

IT'S TIME: ESTABLISHING AN AUTHENTIC MARKETING PEDAGOGICAL DISPOSITION

Brian A. Vander Schee, Indiana University
Rebecca A. VanMeter, Ball State University
Parker J. Woodroof, The University of Alabama at Birmingham
Holly A. Syrdal, Texas State University

ABSTRACT

Purpose of the Study: *This study describes an instructor activity involving self-disclosure called This Is Me Exercise (TIME) and assesses its effectiveness in fostering an authentic disposition.*

Method/Design and Sample: *The TIME was conducted at three public regional universities to test its effectiveness. At one institution, the exercise was utilized by one marketing educator in one online section of undergraduate principles of marketing as well as in one online section of graduate marketing management. At another institution, the exercise was used by one marketing educator in two sections of an undergraduate principles of marketing course (one online and the other in-person). At a third institution, the exercise was used by one marketing educator in one online section of a graduate social media marketing course.*

Results: *Student survey administration (n = 114) took place pre- and post-TIME. Significant increases in composite scores representing several outcomes provide evidence supporting the four hypotheses proposed in this study. Using the TIME in class is associated with increased authenticity elements including perceived instructor courage, trust, relatedness, and competence.*

Value to Marketing Educators: *Establishing authenticity can be viewed through the pedagogy of vulnerability and self-determination theory perspectives and offers the benefits of increased self-esteem and higher relational satisfaction. These theoretical foundations highlight four characteristics contributing to instructor authenticity: perceived courage, trust, relatedness, and competence. Marketing educators can utilize the TIME with confidence that it has the potential to help develop an authentic disposition. This activity can be used online or in-person with graduate or undergraduate students in any marketing course.*

Keywords: authenticity, pedagogy of vulnerability, self-determination theory, instructor self- disclosure

INTRODUCTION

Being authentic continues to gain attention in higher education (Gravett & Winstone, 2022). Instructors can build authenticity in general by telling personal stories, being prepared, speaking with enthusiasm about the subject matter, being compassionate, and expressing kindness (Johnson & LaBelle, 2017). However, marketing educators who desire to connect with students quickly must be purposeful in their efforts to build authenticity. Establishing authenticity should take place at the outset of each course to ease the transition to a new learning environment (Vander Schee, 2007a). Recent research has called for more studies to understand how marketing educators can foster authenticity and student engagement (Syrdal et al., 2023).

Instructor motivation for being authentic in the classroom includes modeling humility, connection, student empowerment, and bringing course concepts to life (LaBelle et al., 2023). Authenticity in the collegiate classroom has been examined in the context of class projects (Lewis et al., 2019), student learning assessment (Hobbins et al., 2022), and class leadership (Kang & Han, 2021). However, no studies have presented and evaluated the effectiveness of an instructor activity specifically designed to enhance perceived authenticity. This study makes a valuable contribution to the marketing education literature in that it provides guidance on how to develop an authentic disposition by disclosing the results of an instructor activity called This Is Me Exercise (TIME).

The TIME requires marketing educators to solicit anonymous feedback from family, friends, or colleagues who know them well enough to assess their personal strengths and weaknesses. The information is used to make a word cloud as a visual display of the feedback. The more mentions of a word, the larger the size of the word in the cloud. Marketing educators then share and describe their word cloud with students near the start of a course.

Having the courage to be vulnerable and fostering trust by personal sharing signals authenticity and is the premise of the pedagogy of vulnerability. Self-determination theory also supports self-disclosure in that humans are motivated by their need for autonomy, relatedness, and competence. In this study we provide evidence supporting an increase in perceived instructor courage, trust, relatedness, and competence because of using the TIME. These characteristics are associated with authenticity, which is premised on the pedagogy of vulnerability and self-determination theory.

The remainder of this manuscript is organized as follows. First, we provide a review of the relevant literature and develop hypotheses related to authenticity, instructor self-disclosure, the pedagogy of vulnerability, and self-determination theory. Second, we outline the steps involved in preparing, executing, and disclosing the results of the TIME. Third, we discuss the method, including sample, data collection, and measures used in this study, followed by a presentation of the data analysis and results. Lastly, we include a discussion and conclusion based on the findings and address the limitations of the study as well as directions for future research.

LITERATURE REVIEW AND HYPOTHESES DEVELOPMENT

Authenticity

In the context of this study, we define authenticity as *an expression of oneself that is consistent with internal thoughts and feelings*. Similar to the health care industry in which nurses who have a responsibility to demonstrate authentic compassion to their patients (Su et al., 2020), we suggest that marketing educators foster both credibility and integrity in teaching students by adopting an authentic disposition. Perceived authenticity among marketing educators is manifested via relational transparency, which includes positive traits, consistent emotions, and making mistakes, which are all elements that comprise the true self (Kernis, 2003). This kind of approach to the classroom signals a genuine presence by communicating openness and acceptance of others (Hughes et al., 2020).

Research by LaBelle et al. (2023) further suggests that instructors demonstrate authenticity through openness and a growth mindset. Openness is demonstrated by being human with honest and transparent disclosures and actions. Growth mindset is manifested by acknowledging one's own shortcomings as an instructor. Therefore, authenticity necessitates a heightened level of self-awareness and reflection regarding the perceptions of others (Gravois et al., 2017). Having a greater sense and understanding of self can foster personal growth and position marketing educators to better know how to contribute to the growth of students (Matriano & Middleton, 2020). The perceptions of others regarding oneself can be gained by making inquiries with those who know the individual well enough to provide meaningful feedback. Anonymous feedback, as is the case with the TIME, allows for informed responses. Marketing educators can then display enhanced self-awareness with personal self-disclosure.

Instructor Self-Disclosure

Some marketing educators may be apprehensive about introducing elements of their personal life or personality in the classroom. As part of an authentic disposition, others embrace having a captive audience. In this study, we define instructor self-disclosure as *providing personal information not otherwise known by students*. Schrodt (2013) found instructor perceived credibility and authenticity is enhanced by appropriate and relevant self-disclosure. Topics often thought to be inappropriate for classroom self-disclosure include relational information (e.g., romantic partners), personal preferences (e.g., political affiliation, sexual history), and personal behaviors (e.g., drug or alcohol use) to name a few (Clark-Gordon & Goodboy, 2020).

Self-disclosure as part of authenticity is not limited to in-class experiences. For example, marketing educators may disclose professional information using social media, which augments perceived competence and personal information, which in turn enhances perceived character (Clark-Gordon & Goodboy, 2020). Whether in-person, online, or using social media, instructor self-disclosure can build rapport and contribute to an overall assessment of perceived credibility and authenticity (Lincoln, 2008). Instructor self-disclosure signals that the classroom is a safe learning environment to be authentic and to have the courage to be vulnerable as one's true self (Cayanus & Martin, 2016).

Pedagogy of Vulnerability

The pedagogy of vulnerability ascribes to the idea that marketing educators and students mutually benefit from co-learning and self-disclosure (Brantmeier, 2013). Although many perceive vulnerability as a weakness, Brown (2012) positions it as courage, which adds meaning to experience. Vulnerability is part of

being human and authentic, and as such, connectedness and understanding are built on having the courage to be transparent about one's true self (Loveless et al., 2016). By showing students that their instructors have their own uncertainties and insecurities that spur them toward perpetual learning, students are given permission to acknowledge and accept their own humanity and commit to learning together with their instructor (Michael, 2020).

Students and the marketing educator benefit from the pedagogy of vulnerability by gaining a greater sense of inclusion. Marketing educators foster such an environment when they prioritize self-awareness, emphasize empowerment over authority, and focus on experiencing and displaying what it means to be human (Brantmeier & McKenna, 2020). These traits are manifested in the pedagogy of vulnerability, in which marketing educators abandon the notion of pretension and domination in the classroom and instead embrace various parts of their humanity as facilitators of student learning through authenticity manifested as courage and trust.

We define courage in this study as *making oneself vulnerable by assuming the risks of self-disclosure*. These risks include being subject to possible embarrassment, criticism, or rejection (Tsai et al., 2013). The courage related to self-disclosure signals transparency and one's willingness to be human and authentic, which ultimately communicates to students that they are in an inclusive setting where they can engage as co-creators and participants along with the instructor without fear of judgment (Cordova & Scott, 2001). The courage to be vulnerable through self-disclosure is viewed as a strength to foster authenticity and personal connections (Jordan, 2008). Therefore, we posit:

H₁: This Is Me Exercise disclosure is positively associated with perceived instructor courage.

Trust is a fundamental human trait that allows individuals to co-exist and function collectively as a society (Niedlich et al., 2021). Unlike trust in a general sense, which is necessary for social cohesion, trust at the individual level necessitates personal investment and fosters social influence (Kemp et al., 2019). One's willingness to trust is innate, although it also makes one vulnerable to relying on others or even being taken advantage of (Kramer, 2009). In this study, trust is defined as *having confidence in the integrity and reliability of an exchange partner*. Trust, in the context of higher education, is established when marketing educators are open and honest with their students, which leads to a greater propensity to communicate and to view the instructor as being authentic (Faranda, 2015). Therefore, we posit:

H₂: This Is Me Exercise disclosure is positively associated with perceived instructor trust.

Self-Determination Theory

Marketing education has utilized self-determination theory to examine pedagogical practice, including experiential learning (Rayburn et al., 2018) and online instructor competence (Kordrostami & Seitz, 2021). Self-determination theory explains human behavior as being influenced by psychological needs expressed as motivation (Deci & Ryan, 1980). Fulfilling the need for autonomy, relatedness, and competence in self-determination theory leads to psychological growth, integrity, and well-being (Deci & Ryan, 2000). Therefore, the degree to which individuals perceive they can fulfill these needs influences their behaviors, including goal pursuit and achievement (Ryan & Deci, 2018). When students perceive their instructor fosters need attainment through personal disclosure, we propose they will more readily affiliate the instructor with authenticity and experience the benefits of an inclusive learning environment.

Moreover, the need for autonomy is focused on having one's behavior be self-organized as opposed to others organizing it for the individual (Di Domenico & Ryan, 2017). The idea is that people's sense of control determines their motivation (Ryan et al., 2021). Still, prior studies in marketing education have provided ample evidence that autonomy does not necessarily apply to all situations involving motivation (Jillapalli & Wilcox, 2010). Activities that engage students personally can influence their level of autonomy; however, inactive scenarios may have little to no effect in this regard (Zainuddin & Perera, 2019). Such is the case with the TIME in that students are passive recipients of the instructor's disclosure; thus, perceived instructor autonomy would be difficult to discern. Therefore, this study focuses exclusively on authenticity from a perceived instructor relatedness and competence perspective.

Developing and maintaining social bonds provides enjoyment and is manifested as relatedness (Deci & Ryan, 2000). In the context of this study, we define relatedness as *the motivation to feel close and have belongingness with others*. Instructors can pro-actively develop authenticity as relatedness with students through socialization (Young, 2005). Marketing educators can further develop a sense of authenticity through fairness, honesty, consistency, and self-disclosure (Faranda & Clarke, 2004; Gruber et al., 2012; Swanson et al., 2021). Therefore, we posit:

H₃: This Is Me Exercise disclosure is positively associated with perceived instructor relatedness.

Individuals feel effective when they satisfy their fundamental need for competence (White, 1959). We define competence in this study as *the motivation for cognitive growth and academic success*. Competence can be demonstrated by transparency in one's ability to facilitate personal growth in others (Kordrostami & Seitz, 2021). Marketing students are aware of their need for disciplinary competence (Honea et al., 2017) and are more likely to engage when they perceive competence in others and know how to access needed resources (Sweeney et al., 2009). Moreover, students feel more effective when they spend time with marketing professors they perceive as displaying authenticity via competence (Jillapalli & Wilcox, 2010). Marketing educators signal their competence to students through self-disclosure, as an indication of authenticity. Therefore, we posit:

H₄: This Is Me Exercise disclosure is positively associated with perceived instructor competence. The elements of authenticity as defined in this study are summarized in Table 1.

Table 1. Elements of Authenticity

Element	Definition
Self-disclosure	Providing personal information not otherwise known by others.
Courage	Making oneself vulnerable by assuming the risks of self-disclosure.
Trust	Having confidence in the integrity and reliability of an exchange partner.
Relatedness	The motivation to feel close and have belongingness with others.
Competence	The motivation for cognitive growth and academic success.

This Is Me Exercise

For the TIME, the marketing educator creates a brief survey, distributes it to 15 close contacts, and then creates a word cloud based on the results to share with students. The survey can be created using Qualtrics (or similar online survey development software) with two text entry questions. The first question is, "Using just one word for each, what are five of my strengths?" The second question is, "Using just one word for each, what are five of my weaknesses?" To solicit responses, an anonymous link can be created to distribute via email, text message, or social media messaging. The link should be accompanied by an introductory message that reads as follows, "Thank you in advance for answering the two questions contained in this survey. This is an activity for my personal reflection, so your honesty is much appreciated. Do not worry about hurting my feelings or giving me too much of an ego. I would like your honest opinion, both positive and negative. Responses are anonymous. Please respond within three days so I can tabulate the results."

The instructor sends this message with the survey link to 15 people who know the instructor well enough to provide an honest perspective. The number of contacts was set at 15 because it is considered ideal for an activity that relies on supportive connections, and not necessarily on personal intimacy or general acquaintance (Dunbar, 2021). Survey recipients can include family, friends, or work colleagues. Instructors should be mindful that some feedback may be uncomfortable and thus should use their best judgment regarding their ability to constructively process the content as self-reflection may not be suited for everyone.

After the data is collected, the instructor exports the responses from Qualtrics to Excel. Once in the spreadsheet, the collected data can be formatted in preparation for uploading to a word cloud generator. Various forms of the same word can be changed to the same word (e.g., laugh, laughs, laughter, and laughing, can be changed to laughter). The next step is to import the words to a free online word cloud generator (e.g., wordclouds.com, wordart.com, or worditout.com) to create a word cloud graphic. The word cloud generator will automatically display words mentioned more frequently (i.e., higher counts) larger than those mentioned fewer times. The platforms permit file upload or manual data entry of words and counts. As an added feature, they allow users to choose a custom shape for their clouds, which can reflect personality or identity (See Figure 1).

The next step involves the instructor showing the word cloud of strengths and weaknesses to students during class in the second week of the semester. Consistent with prior research, the benefits of sharing personal information, including from the perspective of other people, early in the semester include the students' feeling more comfortable approaching the instructor, being more willing to participate in class activities, and experiencing a higher level of comfort in sharing ideas and opinions during class (Hermann

schools in the United States (Forté Foundation, 2019). Moreover, no significant differences were noted in the measures based on gender. The average age was 23.13 ($SD = 5.695$) with a range of 19 to 54. The self-identified ethnicities of respondents were as follows: 82% White, 8% African American, 10% Asian, and 1% Native Hawaiian or Pacific Islander.

Measures

Students completed two Qualtrics surveys to assess the effectiveness of the instructor activity, one at the beginning of the class period before the instructor shared the personal word cloud (pre-TIME) and one during the same class period shortly after the instructor presentation (post-TIME). Responses to all measures were collected using a scale from 1 (*strongly disagree*) to 7 (*strongly agree*). See Table 2 for scale measurement items. The survey also included demographic items. Social desirability was addressed by using the anonymized responses option in the survey software so that IP address, location data, and contact information was not recorded. Students were redirected to a second survey to record their participation. The adapted scales were included in a survey that was administered to a pilot section of students not participating in this study.

Courage is defined in this study as making oneself vulnerable by assuming the risks of self-disclosure. A 5-item scale adapted from Kuczynski et al. (2020) measured perceived courage of the instructor. Trust is defined in this study as having confidence in the integrity and reliability of an exchange partner. The 3-item scale for perceived trust of the instructor was utilized from Jillapalli and Wilcox (2010).

In this study, relatedness is defined as the motivation to feel close and have belongingness with others. A 4-item scale measured perceived relatedness (Jillapalli & Wilcox, 2010). Competence is defined in this study as the motivation for cognitive growth and academic success. A 3-item scale addressed perceived competence of the instructor (Jillapalli & Wilcox, 2010).

RESULTS

We used exploratory factor analysis (EFA) to assess the convergent validity of items for each dimension using varimax rotation based on eigenvalues greater than 1.0. Four dimensions emerged in the principal component analysis of item communalities, explaining 85.7% of the variance. All weights had minimal cross loadings with Cronbach alpha scores for all items exceeding the recommended .70 benchmark (Nunnally, 1978). Thus, internal validity was established (See Table 2).

Next, we assessed reliability and discriminant validity of the measures (See Table 3). The Cronbach's alpha and composite reliability values for all constructs exceeded the standard 0.7 reliability threshold (Hair et al., 2013), the AVE for each construct exceeded the .5 threshold for convergent validity (Fornell & Larcker, 1981), and the VIF was < 3.0 for each item indicating multicollinearity is not an issue (Hair et al., 2020). Discriminant validity was assessed in two ways. First, as recommended by Fornell and Larcker (1981), the square root of the AVE exceeded all paired correlations shown in the diagonal of the correlation matrix. Second, the Heterotrait-Monotrait Ratio correlations are less than 0.8, which is below the recommended 0.85 threshold, confirming discriminant validity for this study (Henseler et al., 2015).

We addressed common method bias by assuring students that survey responses would remain anonymous, including specific language in the survey items, and using various sources as measures for the independent variables (Podsakoff et al., 2003). Common method bias is also assessed in the EFA using Harman's single factor method. The single factor explained 48.8% of the variance, below the recommended 50% (Gaskin, 2012), thus suggesting insignificant common method variance.

Paired samples t-tests were conducted to determine the significance in pre- and post- TIME measures (See Table 4). The increase in perceived instructor courage using a scale from 1 (*strongly disagree*) to 7 (*strongly agree*) from pre-TIME ($M = 5.18$, $SD = 1.17$) to post-TIME ($M = 5.94$, $SD = 0.83$) was significant, thus supporting H1. The results provide evidence that students find the marketing educator to be more courageous after showing and discussing their own word cloud with the students in class.

The increase in perceived instructor trust pre-TIME ($M = 5.33$, $SD = 1.12$) to post-TIME ($M = 5.97$, $SD = 0.84$) was significant, supporting H2. While students may start out with a certain level of trust in the instructor, using the TIME allows students to hear more from the marketing educator in an authentic way, fostering increased trust in the instructor.

This study focused on authenticity from a perceived instructor relatedness and competence perspective. The increase in perceived instructor relatedness pre-TIME ($M = 4.48$, $SD = 0.94$) to post-TIME ($M = 5.13$, $SD = 0.92$) was significant, supporting H3. By using the TIME, students perceived the instructor

as more relatable.

Table 2. Exploratory Factor Analysis Rotated Component Matrix

Measurement Items	Factors			
	Courage	Relatedness	Competence	Trust
The professor will act for something they believe in even if they feel exposed or uncomfortable.	.911			
If the professor believes there is an important reason to face something that is uncomfortable for them, they will face it.	.875			
The professor can acknowledge their shortcomings.	.873			
The professor will risk feeling uncomfortable in the service of improving their relationship with their students.	.853			
The professor is willing to be vulnerable with their students.	.821			
When I am with this professor, I often feel close in our professor-student relationship.		.865		
When I am with this professor, I feel they have concern for me.		.839		
When I am with this professor, I feel a lot of closeness.		.819		
When I am with this professor, I feel loved and cared for.		.785		
When I am with this professor, I feel very capable and effective in my studies.			.911	
When I am with this professor, I feel able and effective in my studies.			.907	
When I am with this professor, I often feel adequate and competent in my studies.			.866	
This professor is trustworthy.				.918
This professor has high integrity.				.903
This professor keeps their promises.				.852

Table 3. Correlation Matrix, Validity, and Reliability Estimates

	Courage	Relatedness	Competence	Trust
Courage	.92			
Relatedness	.46	.84		
Competence	.50	.62	.87	
Trust	.40	.48	.68	.88
Cronbach's α	.94	.93	.97	.91
Composite Reliability	.97	.91	.91	.91
Average Variance Extracted	.85	.71	.76	.78
Mean	5.94	5.13	5.74	5.97
Standard Deviation	.83	.92	.99	.84

Note. Diagonal entries (in bold) are the square root of the AVE. Off-diagonal entries are the correlations between the latent variables.

Perceived instructor competence significantly increased from pre-TIME ($M = 5.25$, $SD = 1.14$) to post-TIME ($M = 5.74$, $SD = 0.99$), supporting H4. The TIME is shown to be a way to connect with students near the beginning of the course and subsequently they will more readily affiliate the marketing educator with authenticity and experience the benefits of an inclusive learning environment.

Table 4. Paired Samples t-Test for Pre- and Post- TIME Measures

Construct	Paired Samples t-Test				
	<i>M</i>	<i>SD</i>	<i>t-value</i>	<i>df</i>	<i>p-value</i>
Courage Pre-TIME	5.18	1.17	7.070	95	< .001
Courage Post-TIME	5.94	0.83			
Trust Pre-TIME	5.33	1.12	6.398	113	< .001
Trust Post-TIME	5.97	0.84			
Relatedness Pre-TIME	4.48	0.94	8.046	113	< .001
Relatedness Post-TIME	5.13	0.92			
Competence Pre-TIME	5.25	1.14	5.723	113	< .001
Competence Post-TIME	5.74	0.99			

Note. Items measured with Likert scale from 1 (*strongly disagree*) to 7 (*strongly agree*).

DISCUSSION AND CONCLUSIONS

This study advances the research of authenticity in marketing education by describing and assessing the effectiveness of an instructor self-disclosure activity. The results of this study answered the call for research and extended the work of Syrdal et al. (2021), which established benefits for students participating in an activity that enhanced their self-awareness (Gravois et al., 2017; Muncy, 2014). Prior studies established benefits for instructors who are perceived as authentic including increased self-esteem, increased overall wellness, and more favorable interpersonal relationships (Theran, 2011; Wang, 2016). This study provided evidence for the benefits of establishing an authentic pedagogical disposition using a similar activity as demonstrated by an increase in perceived instructor courage, trust, relatedness, and competence.

The TIME is relatively easy to prepare and execute. Additionally, it provides a mechanism for formatting and structuring in-class instructor self-disclosure. The strengths and weaknesses parameters are relatable to anyone, including students. Although it requires marketing educators to engage in a vulnerable self-disclosure activity, the results indicate the vulnerability is well received and increases student positive perceptions. Self-disclosure is difficult for individuals because they fear being embarrassed, judged, or looked down upon (Tsai et al., 2013). However, self-disclosure is part of building authenticity and, as ascertained here, the benefits often outweigh the potential risks. By using the TIME, marketing educators are intentional about establishing authenticity at the outset of the course.

This study was grounded in the pedagogy of vulnerability and self-determination theory. The former supports authenticity through vulnerability manifested as courage and trust. The latter addresses authenticity based on relatedness and competence. Assessment in this study provides evidence for building an authentic disposition from an increase in student perceptions for instructor courage, trust, relatedness, and competence resulting from the TIME and associated self-disclosure. This activity adds to the tools available to marketing educators to enhance the classroom learning environment with authentic interactions.

At the same time, there remains the question regarding how much is too much to share, especially within the power dynamic between marketing educators and their students. As it pertains to self-disclosure in the classroom, Rasmussen and Mishna (2008) recommend maintaining a balance between thoughtful restraint and genuine openness, and one needs to use professional judgment in self-disclosure. It seems best to limit information to the content of the word cloud with appropriate examples to fully explore the content. It is recommended to avoid personal topics that are best addressed through counselling or with an intimate family member or friend (Clark-Gordon & Goodboy, 2020). A simple litmus test for this question is to ensure the marketing educator's results from TIME, and the subsequent disclosure, is relevant to the learning experience.

Continued authenticity can persist after the TIME activity with transparency and openness. This involves admitting mistakes in the classroom, developing co-learning activities, and showing what it means to be human through personal experience and growth. Marketing educators can take a more passive approach by allowing authenticity to develop throughout the course. However, the TIME provides the

mechanism and structure to initiate the authentication process at the outset. This approach signals to students that the instructor values being authentic and encourages students to do the same.

Lastly, personal benefits for marketing educators may go beyond those mutually experienced by the instructor and students. Developing self-awareness can foster enhanced perception of one's motives and needs (Kuczynski et al., 2020). In this way, marketing educators are better equipped to address the needs of their students from their own empathic perspective because of their own emotional experience. Other awareness also enhances the instructor's capacity to make personal connections, signaling openness and acceptance, thus adding to their level of perceived authenticity (Hughes et al., 2020). Taken together, marketing educators can use the TIME to initiate an authenticity disposition and take measures to intentionally continue connectedness throughout the course.

Limitations and Future Research

Collecting data from multiple marketing educators with diverse courses, levels of instruction, and course delivery modes enhances the generalizability of this study. However, having a larger sample size and greater representation from other marketing educators and institutions may further enhance insights regarding the outcome variables. Diversity in the level of depth and the length of time of the instructor TIME disclosure session and antecedent perceived marketing educator personality remain as limitations in this study.

The TIME was examined during the second week of the semester and, thus, there is room for future research focused on the long-term consequences of the exercise. A one-time class activity using active learning (Vander Schee, 2011) requires additional active learning experiences throughout the semester to glean long-term benefits (Vander Schee, 2007b). In the same way, additional authenticity eliciting exercises may be needed to realize sustainable benefits. Course evaluations may uncover the importance of other variables not examined in this study. Some of these potential variables include student engagement, classroom learning environment, and course satisfaction, to name a few.

Lastly, instructor traits may influence perceived authenticity. Variables such as age, gender, ethnicity, perceived attractiveness, or academic rank may play a role in student perceptions. Personality manifested as one's ability or willingness to embrace and display character traits associated with authenticity may also influence student perceptions (Hughes et al., 2020). Individual willingness may go beyond personal disposition as institutional culture, academic leadership, and perceived collegiality may play a supporting or mitigating role (Koppensteiner, 2020). Research along these lines will increase our understanding of authenticity, socialization, and enhancing constructive learning environments.

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For further information contact:
Brian A. Vander Schee,
Indiana University
1275 E 10th St
Bloomington, IN 47405
vandersb@iu.edu