where differences are appreciated and respected, and fostering meaningful cross-cultural interactions that enrich learning, pedagogy and society as a whole.

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# BEST PRACTICES FOR MANAGING INTERNATIONALLY DIVERSE CLASSROOMS

*David J. Brennan, Webster University*

## *BEST PRACTICES FOR MANAGING DIVERSE CLASSROOMS PANEL POSITION PAPER*

Managing and teaching diverse classrooms can be a challenge but, at the same time, when done well, can be satisfying for professors and a fun learning experience for all students. It is important that we consider both sides of diverse classrooms to ensure that our teaching is effective and that we give the most benefit to all of our students.

This panel paper considers diverse classrooms as those consisting of international students. Diverse international classrooms can take three basic forms: a few international students in an American class; several international students in clusters providing balance in an American class; or, a class predominately or totally of international students. The author has taught all three forms with the middle form being the most interesting and useful from a teaching perspective. This panel paper will focus mainly on this form of diverse classroom but many concepts mentioned are generalizable to all forms.

This paper is based on the author's 26 years of teaching students from 80+ countries and teaching at a domestic Midwest U.S. campus as well at international sites in Geneva, Vienna and Shanghai. The paper will examine three areas to consider in managing diverse international classrooms: putting students at ease; engaging and involving students; and, utilizing international students as a teaching/learning resource. Several techniques are suggested to make diverse classes more effective and entertaining. Effectiveness of techniques will, of course, depend on class size, the number of international students and the countries represented.

The first area to consider is the effort the professor should make to **put international students at ease** in their classroom. The students may have been in the U.S. or their foreign location for only a short time and are not only adjusting to the host culture but, in many cases, are also still developing their English language skills. It is useful to talk individually to the international student to welcome them, to indicate that you are glad to have them in your class and that you have confidence in their success. You can review expectations with them regarding timings, assignment and ethics. Greeting them in later classes in their national language can be effective and create a less formal environment. Using a student's first/given name when calling on them in class is very useful; however, ensure that you pronounce it correctly (for many Asian names) or use their preferred Westernized 'nickname'. Permitting international students to sit in groups in class can increase their confidence and allow them to consult together.

Another area to consider is that of **engaging and involving international students** more in class activities. Often due to cultural shyness or lack of confidence in language skills international students tend to be reluctant to fully engage in class. Encourage them to participate by giving them prior notice but be careful how questions are asked. When using teams for class assignments try to form diverse teams of students of difference nationalities. There may be some difficulties working together but the intercultural learning of all parties can often be more important. Use of "study buddies" in the class from their own culture or a willing U.S. student can be a valuable learning and 'cultural bonding' experience for both students. If the academic performance of an international student is not up to a satisfactory level or demonstrates difficulties then certainly tactfully direct them to formal assistance through university academic support facilities.

Finally, international students can be **utilized as a teaching/learning resource**. Encouraging them to comment on, or to add to, class material that relates to their country can add much to class discussions. A personal example was the "what happened" information that a Japanese student provided for a 'Dominos Pizza in Japan' case regarding delivery time. When discussing marketing it is useful to ask international students if that approach "would work" in their country. International students can also be a source of foreign products or items that can bring the global "real world" into the classroom and stimulate discussions. Informal presentations, arranged beforehand, can share their personal knowledge and experience of their country. Often they are more of an "expert"

on their country and can be more credible than a professor! Groups of international students can prepare samples of their national food to share with the class. Out-of-pocket expenses are usually small and should be reimbursed.

**Caution** should be considered in using any of the above. There will be differences in the level of experiences of international students. Professors should not have too high expectations of “younger” international students. Of course, one must always be culturally sensitive at all times. Professors must also be prepared for “backlash” from U.S. students who may see encouragement of international students as unfair preference. When U.S. students have had international travel experiences certainly involve them in discussions too.

Effective teaching of diverse international classrooms is important for students and for professors. The benefits can be significant in increasing the interaction of U.S. students with international students and their learning about other cultures as well as increasing the participation level of international students in our classes. American professors can make more use of international students as valuable teaching resources. Managing a diverse class can be educating, fun and will enhance your image as a “global educator”.

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# THE INFLUENCE OF SOCIAL MEDIA USAGE ON STUDENTS' BRAINS: IMPLICATIONS FOR MANAGING DIVERSE CLASSROOMS

*Alicia D. Cooper, Dillard University*

## ***BEST PRACTICES FOR MANAGING DIVERSE CLASSROOMS PANEL POSITION PAPER***

Increasingly faculty are becoming frustrated with the dwindling student attention spans they are encountering in class. Instructors often have to compete with a myriad of technological devices utilizing an ever-expanding array of social media. This has led to the introduction of numerous classroom management policies regarding the appropriate use of technology in class. While these policies have proved beneficial, they may merely be addressing a symptom and not the problem. This panel position paper suggests that students may be suffering from a psychological addiction to social media and that marketing faculty need to understand how to treat addictive behaviors in order to better serve student needs.

Recently it has been suggested that social media use is having a profound impact on our brains (Moffit and Brown 2014). Brain scans of individuals who have difficulty controlling their social media use demonstrated impairment in regions of the brain similar to those found in individuals suffering with drug dependence (Lin et al., 2012). These regions of the brain control an individual's emotional processing, attention and decision-making. These also represent some of the very same areas of the brain that we are attempting to engage as marketing instructors. Moreover, since social media allows individuals to receive immediate rewards while exerting minimal effort, the brain begins to rewire itself and desire more of this type of interaction. These brain modifications might engender feelings of restlessness or detachment in students in the classroom setting.

So, what is a marketing professor supposed to do? First, we may need to reinforce those areas of students' brains that may be weakened by social media use. Current pedagogical approaches such as experiential learning, flipped classrooms and active learning can be used to strengthen the attention and decision-making capabilities of students. However in the classroom setting, care must still be taken to ensure that all students fully participate in the activity and don't perceive this as a time to disengage via social media.

Second, our attempts at student engagement may need to address the mental and physical indications of 'withdrawal' that students may experience when they are not using social media. As social media usage has caused students to become accustomed to receiving immediate rewards while exerting minimal effort, the classroom experience may need to incorporate more opportunities for immediate encouragements. This might be achieved through the utilization of activities such as in-class games or simulations. Additionally, these activities should include a physical component as students actively employ their hands during social media use. Removal of this physical aspect of the behavior (i.e., manipulating the cell phone or tablet) might cause students to exhibit a response similar to that displayed by former smokers who miss having a cigarette to hold. Students may not know what to do with their hands if they are not connected to their devices and their ability to be attentive might be diminished. Accordingly, classroom activities that occupy the minds and hands of students might prove to be the most effective.

This paper posits that students may be suffering from a psychological addiction to social media and marketing faculty may not be fully equipped to understand and manage this phenomenon. Marketing faculty would likely benefit from additional training regarding the treatment of addictive behaviors. Future research identifying the symptoms of social media addiction and recommended treatments would be beneficial to marketing educators.

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# EVIDENCE-BASED TEACHING AND THE DIVERSE CLASSROOM

*Susie Pryor, PhD, Creighton University*

## ***BEST PRACTICES FOR MANAGING DIVERSE CLASSROOMS PANEL POSITION PAPER***

The purpose of this paper is to suggest how evidence-based teaching practices may contribute to learning outcomes in our increasingly diverse classrooms. I define diversity and key principles of evidence-based teaching practices. I think suggest the relationship between the two concepts and propose how this may be usefully conceptualized.

**Defining “diversity.”** Within the domain of education, defining diversity may occur at the institutional or classroom level. Conceptually, diversity concerns acceptance and respect, at a practical level it concerns understanding individuals as unique. In this paper, diversity is considered across a broad spectrum of demographic and philosophical dimensions. These may include race, ethnicity, gender, sexual orientation, age, disability, religious and political beliefs, among others. The practice of inclusion and acceptance of diversity in the classroom settings extends beyond acknowledgement and tolerance of difference; it demands practices which support inclusion.

**Evidence-based teaching.** Lecturing has been the predominant mode of instruction since the inception of the university model more than 900 years ago (Freeman, 2014). However, in recent years, demands have for improved undergraduate education (including greater accountability and transparency) have led many colleges and universities to re-examine traditional teaching methods (Kezar & Eckel 2002). Policy makers increasingly view **evidence-based practice** as a means of ensuring accountability and validity in education (Oliver and Conole, 2010). Moreover, In addition, most institutions of higher education have increased their assessment activities and are using this information to inform campus change efforts and as a means for monitoring progress (Kuh & Ikenberry, 2009; Maki, 2004).

While the term evidence-based teaching (and, alternatively, evidence-based practice and evidence-based learning) has not found a universally accepted definition, Coe and Fitz-Gibbon’s (2004) argument is perhaps as good any. They suggest that educators should make instructional choices that are informed by evidence regarding what is effective. This evidence is the result of well-designed, well-evaluated, controlled trials.

In 1999, the U.S. identified three key principles for effective learning (Jackson, 2004). I discuss each in terms of the diverse classroom.

**Principle 1:** Students come to the classroom with preconceptions about how the world works. If their initial understanding is not engaged they may fail to grasp the new concepts and information that are taught.

In the diverse classroom setting, the educator considers the broad implications of this tenant. S/he recognizes that in order to teach effectively, s/he must unearth these “taken for granted assumptions,” which are necessarily varied across the student population. Determining these assumptions is only half the battle. The second activity relates to creating an environment conducive to discussing and challenging individual ideologies before offering new ideas, concepts, and information.

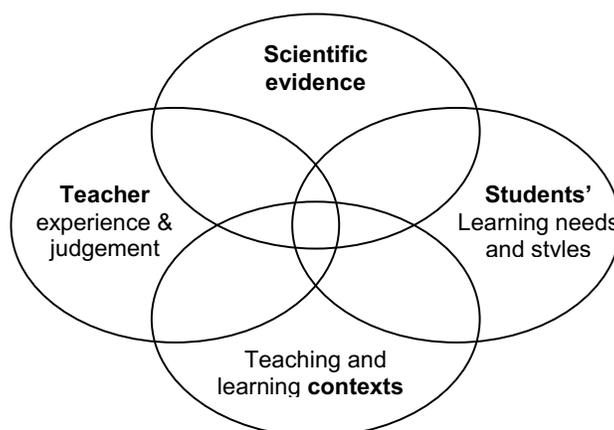
**Principle 2:** To develop competence in an area of inquiry students must have:

- A deep foundation of factual knowledge.
- Understand facts and ideas in the context of a conceptual framework.
- Organize knowledge in ways that facilitate retrieval and application.

Educators in diverse classrooms must also recognize that students vary in their level of preparation. They also vary in the ways in which they organize conceptual frameworks. Diverse teaching methods are frequently required and educators must have the capacity to adapt to the unique properties of each student cohort.

**Principle 3:** A metacognitive approach to instruction can help students learn to take control of their own learning as educators better define learning goals and monitor student progress in achieving these. Informed educators have long understood that students of all ages have diverse learning styles.

In the figure below, Jackson (2004) provides a schematic of the integration of these principles into the teaching domain and suggests the inter-relationship between educator, student, context, and evidence. From the perspective of this paper, diverse populations require scientific evidence that assumes diversity among subjects and educators whose experience and judgement is derived, in part, from an appreciation of diversity and who construct learning contexts which are inclusive.



**Conclusion and Discussion.** The purpose of this paper was to provide a basic framework for a discussion of the role of evidence-based teaching in diverse classrooms. It is my hope that we have fruitful and rich discussion about: (1) attendee's unique experiences, (2) potential teaching methods, and (3) new and richer areas of pedagogical research.

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# ENGAGING THE GEN-Y AND MILLENNIAL UNDERGRADS: MY WAY

*Khoon Koh, Central Connecticut State University, USA*

## ***BEYOND EDUTAINMENT: ENHANCING THE GEN-Y LEARNING EXPERIENCE PANEL POSITION PAPER***

Our students grow up in an America that is predominantly technology driven: the Gen-Xers (born between 1965 and 1980) and the Millennials (born between 1981 and 1998). In my view, many of them are addicted to technology --- they can't stop "playing with their e-toys" (smart phones) every day and anywhere (yes, even in the lavatory). And certainly they continue to engage with their e-toys during class as I have experienced in the last few years --- more than half of my students constantly attend to their e-toys or digress on their laptops (supposedly used for taking notes).

More distressingly, their test scores reflect little "learning." I don't require a textbook for my courses so my lectures are the concepts on which students are tested. Of course, I encourage them to research the lectured materials and any other relevant ideas online, but only before or after class. Since my tests are more problem-solving based as opposed to a test of memorization, students must thus be good listeners, understand concepts, and be analytical to pass.

Like all good instructors aspire: I want to engage and hone my students to be active listeners, and be analytical thinkers so I have tried a variety of teaching styles: straight lectures, Q&A format, weekly quizzes, and entertainment to spice up classes. I have also tried appeal, chiding, threats, and abruptly stopped lecture. None of these tactics significantly altered their in-class behavior.

Feeling a "disconnect", I tried problem-solving stories with reward and punishment format in the spring semester of 2013. Hitherto I found it to be an effective technique. Hence I am here at this conference to share my experience: my way of engaging our Gen-Y and Millennial students.

### Examples of Problem Solving Stories

- The dying old man and his three children: branding
- Condom packages: market segmentation
- Selling combs to Asian monks: strategic marketing

### Administration

After telling a story, I randomly call on students to offer a response. If the called upon student is inattentive, gives a way-out response, or asks me to repeat the story, the class gets "hanged" using the hangman diagram. When the class is finally hung, one point is deducted from everyone's earned score. On the other hand, if the response is reasonable, a bonus point is awarded to the student ranging from 1 to 5 depending on the quality of the answer.

### Observed Behavior

- Absenteeism declined (over 95% of students come to class each week as opposed to between 90 and 95%)
- Students became attentive (very few would occasionally play with their e-toys)
- Students became active volunteers (to earn bonus points)
- Extra credit submissions increased (those who are more shy to speak up in class)
- Request for visiting students increased (students asking permission to bring in their non-enrolled friends)
- Test scores and course evaluation scores went up (see tables below).

Average Test Scores and Student's Evaluation of Teaching (no stories semesters)

Year	C-1	SET	C-2	SET	C-3	SET
2010: Spring	66	4.3	72	4.5	76	4.6
Fall	72	4.6	76	4.6	80	4.7
2011: Spring	74	4.5	78	4.4	82	4.6
Fall	72	4.6	74	4.6	84	4.5
2012: Spring	76	4.7	80	4.7	84	4.8
Fall	78	4.7	82	4.6	82	4.7

Average Test Scores (with stories semesters)

Year	Class-1	SET	Class-2	SET	Class-3	SET
2013: Spring	80	4.7	84	4.6	84	4.8
Fall	82	4.5	86	4.6	86	4.9
2014: Spring	84	4.6	84	4.7	86	5.0
Fall	78	4.7	82	5.0	86	4.8
2015: Spring	82	4.8	84	4.6	88	4.8

**Implications**

To engage our millennial and Gen-x students, we need to experiment with different approaches. Allow time to refine each of our experimented techniques – instructor and students to adapt. And we must measure effectiveness which includes soliciting feedback.

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# GAMIFICATION AND EDUCATION: THE FUTURE LIES HERE!

*Enda McGovern, Sacred Heart University*

## ***BEYOND EDUTAINMENT: ENHANCING THE GEN-Y LEARNING EXPERIENCE PANEL POSITION PAPER***

This position paper introduces the idea of gamification, as a medium of academic engagement, and explores whether it will grow to become a major application in the field of marketing education. Gamification is defined as the use of game design elements and game mechanics in non-game contexts (Domínguez et al, 2012). The concept seeks to take the enjoyable part of the game environment, i.e. fun, winning, and challenge, to another level in utilizing them in real life applications of education.

In recent years there has been a tremendous surge in the use of mobile digital devices, either by adopting smart phones or tablets, across different behaviors. Aligned with this surge has been the continued growth of the video games industry into the mobile device sector. While the gaming business has primarily maintained their focus in the entertainment sector, there is growing evidence that the education sector is ripe for exploitation. Students are moving faster and faster into the digital space and it is only a matter of time before publishers or game companies push gaming applications further into the world of education. What might this mean for academic disciplines such as marketing? And how might this enable faculty to extend their influence over the quality of the educational experience?

The video gaming world has grown dramatically over the past two decades and, to date, has evolved on two main platforms, i.e. console and web-based gaming. As the gaming industry continues to grow closer to maturity, the sector is looking for new opportunities for continued growth. As a result, gaming companies are looking to invest in new sectors, such as industry training and education. To what extent can this be achieved based on the current digital trends? While this is a difficult question to answer, the educational sector has one big advantage: the consumer base consists of students already conditioned in both the use and positive engagement of gaming in their everyday lives. However it should be noted that this is a predominantly male-based audience and targeted efforts in education are required to expand the potential for gamification across both sexes.

In looking at gamification opportunities, how do we evaluate whether it is necessary for faculty to enter this space? There is established research supporting that gamification does yield positive effects / results in the learning experience (Hamari et al, 2014). But the current trend seems to suggest that it may be faculty with a gaming background, such as computer science, who are leading this innovation forward. Are faculty from other disciplines prepared to enter this area of digital pedagogy?

There are two main challenges, among others, facing faculty. The first one is simple; what shape will the first-generation games take in entering the discipline / textbook market? Currently simulations could be described as playing this role in the marketing discipline but they are the most basic form of gaming enterprise. The second challenge is, while gaming technology has advanced such that students are comfortable playing digital games, faculty at large have not acquired this skill set. Being aware of how children may play on mobile device or console games, such as Xbox or PlayStation, does not provide faculty with an in-depth understanding of how these games operate in the minds of the players. This is a serious challenge for faculty to overcome in accepting the concept of gamification in education.

Three mobile games are now briefly introduced as a demonstration of the latest design concepts being adopted and each of these design concepts could also be engaged in educational game applications. The games are all very successful commercially and each provides the players with unique attributes and challenges as part of the storylines.

*Lifeline ([Lifeline](#))*

This game adopts the most basic form of text-based narrative but the story is told in real time. The purpose of the game is to save Taylor, a stranded astronaut. The game uses text-based notifications sent to the players' phone app. Once read, the player makes gaming decisions that have consequences based on what was either said or an event that may have occurred. There are no graphics and there is no game mechanic. The one thing that makes Lifeline stand apart is the use of the notification text-based system. Playing the game does feel as if it is an actual person texting you at any time in the game. In June 2015, Lifeline reached No.1 Top Paid game on the iOS app store and the cost is \$2.99.

*Game of Thrones* ([\*Game of Thrones\*](#))

Game of Thrones, a Telltale Game Series, is essentially in the same game format as Lifeline. However the difference is that this game is fully rendered using a superb graphical engine and voice engagement. It is the absolute epitome of text based gaming and evidence of the tremendous potential within the genre. As a member of the House of Forrester, the player is tasked to make decisions and take actions that will determine their ultimate fate. Telltale is engaging the support of popular TV shows, such as 'Game of Thrones' and 'The Walking Dead', and creating games with storylines that have already acquired a fan base. This game costs \$4.99.

*80 Days* ([\*80 Days\*](#))

This game takes the gameplay of *Lifeline* and *Game of Thrones* deeper into a completely new mechanic. The goal of the game is to travel around the world in 80 days and this is executed through intriguing text dialogue that is portrayed through a graphical interface that enables the player tremendous freedom. The story is nonlinear, i.e. you can choose to pass through Russia on your way to the Pacific or go via China. Each action places you in a different location in which you are required to make decisions that will allow you travel to another part of the world. A unique feature of this game is that it is very difficult for two players to experience the same journey based on the infinite number of choices. This game costs \$4.99.

While faculty may not readily embrace the games medium, faculty who are eager to explore the opportunities in digital pedagogy would benefit by understanding the current gaming environment and experimenting where possible. This can be undertaken in small steps but gaming has the potential to play a significant role in the future of marketing education. Interested faculty can adopt gamification in their classrooms and provide students with the latest and most challenging learning platforms of the digital age.

**Acknowledgement.** The author acknowledges the work of Paul McGovern, research student, for contributing his gaming expertise in the development of this narrative.

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# CELEBRATING EXCELLENCE THROUGH COLLEGIATE CHAPTERS AND HONOR SOCIETIES

*JoAnn Atkin, Western Michigan University*  
*Rob Boostrom, University of Wisconsin - Whitewater*  
*Kevin McCarthy, Baker University*  
*David Snyder, Canisius College*

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## *COLLEGIATE CHAPTERS AND HONOR SOCIETIES PANEL POSITION PAPER*

Instructors work hard to make each class a valuable experience. Much is asked of students within college courses, but not all students rise to the challenge or appreciate the value of the information and skills that are within their course work. Within the confines of the class itself, little is done to reward students beyond providing a grade to evaluate their efforts. Those that do not appreciate a grade for its own sake may not put forth the effort that instructors would like to see from students. However, there are ways we can use to reward the effort put into getting good grades and emphasize the importance of the information presented in the classroom.

This panel will review ways in which collegiate chapters of organizations, such as student groups and honor societies, can reward good work in the classroom and offer opportunities to apply what was learned. As faculty advisors to multiple student organizations, the panel will lead a discussion giving examples of how various chapters work and detailing the experiences of faculty advisors for these groups. Examples of the types of organizations that will be discussed are: The American Marketing Association, The American Advertising Federation, Delta Mu Delta, Mu Kappa Tau, and Pi Sigma Epsilon.

Multiple organizations offer opportunities to apply what is learned in the classroom via some form of national case competition. These case competitions are one of the best ways for students to apply what they learn in the classroom and get a feel for the competitive nature of industry. For some prominent organizations, the national case competitions typically involve student teams analyzing a shared client's current marketing situation and then developing a plan of action to move a brand forward. Work is done at the collegiate chapter level over the course of several months. Student participation in case competitions helps to develop many of the skills employers demand in the marketplace: critical thinking, teamwork, leadership, time management, and both written and oral communication skills. Students don't need to win the competition in order to fully appreciate the real-world experience they gain through participation. In fact, institutional industry advisory board members as well as recruiters encourage students to put these experiences on their resumes, as they believe they are as valuable as internships in their field.

Some competitions are available for those schools that do not wish to start a new club but want to provide the case competition experience. For example, Marketing EDGE offers a case competition for faculty to lead students through work with a client. These competitions have been run each year for over a decade and are an extension of what the DMA has been doing since 1929. It is similar to competitions for chapters of student organizations, but does not require students to actually join an organization to participate in the competition as part of a team. Additionally, it is an option for members of an existing organization that wish to compete in a different forum.

In other student organizations, other forms of competition offer students the chance to work and apply skills throughout the bulk of the academic year, developing campaigns or creating programs that require the application of knowledge and skills; or the competition will require that students participate at the national convention itself and apply the skills on-site. Many skill sets related to marketing can be found represented in these competitions, such as Pi Sigma Epsilon's Top Public Relations Strategy or Top Marketing Research Project awards; or the American Marketing Association's Outstanding Development or Community and Social Impact awards. On-site competitions can include sales competitions, recruitment fairs, and other skills that require a knowledge of marketing or sales.

Another way to add value to classroom achievement is to find additional places to recognize it. This is how honor societies can play a role in supporting class work and offering additional opportunities to students. Unlike other forms of collegiate chapters, honor societies normally do not meet often and have very few projects and activities. However, these organizations can show further proof of the dedication of the students that are members. Membership is not open to all students – only those invited due to high academic performance – and so membership is another way that a student can demonstrate that they were exceptional among their peers. Though activities are limited, some programming ideas will be presented as well as a discussion of scholarship opportunities for involved students.

This session should be of value to those faculty members that are either interested in ideas for starting a chapter of an organization or an honor society, or looking to enhance an existing chapter at their institutions. Programming ideas, student opportunities, long-term institutional value, and approaches to faculty advisement will be discussed.

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# ADDING A TASTE OF MARKETING RESEARCH TO A PRINCIPLES OF MARKETING COURSE

*Alexandra Hutto, Millersville University of Pennsylvania*

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## *PANEL POSITION PAPER*

Given that teaching Principles of Marketing or a similar Marketing survey course presents the challenge of covering a broad spectrum of topics in short succession, a perennial problem faced by instructors exists—how to make a memorable impact with any single topic. Furthermore, a subject that can get very technical and miss the opportunity to resonate for students is Marketing Research. In remedy to this dilemma, I decided to borrow the taste test/product test scenario from Marketing Research and import it to Principles of Marketing at a level suitable for this audience.

Experiential learning is a tried and true method of engaging students and enabling learning to penetrate at a deeper level. Additionally, hands-on exercises enable students to grasp concepts better, hold their attention more raptly, and make learning more fun. I have used mock focus groups as a technique for demonstrating the value of focus groups, but I wanted to infuse a more challenging exercise into this course.

I introduced a taste test/product test experience into the marketing research module of Principles of Marketing in multiple steps:

1. Ask students to form teams, ideally of three students, and select a type of product that could be sampled in class readily. Each team is asked to select a unique product so that we would not have three iterations of the Pepsi taste test, for example.
2. Tell each team to design a blind taste test or blind product test experience that compared two or three (maximum) brands of a similar product type (for example, three brands of similarly baked chocolate chip cookies).
3. Have each team develop a brief (typically 4-5 question) survey to administer to the rest of the class in conjunction with the taste test, with gender as a required demographic question. Ask them to bring a copy of their survey to the class before the taste tests so the instructor can review it and make suggestions for improvement before the test is undertaken.
4. In the written instructions, include the type of analyses requested, namely frequencies and percentages for each variable collected, two cross-tabulation tables and a Chi-square analysis with its interpretation. In the class before the taste tests, show them an example of how to create a cross-tabulation table and run a Chi-square analysis. Inform them that they can produce it by hand, use SPSS, use Minitab, etc. Some students will have taken Statistics and can use more sophisticated tools; make the Chi-square analysis accessible to all.
5. On the day of the taste tests, allow room for each team to set up a taste test station. After all teams have set up, have them select one student to man the station while the other two rotate around the class and try the other teams' offerings. Ask them to replace the student manning the station with the first teammate who finishes rotating around so he/she can visit each station, too.
6. After the taste tests, each team will prepare a typewritten report including why they chose to test the product they selected, how their test can help managers make better decisions, the tabulation and analyses of results with interpretations, and an assessment of what they could do better if they were to replicate their study. This last item presents an excellent opportunity to learn from the inside out. After they see how other teams set up their tests and live with the decisions they made, they see what can be improved and, more importantly, why.

The major hurdles the class faces include: how to select a good product to test, why to keep the test simple, and how to analyze the data. Each of these challenges can be overcome quite easily between employing advance preparation and using the tests they conducted as learning opportunities. After they experience running a taste test, they understand why certain decisions can/should be made.

Typically, students want to select items such as a potato chips, soda pop or salsa to compare. Reward creativity so they select different (and not necessarily edible) items to test. For example, one team asked students to choose

between different baseball mitts while another invited students to select their favorite mechanical pencil from among three options tested.

I have replicated this experience several times in a Principles of Marketing course. Feedback supports that students enjoy it and learn from it. An untapped opportunity exists to expand this methodology to other topics (e.g., brand development) and capture data from these experiences systematically to compare results from term to term, instructor to instructor, or school to school.

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# INNOVATIONS IN TEACHING ADVERTISING

*Janet Blankenburg, University of Wisconsin Milwaukee*

*Nakeisha Ferguson, University of St. Thomas*

*Adriane Grumbein, University of Kentucky*

*Darryl Miller, University of Wisconsin River Falls*

*Greg Wagner, University of Denver*

## *INNOVATIONS IN TEACHING ADVERTISING PANEL POSITION PAPER*

In the preface to the most recent edition of their textbook Shimp and Andrews (2013) describe the state of affairs and challenges within the field of marketing communications. Brand managers are increasingly under pressure contribute to the financial and nonfinancial goals of their firms by establishing and increase brand equity, gaining competitive advantage, increasing market share, and increasing profits. They must do this in a field in which change (particularly technological change is accelerating. Costs are rising and new channels are being added to traditional channels with the media mix.

Given this context, it seems critical that students who desire to work in advertising, marketing, or business become well prepared as they move into a very competitive job market. It seems reasonably well established that teaching methods that stimulate active or collaborative involvement are generally superior to traditional lecture formats in promoting the learning of concepts and skills among students (Prince 2004). We have witnessed some shifting toward these methods at the university level within the United States. The contributors to this panel have taken up this call and have developed teaching mechanisms that are designed to promote active learning among students.

To begin the session Nakeisha Ferguson presents a “Twitter Tasks” activity that she has designed. The objective of the assignment is to help students gain a deeper understanding and engage in critical thinking about how social media is used within advertising strategy. With this activity students use IMCTIME post a “tweet” expressing their reactions to an article about an advertisement that they find interesting. Other students respond with “tweets” of their own that pose a question or comment relevant to the initial “tweet.” Through this process an analytical conversation is produced via Twitter.

Next, Adriane Grumbein presents an activity titled Brand Who?® – a free, downloadable tool for determining brand personality. With this she has designed “pseudo card game” as an easy, tangible and fun way to help students understand and implement the five brand personalities identified by Aaker (1997). Once a brand personality for a product is determined via the card game students design an advertising campaign that defines a target market and includes a logo design and advertising message consistent with the personality for the brand.

Following this, Janet Blankenburg presents a semester long project where groups of students are asked to create an IMC Campaign for a brand. The project is designed to allow students to diagnose problems with a brand campaign that they regard as weak and to create a corrected campaign. The process includes researching the client, the brand’s target markets and competition. From this analysis students create a new tagline for the brand. The tagline serves as a springboard into development of a creative strategy and a comprehensive IMC campaign that includes advertising, social media, public relations and promotional elements that support the creative strategy.

Greg Wagner focuses on the creative elements of advertng design by describing a set of activities he uses in his Ad Creative Strategy class. He has organized the class to simulate the creative process in a real advertising agency. The overall learning objective is to help students gain a basic understanding of the creative process and how it is applied in the development of an Integrated Marketing Communication campaign. Students will engage themselves in series of individual and team activities geared toward the design of formal marketing communications campaigns for real-world clients.

Finally, Darryl Miller presents an activity designed to get students to analyze ads from marketing strategy and consumer behavior perspectives. Students conduct a series of presentations of ads from a variety of media and to

conduct an analysis of each. They are asked to focus on elements such as apparent target audience, general objective as defined by a hierarchy of effects model, and brand positioning strategy, type of appeal and execution style. They are also asked analyze the creative elements of each ad and to synthesize by commenting on their likely effectiveness. Following each presentation the class engages in a discussion of each ad which often stimulates further analysis and alternative perspectives.

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# BRAND WHO? USING A RESEARCH-BASED CLASSROOM TOOL TO TEACH BRAND PERSONALITY

*Adriane Grumbein, University of Kentucky*

## *INNOVATIONS IN TEACHING ADVERTISING PANEL POSITION PAPER*

I think brand personality is both fascinating and useful – so much so that I’ve devoted much of my scholarly research efforts to better understanding it (e.g., Grumbein, 2013; Jewett, 2013). Unfortunately, my students don’t always feel the same way. And, while it can be difficult to engage students in the idea that consumers often describe brands the same way they describe people, it is even more difficult to convince them that scholarly research has practical value for both their education and their future careers. Indeed, academics and students alike often fail to make the connection between what professors research outside the classroom and what they teach in it.

Brand Who?<sup>®</sup> was born out of my desire to bring together these seemingly disparate areas of my academic life. More specifically, I wanted a way to bring aspects of my research into the classroom and engage students in the material I spend a significant part of my academic life studying. I was also looking for a way to help students engage with brand personality and apply it to their own work.

The result is Brand Who?<sup>®</sup> – a free, downloadable tool for determining brand personality ([www.adrianegrumbein.com/brandwho](http://www.adrianegrumbein.com/brandwho)). Based on academic research, this pseudo card game is an easy, tangible and fun way to help students understand and implement brand personality.

In past research, scholars have used a number of qualitative and quantitative methods to measure brand personality. However, Aaker (1997) was among the first to develop a widely used, quantitative Brand Personality Scale (BPS), which helped to spark the current wave of brand personality research.<sup>1</sup> In her BPS, Aaker (1997) lists the Big Five Brand Personality Traits as:

1. Sincerity: down-to-earth, honest, wholesome and cheerful (e.g., Hallmark)
2. Excitement: daring, spirited, imaginative and up-to-date (e.g., MTV)
3. Competence: reliable, intelligent and successful (e.g., IBM)
4. Sophistication: upper-class and charming (e.g., Jaguar)
5. Ruggedness: outdoorsy and tough (e.g., Wrangler)

Brand Who?<sup>®</sup> is a pseudo card game that consists of a deck of 42 trait cards and five personality posters. A single adjective (e.g., glamorous, cool, friendly, secure, western), which corresponds to one of five brand personalities identified by Aaker (1997), is printed on the front of each trait card. The back of each trait card is color coded so it can be associated with the correct corresponding personality poster: purple for sophistication, red for excitement, yellow for sincerity, blue for competence, and green for ruggedness. For example, one trait card has the word *glamorous* written on the front and is purple on the back signifying that the adjective *glamorous* describes a *sophisticated* personality. In another example, the word *cool* is written on the front of a trait card while the back of the card is red, signifying that the adjective *cool* describes an *exciting* personality. The complete set of trait cards and personality posters can be viewed and downloaded at [www.adrianegrumbein.com/brandwho](http://www.adrianegrumbein.com/brandwho).

To determine a particular brand's personality, students read through the deck of trait cards, looking only at the front of the cards, and set aside any adjectives that they feel describe the brand's personality. After looking through every card in the deck, the students flip over their selected adjectives, revealing the colored backs. They then group and count the cards by color. The color with the highest percentage (according to the provided scorecard) determines the brand's personality (for complete instructions, see the instruction cards).

<sup>1</sup> Although Aaker's (1997) BPS is not without criticism (e.g., Avis, 2012; Huang, Mitchell & Rosenbaum-Elliott, 2012; Lee, 2013), her easy-to-understand scale works well for introducing students to brand personality as both a concept and a research topic.

Users can then learn more about their brand's personality by examining the matching color-coded Brand Who?® personality poster, which features a unique illustrated character and detailed personality profile. Each of the five personality posters displays a profile with psychographic information (e.g., occupation, hobby, vehicle) and relevant design features (e.g., color, shape, typeface) to help students imagine, visualize and implement advertising campaigns that align with their brand's personality. For example, upon discovering that a local brand of ice cream fits the sophisticated personality and examining the corresponding personality poster for sophistication, students might design a logo that incorporates diamond shapes, the color purple and a script font. Further, they may choose to target an upscale audience by recommending that the ice cream company sponsor the local ballet or opera and suggest wines that pair well with their ice cream flavors.

As a visual educator, I am always looking for a way to practice what I preach, both by continuing to create my own visual work and finding ways to show rather than tell. Brand Who?® affords me the opportunity to do both. I am able to bring Brand Who?® into my classroom and use it as a tool to show my students one way to determine and implement brand personality. Using Brand Who?® in group projects also provides a team-building exercise, requiring students to clearly define and agree on both their brand's personality and the precise meaning of each adjective. Further, Brand Who?® is a helpful tool for tactile and kinesthetic learners because it makes abstract concepts concrete and gives them a means of interacting with the material. Additionally, Brand Who?® takes into consideration the idea of games as learning tools.

As an added bonus, I have been able to share this tool with other educators. Because I am interested in how professors bring their research into the classroom, I thought it was only fair to make what I do available for others. I created a website where professors can learn more about Brand Who?® and download the tool for free to use in their own classrooms ([www.adriane-grumbein.com/brandwho](http://www.adriane-grumbein.com/brandwho)). The downloadable PDF of Brand Who?® is formatted on letter and tabloid paper so that professors can easily print their own version of the posters and cards on their department's printer or at their local print shop. It is my hope that by sharing my own work, I can connect with others, learn from their experience, and make my own contribution to integrated strategic communication.

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# THE ART OF ENGAGING CONSUMER BEHAVIOR STUDENTS: USING NEW TOOLS TO FACILITATE EXPERIENTIAL LEARNING

*Lois Heldenbrand, Lincoln University*

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## *INNOVATIONS IN TEACHING CONSUMER BEHAVIOR PANEL POSITION PAPER*

Postsecondary education across all disciplines is undergoing significant change. Future projections indicate that the most successful institutions and programs must include experiential learning designed to address both the needs and demands of future learners (Freeman et al., 2014; "Signals and Shifts in the Postsecondary Landscape," 2013; "The Students of the Future," 2013). Effective experiential learning depends upon completion of all four stages of the Kolb learning cycle: concrete experience, reflective observation, abstract conceptualization, and active experimentation (Brennan, 2014; Young, 2002). However, keeping consumer behavior students engaged in meaningful learning activities throughout this learning cycle is a challenge.

For this reason, initial iterations of a consumer behavior course included discussion forums plus projects designed to give the students a real world application of the theories that they were studying. Still, course analytics showed varying levels of student engagement with this design. This past semester, the course was re-designed to use new tools to promote higher levels of student involvement and address all four stages of the experiential learning cycle. The hybrid course met once each week and utilized a learning management system for posting all assignments including peer review and feedback. The project assignment was introduced at the beginning of the semester and required each student to design a multi-media campaign for a real client. After hearing the client presentation, each student formulated his/her interpretation of the client's strategic communication challenge, identified the target audience, and reviewed multi-media campaigns developed by students in previous classes. The project was developed in stages throughout the semester while studying the consumer behavior theories. Concrete experience and abstract conceptualization (knowledge acquisition) occurred each week when students were assigned to study new consumer behavior concepts and then use a media tool to develop a presentation explaining the key concepts or theories. For example, the assigned media tools included PowerPoint, SlideShare, animation software, and Movenote. The intent was two-fold: give students the opportunity to experiment with new tools while studying consumer behavior theory plus encourage the reflection and planning necessary to develop the multi-media campaign. Each week students reviewed their peers' creative use of the tools, evaluated the content of the presentations, and posted feedback to the online course room. Additional reflective observation occurred during weekly face-to-face class discussions. Concurrently, ongoing discussion and instructor feedback facilitated abstract conceptualization (learning from the experiences) and active experimentation (testing the theories by making choices for the multi-media campaign). At the end of the semester, each student presented his/her original multi-media campaign to the client. End of the semester comments from students were positive regarding this learning experience and verified the experiential learning cycle. The following are two examples of those comments:

Key strengths of the course . . . the ability to read about different consumer behaviors; then, being able to recognize them by applying what we've learned in the assignments. I also feel that the different online tools used to complete the assignments were very beneficial in knowing all of the other online resources that are out there that I did not use before this class.

Key strengths of the course . . . it made us think outside the box. It also made us go out and do our own research, and put everything together. Not many classes make us do work outside of going "by the book." All of the weekly assignments were very interactive, and they were always different which made it not so boring.

To summarize, student feedback indicated overall satisfaction with the new course design. Moreover, student comments support findings of other researchers who found that "students who find the experiential activity intrinsically motivating and utilize more cognitive skills perceive that they learn more and they have a positive

attitude toward the learning experience” (Young, Caudill, & Murphy, 2008). In addition to a student perception scale to evaluate how well an activity included each of the four stages of the experiential learning cycle, Young, Caudill, & Murphy (2008) also developed a scale to evaluate students’ approaches to learning (surface or deep approach). All of this supports the importance of designing learning activities that incorporate all four stages of the experiential learning cycle. However, another consideration pinpoints the complexity of evaluating new educational tools, activities, and tactics by focusing exclusively on the learning cycle process and activities. Dinsmore and Alexander (2012) argue that it may be misleading to evaluate learning outcomes without taking into consideration variations among the learners. They propose that the question should be changed from “what is the relation between levels of processing and learning outcomes to **what is the relation between levels of processing and learning outcomes for whom, at what point in development, in what situations, and for what end**” (Dinsmore & Alexander, 2012). This developmental variation among learners may be evidenced by the following student’s suggestion for improvement: “I actually like the format in which the class is taught, but I would like more help in class and examples on how to apply certain things we learned in the textbook to our project in a more practical way.”

In conclusion, future research should include additional evaluation of the effectiveness of using presentation tools and other technology to engage students in creating their own translations of theory into meaningful application. As stated by Young (2002), “Creating an encouraging learning environment that engages and motivates students, while focusing on curriculum concepts, is the essence of Kolb’s experiential learning cycle.” For these reasons plus considerations of variations among learners, the “art” of engaging consumer behavior students requires substantial course development paired with improved and ongoing evaluation for learning effectiveness.

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# SELLING THE UNSELLABLE: USING CREATIVITY TO SOLVE UNSOLVABLE MARKETING PROBLEMS

*David Price, Washburn University*

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## *INNOVATIONS IN CONSUMER BEHAVIOR PANEL POSITION PAPER*

This study examines changing consumer attitudes through an innovative marketing activity called “Selling the Unsellable,” based on a popular Australian television show about marketing called *The Gruen Transfer*. The activity challenges students to develop marketing solutions toward very challenging topics and problem-solving scenarios. The topics are pre-determined and create the foundation of the project, and student teams must provide solutions in ‘pitch’ presentation even though they may appear to be impossible to solve.

Developing a positioning approach or theme for a campaign is one of the biggest strategic challenges of any marketing task, and determines to a large extent what marketing mix strategy they pursue from that point forward (Solomon et al., 2011). Developing marketing campaigns has a place in marketing curriculum and this innovation can help students in the long term by challenging them to use creativity to help them sell or pitch their ideas, which is a necessary skill for marketers (Naem et al., 2011). The challenges are the foundation of this segment for the TV show – and thus for this project. Therefore to better understand this discussion, some examples of the challenges include:

- A marketing campaign to save the Blobfish
- Why we should buy more products made of rhino horns
- Promoting tourism in Iraq (or Afghanistan, Syria, Somalia, etc.)
- Why we should re-introduce asbestos into construction materials
- Selling bottled air or selling bottled urine
- Why the U.S. should invade Canada
- Why the Ebola outbreak was a good thing

As can be seen, the tasks are very challenging and quite entertaining for the class. This facet is critical as it has advantages and disadvantages for the assignment. There are three class periods assigned for the project. In the first, students are put into groups of 2-3 and the challenges are introduced and student groups decide which challenge they want to pursue. The remaining two class periods students can discuss the assignment, usually one per week. They are given three weeks to generate the pitch, and each group has 6-7 minutes to present their pitch, with the instructor allowing about 20 minutes per topic (2 groups per topic). Each student in the audience is given a voting sheet to vote on the best presentation, and each student vote received counts as one bonus point towards their grade. The bonus points are added together during the same class period, and the winners of the challenge round (the student votes) are announced in class. The strategy behind the bonus point system is to encourage competition and to incentivize students to try harder and beat the opposing team.

The project was assessed through surveys of undergraduate students in a consumer behavior course over eight semesters with the average class size between 20-30 students. The survey was administered a short time after the presentations were made, and after the instructor had given back the students’ final grade on the assignment. A five-point Likert scale was used based on Vander Schee (2011) and examined student participation, experience, their ability to learn new concepts, and creativity among others. An open-ended qualitative question also asked for additional input. Overall results were generally very positive. Students reported the highest levels of agreement with the creativity question, class participation and increasing enthusiasm for the course. The lowest rated item was student preference to use this type of approach, indicating the method may be too radical for some.

The goal of this teaching innovation is to place students in a situation where creativity could be used as a tool to solve complex marketing problems that at first appear too difficult to solve. Groups must research and

understand potential market segments, apply and develop positioning strategies, and take on the difficult task associated with changing consumer attitudes towards difficult ideas. Another important skill being developed is how to put a positive spin on bad news (e.g. the Ebola challenge). This is particularly valuable for marketing students who may enter the public relations field.

Importantly, students use these skills in an active learning environment and apply marketing concepts to the task at hand, which in itself is a valuable and useful tool (Vander Schee, 2011). The nature of the challenges, difficult and amusing, adds to the entertainment value and students immediately become involved. The competitive nature of the assignment was a positive factor, with students opposing another ad agency team to determine a winner for bonus points and bragging rights. For the audience, voting on their peers' performance kept them involved and engaged in the process. Students appeared to have buy-in to the process and most enjoy seeing the results of their classmates' challenges. The biggest drawback has been some students not taking the assignment seriously enough, and not attempting to create real solutions.

The assignment would have applications in other marketing courses, particularly sales and promotion, where similar versions could be utilized and perhaps better suited. Overall it has been a valuable exercise and I will continue to use it as there are enough positives, but it requires ongoing tweaking and refinement. If student engagement and excitement for a project is the goal, then this assignment is certainly worth a try.

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# INNOVATIONS IN TEACHING INTERNATIONAL MARKETING

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## *INNOVATIONS IN TEACHING INTERNATIONAL MARKETING PANEL POSITION PAPER*

We observe the rather limited awareness and knowledge of various countries and cultures amongst undergraduate and graduate students. To prepare them for our globalized world we discuss several innovative ideas that we have implemented in our teaching of international marketing. End of semester student responses are positive and commend the innovations used to bring about awareness, and motivation to take it ahead in the future.

Many students, both graduate and undergraduate, have limited exposure to and knowledge about foreign cultures and countries. Coming from local, sometimes rural, schools, some have not even traveled outside their state, let alone to another country. With the exception of international students, it is no wonder that they are largely uninformed of international cultures; of what lies beyond their perception. With the objectives of (i) motivating students to think beyond their borders, (ii) inculcate a desire to travel and explore, (iii) develop an open mind to other cultures, and (iv) apply new found knowledge in marketing, we discuss below some innovations that we have adopted in our international marketing class.

We believe the first step to being a good international marketer is to have a decent knowledge of world geography. We administer a surprise world quiz at the beginning of the semester in which we ask students to indicate various countries on a blank world map, tell us the capitals, currency and notable perceptions (business-related or otherwise). We observe that students usually show very poor geography knowledge (international students generally score higher). The quiz alerts students to their limited knowledge and sensitizes them to the need to take a greater interest in the world outside the US.

There is general agreement that ethnocentrism prevents a person from being an effective international marketer. We administer the CETSCALE (Shimp and Sharma 1987) anonymously at the beginning of the semester and share our findings on an aggregate basis with the class. Desirability bias notwithstanding, students report low overall ethnocentrism levels, as expected. However a closer look reveals a few important issues: (i) students believe their culture is superior to other cultures, (ii) they are relatively inflexible in their beliefs about their culture, and (iii) they are unwilling to concede that another culture maybe doing some things better than them.

As faculty we usually automatically assume the pro-globalization stand, however, it is useful to try and understand the perspectives of the anti-globals, seeing that they are estimated at about 10% of the population (Dimofte, Johansson and Ronkainen 2008). To this end we devote one class period to discuss the four propositions in Naomi Klein's book 'No Logo'. Some students, while they may reluctantly agree that globalization is important for all-round development, do feel that there is some merit in Naomi Klein's arguments.

As a way to get students to appreciate, understand and deal patiently with other cultures, we do a role playing exercise (Journey to Sharahad, available online at [www.globaledge.msu.edu](http://www.globaledge.msu.edu)). The exercise demands students to close a deal in a fictional country (Sharahad), however, they first need to overcome cultural differences that they encounter. Students report confusion and a great deal of difficulty in closing the deal. At debriefing, students suggest several ways in which such difficulties may be addressed.

A great way to get students' to think about how to adapt the four P's to other cultures is to present unique cultural and social norms and practices and ask them to think about how a foreign brand may adapt to these. This leads to a very interesting discussion and many recommendations. Finally we follow up with a presentation of how the brand actually adapted; what changes were made, and what was standardized with reasons for the chosen strategy. We find this to be a very practical example of international marketing principles as applied.

We have a half semester project in which student teams choose a culturally distant country to research. With the help of secondary research, interviews, etc. students research cultural norms and practices and present their findings in class. Presentations cover festivals, foods, religious occasions, traditional ways of living and doing things, etc. In the second half of the semester, student teams use this information to craft a marketing strategy for a product that is as yet unavailable in the target country.

To gain understanding of global problems, students are assigned to work on a real live case with a company. Typically the problem relates to entry strategy, environment analysis, product or promotion decisions. We work with a real company to identify a problem they face or a future plan that requires information or a preliminary understanding of the issues involved. Through regular interactions with the company, key deliverables are defined that students are expected to present at the end of the project. Students work on the problem for about 10 weeks with the help of the faculty. In many cases, meeting and or conference calls with company managers are arranged to seek their input, answer questions and seek clarification. In some instances, a short travel to the foreign country where the company is located has also been arranged. This interactive process culminates in a presentation to the managers and providing a project report. Feedback from students indicate that they see higher value in this type of learning.

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# INNOVATIONS IN TEACHING MARKETING ANAYLYTICS

*Camille P. Schuster, California State University San Marcos, Moderator*

*Samuel K. Doss, Barry University*

*Manuel C. Pontes, Rowan University*

*Rebecca VanMeter, Ball State University*

## *INNOVATIONS IN TEACHING MARKETING ANALYTICS PANEL POSITION PAPER*

Many schools are now encouraging the faculty and staff to use active learning techniques in the classroom, whether it is in class activities that accompany traditional lectures or more in depth forms of active learning, such as immersive learning projects. The goal is to get the students involved in the material in order for them to become active participants in their learning instead of simply passive learners from traditional lectures. This shift to a more interactive classroom also seems to reflect a shift in the expectations of the current generation of students. In this panel session each of the panelists will briefly discuss different techniques or examples of how they use active learning techniques to engage students in marketing analytics.

As marketing analytic educators our obligation to our students is to reinforce the idea that effective marketers not only create value for the customer, but also measure value demanded by and delivered to the customer. Therefore, it is imperative that we emphasize that mere analysis is insufficient if the student is incapable of translating the empirical evidence into a market offering or insights in terms that the customer can understand and implement. In line with this thought process, as educators our students are our customers as well as our products, thus, we should create and measure value demanded by and delivered to our students. Active learning techniques arguably are one way in which we can fulfill this obligation to our students and to their future employers. By creating interactive classrooms we are co-creating value because the student becomes an active participant in their own learning. The value delivered to the student from an interactive classroom is that it provides an opportunity for students to develop abilities in communicating with others about their ideas and approaches for dealing with business, and particularly, marketing analytics and decisions.

Specifically, marketing analytics courses are aimed at helping students to understand how to gather, evaluate, and interpret data. As part of such courses we often see many of the following topics covered:

- Understand the terminology used in marketing research and analytics.
- Understand the role of empirical research in the marketing research process.
- Understand the design of marketing research projects including:
  - Problem identification and development of hypotheses.
  - Use of secondary and primary data.
  - Exploratory, observational, descriptive, and causal designs
- Understand the difference between marketing research and marketing analytics
- Understand the collection of accurate data including
- Understand data preparation for
  - Qualitative data analysis
  - Quantitative data analysis
- Understand data interpretation
  - What do the numbers mean
  - What conclusions can be drawn from the data
- Prepare reports for different audiences
  - Communicating marketing research findings with a research audience
  - Communicating marketing research findings with marketing managers

- Communicating marketing research findings across departments
- Examine ethical issues involved in conducting marketing research and analysis.

Given that students will vary in their ability to recognize problems and articulate findings, active learning techniques allow for evaluation and constructive discussion and debate, consequently allowing us to gauge (measure) the abilities of each student. With this knowledge we can then determine how to best proceed in order to deliver value to the student.

In their business career, students will spend much time pitching (marketing) ideas to others. The potential of the student and their ideas is only fully realized if they are capable of making meaningful contributions to discussions and debate. By utilizing active learning techniques we are preparing them to be successful in their future careers—regardless of the specific career area they pursue.

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# CREATIVELY USING ELECTRONIC DELIVERY WITHIN FERPA COMPLIANCE

*Doreen Sams, Georgia College & State University*

## *INTEGRATING SOCIAL MEDIA INTO THE MARKETING CURRICULUM PANEL POSITION PAPER*

Engaged teaching and learning strategies take learning beyond the traditional classroom and develop the intellectual, professional, and civic skills and dispositions enabling graduates to thrive in an information-intensive and diverse global society. By infusing social media into today's marketing learning environment, mouse-to-mouse adds value to actively engage students in the learning experiences. Infusing social media activities into the course experience is not a simple matter. In order to protect the students, faculty, administration, and the college or university from lawsuits, faculty must know the FERPA regulations and adhere to them in assignment design, delivery, and assessment.

In order to successfully utilize electronic media strategies to engage students in creative learning experiences requires answering difficult questions (e.g., whose responsibility is it to train employees on the do's and don'ts? What are the limitations on discussing individual students in social media? What are too many limits and do they violate faculty's rights? What are violations of a student's privacy? What if a student does not want to participate? Are media releases required? etc.). Careful design founded in the complex and often confusing FERPA regulations provides engaging and productive learning experiences that are transferrable across disciplines and college levels. Some example from marketing include: 1) discussions of current international marketing topics through private blogs (learning industry specific media delivery methods and techniques), 2) creation of video resumes to develop presentation skills (sales course), 3) videoconferencing across borders (Polycom, Skype, WebEx, etc.), 4) follow-up on videoconferencing with students in other countries to discuss culture's impact on doing business internationally (private Facebook or equivalent, email), and 5) private Facebook page for study abroad students and their families to share the learning experiences. These educational opportunities foster long-lasting professional and collaborative communities of learners. Students report both long-term learning and a high level of excitement toward engaging in learning through electronic mediums. These examples have been tried and tested and found to offer student desirable learning pedagogy that is limited only by the level of creativity of the instructor and/or administration, the instructor's willingness to step outside their comfort zone, gain knowledge of and adhere to FERPA regulations, and the faculty member's level of risk aversion.

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# INTEGRATING SOCIAL MEDIA INTO THE MARKETING CURRICULUM

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## *INTEGRATING SOCIAL MEDIA INTO THE MARKETING CURRICULUM PANEL POSITION PAPER*

Social media has become the norm in today's organizations as a key tool to drive strategic marketing. Companies are engaging in social media strategies to drive sales, increase brand awareness, build loyalty, and engage consumers (DeMers, 2014). Future marketers need to fully understand social media tools that are prevalent in the marketplace to ensure their marketability and success in today's competitive business world. Engaging students with social media tools in the classroom for experiential learning is an important classroom strategy for today's marketing educators (Lui, 2010).

By using social media tools in marketing learning, students are gaining real-life experience in understanding and deploying key social tools. Several tools such as blogs, micro-blogs, and social networking can enhance classroom experiences along with build portfolio assets to share with employers. For example, students can develop a blog and post a weekly learning update to the blog. This blog can then be added to the student's portfolio. This type of learning strategy allows students to build on key course content while forcing students to directly engage with deployment of social tools. In addition, students can gain experience working with real clients in the classroom to develop social media marketing plans. This allows students to assist in all facets of strategic plan development and implementation – key work skills students will need after graduation.

In addition, using social media tools for experiential learning develops collaboration and team-building skills for students. For example, collaboration with a small business or a nonprofit offers an excellent learning opportunity for students. Many small businesses and nonprofits do not have financial and human resources to develop and implement an effective social media strategy. We will demonstrate a number of successful collaborative projects where student teams helped small businesses and nonprofits to improve their social media presence.

Furthermore, an important opportunity exists for interdisciplinary collaboration between marketing and computer science/internet technology (IT). By linking these two specialties, marketing students gain tech support, while computer science students get exposure to consumer behavior, audience segmentation and other strategies that drive effective content. This marketing-IT partnership mimics common "real world" organizational structure and creates a platform of mutual respect as students move into their professional careers.

Social media in the classroom can help students improve communication skills while working in an online environment. This is an excellent simulation for real-world marketing as companies move to using technology for collaboration to increase efficiency. For example, when working on projects using social media, they can use tools such as Facebook, Skype, and Twitter to communicate updates to each other on the project.

Lastly, while all educators must strive to keep their learning materials current, the issue of currency is especially important to social media marketing. Researchers sum up this conundrum succinctly: "One brutal reality of teaching social media marketing is that as technology and adoption moves rapidly, it is quite possible that what is brand-new one semester is blasé and old hat by the next," (Hettche and Clayton, 2012).

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# INTERDISCIPLINARY APPROACHES TO MARKETING EDUCATION

*John E. Cicala, Texas A&M University- Kingsville*

*Kimberly A. Donahue, Indiana University*

*Rebecca F. Hochradel, Delta State University*

*Gillian Oakenfull, Miami University*

*Debika Sihi, Southwestern University*

## *INTERDISCIPLINARY APPROACHES TO MARKETING EDUCATION PANEL POSITION PAPER*

This position papers summarizes interdisciplinary marketing education initiatives launched by the five panelists.

**John E. Cicala, Marketing through a Retailing Lens:** The use of retailing as a common thread to weave together the various aspects of marketing provides undergraduate students with a powerful reference point to understand the different concepts, models, and strategies. As a highly targeted consumer demographic (college student), they have been exposed to a tremendous amount of traditional and digital advertising campaigns, word of mouth/mouse, sales promotions, publicity, and quite probably direct personal selling (car dealers, bankers, college recruiters, etc.). Using these entrenched retail experiences, business professors from all disciplines are able to represent how their field applies to the day-to-day operations of a basic brick-and-mortar (or online) retail operation. For example, management addresses recruiting, hiring, training, and retention of employees, plus other administrative issues such as security, customer service, location, and more. Finance focuses on where and to what extent to allocate financial resources - advertising, inventory, compensation, rent, insurance, utilities, etc. Marketing is charged with the communication of many messages to target segments, after determining who makes up these segments and how to best communicate with them. Introductory Marketing courses are typically required course for all business students, regardless of individual major. Retailing provides educators with an excellent multi-disciplinary example for all business fields. It provides an opportunity for each major to be the center of attention at some point during the course, thus demonstrating how marketing ties together all business functions.

**Kimberly A. Donahue, Student and Faculty Perceptual Hurdles when Teaching Marketing:** The development and delivery of an interdisciplinary approach to teaching marketing must contend with perceptual and practical impediments that are not encountered in a non-interdisciplinary course, block of courses, or project. These impediments often come from students, but they may also come from faculty teaching in the interdisciplinary arena. Students have skills, abilities and proclivities that lead them to choose a specific area of study, and requiring them to participate at a high level of commitment in an area outside their area of preference is often met with resistance, skepticism, and even trepidation. Earning credibility and relating the subject matter to a broader goal are keys to addressing these concerns and preparing the students to successfully navigate the current business environment which dictates that employees wear multiple ‘hats’ within an organization. Often not anticipated, is the challenge of aligning faculty efforts in the cooperative design, planning, and implementation of an integrated program or course. Faculty members have accumulated expertise through rigorous study and experience within their chosen field, but inexperience with the other functional areas might result in unintentional inaccurate messages given to students. In addition, faculty traditionally operate very independently, and forced meetings and increased communication may be met with resentment and resistance. The added time, energy and, at times conflict, caused by working with other faculty on an interdisciplinary project might be discouraging but an unforeseen benefit results in professional introspection most have not experienced previously (Athaide and Desai, 2005) as faculty put aside their egos and reevaluate favored pedagogy and objectives.

**Rebecca F. Hochradel, Integration of Marketing Strategy in the Delta State University iMBA Program:** Delta State University offers an integrated Masters of Business Administration (iMBA) degree. The program’s design allows students to complete the degree requirements within three semesters using on-line, integrated modules. One module integrates Marketing Strategy, Managerial Economics, and Human Resources Management. One advantage is that course integration allows students to “connect-the-dots” between the information in various subjects. This adds value to students as in work environments, departments do not work in isolation. Another

advantage is the required group integrated project. Since the integrated program is offered in an online format, many students in the module live in diverse geographic regions. Students are required to work in groups over distances, creating the need to work with greater lead time, plan schedules accordingly, assign group roles quickly, and experience communication issues that are found in everyday situations. There are also challenges associated with the integration of courses. First is selecting the right group of professors that not only identify the important concepts within their own disciplines, but also understand how to weave these concepts into other disciplines. Professors need to be willing to adapt course material which often has previously been taught in traditional “silo” environments. A second challenge is designing a class project that meets the needs of each of the individual courses and developing student understanding regarding the interrelatedness of the courses is one of the primary needs when utilizing an interdisciplinary approach when teaching marketing. A third challenge is finding a textbook geared to interdisciplinary studies. One solution is to work with a publisher to build a text for the module.

**Gillian Oakenfull, Developing T-Shaped Individuals for 21<sup>st</sup> Century Business Development:** In 2011, the *Institute for the Future* issued a report that analyzed key drivers that will reshape the landscape of work and identified key work skills needed over the next decade. The report suggested that global connectivity, big data, demographic shifts, and new media are the main drivers reshaping the skills we will need to be productive contributors in the future. One of those future work skills was the ability to operate as a “T-shaped” professional. According to the *College Employment Research Institute* at Michigan State University, these T-shaped professionals are “in high demand for their ability to innovate, build relationships, advance research and strengthen their organizations.” Despite this, higher education is currently producing I-shaped graduates, or students with deep disciplinary knowledge. At the Farmer School of Business, we have developed an integrated business core designed to produce T-shaped business professionals that are prepared for a rapidly-changing business environment shaped by technological, global, and social forces. Drawing from the drivers of change and future work skills identified by the Institute for the Future, we have developed a framework called B<sup>IQ</sup> that focuses on both the art and science of business decision-making and communications in the 21<sup>st</sup> century through global, technological, and ethical lenses

**Debika Sihi, Integrating Marketing and Finance at the Undergraduate Level:** The American Marketing Association defines marketing as “the activity, set of institutions, and processes for creating, communicating, delivering, and exchanging offerings that have value for customers, clients, partners, and society at large.” This definition emphasizes a multiple stakeholder paradigm and value creation. Students are typically able to make connections between marketing and customer value since many of their personal experiences of marketing are from consumer perspectives. It is more challenging for them to link marketing to shareholder value, a primary metric of performance for publicly traded companies. The Strategic Marketing course at Southwestern University introduces them to the concept of market-based assets, such as brand equity, by relying on the definition of an “asset” which students are familiar with from their introductory accounting courses. Following classes, draw upon Srivastava, Shervani, and Fahey’s (1998) framework which links market-based assets to the level, volatility, and acceleration of cash flows. This provides the foundation for thoughtful discussions and analysis connecting marketing and finance.

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# THE FLIPPED CLASSROOM: TOOLS AND TECHNIQUES

*Lyle R. Wetsch, Memorial University of Newfoundland*

*David Loudon, Samford University*

*Susan Powell Mantel, Ball State University*

*Tina Mims, Texas Woman's University*

## *THE FLIPPED CLASSROOM PANEL POSITION PAPER*

This position papers summarizes different strategies and experiences with the flipped classroom as a teaching format.

**Lyle R. Wetsch, Flipping the Classroom, Tools, Techniques and Lessons:** The use of technology has led to the innovated application of a variety of teaching methods including blended format where education takes place both online and in a brick-and-mortar location where the online environment usually provides exercises or additional content, hybrid format which is similar to blended but with a significant portion of online education including technological intermediaries for student/instructor facetime, and the flipped format where students are exposed to new material online and the class time is focused on problem solving and discussion. The tools and techniques that educators should deploy will depend on the type of delivery, the geographical deployment of the students, and the course content. Many tools are discussed in this panel.

**David Loudon, My Experice With A Flipped Course:** In my view, using the Flipped Learning Model in a university course is not destined to replace the traditional format. In a truly flipped classroom approach, students are expected to not only view recorded lectures outside of class via, for instance, a classroom management system such as Moodle, but to also attend class sessions where elaboration/enhancement activities are undertaken. Instructors in such a system will face an uphill battle to make the approach palatable. Based on my experience in a flipped Consumer Behavior course, rational students are not willing to put in the extra work required to master such a course approach. I must admit that I was unsuccessful in my attempt to create an attractive inducement that students would buy into. Notice that my caveat is that we are discussing a completely flipped approach; that is, that the lecture component is indeed fulfilling an entire repertoire of topics. If the lecture element is cut to an abbreviated version or some sort of mini-lecture format, then it is not truly a flipped classroom approach. Such a hybrid flipped style may indeed work since it is not requiring as great a commitment from students. My conclusion is that the Flipped Learning Model does not work in all situations. My students would have preferred that the class be taught in a traditional classroom approach. If I were to attempt a flipped classroom approach in the future, I would definitely not use it for the entire course, but rather to change the pace of the course, using it for some topics but not for all. We certainly need more research regarding where and how flipped learning could best be used by faculty.

**Susan Powell Mantel, The Flipped Classroom and Immersive Learning:** Incorporating interactive exercises in the physical classes helps to boost preparation. You need to have checks to determine if they are prepared and you should ensure that the activities that you will be utilizing require the preparation to be completed. The environment that the students are in for the class, can also impact the experience so effort should be made to create interactive learning space classrooms to achieve the maximum benefit.

**Tina Mims, Branding a Procedure to Engage Graduate Students with s Flipped Classroom in Advanced Marketing Management:** The problem is that students do not naturally absorb content that differs from their understanding. The flipped classroom is an active learning technique but expecting students to just “do it” lacks an appeal to their individual motivations. By flipping the student leadership aspect of the class sessions, it appeals to the intrinsic motivation in the students. To ensure student comfort it should be voluntary and can be exchanged for other course points. Although students feel that it was a large amount of work, the value of the returns was worth the effort.

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# GROUP PROJECTS AND PRESENTATIONS: STRATEGIC APPROACH UTILIZING SYNERGY

*Henry Roehrich, Park University*  
*Beverlee Anderson, California State University*  
*Julie Grabanski, University of North Dakota*  
*Savita Hanspal, The College of Saint Rose*

## MANAGING GROUP PROJECTS AND PRESENTATIONS PANEL POSITION PAPER

The use of group projects and presentation in higher education can be instrumental in meeting core learning objectives and in the assessment of student performance. In the online classroom, the development of a group project requires a strategic approach that can involve the analysis of feedback collected from instructors teaching the course and students that have enrolled in the course. The development of the core learning objectives should take in consideration the results of the analysis, components of the group project, and the course timetable.

The requirements of the group project should detail the expectations and how they can be satisfied. Providing supportive material that can be used to complete the projects could be included in the course files. This can include web resources, articles, and documents above and beyond those provided by the course text book. Also in the course files there should be a template that students can follow in the development of the project. The template needs to correspond to the group project rubric. The rubric can consist of five points that detail what is required for each point in the grading process.

Group assignments are considered a well-established approach to helping students develop teamwork skills (Campbell and Ellingson, 2010). Technology has enabled group work both in the on site and online learning context. Successfully integrating group work into a course has its challenges, and requires a careful planning, implementation, feedback and revision cycle involving both the mentor/teacher and the students. It requires organization skills, sharing and open communication from the participants while completing the group work. Here are some of the issues and challenges for teachers as well as students:

1. What kind of group work-research, analysis, planning, writing, presentation?
2. Online or real time or hybrid? In class as well as out of class work.
3. How many members to a group? How to assign members to the group-choice or allocation of members? Diverse or homogeneous members?
4. Time frame for group work? Full semester or part of the semester?
5. Group assignment-individual component and group component? Sequential work or independent work? Group input and tying the work together.
6. Facilitating inter group communication-tools and evaluation and control of communication
7. Organizing presentations.
8. Feedback to the group- at what stage of work and how frequently/how many times?
9. Assessment and grading- peer assessment, group member assessment, Grading-individually and as a group. One grade per group or build room for individual variations among members of the same group in grading.
10. Handling grievances among group members. Avoiding piggy backing.

An approach to group projects is to have the members of the group develop and sign a Team Contract. The development of the contract aids the group in learning of the expectations, skills and desires of each member of the team. For example, what are the desired outcomes of the project – what letter grade is desired? Pass with a C? Pass with an A? What do they hope to gain from the group experience? The development process should include an inventory of member skills and how each member can best contribute to the project. The team needs to decide what roles will be needed for the project, such as editor, researcher, coordinator, controller, organizer, etc. Then each team member will be assigned to his/her role as part of the contract. This may include the responsibilities of the role so each team member is aware of and agrees to perform a specific function within the group.

The contract should also include a conflict resolution process for how to deal with conflict early and constructively. Other points that should be covered in the contract are the process for managing team meetings, (frequency, scheduled, attendance expectations, consequences for non-attendance, note taking and agendas), the team decision making process (voting, consensus, etc.), process for communication and coordination, and finally, the peer evaluation criteria. After each team member has agreed to and signed the contract, there is a clear understanding of expectations and responsibilities. The team contract, developed and signed at the beginning of a project help alleviate many problems that tend to occur during group work.

One of the strategies that an instructor can use during group projects is to have each group member complete a self-assessment of their participation in the group process. The areas that are assessed include time management, contributions to the group task, communication, listening skills, and feedback. Each student is asked to rate themselves on their level of performance in each area and justify their rating with specific examples and comments. The participation grade is then calculated by analyzing accuracy and self-awareness of each individual's participation in the group process compared to other group member's perceptions.

The specific assignment involves a problem-based learning (PBL) case study. Half of the possible points are designated for participation in the group process with the group members and the other half of the points are for the actual solutions/outcomes developed by the group. The rubric used is introduced at the beginning of the PBL case and group members are reminded to comment on their involvement on their interpersonal skills each session that the group works together. The case study rubric is collected with the final product presentation. The instructor grades the group's overall group process and product for all members of the group, but also provides feedback to each individual member on their contributions to the group project and process. Students are awarded for their honest comments and awareness of how their interpersonal skills impacted the group process and are provided feedback for ideas on how to continually develop their interpersonal skills.

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# TEACHING BUSINESS ETHICS AND CORPORATE SOCIAL RESPONSIBILITY THROUGH USE OF EXAMINING VALUES

*Paul E. Kotz, Saint Mary's University of Minnesota*

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## **METHODS FOR TEACHING BUSINESS ETHICS AND CSR PANEL POSITION PAPER**

Martin (2011) states, “Individuals and organizations organize and prioritize their values in particular ways, forming value hierarchies. The purpose of these value hierarchies is to enable people to make choices when values conflict with each other” (p.98). In addition, there is this component that Martin (2011) points out regarding the roles individuals in leadership and employees have within their hierarchy, and the challenges that arise in various cultures based on the ethical standards of oneself versus the ethical framework outlined by organizations.

Using a convenience sample of four ethics courses taught in the period of (Fall, 2013) through (Summer, 2015), students in a Doctorate in Leadership Ethics course were introduced to an exercise, determining their top five values based on a thirty preset options such as “life, compassion, freedom, creativity, work, religion, wisdom, health” and many others. Also, students were given four cards which they could make on their own that were not reflected in the card pack. After classroom reflection and dialogue with colleagues, students were then given a chance one week later to answer these two questions via a survey, with no restrictions on which values they chose:

“In our corporations and schools, which values are we practicing most often?” And, “Which values seem to be sorely lacking in the workplace/society?” I created a table which tallied the responses quantitatively, and documented relevant qualitative responses.

For Question 1: “In our corporations and schools, which values are we practicing most often?”, the values discussed most frequently and the number of votes given, were the following: Creativity (8), Knowledge (6), Power (6), Responsibility (6), Success (6), Respect (5), Work(5), Accountability (4), Dedication (4); Honesty (4), Integrity (4), Loyalty (4), Advancement (3), Security (3) Transparency (3), Wealth (3). Compassion, Doing More with Less, Empathy, Having a Sense of Ethics, Excellence, Holistic Growth, Inclusivity, Love, and Religion all had two votes, with thirty-eight other values rounding out the list with one tally.

For the Question 2: “Which values seem to be sorely lacking in the workplace/society?”, the values discussed most frequently and the number of votes given, were the following: Integrity (9); Honesty (8), Cooperation (5), Valuing Loyalty (5), Accountability (4), Creativity (4); Engagement with Others (4), Security (4), Spirituality (4), Transparency (4), Trustworthiness (4) Compassion (4), Empathy (4). Communication, Community, Courage, Dedication, Faith, Health, Love, Patience, Professionalism, Reflection, and Family all had two votes, with twenty-three other values rounding out the list with one vote.

In the qualitative responses noted, Students reflected that it seems that globalization and competition drive so much of what we do as people today. The pace of life is hectic and stressful and there is little time for those of us who are employed to take time to reflect on life and others. Rather, we get caught in contemplating mainly those things aligned to our careers and that address only one aspect of our lives. At the same time, unemployment is very high and there is a sense of hopelessness for some.

Younger generations may differ in their values from Boomers and the Silent Generation. The younger generations sometimes are tagged with the label that they are not loyal workers or dedicated to the job. However, I have realized over the years that work really shouldn't be the main focus of one's life. Maybe the younger generation actually understands things better than we think and have achieved a better work-life balance.

Regarding the values lacking in the workplace and in Western society, health is a concern. It seems as though the intense focus on work causes employers not to allow time for exercise, relaxation, eating well, etc. The fast-paced life that is part of the Western working environment often does not emphasize health.

The line between a corporation and school can be very similar. There is a bottom line that needs to be met. With corporations, you have to cover costs, overhead, and continue to have customers for the business to continue and thrive. Schools have a similar mission. Most people would probably believe that we are trying to teach creativity, loyalty, dedication in both arenas. These can influence the employees and affect production in a positive way. Most leaders encourage these especially if there are ways to include them at very little cost.

Values that seem to be practiced most often in school include knowledge, responsibility, and power. In society today we don't take time to share and demonstrate the other values that are so important for children to see a model of. There is a major need for creativity and innovation which stems from "playtime" in childhood. Many children don't have the playtime or imagination that is so necessary to build these two skills/values.

Many times in corporations today advancement, recognition, and success are focused upon more than security, loyalty, and accountability. This is not to say that all corporations practice the same value and to the same extent. Within an organization the values practiced can vary. The focus on some of these values has changed over time. Today the sense of job security for many people is gone; whereas, in our grandparents age that sense of security and loyalty was there. The lack of job security and loyalty today are related. Employers do not offer job security to employees, and employees do not feel a sense of loyalty to employers.

In terms of our schools and corporation values practiced: creativity, knowledge, power, responsibility, and success are rated highest and gravitated toward the top of the pack in the four ethics classes surveyed. What continues to be lacking is integrity and honesty. Cooperation and valuing loyalty of employees are also themes that students see lacking in our organizations today.

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# NAVIGATING THE TENURE AND PROMOTION PROCESS

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## NAVIGATING THE TENURE AND PROMOTION PROCESS PANEL POSITION PAPER

Within any organization there is the need to foster the motivation of its employees to achieve the organizations objectives, hopefully to the benefit of both the organization and the employees. Higher education has a fundamental problem related to how it motivates faculty. For both term and tenure track faculty, there tends to be different incentives used to impact motivation and performance by the faculty. There is consideration of the three broad areas of: teaching, service, and research. There are yearly merit issues as well as longer term tenure and promotion decisions. Tenure track, non-tenure track, full time and part time faculty can all be evaluated/motivated differently. It appears evident that universities use both performance based pay and emphasis on intrinsic rewards as methods to incentivize faculty to carrying out the activities that achieve the goals of the university/college. The promotion and tenure processes tend to work well with non-tenured faculty working in tenured track positions, but what about the faculty who are already tenured or faculty in non-tenure track positions? Ideas will be shared how one university developed a program that motivates and provides incentives for both tenured and non-tenure track faculty.

Tenure-track faculty are evaluated on teaching, scholarship and service, but these evaluations are generally based on “unspecified standards of achievement on each of these dimensions, and these standards may be applied inconsistently when evaluating different individuals” (Park & Gordon, 1996, p. 109). Additionally, it appears that the requirements under these standards have typically not been clear or well-communicated to tenure-track faculty which hinders the faculty member’s perception of fairness when applying for tenure and promotion (Walker, Fleishman, & Stephenson, 2013).

At Montana Tech of The University of Montana, the Department of Business & Information Technology developed unit standards that defined the measurements by which faculty would be evaluated when applying for tenure or promotion. The goal of the activity was to help junior faculty on the tenure-track learn how to build an academic portfolio and argue for the importance of establishing standards by which tenure-track faculty will be evaluated when applying for tenure and promotion.

When applying for promotion or tenure, a portfolio will generally be required, and this portfolio must contain the documentation needed to prove to a collegiate evaluation committee you have done the work worthy of someone who successfully receives tenure, or is promoted from Assistant to Associate Professor. The key to receiving promotion or tenure, is to focus on doing the right things, knowing what is expected, and measuring up to these expectations. To do this requires the academic department and the university to have well-defined departmental and university standards.

The Department sought to make the evaluation of scholarly activity a more objective process by assigning the number of points earned from a scholarly activity. To also make for a more balanced approach, points could and should be earned from a variety of different scholarly activities such as new course development, publishing in academic journals, conference participation, professional memberships, and more.

Faculty members now know the benchmark they must reach when applying for promotion or tenure. In the past, applicants for promotion and tenure submitted a portfolio, but it was unclear whether or not the applicant had done enough to be approved for promotion or tenure. Given the newly adopted standards, the applicant now has a standard by which he is measured. The goal for establishing department standards is to remove the subjectivity so often inherent in applications for promotion and tenure. As junior faculty members advance in their career it is important to know what activities they must complete in order to reach satisfactory and excellence performance requirements for research, teaching and service.

When there are expectations for scholarly activity, this is clearly spelled out and identifies the level and type of scholarly activity that is expected, and how it is measured. If publications in peer-reviewed journals is expected, it is stated what the acceptance rate should be for the journals that publish research. Instead of stating the number of publications required, a point system or weighting is created that recognizes the quality and importance of research based on the journal that publishes the work. Since scholarly work is more than publishing research, the Department established a matrix that identifies scholarly activity and recognizes scholarly activity in all its forms, not just published research.

Junior faculty soon figure out what will get them ahead in their careers, and if there are activities that will not move them forward in their careers they will avoid these activities. It is important to have a well-rounded faculty member who contributes with scholarly work, teaching and service, and it is important that faculty working towards promotion or tenure knows ahead of time how this decision is made.

Based on this experience it would be strongly recommended that academic departments establish unit standards that reflect the requirements for promotion and tenure. According to Ambrose and Cropanzano (2003), organizational and procedural justice is important when determining fairness. In adopting standards by which faculty are measured to achieve promotion or tenure, justice is improved as the arbitrary nature of the promotion or tenure decision is now established and each applicant for promotion or tenure knows what they must do to receive their promotion or tenure. Applicants for promotion and tenure must still submit their portfolio demonstrating they have met the requirements, but the arbitrary nature of the decision is now removed as reviewers must make their decision based on assessing if the applicant has measured up to the stated and agreed upon requirement for promotion or tenure.

The process by which Montana Tech followed in developing unit standards including the Scholarly Activity Assessment Instrument will be discussed elaborating on how these unit standards were developed, accepted, and now applied to faculty applying for promotion and tenure.

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# AMERICAN STUDENTS BECOME REAL CREATIVES IN A GERMAN ADVERTISING AGENCY

*Rita Dynan, La Salle University*  
*Marc Stoffel, Beaufort 8 Advertising Agency*

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## STUDY ABROAD COURSES: DESIGN AND DELIVERY PANEL POSITION PAPER

This paper describes a travel study site visit that is developed collaboratively by an American university, La Salle University and a German advertising agency, Beaufort 8 in Stuttgart. The visit is one of many visits the university makes to German and French businesses as part of a travel study course. The visit to the advertising agency is designed to expose students to a typical day at work in a German ad agency. The students work in the German office with the creative team on a real advertising project for one of the agency's real clients. The project is developed each year jointly by the university and the ad agency and requires the students to develop original creative content. This site visit is unique in that students are invited to work with the agency's creative staff for several hours and learn the advertising process in an authentic way. The students learn the creative process and develop ideas for advertising while working with experienced professionals in a foreign country. The visit to Beaufort 8 has become mutually beneficial because the students enjoy being challenged working on a real advertising project and they bring the agency some fresh and interesting insights into their clients and brands.

The site visit is part of an International Marketing course at La Salle where faculty and students travel to Europe for 10 days during the university's spring break. This year was the fourth consecutive year the university and Beaufort 8 have worked collaboratively to develop the agenda for the site visit and a partnership between La Salle and Beaufort 8 has developed. Each year, we work together to develop a "creative session" for the students that simulates a real advertising creative session. This activity is consistent with current thinking on effective experiential learning and there is evidence that building skills in problem solving and critical thinking requires engaging students in authentic experiences (Montrose, 2002).

We begin the day with a tour of the agency, show students advertising professionals in their actual work environment and explain how an advertising agency works. The creative team then presents the "creative brief" to the students. The brief focuses on one of the agency's real clients and students are presented with background on the client brand and the creative task. This year, students were asked to come up with an original idea for Beaufort 8's client, Heitlinger wine, a big German winery who wants to sell products more internationally. In previous years, students worked on other Beaufort 8 clients such as Rothaus, a brewery with "cult status" in Germany and a regional bakery with more than 40 outlets. To begin the project, students are separated into teams of about 5 students per team. Each team works separately in a conference room at the agency and is asked to create ideas with pencils, markers, paper and the actual product; they are asked to experience the product before creating a concept. Since they only have about 30 minutes to work on an idea and are given no technology to complete their task, they have to use their time efficiently and be creative.

Teamwork is appropriate for this activity because there is evidence that working collaboratively enables students to use skills that others possess to solve problems or be inventive (Duke, 2000). In further support of teamwork, there is evidence that considering multiple points of view (multiple framing) helps solve complex problems using creative solutions (Colby, Dolle, Erlich, & Sullivan, 2011). When the teams finish creating their ideas they do a presentation to the agency, their classmates and faculty members on the trip. One remarkable feature of the day's agenda is that the agency's creative director takes notes on each team's presentation and then provides feedback to every team. The instant feedback is a valuable lesson because it brings perspective to the creative session and students get advice on which ideas (or part of an idea) would work for the client and which ideas need further development. Projects like this in which collaboration and creativity work together are recommended for preparing students for a workplace that increasingly values collaborative thinking and interacting with others (Livingston, 2010).

The session ends with great fun using a competitive “clap-o-meter” voting process and the idea that gets the loudest clapping wins. All of the ideas are actually good ones and considering that the students have only 30 minutes to create an idea and produce the concept with no technology, they do a great job.

One problem we encounter on this site visit is insufficient time for team work. We give the students 20 to 30 minutes to work on their creative content but some students feel challenged by the time limit and have difficulty beginning the task. These students need encouragement because their initial reaction to the assignment is that there is not enough time to generate good ideas. Extending the time allocated to team work is an option and we may test this for future site visits.

The student’s insights about the visit are revealing because from their perspective, Beaufort 8 provides a memorable travel study experience that enlightens many of them about their career options after college. We have had anecdotal evidence that students enjoy the creative session at Beaufort 8 but this year we asked students for feedback in a more formal way. We asked the students to post comments on a blog created for the travel study trip and based on their blog posts, they learned a lot, had fun learning and enjoyed the experience.

In conclusion, this site visit is unique in that the students get to actually work in a foreign office for a few hours and have an authentic brand and agency experience. They get to see life inside a German ad agency in a German city, with a German staff and German brands/clients. On the other hand, the creative team at Beaufort 8 gets great, new reflections on marketing issues based on cultural differences. Both La Salle University and Beaufort 8 plan to continue this collaborative effort and we both believe that the cultural exchange is beneficial to everyone that participates in the event.

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# STUDY ABROAD COURSES: DESIGN AND DELIVERY

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## *STUDY ABROAD COURSES: DESIGN AND DELIVERY PANEL POSITION PAPER*

There are many ways students can participate in the study abroad programs that provide them with a valuable and exciting experience. One important decision that faculty have to make, while **designing** a short-term study abroad trip, is selecting the goal of this experience. There is a myriad of possibilities of these goals, making it a complicated task. From our experience of teaching short-term travel courses for over 25 years, we propose to classify these goals in four major categories. These categories are developed as a function of several factors – primarily the goal of the learning experience, but also other factors such as intensity of the desired experience, duration of the trip, activities undertaken, destination, and many others.

**Category one:** *Learning goal – an exposure to the outside world.* This is the most basic type of short-term travel course – students trying to acquire knowledge through a hands-on experience. An example will be a five day trip to Costa Rica where we led a small first-year student group. For most of these students, this was their first international trip and they wanted to go somewhere close and safe. Activities included a service learning project, visits to a few local businesses, team-building activities, and sightseeing.

**Category two:** *Learning goal – how to do business there?* This type of short-term travel course is a bit more intense than the first one, and aims to achieve a higher level of comprehension. An example would be an eight day trip to Hong Kong where we learned how their business practices differ from the US business practices. We visited many different local and international companies (from diverse industries) there and learned about their business models. We also learned about the cultural, political, legal, social, and economic differences between Hong Kong and the USA that led to this different business practices.

**Category three:** *Learning goal – how to do business there (in a specific industry)?* This category of short-term travel courses includes the basic features of category one and two described above, but also goes one step forward by incorporating the student ability of critical analysis and synthesis. For this category, we focus on one specific industry in the destination country (like a travel course focused on e-commerce in France). For this specific course, students prepared themselves by doing necessary research on the industry and the companies to be visited in France before we left the USA. This enabled them to probe farther into the discussion we had with these companies in France and provided a very rich learning experience in that industry.

**Category four:** *Learning goal – helping a business there.* This final category of short-term travel courses involves the most intense and richest set of learning experience, including the ability to evaluate a situation and apply knowledge. Students start working with a specific company in the US (like Newmont mining), learning their opportunities and challenges to do business in a specific foreign country (like Chile). Then we travel to Chile and work with the local office of Newmont, preparing a plan to materialize these opportunities or solve these problems. Students learn how to apply their knowledge from the textbook/classroom in a real world setting.

Even after an extensive search, we did not find any other study that addressed this issue of a classification scheme of different types of short-term travel courses. We hope this position paper fills in this void in the literature. As our next step, we will revise (if necessary) this classification system based on appropriate theories, empirically test our proposed system with available data, draw firm conclusions from the results, and provide recommendations. We hope our contribution will benefit the business faculty who are interested in leading such courses, by helping them design the most effective short-term travel courses for different occasions.

An important criterion to consider in the **delivery** of study abroad courses is the **cost of the trip**. One way to reduce cost is to build the study abroad component in the regular semester schedule. For example, a 10-week course would include 8 weeks of regular classes and 2 weeks of travel abroad. To allow students to take other

classes during trimester or semester, a travel component has to take place after semester is over but students are still covered by the same tuition plan and do not have to pay extra fees.

This model was successfully applied in the Consumer Behavior course that offered two weeks study in Russia in the spring 2014. After students studied consumer behavior for 8 weeks and finished the other classes they were taking during that trimester they traveled to Russia at the end of May when the trimester was over. This allowed them to eliminate extra tuition fees because it was considered as a part of the spring trimester. The course was designed to introduce the basic concepts of consumer behavior with emphasis on studying cultural differences in the U.S. and Russia. During 8 weeks of regular classes students were exploring different aspects of consumer behavior and Russian culture by reading research articles, conducting research, and working on individual projects.

A partnership with one of the private business schools from Russia has played an important role in the success of the program. It allowed the students to establish connections with the Russian students prior to their trip to Russia. Therefore, it was much easier for them to adjust to the cultural differences and overcome the language barrier. After exploring Moscow for four days, the students were guests of the private business school in Nizhny Novgorod for ten days. They visited the local companies and banks, and had many discussions with the Russian students. At the end of the program, while still in Russia, each student presented results of their individual research projects that helped them to learn more about specifics of consumer behavior in Russia.

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# BEST AND WORST PRACTICES IN EXPERIENTAL LEARNING ABROAD

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## *BEST AND WORST PRACTICES IN EXPERIENTAL LEARNING ABROAD PANEL POSITION PAPER*

It has been well established that students' learning experience is enhanced when they are exposed to more than lecture in the classroom. From internships to study abroad programs, many in academia have found that the more the students are exposed to these real-world, hands-on opportunities the more the students feel that their learning has been enriched far beyond their expectations. Short-term Study Abroad (SA) programs are becoming a more attractive means of providing these experiences as they provide all the benefits of a traditional study abroad program, but in a shorter time frame. Unfortunately, SA programs also require the same amount of preparation as a traditional study abroad program. They still take a considerable amount of planning to arrange, among other things, business visits and cultural experiences, getting needed guidance and assistance for the logistics of moving a group on a tight schedule, finding suitable ways to engage and prepare students, and funding to make the program a success. With all the planning, there are just some things you cannot plan for, such as, a student losing all their money or their passport; students getting lost; or even getting sick while abroad.

SA programs are becoming more attractive to both students and faculty due to the shorter nature of the trip. These trips still cost the same amount of money as a traditional trip in some cases. This is due to the fact that some Universities cannot host groups without minimum amount of time spent away, therefore, causing the students to have to seek accommodations at a higher cost. SA trips cannot always qualify for course credit due to the shorter length in nature, therefore eliminating the chance for students to use financial aid to help with the costs associated with the trip. As the acceptance of the SA trips continues to grow, more companies are now offering these services, thus helping the overall cost of these types of trips to decrease. The accelerated acceptance rate also helps the Universities understand the importance of these types of trips, thus allowing for more institutional funding to happen to support these trips. The use of sponsorships, donations, and good old fundraising are other reasons these trips are becoming more attractive to the students. Many faculty and universities have found that only offering partial funding for these trips cause the students to appreciate this learning experience even more. The students feel a sense of ownership for their experience. They are more likely to fully participate in all the learning activities, as well as, all the cultural/fun activities. Many universities are pushing an International focus as they deem the International landscape the playing field for their students. This experience causes their students to become more attractive to the job market, thus causing their job placement rate to be higher. This, of course, affects how much funding can be allotted to each group that travels.

When beginning to plan your study abroad program there are a few different options that might be presented to you, and it is often hard know which way is best. Decisions about the course do not stop once you have picked a topic and selected some students. Someone still has to decide where to stay, where to eat, how to travel (by public transportation or charter bus), how many cities to visit, what cultural events to attend and at what level (visiting a museum versus in-country home visits), and so much more. Study abroad program offices are sometimes there to help in the planning process, while others focus only on the logistics of enrolling students and completing administrative protocols. In the end, there is a continuum of options for planning that a faculty member may choose from in their plight to plan the perfect SA program.

Some Universities encourage, and even mandate, that faculty members do all (or most) of the trip planning themselves. A major argument for this approach is that it enhances faculty engagement in the topic of the program, the city and the overall success of the trip. The faculty uses contacts and personal experience to find the right hotel in the best area, or develops a walking tour of the city from their own personal perspective. This is more logistical

work for the faculty member, but typically results in a lower price point for students which is a plus in this competitive economic environment. On the other end of the planning continuum is the full service vendor. Universities tend to like these as they are pre-selected and approved travel companies who are held responsible for a programs' contracting issues such as tax paperwork, insurance and safety documentation, and compliance issues. One major caution about this methodology though is the lack of input and oversight you may have. Take the professor who showed up to the vendor-selected hotel in Italy to find a seedy establishment in a red-light area, or another hotel in Germany where the bellman told the students not to go out at night as the area was not particularly safe.

As you prepare the students to leave, many leaders of the groups take time to prepare assignments the students can engage in to help further their learning experience while abroad and upon their return. There are many resources that the students can utilize to familiarize themselves with the country they will be visiting. They can use the U.S. Department of State country briefings, BBC briefs, U.S. Department of Commerce country commercial guides and the World Bank site on doing business in the country. The most valuable pre-departure sessions, based on students' feedback, is one with former student participants who share "insider" tips. Students also choose two companies /organizations that are on the itinerary, along with another colleague, they prepare a two to three page briefing for the participants about the company/organization. These students ("student leads") also each have to come up with five questions that they can ask of presenters, to initiate the discussion during the Q and A session.

There are other activities that can be used to help get the students oriented to their new surroundings and make the learning experience even more fulfilling. For example, a group in Chile participated in an organized scavenger hunt. With a set amount of money, a card with a few Spanish phrases, and a map of Santiago, This was a great way for students to learn about getting around and going back later to places of they thought was interesting. Students kept a diary of every day's events and interactions in order to be observant of cultural and business differences they encounter. They are required to share highlights in an informal get together dinner on our return.

There are several good things to happen from a SA, but there are some things that you want to try to avoid if possible. For example, it is best that if students are provided a stipend, it would be wise not to provide it all at once. One faculty member used to do this until one student left her envelope of cash under her dinner plate at the first restaurant they visited. The supervising faculty member should always have a copy of everyone's passport. One of our students lost her passport in Berlin on the Friday they were to return. The faculty member – who did not have a copy of the student passports – had to remain with her until the US Consulate opened again on Monday. Another faculty member – who had made copies – was able to successfully use the copy to escort a student home from Ireland.

Always be prepared for the unexpected. There was a group, and they were spread out traveling between tracks at a European train station. Half the group got 50 feet ahead, and before the others could catch up, police entered and closed off a staircase, leaving half the group stuck below and out of contact with the first half of the group. They were re-routed and it took 15 minutes to reach the rest of the group at the track. Fortunately, all of them knew where to go, but there were some tense moments when each half of the group was wondering where the other one was. All group members should know what to do in case of separation.

SA have a place in the academic world just as much as the lecture in the classroom. It is important to understand there can be hiccups along the way of planning and actually executing the program. Even so, they are well worth the time and effort of both the faculty and students to invest their time and money in an experience that can shape their career upon completion of their college career. It is also important that we, as faculty, understand the seriousness of these trips and all that it takes to make our trip successful.

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# EXPLORING MINORITY STUDENTS' INTEREST IN STUDY ABROAD OPPORTUNITIES WITHIN THE HISTORICALLY BLACK COLLEGE AND UNIVERSITY COMMUNITY

*Ella Carter, Bowie State University*

## ***DEVELOPING INTERNSHIPS OR INTERNATIONAL EXPERIENCES PANEL POSITION PAPER***

Study abroad programs are growing in institutions across America and around the world as more and more institutions focus on the need for internationalization across programs. According to a 2014 Institute of International Education (IIE) Open Doors report, over 289, 000 U.S. students participated in a study abroad opportunity during the 2012/2013 academic year. While this figure represents a two-percent increase over the previous year, there has been a much less significant increase for minority students. Despite the implementation of numerous programs and policies, the literature indicates that the gap in study abroad participation between black and lower socioeconomic status students remains a concern because these groups are severely underrepresented. Is this due to a lack of interest, economic issues, fear, language barriers or are there other factors that may be affecting minority student participation? What changes need to be made to improve the level of participation and student interest in study abroad programs?

Over the last few decades, U.S. educational institutions have worked diligently to design academic programs that offer students opportunities to study abroad in various fields. According to the IIE Open Doors report (2014), most students that are participating in study abroad programs are from three primary fields of study: STEM (23%), social sciences (22%) or business (20%). The remaining thirty-five percent are from the humanities (10%), fine or applied arts (8%), foreign languages (5%), education (4%) and from other or undeclared majors (8%). For most participants (60%), the duration is eight weeks or less with the remaining 40% with a study abroad duration lasting from between a summer or one to two semesters up to a full academic year.

In an earlier IIE report entitled *Meeting American's Global Education Challenge: Current Trends in U.S. Study Abroad & The Impact of Strategic Diversity Initiatives* (2007), the authors discuss stress the importance of "international knowledge, cross-cultural communication and intercultural competence". However, as of 2014 the disparity between minority student participation and that of students at majority institutions remains an enormous concern for administrators, students, faculty, managers, businesses and policymakers alike.

What are some of the factors influencing this trend? According to Simon and Ainsworth, (2012), this may be due to a combination of individual and institutional factors which include economic factors, social class, culture as well as the lack of faculty participation and capacity-building resources. According to Norton (2008), often the perception is that study abroad programs are for more privileged students from wealthy white families, not low-income minority students. Is this the case within the Historically Black Colleges and Universities (HBCU) community and if so, what needs to be done to change this perception?

For most students, cost, language and low grade point averages represent some of the most common reasons for lack of participation in study abroad programs at HBCU's. While most institutions recognize the critical importance of these types of programs in preparing students for employment in an increasingly global market, most HBCU's are struggling to meet the need. Reduced funding and lack of capacity are two of the most commonly cited reasons for the limited number of study abroad opportunities available to students within the HBCU community. However, if students within this community are to have a equitable chance to compete in today's highly competitive global job market, researchers, policymakers, administrators and faculty alike must better understand minority students' interest and perceptions about study abroad opportunities. In addition, more research is also needed to understand whether the lack of participation is really linked to cost or other factors that have yet to be identified.

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# HOW DO WE MAXIMIZE THE VALUE OF A STUDY ABROAD EXPERIENCE?

*Peter J. Gordon, Southeast Missouri State University*

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## ***MAXIMIZING THE VALUE OF THE STUDY ABROAD EXPERIENCE PANEL POSITION PAPER***

As the specific title of this study abroad panel evolved over time, it was necessary to re-think my comments so as to be more in line with the panel title. There have been a great many papers presented and published that address issues related to study abroad, from recruiting, evaluating and measuring outcomes. However, little focus has been made on how to “maximize the value of a study abroad experience”.

Before beginning discussion, one should note objection to the use of the word “maximize” in the panel’s title. Perhaps the word should have been something like “enhance” or “increase” since “maximizing” is not a measurable outcome, as we don’t know what outcomes alternate strategies might generate.

Next, we need to determine what value we are trying to “maximize”. Perceived value to the student? Actual value? Over what time frame? Personal or professional value? For the sake of simplicity, I will try and focus my comments on the value perceived by the participating student.

The key to “maximizing” the perceived value of the experience is to ensure the student has realistic expectations, monitor the experience and have a post-experience de-briefing. For example, a returning student may not fully realize the depth of what they have learned from the experience or how their own value set may have matured during their experience.

In all study abroad situations, both faculty led and semester abroad programs, there are both personal and professional outcomes that are desirable. One can also identify three clear time periods – pre-departure, during and post-return. What steps and preparations are key in each of the three time periods?

A good starting point is to list the outcomes that it is hoped the student will experience. The student should be able to prepare a list, then each of these anticipated outcomes should be assessed and likelihood of achievement estimated. How likely is it that each of these outcomes is achievable? The closer that expectations are aligned with realistic outcomes, the greater the likely level of satisfaction with the experience. Further, activities can be planned which will help increase the level of satisfaction.

Effective communication during the pre-stage is vital. Planning is dependent upon the type of upcoming experience the student will be engaged in – faculty led or semester abroad. For faculty-led programs, the student’s experience is still being monitored by the home university faculty member. Unexpected events can be discussed as they occur. Expectations can be kept in line with reality. Familiar faces and accents still surround the student. However, in the case of semester abroad programs, the student departs from the immediate influence of his/her home university. Quite often the student might not be the only student from the “home” university, they may be the only student from their home country. Particularly in the case of students who have not travelled, expectations might be unrealistic. Students may expect considerable hand-holding when they arrive at the host country. They may expect to be treated with importance, because they have made the effort to come and study “here”. It is also essential to prepare the student for the inevitable initial period of adjustment, where doubt and loneliness sneak in, where unfamiliar faces, surroundings and food combine to create concern about the decision to study overseas. Reassuring the student that such fears usually just go away after a week or so is often a great comfort to the students. Preparing the student for these feelings is essential to the speedy adjustment to the new environment.

While overseas “alone”, the student is more reliant on their own initiative, the input of a host school advisor or on communication with home school personnel, most likely via email. Keeping in touch with the student during this time period helps ease any concerns the student may have. Home-school faculty advisors might consider sending a

weekly email to all overseas participating students, with some news from campus and reiterating travel tips or alerting to any changed circumstances. No matter how thorough the pre-departure orientations sessions are, students will have quickly forgotten most of the information. Reminding them of important issues is helpful. Different grading systems, credit hours, class add/drop policies and the like are all items worth repeating.

Finally, there needs to be a comprehensive de-briefing upon the student's return to the home country. One effective method is to have the student share their experience with others. Being asked to share helps the student recall more minor details and their enthusiasm for study abroad helps sell others. This can be done in the form of in-class presentations, writing a blog or having the student talk to various groups to which they are a member. This post-program communication should not be limited to the semester immediately after their return. Ongoing efforts should be made to keep in touch with international experience alums. This allows long-term monitoring of career and personal progress, opens the door to bring successful alums back to campus a few years later and may also provide the means to solicit financial support for ongoing program.

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# STUDY ABROAD PROGRAMS AND EXPERIENTIAL LEARNING: DOES FORMAT MATTER?

Lucille Pointer, University of Houston-Downtown

## *MAXIMIZING THE VALUE OF THE STUDY ABROAD EXPERIENCE PANEL POSTION PAPER*

Overall, US student participation in study abroad programs (SAPs) have increased significantly over the past decade. Business students' participation in SAPS has held constant at 20% of all US participants for the past five years (Institute of International Education, Opens Doors report). This is partly driven by the recognition by business schools of the changing business landscape where most firms are multinational with a global perspective. Firms want employees that can help them compete strategically (Li et al. 2013). To this end, companies need to hire workers with high cultural intelligence (CQ), which refers to the ability to deal successfully with individuals from different cultures (Li et al. 2013). CQ consists of three components: cognitive, motivational and behavioral. Cognitive CQ is the ability develop appropriate thought patterns from cultural cues. Motivational CQ is the desire to experience other cultures and interact with multicultural people. Behavioral CQ refers to the ability to use appropriable verbal and nonverbal actions with people from different cultures. Cultural intelligence is an important asset for global managers to possess because those with higher CQ are reported to be better at critical thinking, reflective observation, and to achieve greater performance (Rosenblatt et al. 2013; Ang and Van Dyne (2009). Rexeisen and Al-Khatib (2009) found that SAPS do influence the development of cultural sensitivity among students.

Study abroad programs can be viewed as providing cultural knowledge through the experiential learning process. According to Kolb (1984), experiential learning is the process of acquiring knowledge through an internal transformation of experience. Knowledge is gain through the combination of grasping and transforming the experiences. Kolb states that there are two dialectically related modes of grasping the experience which are concrete experience (CE) and abstract conceptualization (AC). Concrete experiences are the tangible qualities of experience and abstract conceptualization experiences are gained through cognitive interpretation and symbolic representation of experience which are highly individualized. Once the experience has been grasped it must be transformed for knowledge to occur. Transforming the experience is conceptualized as occurring by reflective observation (RO) or active experimentation (AE). Reflective observation is association with the abstract conceptualization and active experimentation with concrete experience. Kolb posits that it is the interaction of these modes that represents the experiential learning cycle. The study abroad programs should be viewed as providing rich international experiences which can significantly affect students learning or knowledge based on the Kolb theory of experiential learning.

As mentioned, SAPs can be developed as short term, medium or long term programs (Harris et al. 2011). The short and medium program normally require students to spend time in their respective American university reading and reviewing business and cultural information directly related to the study abroad city/country. Then the students spend anywhere from 2 to 4 weeks in the host city/country gaining the actual contact experience. The long term programs involve spending a full semester or up to a year usually enrolled in a program at an international university. Students earn credits which are transferable back to the home university. Utilizing the experiential learning modes expounded by Kolb, I propose that that cultural knowledge or cultural intelligence is gain in different ways based on the duration of the study abroad program. In the short term or, hybrid programs where students spend time gaining academic content before the visit to the international country, students' knowledge and cultural intelligence formations would rely more heavily only the abstract conceptualization and supplemented by the concrete experience. The transformation of the experiences into knowledge would be more reflective opposed to experimental manipulation. Whereas, in the longer term SAPs, students grasp of the experience would be done more by concrete experiences and then expanded by the abstract conceptualization. Knowledge transformation occurs more through active experimentation because students have immediate concrete experiences with environmental and cultural artifacts. This results in actual experimentation which allows for deeper analytical processing of the information from the experiences. Based on this process, the longer term SAPs should developed students who will have higher cultural intelligence (CQ), and the potential to be better global leaders. However,

short term to medium size study abroad programs are more popular. These SAPS allow students to gain international experience without a major disruption of their school or job schedules, and they are more affordable. Longer term study abroad programs result in a major change in students' work schedules but not necessarily their education program. However, the majority of students cannot afford the longer term programs. The big question is how to do schools develop or structure short term or medium term SAPs to provide sufficient knowledge and cultural intelligence so that students can develop the global perspective needed and desired by American businesses.

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# SUCCESSSES AND CHALLENGES WITH CLIENT-BASED PROJECTS

*Kristen Regine, Johnson & Wales University*

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## ***SUCCESSSES AND CHALLENGES WITH CLIENT-BASED PROJECTS PANEL POSITION PAPER***

Today, higher education faces many issues such as workforce development and competency based education (Forbes.com). According to experiential learning defined; authentic experiential learning creates an invaluable opportunity to prepare students for a career (utexas.edu). Part of a successful experiential education experience at Universities include a critical component; providing students with opportunities beyond the textbook. Client based projects become a pivotal role in the college experience as evidenced by the criteria demanded by hiring managers. Employers each year want to see how students can develop their skillsets via behavior based interviews. Millennials tend to excel by learning in a hands-on environment. The emphasis on the college experience at Johnson & Wales University is an experiential component in the curriculum. In the marketing department, many students are assigned to work on client-based social media and marketing projects where a team of four or more students becomes an agency working on a “live” project for a real company. These projects are very challenging since small local businesses and non-profit organizations usually have very limited budgets for marketing activities, furthermore, the projects help students in developing their patience, comfort levels working with budgets, solving problems for a company, and learning how to work successfully in a team environment.

The next step is where to find clients? Some of the best source of clients include alumni, networking events, The Small Business Administration, social media such as Twitter, Facebook and LinkedIn groups. Additional opportunities for finding clients also reside with the students. The instructor can assign the students to canvas the community or use their own network to seek out clients for the classroom. One of the major challenges for the faculty member is setting expectations with the client and the students. The faculty member plays a dual role in working with clients in the classroom. They are the go between and need to work with students who may or may not be used to managing deadlines and have a client change directions mid-way through a project. From a teaching perspective, managing students’ expectations i.e., a client changing their mind or not really sure what’s the best fit for their business is the most challenging. For example, in one situation at Johnson & Wales University, the faculty member worked with a client for a fashion designer, the business owner wanted a social media plan but; it was evident he needed full time interns along with internal marketing support to manage his social media. Marketing students are used to learning about multi-billion dollar consumer brands in the classroom but; the reality is small businesses have only a fraction to spend on their marketing programs which leads to the next challenge; budgetary constraints. Budgetary constraints are the main challenge. Clients most times have very limited budgets when coming into the classroom or do not feel comfortable discussing their profitability with students or in the case with the fashion designer provide us with the necessary social media analytics to develop a social media strategy. At times, the budget number is zero which can send students into a tailspin. However, this can be a way for students to use their creativity and find ways to barter and use public relations when executing their ideas.

Moreover, the other challenging side of client-based class projects is that it involves extensive preparation for the faculty member. For example, it involves client screening and selection, meetings, setting expectations of the level of work from the students, developing project scope, managing client-student meetings and discussions, and providing timely feedback on the project’s progress. However, all of this hard work pays off through many positive outcomes such as enhanced student learning, building college recognition among the local community, expanding internship opportunities for students, and helping students in building their portfolios so that they are better prepared for job interviews. This winter one of my students gained an internship with a local fashion designer and appeared on local TV. Students who work with clients feel more prepared for their first jobs and also feel more comfortable dealing with failure.

In conclusion, employers are looking for experiences from job candidates during their tenure at college not just GPAs. Therefore, the key to integrating clients into your curriculum is adequate planning for the faculty member.

Experiential learning gives students a critical advantage to find the right job upon graduation. To ensure success in the classroom and with the client, it's recommended to make use of the classroom environment building in mini projects that tie into the overall project such as developing a survey, bringing in guest speakers who are experts in the field, and presenting creative ideas in the classroom.

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# TURNING CLIENT-BASED PROJECTS INTO REAL-WORLD MARKETING COMPETITIONS

*Lisa D. Spiller, Christopher Newport University*

## *SUCSESSES AND CHALLENGES WITH CLIENT-BASED PROJECTS PANEL POSITION PAPER*

During my 30 years of being a marketing educator I've strived to live by the following two guiding principles:

- 1<sup>st</sup> – Professors teach best by example.
- 2<sup>nd</sup> – Students learn best by doing.

Perhaps that's why I've incorporated client-based projects and cases into nearly every marketing course I've ever taught. Over the decades, I've heard from scores of alumni (via letters, emails and in person) and what they collectively say is that the "XYZ" client project was the most valuable learning experience they had while in college. They claimed that the learning experience was vital in many ways, including helping them to:

- Prepare for their careers and hit the ground running in their first position
- Work with other people and on teams
- Organize and prioritize tasks when addressing a marketing challenge
- Locate outside data to support their strategic recommendations
- Become more confident in their marketing knowledge and abilities
- Run with a project from conception to completion with little direction or supervision
- Learn both the skill and the value of delivering a "pitch" to a client
- Accept constructive criticism and benefit from the feedback

Indeed, experiential-based learning is widely recognized as a valuable pedagogical method. Most educators agree that it is critical to reduce the gap between marketing theory and practice by incorporating more experiential components into the student's learning process. Customization to the course and learning situation is the key to effectively integrating client-based projects into marketing courses. Teaching with client-based projects requires more up-front preparation, communication, organization and effort than does using fictitious client projects or textbook cases, but the potential learning impact is far greater for the student and the project is far more beneficial for both the class client and the university. The process or formula for successful implementation of client-based projects entails the following five steps:

- Step 1: Establish Project Goals.
- Step 2: Secure Class Client.
- Step 3: Conduct Background Research.
- Step 4: Draft Project Assignment and Timeline.
- Step 5: Implement the Project.

If teaching via client-based projects is appealing to you and the process sounds feasible for incorporation into one of your academic courses, then I challenge you to take it up a notch! Turn your client-based project into a real-world marketing competition. The value of collegiate competitions is very well established and previous researchers have espoused the benefits of collegiate competitions, such as the Google Online Marketing Challenge, Collegiate ECHO Challenge, American Advertising Federation National Student Advertising Competition, American Marketing Association Collegiate Case Competition and the Collegiate Effie Awards Competition. Students thrive on being challenged and will generally put forth greater effort to complete the assignment or project when they are competing with other students or student teams. While participating in these national annual contests is one avenue to take to engage students in a collegiate competition experience, it isn't the only route.

I have been creating and implementing my own "collegiate class competitions" in my upper-level marketing courses with great success for years. I have the students form teams and create the mindset as if they are vying for the client's account. The process for creating a collegiate class competition mirrors the above five-step process for implementing client-based projects, with some important supplements when securing the class client. When

securing the class client you must also obtain his/her approval to conduct the project as a competition which includes visiting the classroom on three separate occasions throughout the semester—first for project launch, second for student presentations and third for the feedback and awards ceremony. In addition, the class client must itemize client judging criteria; determine the number of awards to be given along with the actual prizes to be awarded to the winning student teams. The client judging criteria is often different from my grading assessment criteria as itemized on the project assignment grading rubric. This requires students and teams to address both the academic requirements and the real-world components associated with the project.

During the project launch, class clients normally overview the elements that they are looking for in a winning project. I've had clients present a slide saying: "What are we looking for?" The slide goes on to present a bullet-point list of items such as: "Did you cover the basics? Did you demonstrate understanding of the situation? Do you believe what you're pitching? And can you make us believe it?" Clearly, these are different criteria than what I'm looking for in terms of grading their application of the marketing theories, strategies and tactics. Then again, I'm not judging for one top team to land my account. In terms of prizes, past clients have offered a variety of valuable awards, including cash and gift cards to local restaurants, movie theaters, theme parks, concerts, museums and hotels in varying amounts for first-place, second-place and third-place teams, professional portfolio binders, t-shirts, hats, mugs filled with candy, etc.

At this point you might be wondering who completes the project judging. I have used two different formats depending on the course and project. For projects in my Integrated Marketing Communications courses, I secure a team of judges from the advertising world—Howard, president of an Advertising Agency, Lois—a former agency creative director, and Bud—a retired vice-president of marketing. These judges use a scoring rubric that I have created with their input and they place their constructive assessment of each student team on paper after the student oral presentations. These judges are sent a creative brief approximately two-weeks prior to the student presentations. During the feedback and awards ceremony, students receive both written feedback from the judges along with in-person oral feedback from the class client. In my Marketing Strategy courses, the respective class clients agree to provide the judging which is why more than one person from the sponsoring organization often attends the student oral presentations/client pitch. There is normally a one-week period between the date of the student presentations and the feedback and awards ceremony to enable the class clients to complete their judging tasks. I return my graded projects during the feedback and awards class period as well. My grading is separate and not influenced by the judging process.

Collegiate class competitions are truly a triple-crown winning experience for all parties involved. As previously mentioned, the impact on student learning is outstanding and memorable. Students feel that the competition is of great value to them regardless of whether their team wins the collegiate class competition or not. Feedback from class clients has been extremely positive—in fact, so positive that multiple project competitions have been held for some clients with different marketing challenges. Finally, my university has benefited from a public relations perspective as these real-world marketing competitions are a form of voluntary marketing consulting and community outreach in our local business community, and thus, have attracted positive publicity.

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# CHALLENGES WITH CLIENT BASED PROJECTS

*Saroja Subrahmanyam, Saint Mary's College of California*

## *SUCCESSSES AND CHALLENGES WITH CLIENT-BASED PROJECTS PANEL POSITION PAPER*

Incorporating client based projects as part of a course has many benefits such as providing students with experiential and real-world learning opportunities and creating community-engaged pedagogy. Students learn about the 'messiness' and uncertainties involved as they (typically) play the role of consultant and grapple with the realities of minimal marketing budgets. In my experience, most students also work harder and produce higher quality work when they are assigned client based projects as they feel accountable to the client. They tend to give more professional presentations and reports. However, there are several challenges that instructors face when client based projects are incorporated as part of a course. In this paper I discuss some of the challenges I faced in this process while teaching marketing courses for professional and executive MBA students. Some ways the challenges can be overcome are also addressed.

Allowing students to choose their own clients is an option that can reduce the time the instructor spends in sourcing the projects. It is also helpful when class sizes are large or difficult to estimate before the start of the course. Another advantage is that since students choose the client, they do not complain about the type of business or other aspects about the client. Often one person in the student team is either working for the business or knows the client. These very advantages are also challenges. Although the instructor can set parameters for the project scope and what needs to be done, much of the info about the client's business and the project is provided by the students themselves and may be difficult to verify. Also, some student teams in a class may not have access to suitable client projects, especially for detailed marketing research type projects. Thus, all teams in a class may not have comparable projects to begin with. Also, students in a team may depend on direction from (or defer to) the teammate who knows the client or sourced the project. This has could lead to disengagement with the project by the rest of the team. Analysis and recommendations to the client may also be less objective.

When the instructor chooses client projects there are other challenges. Should there be one client project for the whole class or should there be multiple projects for different teams? If there is one project, the instructor should consider how this will be managed. Teams could work on different aspects of the same project, or several teams can be assigned the same project. One problem with the single project is that unless the project has different and comparable aspects that different teams can work on, there will be parity issues. Coordinating among teams (e.g. if different teams develop a survey instrument) and communication between students and the client can also pose problems. Single projects that students work on competitively can work well in some cases. For example different teams can come up with promotional campaigns given the same initial inputs. However, this method has not worked well for comprehensive marketing strategy or research projects that are done over the course of the entire term.

When multiple projects are chosen, it might help to estimate class and teams sizes in advance. Since these are estimates, it may not always be easy to get the right number. Sometimes, a project that has been sourced may not get assigned due to the small class size. In such a case, the client may feel let down. One can pass along the project to colleagues teaching other classes or if possible have it done in a future class. Getting too few projects can make it difficult to assign client based projects to all teams. One can make team sizes larger to mitigate this. Also, there may be ways to have multiple projects from same client. For example, in a marketing research class, a client wanted to find out about consumer behavior of two different demographic segments. This was assigned to two different teams, with each team working on a different consumer segment.

Real world is messy and uncertain- which is part of the reason for assigning client-based projects. However, sometimes, such uncertainties and messiness can make it difficult for students to complete the project as envisaged and in a timely manner. There may be many reasons for this. In one of my classes, the client organization for one of the projects underwent an organizational change and the project scope had to be changed midway. I had to come up with an alternate way that the student team could follow to complete the project and satisfy the learning objectives. This created some student dissatisfaction as the team felt they had a disadvantage compared to other teams in the class. In a real-world project, they noted that the project may be deferred or canceled.

Clients may also have schedules that make it difficult to communicate and provide timely info to help students. An initial memorandum with the client (which is then shared with students) should not only specify the project scope, but also the list of persons in the client organization that students can contact for information and clarification. Having students do the project in different steps also enables students to get feedback and clarification from the client clarification throughout the term.

In the case of multiple projects, some teams may get dissatisfied with the type of client organization (e.g. working for for-profits versus non-profits) and the client's personality. In one of my classes, some students were unhappy working for a for-profit start-up organization. They noted that working for a for-profit (even a start-up) is akin to an unpaid internship. Helping students see the value of real-world projects, the importance of applying concepts immediately before completing the MBA, the value of good communication with clients, networking and other advantages of such projects can help mitigate some these challenges.

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# COLLABORATIVE RUBRICS IN CLIENT-BASED PROJECTS

*Tracy Tuten, East Carolina University*

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## ***SUCCESSSES AND CHALLENGES WITH CLIENT-BASED PROJECTS PANEL POSITION PAPER***

Client-based projects offer many benefits but instructors using client-based projects face many challenges. Lopez and Lee (2005) acknowledge the many reasons instructors may eschew client-based projects, those instructors having concluded that the time and effort needed to adopt CBPs did not warrant the benefits they provide. We suggest that the educational value of CBPs warrant a different approach and advocate for a set of best practices that will minimize the hassles and maximize the uplifts instructors experience when planning and implementing CBPs. This position paper focuses on one of these necessary practices – the design and use of rubrics.

The use of rubrics is standard good practice in education. Rau (2009) stated its value quite clearly, writing “Measurement, analysis, and feedback are necessary for improvement.” Rubrics communicate the expectations of the instructor for the student and enable students to set goals for performance that relate directly to the learning goals of the assignment. For professors, the rubrics serve to enhance the objectivity and efficiency of grading. Rubrics also have a value in assessment considerations beyond the classroom. AACSB reported that more than 90% of their deans reported that their assessment protocol for written assignments require grading with a rubric (Gibson, 2001).

Anecdotally it is clear that students appreciate the clarity rubrics provide in understanding what instructors expect. Once the rubrics have been scored, the students can turn the feedback and edits into positive returns on their paper and life-skills (Makani-Lim, Agee, Wu, & Easter, 2014). Empirically, there is also support that learning outcomes measurably improve when rubrics are used (Vandenberg, Stollak, McKeag, & Obermann, 2010).

Lopez and Lee (2005) identified five principles for workable CBPs. The principles recommend selecting clients with care, designing projects with varying degrees of scope, planning in advance, managing and setting high expectations, and providing adequate and productive feedback. Preparing the project rubric is grouped with advance planning but ultimately facilitates the setting of expectations and the delivery of productive feedback.

In the case of CBPs, rubrics can provide an additional benefit. That is, the development of the rubric can serve as an aid when qualifying prospective clients and when managing client expectations and participation. The goal is to use the rubric to aid in describing the project scope and setting prospective client expectations and roles. The rubric ensures that prospective clients see objective criteria regarding student outcomes and timelines. It also ensures clients recognize the degree of interdependence required for a successful project outcome.

The second step is to redesign the rubric in collaboration with the client and the students. The development of a collaborative rubric provides a context for the client to communicate his or her own expectations for the project process and outcomes and builds a sense of commitment to the project’s success among student teams. The process further provides a tool for the instructor to use in managing the client relationship.

In summary, this position paper suggests the use of collaborative rubrics in the planning of client-based projects. Collaborative rubrics act as a device for qualifying prospective clients during prospect consultations. Later the development of the collaborative rubric ensures the client’s expectations for the project outcomes and student work are clear and establishes a sense of commitment among those involved.

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# DIY AND COLLEGE TEXTBOOK ALTERNATIVES

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## ***TEXTBOOKS: TO BE OR NOT TO BE, THAT IS THE QUESTION! PANEL POSITION PAPER***

Textbook publishing is controlled by a handful of major players and accounts for nearly a \$14 billion industry (Opidee, 2014). There is a shift however, to digital and open-access content along with other low or no cost alternatives. It appears that the disruption of the textbook industry is unavoidable as students, parents and even legislators are riling about spiraling tuition costs and student debt.

According to CollegeBoard.com, 65% of students opted NOT to buy textbook citing cost as the reason. Ninety-four per cent of those same students feared that not having a textbook would negatively impact their grades. This concern is the basis for what one alternative textbook company (OpenStax) executive calls the “crisis of access”. These facts summarize the problem:

- College textbook prices have increased 812% since 1978.
- The Consumer Price Index has increased 250% during this time. (Perry, 2012)
- The average student in the US spends \$1137 annually on textbooks. (College Board, 2013)

To achieve savings, there are a variety of experiments including e-textbooks on tablets and open textbooks produced by faculty or alternate publishers. Even Google entered the textbook rental market. Google says its textbooks will rent for six months for about 80 percent off the regular purchase price. While many books on the platform are also available for purchase, quite a few are [only available for rent](#). The indicators point to a growing discontent with the textbook industry.

Professors can now choose from a range of new, innovative products. Major players in the alternative textbook market include: Boundless, CouseSmart, Flat World Knowledge, Flooved, OpenStax College, and Packback. These companies offer everything from e-textbook rentals to free online social forums.

For some professors, especially those who have developed a course over many years and have coordinated lectures, power point slides and handouts to supplement book chapters, these alternatives might not be the right fit. A more comfortable alternative might be creating your own learning product from what you have, minus the textbook. You essentially take the highlights of the textbook that are not already in your lectures or slides, and include them. This is a bit like taking the training wheels off the bicycle. You learn quickly that you can still ride, and before long, you don’t miss the training wheels at all.

Students consistently report that they did not read the textbook unless forced to do so with daily quizzes or some other “stick” approach. The alternative information package, minus the textbook, might become more of a “carrot”. A simpler, shorter, faster, more digestible alternative has great appeal to Millennials.

The suggestion presented here is the creation of a course handbook. This could take the form of hardcopy sheets bound at the campus print shop or a digital file available through any teaching platform, email folders or digital drop box. Some combination may work, depending on the course and professor.

The collection of course materials would be organized by topic and would include all of the slides, handouts and outlines typically used to deliver the content on the topic de jour. These materials might be supplemented by questions, examples or directions for an assignment much like one would do normally. Once this alternative course handbook is assembled, it is easy to remove topics, expand on things, add more examples etc. It does not take long for this to morph into a popular and flexible course delivery system.

The Marketing Research class at the University of Massachusetts Dartmouth began experimenting with this guidebook type alternative more than 5 years ago. The guidebook is printed on campus and sold in the campus bookstore. It is priced at the cost of printing and binding it. This is typically less than \$10.

This change was motivated by prices of textbooks in the area of Marketing Research rising quickly and students complaining about the cost. Those who bought the book seldom read it. They consistently reported focusing on information delivered by the professor during class. That became the basis for experimenting with keeping everything else, removing the textbook and supplementing for any void that was created.

The resultant compilation is now the best of both worlds. It contains textbook highlights and concepts along with the professor's slides and handouts. This is all supplemented with information essential for the specific class. For those doing client based projects, there are sections dedicated to client meetings, formulating the project goals etc. There are even pages on questions to ask at a client meeting and essential information needed to construct hypotheses.

The guidebook has evolved into a hundred and twenty page, one-stop vehicle for course information delivery. The cover contains the course name and number, faculty name and office hours along with office number, phone number and fax number. The beginning pages contain the course syllabus, the grading system and course requirements. These are followed by the course material beginning with the most basic concepts like dependent, independent variables and hypothesis. If there are assignments related to that material, instructions are included. Most recently, examples of questionnaires were added to provide templates for students when they wrote their own surveys.

Probably the most important advantage of this kind of delivery system is its flexibility. There is the ability to include a variety of examples, sampling formulas and template pages for the final report. Instructions for setting up an SPSS database are included along with information on cross tabs and correlations. Every semester the students are asked for feedback and suggestions. They are very happy to have a useful "book" at a minimal price. They often make suggestions about things to add or things to change. Changes are made regularly. The alternative book has ironically allowed more focus and more control over the direction and content of the marketing research class. There are no plans to return to the traditional textbook.

Creating a textbook alternative can seem daunting, but simply compiling slides, notes and handouts is not difficult. These are the things that professors typically share with students, so why not put it all in their hands? In the end, a professor can tailor the new class guide to fit the goals for the class. Students will save money and may really enjoy the new alternative delivery system. Professors will have the opportunity to look at their content and tailor it to their class in new way. The DIY class book is worth trying.

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# ENGAGING STUDENTS IN LARGE CLASSES THROUGH DISCUSSION

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## TOOLS OF ENGAGEMENT FOR INTRODUCTORY MARKETING PANEL POSITION PAPER

Active learning exercises have helped encourage student engagement in a variety of marketing classes including Principles courses (Vander Schee, 2011; Woolridge, 2006). However, the literature suggests that active learning is often missing from large classes and that students are disengaged for a variety of reasons. Low interaction with faculty members, a lack of individual accountability, an impersonal environment and lack of discussion have been frequently associated with large classes (Carbone & Greenburg 1998; Wulff, Nyquist, and Abbott, 1987). These complaints often stem from faults with the lecture format which encourages one-way communication and discourages active learning. (Cooper & Robinson, 2000).

If a good portion of a large Principles class is structured as a discussion rather than a lecture, participation and engagement can be generated. Participation is a key factor in both promoting student engagement and sharing of ideas from different perspectives (Farranda & Clarke. 2004; Peterson, Albaum, Munera & Cunningham, 2002). These in turn lead to better learning outcomes (Taylor, Hunter, Melton & Goodwin, 2011; Sweeney, Morrison, Jarratt & Heffernan, 2009). Moreover, student interaction helps to emphasize the student's role in co-producing learning outcomes (Taylor, Hunter, Melton & Goodwin, 2011).

Not surprisingly, a lack of participation is particularly common in large classes (e.g. N>100). In these settings, students find communication difficult and feel detached/anonymous (Wulf, Nyquist & Abbott, 1987). Many students are afraid they would be embarrassed by participating in front of a large group of students. But typically, there are no reward mechanisms for participation in large classes because assessment is almost exclusively provided via multiple choice exams.

Four years ago, I decided to try something that I use in my "normal", small classes. I decided to reward participation in my large (N=430) Principles of Marketing class. Specifically, students are given the opportunity to earn up to two points (1% of total grade) over the course of the semester by making voluntary contributions- one point per contribution. When a student participates in class, a Teaching Assistant (TA) gives them a playing card. Following class the student turns in the card to the TA who records. The TAs email me an Excel file with the running total for participation which is uploaded to Blackboard. Students had one week from posting to remedy any perceived discrepancy. Rewarding participation in large classes provides an excuse for students, who would otherwise be afraid of embarrassment, to speak out. This, in turn makes it easier for others to volunteer comments and so on. Ultimately, participation leads to discussion and a more active learning environment.

There was no subjective assessment of the quality of the comments. So if students volunteered and spoke, they received a card. The objective was to motivate students to have the courage to say something. This was communicated to the classes so that the learning objective was properly aligned with participation assessment (Chylinski, 2010; Biggs, 1999).

There are limitations to this process. There is much more administrative work involved with grading participation in large classes and the instructor must work hard to limit frivolous student comments. But holding a discussion for a good part of the class period allows for greater active learning and student engagement.

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# MAKING THE TRANSITION FROM INDUSTRY TO ACADEMIA

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

This panel explores the transition from industry practitioner to college professor and the challenges and barriers second-career professionals face during this transition. Although the job as a professor may appear less stressful and more fulfilling than the role in industry many professors previously filled, there are obstacles that often make it difficult to successfully transition from the business culture to the professorate (Glickman, Gordon, & Ross-Gordon, 2005). Several factors make this career change a challenging experience.

The first obstacle to overcome is the difference in organizational culture between industry and academe. While performance objectives and expectations are often well-defined for industry practitioners, the expectations for professors are often unclear. LaRocco and Bruns (2006) found that second-career academics struggled to ascertain which of their professorial roles were primary, as institutions expect professors to teach, research, and to participate in community service. New academicians need to evaluate how much time to spend on each role while at the same time struggle to build research skills and develop a research agenda that is valued by their institutions (Kinsey et al., 2006).

Another area in which second-career professors from industry struggle is to effectively communicate academic content to younger students; lived experiences, cultural references, and even verbal expressions do not always translate well across generations. New professors need formal mentors and willing role models to help them learn to effectively teach, yet there is often a dearth of more experienced faculty members ready to help in this way.

To further compound the transition from industry to professoriate, the lexicon of academe is quite different from that of industry, as words like pedagogy, rubric, and epistemology are not widely used in the business environment. When former practitioners enter their new careers academic-speak further heightens the sense of intimidation many second-career professors feel as they enter their new working world.

An approach to solve several of these problems is for institutions to intentionally create and nurture peer mentor relationships. At one of our panel member's institutions, three new faculty members recently recruited from industry were housed in a suite with two more seasoned professors. Over the course of several years friendships among the group developed and were strengthened through the shared experiences of teaching, tenure, promotion, merit applications, and faculty evaluations. The five faculty were able to share common experiences and together successfully navigate the formal and informal expectations of their institution in order to succeed in their new professions.

Another tool that can be used to help ease the transition between industry and academe are formal "First Year Faculty" groups. These groups meet once per month and are led by a longer-term faculty member or college administrator. This environment is an effective conduit to allow institutional leaders to share institutional expectations, transmit institutional culture and importantly to allow new faculty to build peer to peer relationships so there is a sense of community among new members. In addition to these relationships, institutions need to build a central repository of common forms, process instructions, and other work tools. In this way new faculty can feel they are a part of the team without relying on more experienced faculty to help find common information.

Finally, practitioners entering the field incorrectly imagine that members of the tenured research faculty are also teaching experts. In fact, for many tenured researchers teaching is at best a second priority and at worse a nuisance

(Massey & Wilger, 1995). Many have little awareness of Scholarship of Teaching and Learning (SOTL) resources at their schools and thus are unable to share teaching best practices with practitioners making the transition to academia. A department onboarding new faculty should provide information about SOTL activities and resources to support the transition. Requirements for all faculty members to spend some service time in SOTL activities can also make effective teaching a priority for all department faculty members and not solely for clinical and lecturer positions.

While many institutions use one or a combination of these methods to orient new faculty, more research needs to be available to institutions in regard to best orientation practices specific to second-career professors coming from industry positions. As institutions draw an increasing number of new faculty members from industry for tenure track and adjunct positions, effective orientation and enculturation models need to be shared among the academy to help new faculty become effective in their roles in a timely manner. Student learning and institutional effectiveness can be increased by a better educated faculty who bring the best of both industry and academe to their classrooms.

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# DIVERSE STUDENT SCHOLARS: STRATEGIES FOR IMPLEMENTING AN UNDERGRADUATE RESEARCH PROGRAM

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*Jalea Shuff, University of Central Oklahoma*  
*Atoya Sims, University of Central Oklahoma*  
*Ashley Neese, University of Central Oklahoma*

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## *DESIGNING A FACULTY-STUDENT RESEARCH PROGRAM PANEL POSITION PAPER*

The Boyer Commission Report on Reinventing Undergraduate Education in 1998 issued a challenge to universities to infuse learning that would provide undergraduates with necessary skills such as critical thinking, coherent speaking, and clear writing. Citing a failure among many universities to provide students with necessary skills, the Report offered undergraduate research as a potential remedy to this problem. The Report recommended making research-based learning the norm at all universities and emphasized participation among faculty and students in undergraduate research (“Boyer Commission,” 1998).

Since the Boyer Report, Hu, Kuh, and Gayles (2007) argue undergraduate research engagement has increased to become highly desirable engagement by many educational institutions, and studies show that engaging in research can have a marked effect on the discipline contributions, career choices and societal impacts students have (Taraban & Logue, 2012). Student research has the power to help students clarify academic major choices and career goals as well as has a positive effect on analytic and critical thought (Webber, Thomas, & BrckaLorenz, 2013).

Given the increased importance and impact of undergraduate research, this special session presentation shares strategies and insights that can assist faculty in implementing their own undergraduate student research engagement based on the Diverse Student Scholars program as a model. Diverse Student Scholars, which is a personal initiative begun by Dr. Jeanetta D. Sims in 2007, is a robust faculty-initiated undergraduate research engagement effort. Through the Diverse Student Scholars program, students have secured more than 20 funded student grants, engaged in more than 45 research experiences, made more than 60 conference presentations, completed more than 25 research independent studies, and published more than 10 co-authored proceedings and journal publications within an eight-year period.

The Diverse Student Scholars program is aligned with the university’s institutional mission emphasis of Transformative Learning and has persisted through the years from faculty personal commitment with university funding from the department, college, Office of Academic Affairs, Office of Research and Grants, and Office of High-Impact Practices. In addition, a three-credit-hour course release per semester (which reduces the teaching load from a 4/4 to a 3/3) has been provided by the College of Business for transformative learning research engagement since 2011. The Diversity Student Scholar program’s primary aim is cultivating the intellectual

abilities of students from diverse backgrounds (e.g., race, sex, socio-economic, culture, religious, sexual orientation, etc. as well as other diversity dimensions) through research engagement. Through undergraduate research, the cultivation of diverse scholars, particularly those who are currently underrepresented in the Academy, provides a lasting contribution to higher education along with the much-needed skill development referenced in the Boyer Report.

Based on strategies gleaned from the Diverse Student Scholars program, this special session presentation offers insights on student recruitment, types of undergraduate research engagement in the program, considerations for institutional mission alignment, tips for research pipeline productivity, strategies for time management, and examples of student learning, impact, and outcomes. The overall aim of the presentation is for those in attendance (whether faculty or administration) to leave with practical, hands-on action items that can be immediately implemented to advance undergraduate research engagement at their respective educational institutions.

For passionate faculty mentors, undergraduate research engagement provides beneficial purpose and meaning (Webber, Thomas, & BrckaLorenz, 2013). For students, research engagement opens the iron gates of exploration for individuals who may not have noticed the entry. Through the research process, students have an opportunity to collaborate effectively, learn openly, disagree respectfully and ask questions continuously. Along with being a personally rewarding activity, faculty can extend their own research agenda through undergraduate research engagement while assisting in the reinvention of undergraduate education.

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# ALTERNATIVES TO TEXTBOOKS: A SELECTION OF SOLUTIONS

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## *ALTERNATIVE TO TEXTBOOKS PANEL POSITION PAPER*

This position paper summarizes information shared in a panel presentation about alternatives to traditional textbooks. The four authors share their thoughts about the challenges and rewards for using alternatives to the traditional text book in the classroom.

**Ginger Killian:** Textbook alternatives are becoming increasingly important for a number of reasons. First, the cost of college is increasing each year, with students paying almost \$1,300 per year for textbooks (Senack 2015). With the rising cost, fewer students are willing to purchase college textbooks to supplement their learning. Second, students are time-deprived, searching for short cuts to learn assigned material in as little time as possible. As such, textbook reading is often sacrificed. A survey of business undergraduates found that 40% of students complete less than half of assigned readings, with only 5% completing more than 75% of the readings (Starcher and Proffitt's 2011). Vafeas (2013) found that students perceive textbooks to be long-winded, contributing to higher boredom and lower reading rates. Students suggest that they would be more willing to read if assignments were shorter and easier to understand. Finally, the typical textbook publication process is not conducive to presenting cutting edge trends and technologies in the classroom. In a discipline such as social media marketing in which the technology and topics change frequently, professors also face the challenge of remaining current and relevant. With textbooks requiring well over a year to be published, professors are investigating alternative textbook options to address these issues.

Flipboard is an online magazine app that allows its users to “flip” web pages into an online magazine which can be shared with others. Flipboard allows professors to bring current events into the classroom utilizing a structured tool; virtually any webpage may be “flipped” into a magazine, and users are able to develop multiple magazines based on a topic, course, or interest. For cutting edge courses, a Flipboard allows professors to collect and disseminate relevant news articles, direct students to important websites, or have students contribute to a board which can be shared with others. Flipboard also allows the magazine creator to see who has saved the magazine (or an article), which articles are shared, and view the number of “likes” for a given article. Thus, Flipboard has the propensity to address students’ concerns related to costs, time, and relevance, while extending the conversation beyond the classroom.

**Sherry Kay Robinson:** Textbooks have long provided a major source of course material for students. Research conducted several years ago (Robinson, 2011) showed that a considerable proportion of students admitted that even if a textbook were provided free of charge, they would not be likely to read it. Given current trends among students, it would not be surprising if even fewer students today dedicate themselves to reading a textbook.

That does not mean that people are averse to reading. Many students are visual learners who find it easier to comprehend material that they see. Students who prefer to read material can access numerous websites presenting relevant material. While not all sites include accurate and timely information, disparities in information provide an opportunity for greater understanding and deeper learning through comparison and discussion of the websites. The key to learning in this situation is the interaction and critical thinking needed to evaluate materials.

Internet resources providing sound, movement and interaction have an advantage over books limited to text and still pictures. Similarly, videos that highlight case studies and present real-life application of theoretical material are more engaging for students, especially when combined with discussion of the events in the videos. Such experiences can help students understand and remember material longer. Computer-based simulations, such as business simulations, provide even further stimulation for the senses and help students integrate knowledge from different areas.

Class notes posted online have been shown to be highly desirable among students, with over 90% of students asking for this type of resource (Robinson & Stubberud, 2012). A combination of notes and games provides another alternative to the use of textbooks for student learning. A common theme among websites, videos, simulations and

class notes with learning games is that they stimulate a variety of senses. They also provide ways for students to interact with each other as they discuss videos, work with simulations and play learning games. As students become more and more engaged with electronic media, such materials are likely to become even more useful.

**Barbara Ross Wooldridge:** A 2013 survey of students on 150 college campuses found that 65% did not purchase the required text because it was too expensive and 94% of these students were concerned that not purchasing the text would negatively impact their grade (Senack, 2014). Many alternatives have been suggested open source textbooks, rental textbooks, used textbooks, and e-books but these alternatives are not available in all cases. My solution is to drop the academic textbook and select a popular press book to support the class materials. Students find these books more engaging, relevant and readable. Additionally, with a cost of around \$25.00 (new) and less than \$12.00 (used) affordability is no longer an issue. Students have a positive impression that as a professor you are aware of their dilemma and developed a solution. They perceive you as more knowledgeable about the subject matter.

A high cost to the professor teaching without a text book is it takes more time; especially in switching from a textbook to a popular press book, as popular press books do not provide the ancillaries of a textbook. I found it takes about three iterations of teaching the class before I am satisfied with the class content and materials. Student evaluations and comments are positive from the first attempt forward. I recommend only converting one class at a time. At the end of each class I that I teach without a traditional textbook I survey the students with these four questions: 1) How many of you buy the required textbooks in your classes?, 2) Should I keep this format?, 3) Do you believe you would have learnt more with a text?, and 4) Would select a class with a popular press book over a class with a traditional text.

The results have been most only buy the required textbook for classes within their major, roughly 90% say keep the popular press format, roughly 10% believe they would have learned more (or not have had to attend class) if they had a traditional text, and 100% would take another class with me and 85% with another instructor..

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# BUZZFEED VALENTINE: CREATING A DIGITAL MARKETING CASE STUDY

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## TEACHING NOTES

Marketing educators face the difficult task of helping students understand, experience, and internalize the dynamic realities of the marketplace within the structured setting of a university course. While marketing educators often rely on business cases, competitive simulations, or industry consulting projects as a way to teach these market realities, each approach has its weaknesses, e.g., lack of realism, absence of risk, etc. (Pitt and Kietzmann, 2015). New digital creative platforms can equip educators with tools that overcome the shortcomings of existing approaches and give students real-world experiences, allowing them to apply an array of marketing fundamentals in a dynamic way.

One of the largest, most popular creative platforms, BuzzFeed.com, provides an ideal ground for a project that allows students to gain first-person experience and live out their own personal case study. As an overview, the BuzzFeed Valentine project has students create and publish a piece of Valentine's Day-related "clickbait" on BuzzFeed's open publishing platform. (The project can be adapted for other holidays, events, or themes.) Each student must also produce a strategic promotion plan, including the identification of relevant channels, influencers, and entities to aid diffusion. Students all publish their BuzzFeed posts on the same day, a week before Valentine's Day, and execute their promotion plans to drive at least 1,000 pageviews in a week (a high enough goal to discourage mere "click-begging" from friends). BuzzFeed's built-in author analytics provide students with real-time feedback about their own performance so that they can modify plans to reach the goal. At the conclusion of the promotion period, students assess their own campaign outcomes compared to their strategies and provide personal takeaways along with screenshots of their analytics as proof of performance.

During the introductory phase of the project, the instructor leads a discussion about consumer identity and how positive identification with products, content, and brands, leads consumers to pursue, consume, and recommend things. The instructor shows several headlines taken from BuzzFeed.com articles. The headlines adopt a "clickbait" format that targets a specific group with a catchy list or quiz that the group will identify with. An example might be "29 Things Only Girls Over 5-Foot-9 Will Understand." The class analyzes the components of the headline and discusses why it might resonate with the target audience and how changing some components such as number, tone, descriptiveness, etc. may make the headline more or less resonant. The class also discusses the merits and risks of expanding or narrowing the target audience and headline (all girls vs. girls over 6 feet) and how to consider secondary audiences (friends or relatives of tall girls). The instructor also draws attention to the need for the content to align well with the headline to elicit sharing behavior. The discussion concludes with a broader examination of how these principles are transferable to product or services marketing, advertising, or in content marketing for B2B contexts.

The next phase includes preparing students for content creation on BuzzFeed's online publishing platform. Students should spend some time browsing BuzzFeed to familiarize themselves with the writing styles and media that characterize the platform. They can read a tutorial called "A Step-By-Step Guide To Making A BuzzFeed Post" (Holderness 2014), which addresses the mechanics of using the publishing tools. Instructors should address plagiarism and media usage rights. Giving attribution to original information sources and using Creative Commons licensing are both key concerns. The instructor can also refer the students to media search engines such as Pixabay.com and Flickr.com Creative Commons search or animated GIF search engines like Giphy.com. Ultimately, the content requirement is that the BuzzFeed post can be any form (list, quiz, etc.), but must relate loosely to Valentine's Day in some way (love, relationships, flowers, etc.), must have a specific target audience, and must incorporate visual media. Students have one week to create the content and promotion plan. They are also required to develop five possible headlines to use for the post and get feedback from someone in their target audience to determine the best one to use.

Finally, to prepare students for the promotion part of the project, the instructor addresses the power of distribution channels online, identifying channels that align with the students' target audience or personal experience, and persuading gatekeepers of those channels to aid in promoting the content. BuzzFeed analytics report on traffic from five broad channels: "seed views" (internal clicks from those already viewing BuzzFeed.com), social networks, search, links, and email/chat/apps. Many students will already be familiar with channels like social networks where they can share a link to their BuzzFeed Valentine, but they should focus on outreach to social media communities and accounts, online publishers and forums, or individual influencers that align with the target market, rather than relying on friends and relatives to reach 1,000 views. The instructor should have students read a summary of Cialdini's (2001) six principles of persuasion and discuss how these principles each apply to promotion outreach. For example, asking for help from someone who has shared similar content aligns with the *consistency* principle, while *reciprocity* may involve sharing someone else's content before asking for their help. The instructor can also showcase some practical free tools (with sign-up) for identifying potential outreach targets. BuzzSumo.com can aid students in finding popular, similar content, and by showing who shared that content on social networks. Followerwonk.com shows Twitter accounts with large audiences and topical relevance. OpenSiteExplorer.org shows which websites have linked to similar content in the past. If desired, the instructor can also cover some fundamentals of search engine optimization, although search is likely to be a very small proportion of overall traffic for a weeklong campaign.

Students publish their BuzzFeed Valentines a week before the holiday. Their deliverables include a link to the published post on BuzzFeed.com, the five headlines they generated, rationale for their final selection, and their promotion plan. For simplicity, the instructor provides a template for the promotion plan, which includes sections for describing the target market, distribution channels of choice, and specific outreach targets. It also asks the students to quantify the potential reach of each channel or outreach target. During the promotion period, students are welcome to modify their headlines or content in response to the market reception and analytics. At the end of the promotion period, students must submit snapshots of their analytics reports and provide a summary of their results, a thoughtful explanation of how their execution and outcomes may have deviated from their original plan, and personal takeaways.

At the conclusion of the project, the instructor should hold a debriefing session with the class, where students can talk through their experiences and the instructor can share some observations, examples, and classroom statistics. Students who recently completed this project reported a high level of engagement with creating and promoting their content. They were able to identify marketing-based sources of their successes or shortcomings and several expressed gratitude that the bar for performance was set high. Twenty percent of the project grade was based on reaching 1,000 pageviews, with partial or extra credit being awarded accordingly. Several students were able to initiate relationships with companies, leading to job offers, because of the BuzzFeed Valentine project.

BuzzFeed Valentine gives students hands-on application of market research, segmentation, targeting, and positioning (STP), consumer behavior, marketing strategy, social media, analytics, and digital marketing tools within a structured three-week format. As such, the project is adaptable for a variety of marketing courses and instructors can give added weight to particular concepts as needed. Instructors might consider adapting the project for other holidays or seasons, as a group project, or with a case study presentation component.

Project assignment sheet, promotion template, and rubric are all available at <http://www.scottcowley.com>.

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# THE MANAGEMENT DRAFT: AN INNOVATIVE APPROACH FOR IMPROVING THE PERFORMANCE OF STUDENT TEAMS

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## TEACHING NOTES

Both the importance of teamwork and the challenges faced by instructors working with student teams has been highlighted in academic research in the areas of collaborative and cooperative learning. Prevalent challenges include a free-riding tendency on the part of some students when working in a group (Albanese and van Fleet, 1985), overly homogeneous teams that can result in thin and/or narrow skill sets (Jackson, Sibson, and Riebe, 2013), and student frustration arising from unclear expectations or lack of team goal-setting (Buckenmyer, 2000).

Creating good working teams requires solid organization; and the first step in the organizational process is determining how to assign students into teams. Herein lies the paradox. Students want choice in picking teammates, while instructors want performance. When students pick their friends, they are happy with their choice, but often struggle with effectiveness (the homogeneity effect). When instructors pick teams, students often lack team buy-in. Either way, instructors can become bogged down refereeing conflict between team members and navigating the murky waters of social loafers, inadequate skill sets amongst teams, and lackluster buy-in for team assignments.

Motivated to address these challenges in my marketing courses, I created “The Management Draft.” Named after NFL Draft Day, the Management Draft (subsequently referred to as “The Draft”) is a creative way for students to exercise choice in their selection of student teammates while balancing the instructor’s need for creating strong, effective teams. I have used this innovation successfully in the last three semesters teaching Sales Management, a course that is typically comprised of 35-40 undergraduate students in their junior and/or senior year. In my classes, The Draft has improved team performance, student buy-in, and student participation in classroom activities.

The concept of The Draft and its execution plan are easy and straightforward, with certain activities required of both the students and instructor in advance of the actual Draft. The Draft event works best when held in the first week of classes. Due to space constraints, the steps to prepare for and implement The Draft are described briefly below. Those interested can access complete details on implementing the draft at: <https://drive.google.com/file/d/0B758Cr94BtIAcVIX01qOXYyU0k/view?usp=sharing>

Prior to The Draft:

1. Students create a Draft profile. The first written assignment of the class is for students to create an individual *Draft Profile*<sup>2</sup> that is submitted via hard copy prior to Draft Day. To ensure that Draft Profiles are consistent and complete, students are supplied a Word document template<sup>3</sup>.
2. Instructor selects team CEOs. From the student draft profiles, the instructor can choose a diverse group of students to invite to be team CEOs. CEOs are responsible for “drafting” teammates and organizing their team’s work throughout the semester. Prior to The Draft, CEOs are reminded that a varied and diverse set of skills for their teams will deliver the best results.

On the day of The Draft:

3. CEOs introduce themselves at the start of The Draft, shows their bid card color, and shares their vision for the team they hope to recruit.

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<sup>2</sup> Sample Draft Profile (of fictional student) can be found here:

<https://drive.google.com/file/d/0B758Cr94BtIAcVIX01qOXYyU0k/view?usp=sharing>

<sup>3</sup> Word Document Draft Profile Template can be found here:

[https://docs.google.com/document/d/1jciPj1Ufy-zmyfF60X0GW8Yt-EI8fqC3CE48XKptQ\\_M/edit?usp=sharing](https://docs.google.com/document/d/1jciPj1Ufy-zmyfF60X0GW8Yt-EI8fqC3CE48XKptQ_M/edit?usp=sharing)

4. After CEO introductions, all students are required to leave their seats and introduce themselves to at least 3 people they did not know before the first day of class. They could also let a CEO know if they are interested in joining that CEO's team.
5. The instructor begins The Draft by randomly picking and projecting a student profile on screen. The student whose profile is showing stands and says a few words regarding their background. The instructor can help to get the bids going by pointing out which team might benefit from the student's strengths, etc.
6. During student introductions, CEOs wave their colored bid cards in the air to signal an offer for that student to join their team. Students are allowed just a few seconds to choose a team, or if they are not offered a spot on the team they hoped, they can remain a free agent and try to convince a CEO to extend them an offer at the end of the The Draft.
7. Once all students have selected their team, team members are instructed to move their belongings and sit together. Teams have the remaining class time to exchange contact details, begin creating team rules of conduct, and select their team name.

One of the unexpected benefits of The Draft is the classroom environment that this free-flowing event creates from the first day of the semester. Because students are encouraged to be out of the seats (for the informal introductions), to get know their classmates (through Profiles), and to speak up with their opinions (with Draft Bids), I have observed the classroom environment shift to become more participatory and engaged than in semesters where I have not held The Draft. Last semester 75.36% of the students (out of 69 students in two sections of the class) had perfect attendance, and only 1% of enrolled students logged more than one absence. In evaluations and conversations, many students told me that, "...this is the class I never want to miss since I don't want to let my team down," and that they "look forward to coming to class and working with their team." This engagement (and accountability) is highly valued since this class is a case-based course and the effectiveness of case discussions is directly tied to the level of preparation and commitment of the students. Moreover, data suggests that The Draft improves the effectiveness of student teams and creates a meaningful, fun activity that sets the tone and expectations for participation, preparation, and professionalism for the entire semester.

While The Draft has provided my classes with significant benefits, on the downside The Draft does require work on the part of the instructor to provide guidance to CEOs for optimal team selection, and to establish ground rules prior to facilitating this free-flowing student event for selecting teams. Additionally, I believe that 35-40 students is the maximum size that can be accommodated without having The Draft cross over from fun to tedious, or having to devote another class period to get through all student introductions. Also due to the nature of The Draft (e.g. reviewing individual's Draft Profiles on the screen), a certain maturity is needed during The Draft to ensure that an inclusive, low-risk environment governs the event. For this reason, I recommend The Draft for upper level undergraduate or graduate classes only. With those challenges in mind, implementing The Draft is simple and easy, and can work well in any business class that incorporates teamwork.

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# BEYOND CONCEPTS AND CASES: FROM FORGING A DIALOGUE TO WINNING THE GAME

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## *AXCESSCAPON TEACHING INNOVATION COMPETITION TEACHING NOTES*

Case studies have always been a popular pedagogical tool to impart active learning in a marketing class. However, case instructors often encounter several student centric challenges. Most of these challenges relate to student reluctance in participating in the case discussion. Some of the reasons include introvert nature of students, apprehension of getting stereotyped based upon some idiosyncratic and cultural lineage of the participant, apprehension of public speaking, apprehension of ideas getting rejected, poor preparation levels, subjugation to domination of active representation of fellow colleagues in the class, low self efficacy etc. Inadequate participation in the case discussion is a serious concern because it not only makes a course instructor's job difficult in evaluating such students but also militate fellow students from benefiting from the insight of those who are less interactive. Ideally case method of teaching works best with small groups; however, as the number of student increases, it is less likely that everyone will have an equal opportunity to participate.

The aforementioned challenges in driving a case class can be ameliorated if the case is supplemented by game oriented activities, preferably in teams – before, after or during the case discussion. Such activities have multi-pronged advantages. First, in such game-supported case discussions, a student is not just involved in discussing and learning from a case but actively engaged in a task. The focus remains on application of knowledge and on 'learning by doing'. Second, a game has the potential to stir all the students to participate and the idiosyncratic differences take a backseat in favor of working for a team since individual alone is not subjected to evaluation. Additionally, learning synergies might ensue when the case is augmented with a related game based activity; since a bigger class is broken into team, those students who were initially apprehensive might be willing to communicate within a small team setting. Third, a game replicates a real time marketing scenario because every game has a clear winner; hence, there is competition between the groups like that of competition between the firms. Finally, because a game has a clear winner and a loser, engagement in a game is anticipated to be more than engagement in any other forms of activity. In an attempt to go beyond the standard case discussions most of the cases in services marketing course (offered as elective to the final year MBA students), were complemented with hands-on game oriented activities, using easily available materials like Lego® building blocks, die cast toys, Chinese puzzles, origami, mechanix sets, bottle crowns and even match sticks. Brief accounts of two such games are discussed below.

For instance, the game conducted to support the case discussion on influencing customer behavior in services involved the use of Chinese puzzle "Tangram". The case outlined the concepts of normative and instrumental measures to affect customer behavior, and the tradeoff between customer satisfaction and profitability. The game followed the case discussion. The class was divided into two groups, individual customers and furniture retailer teams. This segregation was done to create a market scenario where in transaction between the retailers and customers can take place freely. The retailers provided the customers with printed tangram patterns as a proxy for furniture designs and a tangram set to assemble. These retailer teams competed against each other for profitability and customer satisfaction. The customers dropped by the furniture stores, interacted with the retailer, selected a specific design, paid the respective price, and received the tangram set and the printed pattern to assemble. Some customers were able to fix the parts as per the design. However, some failed to do so in a specified time. It is to be noted that the designs displayed by the retailer teams were of different difficulty levels and priced differently; the easier once being priced higher as compared to the difficult ones. Because, the customers selecting the difficult design initially at a lower price are most likely to face challenges in assembling the pattern and possibly get back to the retailer seeking help. This gave the retailer teams an opportunity to devise after sales service schemes independently at different price points; higher price for the harder designs and lower for the easy once. Additionally, the retailer teams were asked to formulate strategies to influence customer behavior during the buying and selling process and post sales activity of the customers served. At the end of the exercise, the customers were asked to indicate their level of satisfaction with the retailer teams with the help of "post it" strips and the retailer teams were

asked to calculate their individual revenues. The winner was decided by comparing the total revenue generated and cumulative satisfaction scores obtained by each retailer team. Both the retailers and customers were asked to share their experiences dealing with each other. The retailer teams elaborated their strategies and the customers explained their points of satisfaction or dissatisfaction. In the process, the students understood the application of the concepts and problems they had already dealt with in the case. Ideally, the case is discussed in a 75 minutes session and the game is conducted in the next for large classes. However, both the game and the activity can be conducted in the same session if the class size is relatively small.

A similar game that complemented the case study on service blueprinting involved Lego® bricks, and die cast toys. Unlike the tangram activity, this activity preceded the case discussion. The class was divided into small teams. Each team was assigned the task to brainstorm and design a specific service layout and the corresponding blueprint with the resource materials provided. These resource materials were predesigned with Lego® bricks for the given service layout and each of the Lego® installations, and additional die cast toys represented the tangible elements of an actual service setting viz. airport, amusement park, car servicing centre and railway station. The teams were also asked to indicate the possible waiting and failure points in the layout as well as on the blueprint. In about 45 minutes the teams came up with their service layout based on their imaginations and outlined a blueprint for the same. In the remaining 30 minutes the teams were evaluated on how successful they were in designing the blueprint that minimized the failure and waiting points and a winner was announced. The corresponding case study that was intended to teach issues and challenges related to service blueprint was discussed in the following session. As a follow up activity, students were asked to carefully note the case facts and design a blueprint for the company in question.

The games alongside cases provide the students with a scope to learn and explore the concepts of services marketing on their own, without direct supervision from the teacher. Additionally, it incorporates a fun element in learning. Although the mean GPA of service marketing course of the class exposed to game based case discussions was significantly higher than other classes, there exists a lot of scope to specifically quantify and compare the superiority of game based case discussions through experimental design techniques. Indeed the success of these game oriented case discussions go a long way to show that one need not always resort to ICT or other advanced technologies to enable a rich case learning experience; however, execution of these games alongside cases require meticulous planning and additional effort from the course instructor and easy access to the resource materials. Course instructors who intend to design similar games to complement cases are advised follow few simple ground rules. First, the rules of the game should be simple and the instructions need to be clear. Second, the game should always involve every student in the class; possibly in teams. Third, the parameters for evaluating the teams should be discrete and one clear winner must emerge. Fourth, the debriefing sessions must deploy academic concepts related to the case and should be able to elucidate contrasting theories. Finally, time management is essential. The beauty of the game based case sessions lie in its simplicity, and it's potential to instantaneously convert classrooms to real life service settings, and students to managers. These games require little infrastructure and do not drain the monetary resources of the school unlike technology oriented innovations such as computer simulations, use of polling machines etc. and therefore can be easily replicated in marketing classrooms all around the world.

Please visit the link for a video demonstration: [https://www.youtube.com/watch?v=2QT\\_6SkeMkA](https://www.youtube.com/watch?v=2QT_6SkeMkA)

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# INTEGRATING VIRTUAL CROSS-CULTURAL EXPERIENCES INTO UNDERGRADUATE MARKETING COURSES

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## *AXCESSCAPON TEACHING INNOVATION COMPETITION TEACHING NOTES*

Integrating cross-cultural experiences that improve students' cultural knowledge and experience and ultimately enhance their intercultural competency or awareness of cultural biases has become an important element in developing effective marketing curriculum (Metcalf 2013). In an effort to increase this competency, one of the most common types of cross-cultural experiences offered as part of the business school curricula is a study abroad program. Even though study abroad programs provide great opportunities for marketing educators to use cross-cultural experiences to broaden students' perspectives on business and marketing (Loroz 2009), integration of such experiences and encouraging students to participate in them can be challenging for several reasons. Cost of international travel, foregoing jobs at home in order to study overseas, family commitments, and the perceived limited value in short international experiences often cause students to choose to study at their home institutions rather than study abroad programs (Brokaw 1996). The present innovation, Virtual Cross-Cultural Experiences (VCCE), was designed to reduce some of these challenges.

VCCE are virtual meetings facilitated through web-enabled technologies (e.g., Skype, WhatsApp, WebEx) that allow marketing students in one country to hold virtual meetings with marketing students from a different country over the Internet and without travel, enabling students to see and hear each other. Our VCCE connected two marketing classrooms, one from the United States and one from the Republic of Ireland. This experience was integrated into the two courses in two phases: Preparation and Realization phase.

The main objective of the first phase, Preparation, was to prepare a course assignment with an integrated VCCE that would be aligned with course learning objectives prior to the beginning of the semester. During this phase, we wanted to make sure that VCCE would be integrated without major course changes that would result in excessive workload for students and/or the instructors and would respect existing differences in course structures (e.g., 5-hour time difference, different number of class meetings, different course calendar). First, we collaborated via Skype to discuss ideas about the various assignments into which VCCE could be integrated. Both of us agreed to generate these ideas and share them via DropBox.

During our next Skype meeting, we discussed the most viable and "exciting" ideas for our courses. We decided to complete a two-week marketing assignment that would facilitate VCCE and, at the same time, allow us to assess students ability to conduct cross-market SWOT analysis for a brand that was familiar to both groups of students (i.e., Nutella, a globally recognized hazelnut spread, manufactured by Ferrero). We then agreed on the following learning objectives for the assignment: (a) Execute cross-market SWOT analysis of Nutella in the U.S. and Ireland, including identification of its target customer, positioning benefits, value proposition, and marketing mix, including how the product is presented in local supermarkets in each market; (b) Integrate outcomes of cross-market SWOT analyses to suggest how to improve Nutella's marketing in each market; and (c) Present the outcomes of the analyses in the format of a three page report, including profile of the cross-cultural team.

The last step in this phase was to agree on the number of VCCE meetings and the rationale provided to the students for each of the meetings and the deliverables. We decided to engage students in two meetings, spread over a two-week period. In this step, it was important for us to align our course calendars in order to ensure students were provided with the necessary knowledge required prior to each meeting (e.g., be able to conduct cross-market SWOT analysis).

In the second phase, Realization, the assignment with integrated VCCE was presented to students at both institutions. First, students were given assignment instructions in PDF format, including suggested VCCE meeting schedule and type of virtual meeting platforms they may consider using (e.g., WebEx, Skype, and WhatsApp). Second, the American instructor presented the assignment to the students in the classroom and asked one of the students to video record it, using instructor's smart phone. The video was then shared with the Irish instructor who shared the video with her Irish students. We decided to do so to assure that both groups were presented with the same assignment introduction and oral instructions.

Next, the U.S. students (N = 36) formed teams of two or three and selected one of the members to be team captain who then became the primary point of contact to simplify scheduling and realization of meetings. Following the same procedure, the Irish instructor assisted students (N = 33) forming teams of two, with one captain. This process resulted in 17 cross-cultural teams. Team captains were asked to initiate the first contact via provided e-mails to introduce themselves and exchange contact information, including suggestions how to schedule their VCCE meetings (e.g., Doodle, Facebook).

The first team meeting was used for "getting to know each other" to reduce students' cultural anxiety. In addition, students were asked to obtain information needed for their team profile and, in doing so, encourage them to learn about cross-cultural and lifestyle differences. Finally, teams were asked to agree on delivery of material in the required format to their foreign counterparts and when they wanted to have their second meeting. The second meeting was used to discuss their works, agree on marketing recommendations for improving Nutella's marketing in each market, and decide how they would complete and submit the final report.

Overall, students reported that they had more than just two VCCE meetings (Mean = 4), had a good experience with their VCCE platform (e.g., Skype), and had a good overall cross-cultural experience. Their open-ended comments also suggest that they found VCCE assignment not only "enjoyable" and "cool" but also useful with regards to learning about differences in their cultures, work ethics, viewpoints and opinions, and marketing suggestions. Furthermore, the results of our repeated measure ANOVA provide initial evidence for VCCE's capacity to enhance students' intercultural sensitivity, especially their competence for interaction engagement and confidence in intercultural communication. Together, we believe that VCCE is an easy, innovative way how to provide students with a fun cross-cultural experience without putting too much burden on marketing instructors. After doing VCCE in a context of herein presented two-week assignment with balanced class sizes (36 vs. 33) as well as in a context of a semester-long client-based project with unbalanced class sizes (34 vs. 101), we can say that VCCE not only improved students' intercultural competencies, but also encouraged handful of them to travel on their own or pursue more time-consuming and costly study abroad programs.

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