



Walking the Talk: Customer-Centric Marketing Education

2016 Annual Fall Conference Proceedings

Editors

Debbie DeLong, Chatham University

Lisa Lindgren, College of St. Benedict / St. John's University

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



***21st Annual Marketing Management Association Fall Educators' Conference
September 14-16, 2016, Providence, Rhode Island***

ACKNOWLEDGEMENTS

Welcome to the 21st Marketing Management Association Fall Educators' Conference! As we enter our third decade of this unique offering, we build on a strong tradition of high quality submissions, collegiality, and a shared passion for improving the practice of marketing education. The growth and success of MMA and this conference in particular is due to the invaluable investment of our membership. Your contributions make this event impactful, enjoyable and useful in so many facets of our work inside and outside of the classroom. We recognize the leadership of MMA for their tireless efforts to keep the organization on track while also innovating our practices moving forward. Many individuals participated in making this year's conference exceptional and deserve our special thanks.

This year, three pre-conference workshops were offered. Lyle Wetsch, Debra Zahay-Blatz, Janna Parker, Leila Samii, Camille Schuster, Charles Bodkin, and Brent Smith provided great content in these terrific hands-on workshops. Mary Conran again coordinated the fourth annual Doctoral Student Teaching Consortium, with many faculty colleagues lending their expertise to this intensive training seminar. The full list of faculty colleagues appears separately in this publication. We are grateful to AxxessCapon for their financial support of the Consortium again this year.

We received more position and refereed paper submissions than in any preceding year. The quality of submissions continues to improve given the tremendous expertise and creativity that is evident in our membership ranks. We thank Cengage Learning for sponsoring the best conference refereed paper awards. Winners were determined by two rounds of blind peer review, with authors of finalist papers recused from the process. The hard work and timely feedback from a record number of refereed paper reviewers is greatly appreciated; their names are listed separately in this publication. A very special thanks to Zina Taran for coordinating the position paper reviews and to Hank Roehrich for his help with coordinating the panel participation.

We are excited to expand the number of teaching competitions to three this year. AxxessCapon sponsored the Teaching Innovation competition for the sixth year. Thank you to Bill Madway as the coordinator of this prestigious event and to the expert judges listed separately in this publication. StuKent is the new sponsor of the Outstanding Teacher-Scholar Doctoral Student competition, with Matt Elbeck serving as the coordinator for this challenge along with his esteemed panel of judges listed separately in this publication. Lastly, the Hormel Foods Master Teacher Awards competition was moved from the spring conference to the fall, with heartfelt thanks to Chad Milewicz and his fantastic team of judges, listed separately in this publication, for taking charge of this competition so effectively.

As in previous year, the Journal for Advancement in Marketing Education recognizes two outstanding reviewers with awards sponsored by Interpretive Simulations. Interpretive has again supplied MMA with the lanyards and name badges we wear at the conference which is much appreciated. Lisa Lindgren produced the massive proceedings document you now have in your possession, again executing this complex task on time and with unmatched grace under pressure. Thank you to the vast number of paper and panel session chairs who are listed separately in this publication, the conference could not function without your guidance. Our terrific exhibitors are noted below, they are our partners by providing the tools and training we need to accomplish great things with our

students. Please stop by their exhibits and drop into their sessions to learn more about their offerings and the goals you can reach with their support.

Please note that the next MMA Fall Educators' Conference will be held September 20-22, 2017 at the Omni William Penn Hotel in Pittsburgh, PA. The 2017 MMA Spring Conference will be held March 22-24, 2017 at the Palmer House Hilton in Chicago.

Thank you and we hope you enjoy the conference!

Kristen Regine, Conference Chairperson
Debbie DeLong, Conference Program Chairperson

Exhibitors, Awards, and Competition Sponsors



CONFERENCE AWARDS

Cengage Learning 2016 MMA Fall Educators' Conference Best Refereed Paper Award Winner

Soft and Hard Skill Influences on Entry-Level Marketing Interview Success – A First Look

Debbie DeLong, Chatham University
Matt Elbeck, Troy University–Dothan

Interpretive Simulations 2016 Journal for Advancement of Marketing Education Reviewer of the Year Award Winners

Neil Bendle, University of Western Ontario
Victoria Crittenden, Babson College

AxcessCapon 2016 Teaching Innovation Competition Finalists

Elliott Manzon, University of Cincinnati
Mark McConnell, University of Mount Union
Cindy Rippé, Tarleton State University

StuKent 2016 Outstanding Teacher-Scholar Doctoral Student Competition Finalists

Vahid Rahmani, Old Dominion University
Samer Sarofim, University of Kansas
Amalesh Sharma, Georgia State University

Hormel Foods 2016 Master Teacher Award Competition Finalists

Stephen Baglioni, Saint Leo University
Emin Civi, University of New Brunswick
David Raska, Northern Kentucky University

CONFERENCE PROGRAM COMMITTEE

Kristen Regine, Conference Chair
Johnson & Wales University

Debbie DeLong, Program Chair
Chatham University

Lisa Lindgren, Proceedings Co-Editor
College of St. Benedict /St. John's University

CONFERENCE COMPETITIONS

AxcessCapon Teaching Innovation Competition

Coordinator – Bill Madway

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

StuKent Outstanding Teacher-Scholar Doctoral Student Competition

Coordinator – Matt Elbeck

Judges – Theresa Clarke, Victoria Crittenden, Lisa Spiller

Hormel Foods Master Teacher Award Competition

Coordinator - Chad Milewicz

Judges - Theresa Clarke, Tim Graeff, Michael Messina, Don Roy, Lyle Wetsch

AXCESSCAPON DOCTORAL STUDENT TEACHING CONSORTIUM

Coordinator

Mary Conran, Temple University

Faculty Colleagues

Tim Graeff, Middle Tennessee State University
Shane Hunt, Arkansas State University
Shannon Rinaldo, Texas Tech University
Jeanetta Sims, University of Central Oklahoma
Jeff Tanner, Old Dominion University
Brian Vander Schee, Aurora University
Lyle Wetsch, Memorial University of Newfoundland, Canada

PRE-CONFERENCE WORKSHOP FACULTY

Lyle Wetsch, Memorial University of Newfoundland
Debra Zahay-Blatz, St. Edward's University
Janna Parker, James Madison University
Leila Samii, Southern New Hampshire University
Camille Schuster, California State University - San Marcos
Charles Bodkin, University of North Carolina – Charlotte
Brent Smith, St. Joseph's University

CONFERENCE PAPER REVIEWERS

Roy Abrams, Southern Connecticut State University
Demetra Andrews, Indiana University - Northwest
Stella Amara Aririguzoh, Covenant University
Sharmin Attaran, Bryant University
Paige Beal, Point Park University
Janice Blankenburg, University of Wisconsin-Milwaukee
Kristi Bockorny, Northern State University
Phil Boutin, Eastern Kentucky University
Vince Carter, California State University - Bakersfield
Carmina Cavazos, Suffolk University
John Cherry, Southeast Missouri State University
Alicia Cooper, Dillard University
Mark DeFanti, Providence College
Penelope DeJong, Park University
Rebecca Dingus, Central Michigan University
Ronald Drozdenko, Western Connecticut State University
Ryan Eanes, Washington College
Marilyn Eastman, Morningside College
Matt Elbeck, Troy University - Dothan
Weixing Ford, Texas A & M University –San Antonio
Lynda Fuller, Wilmington University
Tim Graeff, Middle Tennessee State University
Henry Greene, Central Connecticut State University
Sheri Grotrian-Ryan, Peru State College
Melodi Guilbault, New Jersey Institute of Technology
Stacey Hills, Southern Vermont College
Becky Hochradel, Delta State University
Dan Horne, Providence College

CONFERENCE PAPER REVIEWERS (CONT.)

Fred Hoyt, Illinois Wesleyan University
Haiyan Hu, Morgan State University
Lin Humphrey, Ithaca College
Alexandra Hutto, Millersville University
Ashley Kilburn, The University of Tennessee at Martin
Anthony Kim, California State Polytechnic University, Pomona
Robert King, West Texas A&M University
Nicole Kirpalani, LIM College
Susan Kleiser, Texas Christian University
Michelle Kunz, Morehead State University
Lynn Kwak, Southern Connecticut State University
Debbie Laverie, Texas Tech University
Bryan Lilly, University of Wisconsin Oshkosh
Theresa Marron-Grotsky, University of Maryland - University College
Maggie McDermott, University of Wisconsin-LaCrosse
John McGrath, University of Pittsburgh - Johnstown
Marilyn Melchiorre, The College of Idaho
Pamela Mickelson, Morningside College
Tina Mims, Texas Woman's University
Rick Moran, University of Wisconsin-Superior
Linda Mullen, Georgia Southern University
Julie Nelsen, St. Catherine University
Jason Oliver, East Carolina University
Kelley O'Reilly, Western Michigan University
Mahatapa Palit, City University of New York
Janna Parker, James Madison University
Kirsten Passyn, Salisbury University
Amy Patrick, Wilmington University
Pallab Paul, University of Denver
Dan Rajaratnam, University of Texas - Dallas
Jim Rogers, Saint Marys College
Jeri Rubin, University of Alaska Anchorage
Larry Ruddell, Belhaven University
Chrissann Ruehle, Sinclair College
Leila Samii, Southern New Hampshire University
Rick Saucier, Thomas College
Alison Shields, Ithaca College
Debika Sihi, Southwestern University
LaCalvince Simpson, Indiana University - East
Soni Simpson, Elmhurst College
Karen Stone, Southern New Hampshire University
Elnora Stuart, University of South Carolina Upstate
Ursula Sullivan, Northern Illinois University
Scott Swain, Clemson University
Brian Taillon, New Mexico State University
Zina Taran, Pennsylvania State University
Simon Walls, Fort Lewis College
Hannah Walters, Northern State University
Bruce Weinberg, University of Massachusetts
Bill Wellington, University of Windsor, Canada
Lyle Wetsch, St. John's, Newfoundland, Canada
Rama Yelkur, St. John Fisher College
Gail Zank, Texas State University - San Marcos

CONFERENCE SESSION CHAIRS

Alisa Agozzino, Ohio Northern University
Sharmin Attaran, Bryant University
Donna Bergenstock , Muhlenberg College
Tim Birrittella, Florida International University
Emin Civi, University of New Brunswick
Theresa Clarke, James Madison University
Donna Coelho, W. Connecticut State University
Alicia Cooper, Dillard University
Mark DeFanti, Providence College
Penelope DeJong, Park University
Rebecca Dingus, Central Michigan University
Marilyn Eastman, Morningside College
Matt Elbeck, Troy University - Dothan
Kathy Esper, Babson College
Scott Fiene, University of Mississippi
Katherine Fleck, Ohio Northern University
Lynda Fuller, Wilmington University
Susan Geringer, California State University – Fresno
Tim Graeff, Middle Tennessee State University
Adriane Grumbein, University of Kentucky
Melodi Guibault, New Jersey Institute of Technology
M. Dee Guillory, Winston Salem State University
Joyce Hicks, Saint Mary's College
Roscoe Hightower, Florida A&M University
Monica Hodis, St. John Fisher College
Dan Horne, Providence College
Darlene Jaffke, Lake Forest College
Brandon Kilburn, The University of Tennessee at Martin
Anthony Kim, California State Polytechnic University
Robert King, West Texas A&M University
Paul Kotz, St. Mary's University
Lynn Kwak, Southern Connecticut State University
John McGrath, University of Pittsburgh at Johnstown
Mike Messina, Gannon University
Pamela Mickelson, Morningside College
Chad Milewicz, University of Southern Indiana
Alex Milovic, Marquette University
Rick Moran, University of Wisconsin - Superior
Pallab Paul, University of Denver
Lou Pelton, University of North Texas
Henry Roehrich, Park University
Heidi Rottier, Bradley University
Chrissann Ruehle, Sinclair College
Samer Sarofim, University of Kansas
Joyce Shotick, Judson University
Ron Sicker, St. John Fisher College
LaCalvin Demor, Simpson, Indiana University East
Jeanetta Sims, University of Central Oklahoma
Brent Smith, Saint Joseph's University

CONFERENCE SESSION CHAIRS (CONT.)

Karen Stone, Southern New Hampshire University

Andreas, Stratemeyer, California State University

Ursula Sullivan, Northern Illinois University

Ric Sweeney, University of Cincinnati

Jeff Tanner, Old Dominion University

Zina Taran, Pennsylvania State University

Brian Vander Schee, Aurora University

Simon Walls, Fort Lewis College

Hannah Walters, Northern State University

Mel Zuberi, St. John Fisher College

MARKETING MANAGEMENT ASSOCIATION

2016-2017 OFFICERS

Pamela Kennett-Hensel, President (2016 – 2017) - University of New Orleans
Brian Vander Schee, Immediate Past President (2015-2016) – Aurora University
Susan Geringer, President-Elect and Spring 2017 Conference Program Chair - California State University – Fresno
Gail Zank – Vice President of Marketing, Texas State University
Alex Milovic, Executive Director – Marquette University
Brent Smith, Treasurer - Saint Joseph’s University
Lyle Wetsch, Communications Director - Memorial University of Newfoundland, Canada

BOARD OF DIRECTORS (term expires)

Kesha Coker (2019)	Eastern Illinois University
Debbie DeLong (2019)	Chatham University
Rebecca Dingus (2018)	Central Michigan University
Roscoe Hightower (2018)	Florida State University
John McGrath (2017)	University of Pittsburgh
Michael Messina (2018)	Gannon University
Chad Milewicz (2018)	University of Southern Indiana
Gillian Naylor (2018)	University of Nevada – Las Vegas
Sarah Rand (2017)	St Catherine University
Hank Rohrich (2019)	Park University
Jeanetta Sims (2018)	University of Central Oklahoma
Annette Singleton-Jackson (2017)	Florida A&M University
Andreas Stratemeyer (2019)	California State University
Ursula Sullivan (2017)	Northern Illinois University
Judy Wiles (2017)	Southeast Missouri State University

PUBLICATIONS COUNCIL (term expires)

Kesha Coker (2018)	Eastern Illinois University
Riley Dugan (2017)	University of Dayton
Paul Hensel (2019)	University of New Orleans
Archana Kumar (2018)	Montclair State University
Lisa Lindgren, Chair (Ex-officio, Proceedings Editor)	College of St. Benedict / St. John’s University
Alex Milovic (Ex-officio, Exec. Director)	Marquette University
Brent Smith (Ex-officio, JAME Editor)	Saint Joseph’s University
Lyle Wetsch (Ex-officio Communications Director)	Memorial University of Newfoundland, Canada
Debra Zahay-Blatz (2019)	St. Edward's University
Gail Zank (Ex-officio, MMJ, Editor)	Texas State University

CONFERENCE ATTENDEES

Camille	Abbruscato	Stony Brook University
Joni	Adkins	Northwest Missouri State University
Alisa	Agozzino	Ohio Northern University
Irfan	Ahmed	Sam Houston State University
Abdul	Ali	Babson College
Sharmin	Attaran	Bryant University
Timothy	Aurand	Northern Illinois University
Stephen	Baglione	Saint Leo University
Anjali	Bal	Babson College
Arne	Baruch	Texas A&M University-San Antonio
Paige	Beal	Point Park University
Lauren	Beitelspacher	Babson College
Neil	Bendle	University of Western University
Donna	Bergenstock	Muhlenberg College
Tim	Birrittella	Florida International University
James	Blair	University of Rhode Island
Charles	Bodkin	UNC at Charlotte
Lana	Brackett	Roger Williams University
Sandra	Bravo	Babson College
Benjamin	Carr	Roger Williams University
Randall G	Chapman	LINKS Simulations
Laura	Chappell	Interpretive Simulations
Piotr	Chelminski	Providence College
Emin	Civi	University of New Brunswick
Theresa	Clarke	James Madison University
Dennis	Clayson	Univ of Northern Iowa
Donna	Coelho	Western Connecticut State University
Suzanne	Conner	Georgia Southwestern State University
Mary	Conran	Temple University
Alicia	Cooper	Dillard University
Victoria	Crittenden	Babson College
Bill	Crittenden	Northeastern University
Colleen	Cummings	Routledge
Amy	Danley	Wilmington University
Mark	Defanti	Providence College
Debbie	DeLong	Chatham University
Penelope	Dejong	Park University
Anirudh	Dhebar	Babson College
Rebecca	Dingus	Central Michigan University
Ronald	Drozdenco	Western Connecticut State University
Ryan	Eanes	Washington College

Marilyn	Eastman	Morningside College
Alyssa	Eckman	University of Kentucky
Gail	Eisenberg	Muhlenberg College
Matthew	Elbeck	Troy University - Dothan
Emine	Erdogan	Rutgers University
Brad	Eskridge	Bradley University
Joel	Evans	University of Mount Union
Eva	Fast	John Brown University
Ivan	Fedorenko	Bentley University
Linda	Ferrell	Belmont University
O.C.	Ferrell	Belmont University
Scott	Fiene	University of Mississippi
Karen	Flaherty	Oklahoma State University
Kathie	Fleck	Ohio Northern University
Kimberly	Folkers	Wartburg College
Lynda	Fuller	Wilmington University
Andrea	Garraway	BMCC/City University of New York
Carolyn	Garrity	Birmingham-Southern College
Susan	Geringer	California State University, Fresno
Nabarun	Ghose	The University of Findlay
Tulay	Girard	Pennsylvania State Altoona
Karl	Giulian	Atlantic Cape Community College
Treyce	Glidden	University of Central Oklahoma
Megan	Good	New Mexico State University
Julie	Grabanski	University of North Dakota
Timothy	Graeff	Middle Tennessee State University
Christopher	Graves	Northwest Missouri State University
Bryan	Greenberg	Elizabethtown College
Henry	Greene	Central Connecticut State University
Adriane	Grumbein	University of Kentucky
Melodi	Guilbault	New Jersey Institute of Technology
M. Dee	Guillory	Winston-Salem State University
Luke	Hallman	Pennsylvania State Altoona
Adrienne	Hall-Phillips	Worcester Polytechnic Institute
Ye	Han	Louisiana Tech University
Brian	Hanlon	North Central College
Richard	Hanna	Babson College
Nancy	Harrower	Concordia University, St. Paul
Ahmet M.	Hattat	University of Rhode Island
Kenneth	Henderson	Morehead State University
Paul	Hensel	University of New Orleans
Joyce	Hicks	Saint Mary's College
Roscoe	Hightower	Florida A&M University

Krista	Hill Cummings	Babson College
Rebecca	Hochradel	Delta State University
Monica	Hodis	St. John Fisher College
Les	Hollingsworth	University of Southern Mississippi
Dan	Horne	Providence College
Fred	Hoyt	Illinois Wesleyan University
Ni	Huang	Temple University
William	Humphrey	Ithaca College
Alexandra	Hutto	Millersville University
Darlene	Jaffke	Lake Forest College
Ronald	Jelinek	Providence College
Catherine	Jergens	Cengage Learning
Jiani	Jiang	New Mexico State University
Maria	Kalamas	Kennesaw State University
Eliane	Karsaklian	Universit� Sorbonne
Nathaniel	Karst	Babson College
Leslie	Kendrick	Johns Hopkins University
Pamela	Kennett-Hensel	University of New Orleans
Ashley	Kilburn	University of Tennessee Martin
Hongbum	Kim	Cal State Polytechnic University, Pomona
Robert Allen	King	West Texas A&M University
Nicole	Kirpalani	LIM College
Peter	Knight	University of Wisconsin - Parkside
Paul	Kotz	Saint Mary's University Of Minnesota
George	Krueger	UW-Platteville
Michelle	Kunz	Morehead State University
Lynn	Kwak	Southern Connecticut State University
Seung Hwan	Lee	Ryerson University
Rosa	Lemel	Kean University
Hillary	Leonard	University of Rhode Island
Julie	Levinson	Babson College
Lisa	Lindgren	College of St. Benedict / St. John's Univ
Lori	Lohman	Augsburg College
Rachel	Lundbohm	University of Minnesota Crookston
Mushtaq	Luqmani	Western Michigan University
Zahida	Luqmani	Western Michigan University
Kristi	Lynch	Bellevue University
Alexandra	Macdougall	Central Michigan University
Amy	Macmillan	Kalamazoo College
William	Madway	Marketing Management Association
Elliott	Manzon	University of Cincinnati
Mary	Martin	Fort Hays State University
Geraldo	Matos	Roger Williams University

Mark	McConnell	University of Mount Union
John	McGrath	University of Pittsburgh at Johnstown
Kristy	McManus	University Of Georgia
Sanjay	Mehta	Sam Houston State University
Michael	Messina	Gannon University
Pamela	Mickelson	Morningside College
Chad	Milewicz	University of Southern Indiana
Alex	Milovic	Marquette University
Karen	Mishra	Meredith College
Heather	Mooney	Cengage Learning
Rick	Moran	University of Wisconsin - Superior
Ashley	Neese	University of Central Oklahoma
Julie	Nelsen	St. Catherine University
Michael	Obal	University of Massachusetts Lowell
Jay	Oliver	Roger Williams University
David	Price	Washburn University
Mahatapa	Palit	BMCC/CUNY
Janna	Parker	James Madison University
Kirsten	Passyn	Salisbury University
Lou	Pelton	University of North Texas
Dorothy	Pisarski	Drake University
Manuel	Pontes	Rowan University
Kimberly	Powell	Southern University and A&M College
Paul	Radich	The Catholic University of America
David	Raska	Northern Kentucky University
Michelle	Rego	Johnson & Wales University
Amir	Reza	Babson College
Cindy	Rippé	Tarleton State University
Paul	Ritmo	StratX Simulations
Henry	Roehrich	Park University
James	Rogers	Saint Mary's College
Anne	Roggeveen	Babson College
Heidi	Rottier	Bradley University
Don	Roy	Middle Tennessee State University
Chrissann	Ruehle	Sinclair Community College
Doreen	Sams	Georgia College & State University
Samer	Sarofim	The University of Kansas
Ricky	Saucier	Thomas College
Mary	Schoonmaker	Western New England University
Camille	Schuster	California State University - San Marcos
Sahana	Sen	BMCC, City University Of New York
Purvi	Shah	WPI
Alison	Shields	Ithaca College

Joyce	Shotick	Judson University
Ronald	Sicker	St. John Fisher College
Lacalvince	Simpson	Indiana University East
Jeanetta	Sims	University of Central Oklahoma
Anuradha	Sivaraman	University of Delaware
Chris	Snider	Drake University
Lisa	Spiller	Christopher Newport University
Harlan	Spotts	Western New England University
Michael	Stehlin	Muhlenberg College
Karen	Stone	Southern New Hampshire University
Tony	Stovall	Woodbury University
Andreas	Stratemeyer	California State University, Fresno
Elnora	Stuart	University of South Carolina Upstate
Philip	Sugai	Doshisha University
Ursula	Sullivan	Northern Illinois University
Ric	Sweeney	University of Cincinnati
Amy	Sylla	Stratx Simulations
Zinaida	Taran	Delta State University
Deborah	Toomey	Northwest Missouri State University
Sevincgul	Ulu	Rutgers University
Can	Uslay	Rutgers University
Brian	Vander Schee	Aurora University
Ann	Veeck	Western Michigan University
Gregory	Wagner	University of Denver
Simon	Walls	Fort Lewis College
Hannah	Walters	Northern State University
Emma	Wang	Bentley University
Jacquelyn	Warwick	Andrews University
William	Wellington	University of Windsor
Lyle	Wetsch	Memorial University of Newfoundland
Brandon	Winter	Stukent, Inc.
Mark	Wolters	Univ of Illinois at Urbana-Champaign
Xiaoxuan	Wu	Temple University
Shuang	Wu	Louisiana Tech University
Beth	Wynstra	Babson College
Jing	Yang	Emmanuel College
Ning	Ye	Temple University
Rama	Yelkur	St. John Fisher College
Debra	Zahay-Blatz	St. Edward's University
Gail	Zank	Texas State University
Nadine	Zerrini	Stratx Simulations
Mel	Zuberi	Saint John Fisher College

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	ii
EXHIBITORS, AWARDS, AND COMPETITION SPONSORS	iv
CONFERENCE AWARDS.....	v
CONFERENCE PROGRAM COMMITTEE	v
CONFERENCE COMPETITIONS.....	v
AXCESSCAPON DOCTORAL STUDENT TEACHING CONSORTIUM.....	vi
PRE-CONFERENCE WORKSHOP FACULTY	vi
CONFERENCE PAPER REVIEWERS.....	vi
MARKETING MANAGEMENT ASSOCIATION OFFICERS	x
CONFERENCE ATTENDEES	xi
TABLE OF CONTENTS	xvi
REFEREED PAPERS	1
POSITION PAPERS	81
PANEL POSITION PAPERS	159
TEACHING NOTES	210

THE VW DIESEL SCANDAL: ENGAGING STUDENTS VIA CASE RESEARCH, ANALYSIS, WRITING, AND PRESENTATION OF FINDINGS

Timothy W. Aurand
Northern Illinois University
Wayne Finley
Northern Illinois University
Vijaykumar Krishnan
Northern Illinois University
Ursula Y. Sullivan
Northern Illinois University

ABSTRACT

The following research project involves the combined efforts of faculty, staff, students, and the business community in order to investigate and report upon the current status of one of the most egregious scandals in automotive history. As a result of this joint, comprehensive project, a research team consisting of four faculty members and four undergraduate students will uncover and report the details surrounding the Volkswagen (VW) diesel scandal, and provide recommendations for how VW may regain its stature as the world's largest and most highly regarded automobile manufacturer, and how other manufacturing companies may prevent similar acts of fraud. The team will present its findings and recommendations in a variety of formats and settings including written cases and a host of case presentations.

Approval of the project was granted in March, 2016 and recruitment of faculty and students was completed in April, 2016. Students embarked upon their initial research assignments during the summer of 2016 and their research will continue through October, 2016. Presentations and the writing of cases will take place during October, November, and December of 2016.

INTRODUCTION

Comprised of select students and faculty from a large Midwestern university, with input from the business community, the VW Diesel Scandal Research Team (VWDSRT) will provide an innovative academic experience for those involved through the research, development, and presentation of an academic case that summarizes the VW diesel scandal. In turn, the VWDSRT will provide stakeholders in both the academic and business communities with well-documented insights into one of the most deplorable scandals in automotive history.

The student members of the VWDSRT team include an undergraduate German Business Translation student with a marketing minor, two undergraduate accountancy students specializing in international finance, and one undergraduate management major with a marketing minor who is specializing in business ethics. Working with and coaching the students are three faculty members who specialize in marketing strategy – one of

whom has an extensive background in the automotive industry, and two who specialize in international marketing - and the university's business librarian, a member of the faculty with expertise in online and international business research.

MOTIVATION – THE CASE DEVELOPMENT METHOD

Cases provide an excellent pedagogical tool for teaching business ethics as they build a halfway house between abstract concepts and real life experience (Richardson 1993). Business cases are available through a number of sources including CasePlace.org, Harvard Business School, etc. and textbooks frequently include cases as a part of their offerings. Cases offer real world decision scenarios from which students can apply moral values and principles, explore conflicting interpretations and viewpoints, and move the reader from doctrine to judgment (Falkenberg & Woiceshyn 2008, Cagle & Baucus 2006;

McWilliams and Nahavandi 2006; Murphy & Boatright 1994; Stiles, Jameson & Lord 1993) and in so doing they provide the base link to managerial and moral competence (Falkenberg & Woiceshyn 2008; Pamental 1989). Cases can shed light on the complex myriad of information and stakeholder pressures that are part of the decision-making environment (Falkenberg & Woiceshyn 2008).

Most ethics cases, however, are written from the perspective of a CEO or other executive making corporate decisions (Falkenberg & Woiceshyn 2008; Mathison 1988). Many cases also consist of complex contextual factors aimed at pinpointing an obvious correct answer while others identify villains and cast blame rather than analyze reasons for the decisions that were, or could be, made (Falkenberg & Woiceshyn 2008; Heames & Service 2003). Others still are far too long and descriptive, especially for the undergraduate audience, and focus on minutiae of data rather than the application of moral principles. There is also a significant time lag between when a case is researched and when it is published making many cases dated well before they are read (Falkenberg & Woiceshyn 2008).

Richardson (1993) and Urbanac (1998) provide excellent insight into the makings of sound business ethics case, and much is written on how faculty can incorporate the traditional case method approach to teach ethics in the classroom (Falkenberg & Woiceshyn 2008; Cunliffe 2002; Mingers 2000; Gandz & Hayes 1988; Feldman et al., 1986; Gilbert 1992). Additionally, a limited amount of marketing education literature highlights the benefits of students writing case studies as class assignments. Yet, essentially no literature exists highlighting the inherent educational rewards garnered from undergraduate students developing, writing and publishing ethics cases, and delivering tailored case presentations of their findings.

THE VW DIESEL SCANDAL UNFOLDING BEFORE US

The auto industry is by no means immune to scandals. The “unsafe at any speed” Corvair, exploding Ford Pintos, Audis and Toyotas with unintended acceleration, Ford Explorers with exploding Firestone tires, faulty Takata airbags, and GMs with malfunctioning ignition switches, have all seen extensive time in the public eye. But none of these former scandals are akin to the one VW currently facing. Volkswagen implemented a major marketing push promoting its diesel cars as

high fuel economy, strong performance automotive alternatives for decades. But in September of 2015 the US Environmental Protection Agency (EPA) found that many VW diesel vehicles being sold in the US had a computer controlled “defeat device” that could detect when the vehicle was being tested, and subsequently change the performance of the vehicle in order to improve emissions tests (Hotten 2015). Approximately 500,000 cars sold in the US and 11 million vehicles sold worldwide, including those sold by VW, Porsche, Audi, (along with Skoda, and SEAT vehicles sold in Europe), were equipped with such a defeat device (Hotten 2015). Initially thought to affect only the 2.0 liter diesel model, 85,000 vehicles equipped with the 3.0 liter V6 diesel were recalled in the US (EPA 2015). By incorporating the defeat device, such equipped vehicles produce up to 40 times the nitrogen oxide pollutants allowed in the US (Hotten 2015).

In response to the scandal VW is set to recall the more than a half million defeat device equipped vehicles sold in the US, over 8.5 million cars in Europe, and a total of more than 11 million vehicles worldwide. Numerous VW executives have been suspended including Heinz-Jakob Neusser (Head of Technical Development), Ulrich Hackenber (Audi Head of R&D), and Wolfgang Hatz (VW Group’s Engine Chief and Porsche’s Head of R&D) (Ciferri 2015). Martin Winterkorn, VW CEO, resigned in September, 2015 (Thompson & Liakos 2015). The sale of VW diesels in the US has halted, and VW has hired a legal firm to address American claims. VW has also placed Kenneth Feinberg, a prominent compensation attorney who handled the September 11 victim compensation fund, the BP oil spill, and the GM ignition compensation claims resolution facility, in charge of the administration of US claims and will create a claims program that will address the needs of car owners affected by the scandal (Bartlett 2015). However, VW has yet to announce a fix for affected vehicles in the US market. But in Germany, the Federal Motor Vehicle Agency gave preliminary approval to a repair procedure for engines not sold in the US where emissions standards are much stricter than in Europe (Boston & Dauer 2015). As a financial consequence of the scandal, recently the largest auto manufacturer in the world, VW reported its first quarterly loss in 15 years in October (Hotten 2015).

BOSCH'S ROLE

VW is not the only firm that may be responsible for wrongdoing in the scandal. Robert Bosch GmbH is the world's largest automotive parts supplier. Bosch is responsible for many of the components directly involved in the VW scandal including the engine control software. Bosch is currently under investigation in Europe but no Bosch employee has yet been charged with wrongdoing. Bosch has acknowledged that it warned VW in a letter in 2007 that the car maker's intended use of the software provided by Bosch could be illegal. In the US, a civil suit was filed against Bosch in US district court in December, 2015 under charges of civil fraud and racketeering all within a 56-page court filing (Boston & Dauer 2015).

Several cases focusing on the VW diesel scandal have already been published, including: "Volkswagen: The Scandal Explained" (Hotten 2015), "Volkswagen's Clean Diesel Dilemma" (Frederick A. and Barbara M. ERB Institute 2016), "VW: A Case Study in Failed Governance" (Wilson 2015), and "The Volkswagen Scandal" (Blackwelder et al. 2016), among others. However, each takes a unique look at the scandal and has either a relatively narrow perspective or very thin overview. The VWDSRT, consisting of four eager undergraduate students and four experienced, tenured faculty, will focus primarily upon the ethics aspects of the case from a historical perspective.

METHODOLOGY

The VWDSRT will conduct extensive primary and secondary research surrounding the scandal. The team will write a detailed research plan which will include research of both domestic and international online and print business periodicals, auto industry trade journals, editorials, etc. The team will also conduct primary research via interviews of automotive industry executives, auto dealer executives, VW diesel owners, etc.

As a result of its thorough research, the team will develop a solid understanding of what has transpired, develop options the indicted parties could consider in order to rectify their situation, and subsequently, identify the best viable option available.

STUDENT RECRUITMENT

The VWDSRT faculty members decided that they would limit the team to four students seeking

independent study credit. All four students were to have a business major or minor, with at least one fluent in German or a having a German business translation major, and at least one international business and/or international finance major or minor. All students on the team have to poses skill sets including: strong interests in the auto industry; strong research, writing, and presentation skills; and strong interests in business ethics. The faculty members also decided to that at least one student had to demonstrate strong automotive technical skills. Students were recruited by making in class recruiting announcements in mass lecture classes and mass emails sent to business students of all majors, as well as students with business minors, at the university. Interested students went through extensive interviews and four students meeting the above criteria were selected.

Students on the VWDSRT will earn three hours of marketing independent study credit. The German translation student will also earn an additional three hours of independent study credit toward his German translation degree. Very preliminary research will begin during the summer of 2016, with the bulk of the research to take place during the Fall 2016 semester.

Initial planning sessions will take place during the months of May and June, 2016. Students must sign a VWDSRT contract, written by the four faculty members, which will provide details surrounding their involvement. Each student will choose very detailed topics for research and receive specific writing and presentation assignments with due dates. Students will "sign off" on assigned topics and due dates for all primary and secondary research assignments. Students will deliver their writing and presentation assignments (described below) will during the course of the Fall 2016, and if necessary, Spring 2017 semester.

Students will be evaluated based upon a detailed rubric designed and approved by faculty members on the VWDSRT. At the time of the writing of this paper the rubric had not yet been written.

AVOIDING PITFALLS

The case will be researched and written by undergraduate students in the first semester of their senior year. The team's experience itself will help in avoiding the CEO perspective identified as a problem by Falkenberg & Woiceshyn 2008 and Mathison 1988. The fact that many cases employ complex contextual factors will also be minimized

due in part to the experience of the undergraduate students on the VWDSRT. Falkenberg and Woiceshyn (2008) also warns writers no to be too long and description. This will be stressed by the faculty on the team all of whom have extensive research credentials. The time lag issue also identified by Falkenberg and Woiceshyn (2008) will be limited due to the fact that this scandal is currently ongoing while the students are conducting their preliminary research.

PRIMARY RESEARCH TOPICS AND METHODOLOGY

The VWDSRT research team will initially focus their efforts on finding answers to the following questions:

- 1) How does the VW scandal compare to other, recent (1970s-present) automotive scandals including: Nature of the mechanical/electromechanical problems, resulting consumer/dealer/other stakeholder issues, legal ramifications, steps taken by the auto companies, and the scandal's impact on sales, the brand, etc.?
- 2) Technically, how was the defeat device developed and employed? What technical devices, both software and hardware, were deployed? What products and engines were affected?
- 3) How was Bosch involved in the scandal and what impact will the scandal have upon the world's largest automotive supplier?
- 4) What legal suits have been, and could be filed? What penalties will be, or could be handed down to VW, Bosch and other possible defendants by all parties involved including the EPA and all its European counterparts, dealer groups, consumer groups, other stakeholders, etc.?
- 5) How do American and German opinions differ regarding the scandal, particularly those of individuals in the media?
- 6) How will the scandal impact future R&D and product introductions?
- 7) What viable options are available to VW and Bosch. to address the damage caused by the scandal, and what recommendations appear most viable?
- 8) How should VW and Bosch reprimand employees who are involved in the scandal?
- 9) To what extent has VW and Bosch. brands been damaged, what should be done regarding brand

damage control, and how have firms within the auto industry handled similar cases?

- 10) How do VW dealers, owners, and auto executives feel that the scandal will impact the manner in which they conduct their business with VW and Bosch in the future?
- 11) How might the VW scandal impact its major competitors?

Other topics will obviously surface as research is conducted. VWDSRT members must be willing to adapt as the study uncovers details previously unknown by the team.

PROJECT DELIVERABLES

Tailored presentations surrounding the research findings and recommendations will be made available to: The university's undergraduate marketing, management, finance, accountancy, operations management/information systems classes, business principles, MBA classes, and in an MBA colloquium. At least three-four case presentations will be made within the university's College of Business. A formal presentation as part of an MBA colloquium has been approved by the MBA department.

At least three written cases summarizing the findings will be produced and submitted for publication to: *Marketing Strategy* (MBA level text), and the *Journal of Business Ethics* for publication. A paper surrounding the speed by which VW could expect to rebound from the scandal which will involve secondary research on media coverage will be written and submitted to the *Journal of Macromarketing*.

Of equal importance is the hope that student involvement in the research project will provide for an outstanding learning experience how sound business cases are written, analyzed, and presented.

CONCLUSION

Adhering to the university's mission statement by incorporating students in researching, developing, writing and presenting one of the most egregious scandals in automotive history brings with it an outstanding learning opportunity for a variety of the university's stakeholders. Students on the VWDRST team will learn not only current, online, domestic, and international research techniques, but teamwork, writing, and presentation skills as well. Those watching and reading the case and its presentation(s) will learn

about the the specific details surrounding the case itself, viable options available to VW, and those recommended by the team. A host of topics including ethical decision making processes, unique management styles, brand value (and devaluation), financial consequences of poor ethical decisions, international marketing, etc. will be addressed and thoroughly investigated, and presented. The hope is that this will not only serve as an outstanding learning experience for the team members, but an extremely memorable one that will remain with the university's stakeholders for years following the development of the VWDRST.

REFERENCES

- Bartlett, Jeff S., December 18, 2015, "Volkswagen Initiates Program to Compensate Diesel-Car Owners", *Consumer Reports*, Consumerreports.org/Volkswagen/.
- Blackwelder, Britt, Katerine Coleman, Sara Colunga-Santoy, and Danielle Wozniak, January 2016, "The Volkswagen Scandal", University of Richmond UR Scholarship Repository, Robins School fo Business.
- Boston, Willian and Ulrike Dauer, December 16, 2015, "Auto-Parts Supplier Robert Bosch Probed Amid Emissions Scandal, *The Wall Street Journal*, wsj.com/articles/auto-parts-supplier...
- Cagle, J.A.B. and MS. Baucus, 2006, "Case Studies of Ethics Scandals: Effects on Ethical Perceptions of Finance Students", *Journal of Business Ethics*, Vol 64, pp. 213-229
- Ciferri, Luca, November 9, 2015, "Winners and Losers in VW Scandal", *Automotive News*, autonews.com/article/20141109.
- Cunlif, A.L., 2002, "Reflexive Dialogical Practice in Management Learning", *Management Learning*, Vol. 33, No. 1, pp. 35-61.
- Falkenberg, Loren and Jaana Woiceshyn, 2008, "Enhancing Business Ethics: Using Cases to Teach Moral Reasoning", *Journal of Business Ethics*, Vol. 79, pp. 213-217
- Feldman, J.D., J. Kelsay, and H.E. Brown, 1986, "Responsibility and Moral Reasoning: A Study in Business Ethics", *Journal of Business Ethics*, Vol. 5, pp. 93-117
- Gandz, J. and N. Hayes, 1987, "Teaching Business Ethics: Is There a Gap Between Rhetoric and Reality?", *Journal of Business Ethics*, Vol 6, pp. 513-518.
- Gilbert, J.T., 1992, "Teaching Business Ethics: What, Why, Who, Where, and When", *Journal of Education for Business*, Vol. 68, pp. 5-9.
- Heames, J.T and R.W. Service, 2003, "Dichotomies in Teaching, Application, and Ethics: What, Why, Who, Where, and When", *Journal of Education for Business* Vol. 79, pp. 118-122.
- Hotten, Russell, December 10, 2015, "Volkswagen: The Scandal Explained", *BBC News* bbc.com/news/business-34324772.
- Mathison, D.L., 1988, "Business Ethics Cases and Decision Models: A Call for Relevancy in the Classroom", *Journal of Business Ethics*, Vol. 7, pp. 951-960.
- McWilliams, V, and A. Nahavandi, 2006, "Using Live Cases to Teach Ethics", *Journal of Business Ethics*, Vol. 67, pp. 421-433.v
- Mingers, J. 2000, "What is it to be Critical, Teaching a Critical approach to Management Undergraduates", *Management Learning*, Vol. 31, pp. 219-237.
- Murphy, P.R. and J.R. Boatright, 1994, "Assessing the Effectiveness of Instruction in Business Ethics: A Longitudinal Analysis", *Journal of Education for Business* Vol. 69, pp. 326.
- Pamental, G.L. 1989, "The Course in Business Ethics: Can it Work?", *Journal of Business Ethics*, Vol. 8, pp. 547-551.
- Richardson, B., 1993, "Why We Need to Teach Crisis Management and to Use Case Studies to Do it", *Management Education and Development*", Vol. 24, pp. 138-148.
- Stiles, P. A. Jameson, and A. Lord, 1993, "Teaching Business Ethic: An Open Learning Approach", *Management Education and Development*, Vol. 24, pp. 246-261.
- Thompson, Mark and Chris Liakos, (September 23, 2015), "Volkswagen CEO Quits

Over ‘Grave Crisis’”, *CNNMoney*,
money.cnn.com/2015/09/23/news/companies/Volk
swagen-emissions

Urbanac, F.R., 1998, “A Business Education
Resource for Ethics Sites on the Web”, *Journal of
Education for Business*, vol. 73, pp. 314-317.

Volkswagen’s Clean Diesel Dilemma, (March 1,
2016), Frederick A. & Barbara M. Erb
Institute, University of Michigan.

Wilson, John (September 25, 2015), “VW: A Case
Study in Failed Governance”, Cornerstone
Capital Group, Global Thematic Research.

For further information contact:

Timothy W. Aurand
Northern Illinois University
Department of Marketing
College of Business
DeKalb, IL 60115-2828
815-753-6231
taurand@niu.edu

Are Faculty Teaching What Employers Really Want? An Investigation of Traditional vs. Non-Traditional Screening Mechanisms

*Delonia Cooley, Texas Southern University
Rochelle Parks-Yancy, Texas Southern University*

ABSTRACT

This study examined employers' perspectives of applicants' employability via traditional methods (resume, job interviews, etc.) and untraditional methods (internet/social media). It's not evident which screening methods are mostly likely and least likely to cause an employer to extend a job offer, which methods favor some candidates over others, when the internet/social media is utilized during the screening process and which screening methods gives employers the best and worst return on their screening investment. We found that older employers only checked candidates once online, whereas younger employers checked candidates multiple times. Implications for teaching collegiate marketing courses are discussed.

INTRODUCTION

There is a wealth of research on traditional screening methods that employers use to obtain employees. These methods include examining the content of applicants' resumes and/or job application, their performance on job interviews, their recommendation letters, and if the applicant is a referral (Parks-Yancy & Cooley, 2015). Of the traditional screening methods, being a referral and performing well on job interviews has a significant positive impact on receiving a job offer (Heberd, 2015). This is the information that we teach our students every day, and try to prepare them for as they enter the real world. It is important that as an educator, we understand how the hiring process works. Fully understanding this process will only enhance the learning environment in the classroom as students continue their college education. Kelley & Bridges (2005) state that business practitioners have continually expressed that they don't feel marketing graduates have the necessary professional and career skills. They also found that both practitioners and educators think that marketing departments need to continue and consistently teach these necessary skills in order to increase their students' hiring appeal. These skills can be taught as a separate class or to be fully integrated into any existing classes.

Employers are increasingly turning to untraditional methods, such as the internet/social media to screen applicants, too (Weathington & Bechtel, 2012). It is beneficial to understand all the many building-blocks required to help students develop as a formidable force upon leaving college. This investigation utilizes employers' perspectives of how the screening

mechanisms affect applicants' likelihood of being hired and explains how employers perceive the return on their screening efforts. It also provides insights on how it is important that educators provide hiring information to students in the classroom, about how they will be screened for their potential place of employment, and how this process really works. This study also provides insight into ways that firms reduce the costs associated with searching and screening for the right applicant. By understanding how employers screen applicants, marketing professors can improve their effectiveness in teaching students how to positively brand themselves to employers via traditional screening methods and the internet/social media.

LITERATURE REVIEW

Job Applicant Qualifications-Traditional Methods

There is extensive data regarding what employers want in applicants. For example, many employers of professional jobs want employees who are team players, customer-service oriented, are good communicators, can motivate and lead others, and want to achieve organizational objectives (Hollon, 2012). Job applicants promote their attributes to prospective employers through traditional and untraditional methods. The traditional methods include their resume, their job application (sometimes used instead of a resume, depending on the employer), referrals (i.e. the applicant was referred to the job by an entity associated with the employer), job interviews, and recommendations (people who are willing to vouch for the candidate, but are not necessarily associated with

nor known to the employer). Each method affects employers' perception of job applicants' fit for the job.

Resume

Resumes are generally the first traditional method by which job applicants communicate their employability to employers. They have varying success in getting candidates noticed by employers, often on the basis of the organization of the resume content, the page length (longer is generally not better), if it contains language contained in the job description itself (if there is a job description offered by the company) (Parks-Yancy & Cooley, 2015), and the content of their work experience (Dreher & Ryan, 2004). A resume is an employer's glimpse into the applicant's attributes and, ideally, will spur the employer to want to learn more about the person.

Referrals

Referrals are applicants who are recommended by others that have a positive view of that person (Van Hoyer & Lievens, 2009). Referrals are generally embedded in people's social contacts and people use referrals when looking for employment (Lin, 2001). Prospective employees are aware that referrals represent a validation of their talents and suitability to employers and that employers often view referrals more favorably than candidates with similar skills, but are not a referral (Brown, Setren, & Topa, 2014).

Many companies have formalized referral programs. Current employees can refer candidates and receive a reward, often financial incentives (Brown, Setren, & Topa, 2014). Employee referrals have a 7% applicant to hire rate, but this accounts for almost 40% of all new hires (Heberd, 2015). In addition, referrals are a way for employers to informally evaluate candidates, under the assumption that an employee would only refer someone whom he/she perceives as being a good fit for the organization (Dustmann, Christian, & Glitz, 2011). Therefore, referrals are an inexpensive screening tool for employers. In one study, almost 67% of employers and recruiters found the referral-based recruiting processes to be a shorter and more cost-effective means to find good, reliable talent (Heberd, 2015) than not using referral systems.

Job Interviews

Researchers have found that applicants' impression management tactics, self-promotion tactics, and ingratiation techniques during a job interview can impress the interviewer so much that he/she focuses less on the candidates' actual qualifications for the job (Roulin, Bangarter, & Lavashina, 2014). Instead, the

interviewer is "wowed" by the applicant's presentation of themselves during the interview. This benefits the interviewee, in terms of their likelihood of getting the job, but can hurt the organization because the candidate may not actually be a fit for the job nor the firm. This hurts the company's bottom line, such the company's screening process yielded a poor return on their screening investment (i.e. hiring an employee who does not fit the job). Despite their limitations in determining person-job fit, interviews are one of the most popular screening methods (McDaniel et al., 1994).

Job Applicant Qualifications-Non-Traditional Method: Internet/Social Media

The internet and, specifically, social media has become one of the most utilized tools in the screening process and procuring employment talent. Employers are increasingly using the internet/social media as they realize its cost-savings benefits relative to searching for and screening candidates (Messiah, 2012). Some employers have reduced their recruitment and screening costs by 50% by using the internet/social media. It was also found that 65% of employers state they evaluate the character and the integrity of potential employees based on their social media pages. They want to know if those people represent themselves professionally, thus representing the company in the same fashion.

Job applicants use social media to manage and increase their online presence to gain the positive attention of employers. They follow company postings on Facebook, their tweets on Twitter and their updates on LinkedIn, for example. Many organizations have social media sites that they mine for potential job applicants. These employers notice who is looking at and commenting on their social media pages, blogs, etc. If the person peaks the employer's interest, the employer may try to learn about them via social media sites, such as LinkedIn, Facebook, etc.

As previously stated, employers use social media as a screening tool. Behaviors that cause employers to not hire an otherwise qualified candidate include: inappropriate or provocative photographs, information about drinking, bad-mouthing their previous company or fellow employee; discriminatory comments about race, gender, religion, and evidence of criminal behavior. The internet/social media serves as part of employers' background check process for applicants.

Traditional and Untraditional Screening Methods: A Black Box

The process by which employers use both traditional and internet/social media mechanisms to screen employees remains in question. It's not evident which

screening methods are mostly likely and least likely to cause an employer to extend a job offer, nor is it clear as to which methods determine the immediate exclusion of a candidate from the job and which methods help a candidate overcome an, otherwise, poor showing on another screening mechanism. An increasing number of collegiate marketing courses teach students how to utilize the internet/social media to promote their personal brand to employers (e.g. McCorkle & McCorkle, 2012; Petersen & Dover, 2014). Understanding how employers screen applicants via traditional screening methods and the internet/social media to improve of effectiveness of those courses. It also helps the students to increase their knowledge of how to create awareness of their own personal brand. By helping them to understand how to utilize these different methods, it has caused students to take more detailed view of how important to the hiring process of managing your personal brand can be.

DATA AND METHODS

Study Participants

The data are seventeen in-depth interviews with managers and executives from various companies located in the U.S. There were six women and eleven men. Their industries included healthcare, insurance, education, finance, pharmaceuticals, fitness, energy, medical devices, and beauty. All of the interviewees had decision-making authority in the hiring process at their organizations and hired anywhere from three to about fifty people annually. Their job titles included President, Human Resources Manager, Director, Regional Manager, Vice President, and Sales Manager, etc. The average age was about 44 and the study participants ranged in age from 32-60. The participants were 51% male. Therefore, the interviewees were experienced in evaluating applicants and making hiring decisions.

The sample was obtained utilizing the snowball sampling method. Researchers interview one subject who, then, provides additional contacts to obtain sensitive data that subjects, otherwise, would probably not share (Lewis- Beck, Bryman & Liao, 2004). In this study, an initial research subject provided author access to the remaining research subjects.

Methods

The authors employed qualitative interviewing to obtain in-depth employer perspectives regarding traditional applicant screening methods versus internet/social media. The respondents received a verbal and written explanation of the study, which was to investigate employer screening mechanisms. They

were informed that the interviews would be recorded and transcribed and that their real names or other identifying information would not be used in any publications resulting from the interviews. The interviews were conducted in-person, when possible, and over the telephone. Each interview was approximately 45 minutes to one hour.

The responses were coded using Atlas Ti., based on the predefined variables and then variations in the respondents' perspectives were identified, ultimately resulting in an 82% interrater reliability.

RESULTS

Traditional vs. Internet/Social Media Screening-Internet/Social Media is Cheap

The traditional methods incurred financial costs, such as paying recruiters to source resumes, time spent reviewing job applications, and time and money spent conducting interviews and formal background checks. However, the internet/social media was a low-cost and quick way to evaluate candidates.

"Using the internet to screen potential applicants after receiving their resume is important. It has helped me reduce the risk of hiring the wrong person. Your social media footprint validates who you are and what you tell people. If I read a resume and it doesn't align with their social media brand, I automatically get pushed away [from that applicant]." – Regional Sales Manager, medical devices industry.

Age Matters

Eight respondents were over 45, while nine were under 45. Those who were over 45 tended to screen candidates via the internet only once and it was usually after a first or second interview. They did not think of the internet as a major way to screen applicants and several acknowledged that their age and limited experiences with the internet/social media were contributing factors.

However, the younger respondents tended to screen candidates online as soon as they received the resume or job application and the person seems qualified. Monitoring people online was a normal part of their day-to-day life and the recruitment/selection process was no exception. Three respondents also Googled candidates more than once during the screening process. "I won't even offer them an interview if they don't have some type of social media presence... LinkedIn specifically. If you have a blocked profile, you are put at the bottom of the pile for interviews, because what are you hiding? Only a fool would not use social media for screening. That is a free way of

assessing that person and who they really are.” –Agent, insurance industry

Traditional and Internet/Social Media Screening Methods-Good Referrals Trump All

All of the employers received the best return on their screening investment from referrals.

“[Referrals] are the most reliable. Now, I did have situation one time where a [person] I hired was recommended by a good client. I invested in equipment and training for [her work] and she was fired after four months! But, still referrals provide the best return....Longevity is a good measure, if they stay at least two years....But, if the referral has a bad interview and just an okay resume, then I’m not hiring them because that’s a double whammy.”-President, fitness industry

Referrals Get Second Chances, Non-Referrals Don’t

If the referral had a questionable social media presence or if they did not perform well during the first interview, they could still be considered for the job. Non-referrals were generally not offered such considerations, they were excluded on the basis of their internet presence, a mediocre resume or a poor interview.

“If I Google [a referral] and the internet paints a different picture than what they said at the interview, I’ll ask [the applicant] about it. If they’re not a referral and their internet is different than the interview then I won’t hire them.”-President, fitness industry

Internet/Social Media Screening Weeds In, but Mostly Weeds Out

Though the internet helped with hiring job candidates, the respondents mostly used it to weed out applicants. The internet essentially served as a type of background check. Employers were generally looking for online images, posts and behaviors that were consistent with the referrer’s opinion of the candidate (if the candidate was a referral) and consistent with their resume and/or application, and interview (if the candidate made it that far the screening process).

“I told my brother’s friend to give me his resume, but his email address was [a sexual email moniker]. I told him to change it because anyone looking him up on the internet would see it and he’d have nothing. The internet is the greatest source of self-elimination for a job candidate.”-Human Resources Manager, beauty industry

Internet/Social Media Screening Helps Employers to Enact Personal (and Illegal) Biases

The internet/social media enabled the employers to discover information that is not usually on a resume or legally permissible to ask during interviews. Some respondents openly admitted to using the internet to enact their personal hiring preferences, even preferences that are not legal reasons for excluding applicants from being hired.

“I hired this one young man. He had very strong political opinions about everything, but the only way I knew this is because I searched through his social media sites. I can’t say I agreed with all of the, but I allowed him to be who he was. I might not do that with [another candidate with similar views].” Coach, sports industry

Another respondent expressed concerns about personal hiring biases and legal liability with using the internet to screen candidates. They were cautious about online searches of job applicants and interacting with them via social media for those reasons.

“We look to see who has been looking at our [LinkedIn page] and we gain talent from there. But we have to be careful because you can contact someone who works for a vendor and then we get into a non-compete legal situation....I try not to just Google everyone because when you do that, you’re just looking for dirt, not really trying to get the best hire.”-Director, transportation industry

Discussion

The employers in this study utilized all of the traditional and non-traditional selection methods that were the focus of this investigation. They acknowledged the internet/social media as an inexpensive way to conduct a cursory background check on job applicants. However, the employers mostly used the internet/social media to weed out applicants, not to be more inclusive with their applicant pool.

The timing of when employers Googled applicants depended largely upon the age of the employer. Older employers usually only screened the applicants once and it was generally after a job interview. Younger employers tended to Google applicants when they received a resume that seemed interesting or if and when the candidate was referred to them (which sometimes preceded receiving the applicants’ resume). They also screened applicants via the internet/social media several times during the hiring process, including after the candidate received a job offer.

The interviewees in this study also wanted to determine if the applicant’s attributes that they displayed in their resume, job application, job interview and recommendation letters was similar online. The respondents did not necessarily deem the

internet/social media as a reliable way to learn any substantially new information about an applicants, instead, it determined consistency in an applicant's qualifications. Lack of consistency between an applicant's qualifications in the traditional screening mechanisms and internet/social media was reason to not hire a candidate. The employers viewed them as questionable applicants. An exception was if the prospective applicant was a referral.

Referrals were preferred over non-referrals by all of the interviewers and, importantly, were more likely to be given the benefit of the doubt, even if they performed poorly during the interview and/or had a questionable internet/social media presence. In these cases, the employers would ask the referrer about the discrepancy and, if the explanation was satisfactory, the referral could still get the job. No such consideration was given to non-referrals, who were automatically excluded from getting the job for similar transgressions.

Finally, several employers admitted to using internet/social media information about an applicant to enact their personal hiring biases, even biases that are not legal reasons to include or exclude prospective

hires. They freely acknowledged that the internet/social media afforded them the ability to find out information that is not usually on a resume nor is legally permissible to ask during a job interview. They admitted to using that information to make hiring decisions. Only two employers explicitly disavowed engaging in such behaviors. They stated that such actions were not only illegal, but also against their professional morality.

So, how does this help educators moving forward? It is important that we, as educators, understand how companies are hiring and the criteria that applicants are expected to meet or exceed. As we learn how companies are hiring, we can then infuse this information into how we teach our classes and successfully prepare our students for the next step, which is building their brand in order to land a job. By fully understanding where and how companies are looking for applicants, this can only enhance the educational take-a-ways that we provide both in and out of our classrooms. The practices need to be fully integrated into Marketing courses to assist the students in the managing of their personal brand to help leverage their hiring potential.

REFERENCES

- Brown, M., Setren, E., & Topa, G. (2012). Do informal referrals lead to better matches? Evidence from a firm's employee referral system. Retrieved from: http://www.newyorkfed.org/research/staff_reports/sr568.pdf.
- Dreher, G. F. & Ryan, K. C. (2004). A suspect MBA selection model: The case against the standard work experience requirement. *Academy of Management Learning Education*, 3, 87-91.
- Dustmann, C., Glitzi, A. & Schönberg, U. (2000). Referral-based job search networks. Retrieved from: <http://ssrn.com/abstract=1867046>
- Heberd, L. (2015). Why employee referrals are the best source of hire. *Undercover Recruiter*. Retrieved from: <http://theundercoverrecruiter.com/infographic-employee-referrals-hire>
- Hollon, J. (2012). Survey: The 8 qualities employers most want in their employees. Retrieved from: <http://www.eredia.com/tlnt/survey-the-8-qualities-employers-most-want-in-their-employees/>.
- Kelley, C. A & Bridges, C. (2005). Introducing Professional and Career Development Skills in the Marketing Curriculum. *Journal of Marketing Education*, 27: 212 - 218.
- Lewis-Beck, M., Bryman, A. E., and Liao, T. F. (2004). *The Sage Encyclopedia of Social Science Research Methods*. Thousand Oaks, CA: Sage Publications.
- Lin, N. (2001). *Social capital. A Theory of Social Structure and Action*. Cambridge: Cambridge University Press.
- McCorkle, D.E. & McCorkle, Y. L. (2012). Using LinkedIn in the marketing classroom: Exploratory insights and recommendations for teaching social media/networking. *Marketing Education Review*, 22(2), 157-166.
- McDaniel, M.A., Whetzel, D. L., Schmidt, F. L., & Maurer, S. D. (1994). The validity of employment interviews: A comprehensive review and meta-analysis. *Journal of Applied Psychology*, 79, 599-616.
- Messiah, N. (2012). Survey: 37% of your prospective employers are looking you up on Facebook. Retrieved from: <http://thenextweb.com/socialmedia/2012/04/18/survey-37-of-your-prospective-employers-are-looking-you-up-on-facebook/>.

Parks-Yancy, R. & Cooley, D. (2015). *Are YOU Making the Right Impression? Preparing Now for Your Real Life after College*. Willamette, IL: Decabooks, LLC.

Petersen, R. M. & Dover, H. F. (2014). Building student networks with LinkedIn: The potential for connections, internships and jobs. *Marketing Education Review*, 24(1), 15-20.

Roulin, N., Bangerter, A., & Levashina, J. (2014). Interviewers' perceptions of impression management

in employment interviews. *Journal of Managerial Psychology*, 29, 141 – 163.

Van Hoye, G. V. & Lievens, F. (2009). Tapping the grapevine: A closer look at word-of-mouth as a recruitment source. *Journal of Applied Psychology*, 94(2), 341-352.

Weathington, B. L. & Bechtel, A. (2012). Alternative sources of information and the selection decision-making processes. *Journal of Behavior and Applied Management*, 13(2), 108-120.

For further information contact:

Delonia Cooley
Jesse H. Jones School of Business/Texas Southern University
3100 Cleburne St.
Houston, TX 77004
(713) 313-1304
cooleydo@tsu.edu

TXT ME THAT: ENCOURAGING MILLENNIAL SYLLABUS COMPLIANCE THROUGH SMS REMINDERS

*William F. Humphrey, Jr., Ithaca College
Alison B. Shields, Ithaca College
Debra A. Laverie, Texas Tech University*

ABSTRACT

This research tests the effectiveness of a federal privacy compliant text messaging service against traditional emails in two large sections of a business professionalism course. The study compares the student outcomes and performance between the two approaches, including differences in course performance, syllabus compliance (number of assignments submitted), perceived confidence, and task mastery. Findings indicate that students receiving text reminders achieved higher performance in class (grades), complied with the syllabus better (more assignments turned in on time), and had positive outcomes (higher perceived confidence and task mastery). This solution is free to faculty and simple to execute.

INTRODUCTION

Despite good faith efforts by professors, many students rarely revisit the syllabus once a course is in progress or even outright ignore it from the beginning of the course (Thompson, 2007). Over time, syllabi have become longer and unwieldy as professors increase the length to address issues that have come up in past course and and to cover issues that the university requires on the syllabus, further discouraging students from absorbing the content (Fornaciari & Lund Dean, 2014). While students identify due dates as a top feature of a course's syllabus (Herbeck & Lockhart, 2004; Motameni, Rice, & LaRosa, 2015), their propensity to ignore the syllabus negates any focus on due dates and stated importance of meeting deadlines. These behaviors lead to non-compliance with the syllabus such as missing deadlines, submitting assignments late, or submitting assignments incorrectly. Research indicates that compliance with syllabus requirements has declined over time (Burchfield & Sappington, 2000; Sappington, Kinsey, & Munsayac, 2002). As faculty seek to achieve learning objectives through relevant and engaging course assignments, this decreasing compliance with the syllabus creates cause for concern.

As attentiveness to and compliance with the syllabus has decreased, technology has evolved that facilitate professor-student interaction beyond the classroom. Tools such as Learning Management

Systems (LMS) have augmented how professors and students communicate how and assignments are received, and a majority of students are using these systems (Salaway, Caruso, Nelson, & Salaway, 2007). That said, studies indicate that only specific tools, such as the calendar, are seen as enhancing the learning outcomes; often these are not the tools regularly employed by faculty (McCabe & Meuter, 2011). While LMS usage is considered high amongst faculty in courses, other technologies like social media, blogs, and other interaction methods lag behind (Tuten & Marks, 2012). As syllabus compliance is decreasing and technology adoption is increasing, do alternative ways to improve student performance through alternate means of communicating deadlines exist?

This paper investigates an alternative student communication medium to remind students of upcoming course deadlines to improve student course performance and compliance with the syllabus (assignments submitted correctly and on-time) via broadcast SMS text reminders. Contemporary university students are heavy users of text messaging (Junco, 2012). Experian cites that smartphone users from 18-24 send an average of 2,022 texts per month (Experian Marketing Services 2013), while email usage for college students has been estimated at six minutes per day (Junco 2013). These two competing digital trends create challenges in communicating with students outside of the classroom. With students allocating little time for emails while receiving a number of emails from each course in which they are

enrolled, important reminders may get lost in the clutter.

Integration of the student into the school system, that is to say creating an environment where the students implicitly understand what is expected of them and how to communicate with relevant school figures, is considered to be a positive indicator of student retention and eventual graduation (Terenzini, Springer, Yaeger, Pascarella, & Nora, 1996). When working with a cohort of students considered to be digital natives, it makes sense to attempt to communicate with them in the ways they are most accustomed to, in order to increase the feeling of integration with the academic program, leading to more positive outcomes for both the student and the university. As recently as 2011, 92% of undergraduate students indicate usage of mobile devices (Smith, Rainie, & Zickuhr, 2011), and a 2012 study by Tindell & Bohlander suggested that an overwhelming majority of students carry their phones with them to class every day; greater than 90% actively engage with their phone during class time and that a small, but significant percentage even reported cell phone usage while taking an exam.

While past research has indicated that students prefer receiving school-related messages via email (Salaway, Caruso, & Nelson 2007), other studies have suggested that student preferences for communication methods evolve over time. Thus, in this study, the authors seek to determine if communication via a text message is a more generally preferred method of communication that leads to positive course outcomes, including increased positive feelings towards the class, perceived and actual mastery of the class material, and compliance with the syllabus.

OVERVIEW OF TEXT REMINDER INITIATIVE

In two sections of a Business Professionalism course at a large, southern U.S. public university focusing on online personal branding and self-marketing, syllabus compliance and on-time assignment submission were identified as recurring issues affecting student success. The students enrolled in this course were primarily freshmen, sophomores, and transfer students, and for many this was their first business course. In the course, students completed a professional resume, which was reviewed twice by the college's career center as course assignments. Additionally, students created a personal brand website using the *about.me* personal brand platform, along with a robust LinkedIn profile. Assessment was based on the personal branding

assignments and attendance; no exams were administered.

Both sections were afternoon courses on Monday and neither course time was seen as preferable to the other. The student mix of rank did not differ by class. In the first course, students were offered course assignment reminders via text messages. Students texted the course name to a phone number, which opted them into the reminders. The service, Remind, allows the instructor to craft, schedule, and send messages to enrolled students as needed, and the service is free to students and faculty. The faculty member does not see student contact information, and students cannot engage in direct texts with the faculty. The second course followed the same syllabus and course schedule, and reminders were sent via email (without the option of text reminders).

Reminders were sent on Monday mornings prior to the class period on weeks when an assignment was due. The text reminders were limited to 120 characters, and email messages were kept short so that the emails did not contain more information than the text messages. Only email addresses on the official school email system were used as this was an element of professionalism re-enforced in the class. Reminders included the deadline (day and date), assignment, and how to submit (via Blackboard learning management system typically). As this course focused on professionalism, late assignments were not accepted; missing submissions resulted in a zero for the assignment. Day and time were controlled as both emails and texts were sent at the same time. The calendar function of Blackboard was considered as a third test, but Blackboard data indicated it was not viewed frequently. Similarly, a no reminder case was not used as the primary goal of the instructor was to improve student performance, and having no reminder type was not feasible with sections of 250. At the end of the day, student success was the primary goal (with a comparison as a secondary goal). See Figure 1 for the instructor text creation/scheduling tool and a sample reminder message.

Figure 1: Text reminder instructor tool and sample text message



At the end of the semester, students completed a voluntary survey seeking their views on the course. The survey featured 7-point Likert items in a number of scales, and extra credit was offered if the students completed the survey. Section one had 229 students enrolled, while section two had 206 students. A total of 238 students between the two sections completed the survey; 55% of the respondents were female, and the average age was 20. To ensure that the two classes were similar in their orientation towards achievement, social desirability and narcissism were tested, and there was no significant difference between the two classes on the two measures. Additionally, propensity to engage with technology and early adopter behaviors were tested, and the classes did not demonstrate any significant differences that might influence findings.

To assess the impact of text reminders, several outcomes were examined. First, course performance was tested using grades for the course. Next, compliance with the syllabus was explored using the number of assignments submitted correctly and on time. Additionally, contribution to career goals, task mastery, and perceived confidence were tested as these are relevant outcomes from prior digital classroom communications innovations (Rinaldo, Laverie, Tapp, & Humphrey Jr 2013). The outcomes tested are summarized in Table 1 presented after the results.

RESULTS AND DISCUSSION

Course Performance

Performance in the class was measured using the total number of points earned in the class, including assignments and attendance. The maximum number of points possible was 200. Using one-way ANOVA, the means of the class performance of students receiving text messages and those receiving email were compared. Students receiving text reminders scored an average of 178.7 points (compared to an average of 169 for students receiving email reminders). This difference was significant ($F=16.49$; $p<0.0001$), indicating students who received text messages performed better than students who received email reminders.

Compliance with Syllabus/Assignment Submissions

As an essential requirement of the course was to submit assignments professionally (on time and in the correct submission manner), the number of assignments successfully submitted was tracked; this included two resume submissions, the LinkedIn

profile, the about.me personal profile, professional headshot, and participation in the college's research pool. An index of the number of assignments submitted was compared between the two courses. For students enrolled in text reminders, an average of 5.6 assignments was submitted per student, while the class receiving email reminders submitted an average of 5.3 assignments. This finding demonstrated statistical significance ($F=7.78$; $p<0.0057$), which provides corroboration that students who received text reminders were more likely to submit assignments in a timely manner.

Contribution to Career Goals

As this course focused on creating a professional brand, both online and offline, career preparation was a consistent theme through the semester. The two classes were tested, and no significant difference existed in contribution to career goals ($M=5.63$ v. 5.51 ; $F=0.76$; $p<0.38$). This finding indicates that both classes saw similar contributions to their perceived career preparation, regardless of the communication format received.

Perceived Task Mastery

Students were also asked about perceived task mastery associated with the assignments in the class. Again, the section that had text messages reflected greater perception of task mastery than the section receiving traditional emails to their campus email account (5.65 v. 5.37), and the results were significant ($F=4.41$; $p<0.037$). Thus, students felt a greater sense of accomplishment in the assignments related to the class if they signed up for text alerts about course deadlines

Perceived Confidence

Consistent with task mastery, students receiving texts alerts associated with assignments exhibited greater perceived confidence compared to those not receiving alerts by text (5.81 v. 5.56), and the results approached statistical significance ($F=3.43$; $p<0.065$). Thus, students who were reminded via text message exhibited more confidence than those not enrolled in the service. A summary of the five hypotheses tested in this research is summarized in Table 1.

DISCUSSION

As an introduction to the business school and the professional expectations associated with

business courses, compliance with the course syllabus is deemed critical and consistent with professional behavior. Deadlines, submission method, and quality of work were communicated as critical to success to students in the course described here. As a top line benefit, the study's goal of improving performance and compliance with the syllabus was demonstrated by the class receiving text reminders. As college students are heavy users of mobile technology and text messaging, providing a federal privacy regulation-compliant reminder solution makes intuitive sense. A common theme in this course prior to the implementation of this system was that students missed deadlines, did not check email, and performance suffered due to lack of compliance with the syllabus and deadlines; this solution offsets these issues. Students who participated in the pilot also demonstrated positive outcomes in perceived confidence and task mastery, while both classes reported similar contribution to career goals.

From a classroom management perspective, this solution provides a free and easy to use interface that students may have used in their prior education and many students reported that their high schools had used the Remind tool. Additionally, the setup for instructors takes minutes, and the interface can be accessed on traditional or mobile devices. While text messages cannot replace quality instruction or work that students put into their educational experience, this solution was associated with better performance in the course. In fact, 94.4% of students who subscribed to the text reminders described them as useful in the course, while 76.3% indicated that they are more likely to read a text message about the course than an email. Further, this solution is generalizable and can be implemented quite easily in other classes (and used across multiple courses and sections). As messages can be pre-scheduled, the reminders can be set up when the syllabus is being created and the protocol reviewed with students during the introductory class sessions. Additionally, this solution can be used by college support services, such as academic advising and career services to remind students about upcoming events.

Future research should explore ways to encourage additional involvement with the syllabus. Additionally, content types for email and text reminders could add value in improving student performance. Gaps exist in the literature also exist related to syllabus compliance, and this work provides an encouraging first step.

As technology will continue to expand and compete for students' attention, a text-based solution can improve student outcomes and prevent lack of compliance with deadlines. As faculty seek to

improve learning objectives achieved through course assignments, this solution provides a viable method to cut through the digital clutter competing for students' attention. With greater compliance to the syllabus and more assignments turned in on time, unnecessary emails may be eliminated, thus freeing up the faculty for productive teaching and research activities.

Table 1. Summary of Hypotheses

Hypothesis	Supported?	F	p-value
H1: Students receiving text message course reminders will exhibit higher performance than students receiving email reminders	Yes	16.49	$p < 0.0001$
H2: Students receiving text message course reminders will exhibit higher syllabus compliance than students receiving email reminders	Yes	7.79	$p < 0.0057$
H3: Students receiving text message course reminders will report higher contribution to career goals from the course than students receiving email reminders.	No	0.76	$p < 0.38$
H4: Students receiving text message course reminders will report higher task mastery than students receiving email reminders	Yes	4.41	$p < 0.037$
H5: Students receiving text message course reminders will report higher perceived confidence than students receiving email reminders	Approaching Significance	3.43	$p < 0.06$

REFERENCES

- Burchfield, C., & Sappington, J. (2000). Compliance with required reading assignments. *Teaching of Psychology, 27*(1), 58–60. Retrieved from <http://psycnet.apa.org/psycinfo/2000-07173-017>
- Experian Marketing Services. (2013). *The 2013 Digital Marketer*. Boston, Massachusetts.
- Fornaciari, C. J., & Lund Dean, K. (2014). The 21st-Century Syllabus: From Pedagogy to Andragogy. *Journal of Management Education, 38*(5), 701–723. <http://doi.org/10.1177/1052562913504763>
- Herbeck, J., & Lockhart, M. (2004). Syllabi for Today's College Classes. *Academic Exchange Quarterly, 8*(2), 45–49.
- Junco, R. (2012). The relationship between frequency of Facebook use, participation in Facebook activities, and student engagement. *Computers and Education, 58*, 162–171. <http://doi.org/10.1016/j.compedu.2011.08.004>
- Junco, R. (2013). Comparing actual and self-reported measures of Facebook use. *Computers in Human Behavior, 29*(3), 626–631. <http://doi.org/10.1016/j.chb.2012.11.007>
- McCabe, D. B., & Meuter, M. L. (2011). A Student View of Technology in the Classroom: Does It Enhance the Seven Principles of Good Practice in Undergraduate Education? *Journal of Marketing Education, 33*(2), 149–159. <http://doi.org/10.1177/0273475311410847>
- Motameni, R., Rice, W., & LaRosa, P. (2015). Taking or Not Taking a Class: Students' Perceived Physiognomies Associated with Syllabi. *International Journal of Marketing Studies, 7*(1), 78–93. <http://doi.org/10.5539/ijms.v7n1p78>
- Rinaldo, S. B., Laverie, D. A., Tapp, S., & Humphrey Jr, W. F. (2013). The Benefits of Social Media in Marketing Cognitive Flexibility Hypertext. *Journal for the Advancement of Marketing Education, 21*(1), 16–26.
- Salaway, G., Caruso, J., Nelson, M., & Salaway, G. (2007). *The ECAR Study of Undergraduate Students and Information Technology, 2007. Methodology* (Vol. 6). Boulder, Colorado.
- Sappington, J., Kinsey, K., & Munsayac, K. (2002). Two studies of reading compliance among college students. *Teaching of Psychology, 29*(4), 272–274. <http://doi.org/10.1207/S15328023TOP2904>
- Smith, A., Rainie, L., & Zickuhr, K. (2011). *College students and technology*. Washington, DC. Retrieved from <http://www.pewinternet.org/2011/07/19/college-students-and-technology/>
- Terenzini, P. T., Springer, L., Yaeger, P. M., Pascarella, E. T., & Nora, A. (1996). First-generation college students: Characteristics, experiences, and cognitive development. *Research in Higher Education, 10*. <http://doi.org/10.1007/BF01680039>
- Thompson, B. (2007). The Syllabus as a Communication Document: Constructing and Presenting the Syllabus. *Communication Education, 56*(February 2015), 54–71. <http://doi.org/10.1080/03634520601011575>
- Tindell, D. R., & Bohlander, R. W. (2012). The Use and Abuse of Cell Phones and Text Messaging in the Classroom: A Survey of College Students. *College Teaching, 40*(1), 4–11. <http://doi.org/10.1080/87567555.2011.604802>
- Tuten, T., & Marks, M. (2012). The Adoption of Social Media As Educational Technology Among Marketing Educators. *Marketing Education Review, 22*(3), 201–214. <http://doi.org/10.2753/MER1052-8008220301>

For further information contact:

William F. Humphrey, Jr.
Ithaca College
School of Business
953 Danby Road
Ithaca, NY 14850
whumphrey1@ithaca.edu

SUPPORTING ADULTS WITH ASPERGER SYNDROME IN THE WORKFORCE: IMPLICATIONS FOR HIGHER EDUCATION PRACTICES

Henry C. Roehrich, Park University
Julie Grabanski, University of North Dakota
Donald Fischer, Northland Community and Technical College

ABSTRACT

Adults diagnosed with Asperger syndrome seeking employment opportunities in the marketing field will face challenges that revolve around supervision, co-worker acceptance, and customer relations. The work environment can place demands on someone with AS that can create frustration and disappointment. Opportunities to refine interpersonal skills and work with peers in a team-based learning environment should be included in the curriculum of higher education. This study focuses on the implications in the workplace that affect the success of employees with AS and what educators can do to address these areas.

INTRODUCTION

Asperger syndrome (AS) is a lifelong development disorder that is considered to fall on the higher functioning end of the autism spectrum disorder (ASD) continuum (Barnhill, 2007; Frith, 2004; & Wing, 1996, 2000). Adults with AS demonstrate impaired social interaction, while possessing the intellectual ability and syntactical speech that falls within normal limits (American Psychiatric Association, 2000). They have difficulties with pragmatic language, demonstrated by the inability to provide the right information at the right time, failure to read nonverbal cues or interpret information literally (Barnhill, 2007).

Adults with Asperger syndrome can be faced with challenges when entering the workforce after graduating with their degree from an institution of higher education. The challenges can result from issues in the workplace environment, supervision, communication and reward system. This can affect motivation and the desire to continue employment. An adult with Asperger syndrome can have a vision of acceptance and the desire to use their skills when accepting a position in an organization. Once in the workforce, their behavior may be misinterpreted by co-workers, supervisors and stakeholders as selfish or uncaring. If this occurs, the efforts and accomplishment of reaching goals by the adult with Asperger syndrome may be overshadowed by present setbacks in the area of daily feedback and periodic performance reviews.

Organizations such as Home Depot and CVS Caremark have created working environments that encourage employees with Asperger syndrome to reach their potential while creating job satisfaction (Ramirez, 2010). The focus of this study was to explore strategies used by management that build environments for employees with AS to maximize their skills and abilities in the workplace. These strategies may be used by educators to retain and prepare students with AS in higher education to transition to a diverse workforce. Not everyone with AS will excel in every job, but with support and understanding individuals with AS can make reliable and productive employees (Autism Victoria, 2011). Educators can use classroom management and active learning strategies to promote environments that generate professional development of all students.

REVIEW OF LITERATURE

According to Asperger (1944) who is credited with first identifying the disorder, no two people with AS are the same. The subjective experience of being different may be a consequence of others' attitudes and behavior towards the individual with AS. The feeling may also be that the person feels different regardless of those around him or her. Everyday risks for adults with AS can arise from the perception of others include being misunderstood, ridiculed, teased, exploited and ostracized. Longer term risks include underachievement, prolonged dependency upon

parents, and risks to psychological and emotional well-being (Portway & Johnson, 2005).

There are challenges that can arise in the workplace if certain conditions do not exist. In today's society, participation in the workplace can be important to the identity of adults, especially adults with disabilities (Krieger, Kinebanian, Proding, & Franziska, 2012). It is important to understand the expectations of the employer, cultural and social norms of the organization, and the overall context of the work environment in order to successfully establish one's identity on the work team. Contextual learning shapes performance and engagement in any type of activity, as well as the meaning attached to it (Krieger et al., 2012). Individuals with Asperger Syndrome need to feel socially secure, supported by their peers, and familiar with the cultural norms of the organization. Once these components of the context are in place, individuals with AS will feel secure in disclosing their diagnosis and need for accommodations within the work environment (Krieger et al., 2012).

Context influences behavior and performance and cannot be separated from the person (Dunn, Brown, McGuigan, 1994). The Ecology of Human Performance theory states that the interaction between person and environment affects human behavior and performance, and that performance cannot be understood outside of context (Dunn et al, 1994). That is, that there is an interdependent relationship between the person and the environment (Turpin & Iwama). The environment includes the physical, temporal, social and cultural elements and has the capacity to shape task performance (Dunn et al., 1994). A person's performance is examined through the lens of context and the opportunities provided to complete tasks successfully. By increasing the range of tasks available through the context, the person is able to successfully use their skills and abilities within the context to complete the tasks that they want and need to do within their roles (Dunn et al, 1994; Turpin & Iwama, 2011).

Research of adults with Asperger syndrome reveals a poor outcome with employment rates ranging between 5 and 55 percent (Howlin, 2000). Adults with Asperger syndrome must adapt to traditions, customs, laws, rituals, dress codes and rewards associated with work in order to remain in the workforce (Hofstede & Hofstede, 2005). According to Hurlbutt and Chalmers (2004) employment is critical to the quality of life for adults with AS. The purpose of this study was to determine factors that contribute to successful employment opportunities for adults with Asperger syndrome in a diverse workforce. The findings of the study serve as a resource for educators to prepare students for future employment by answering the following research questions:

1. What are the experiences of managers who have worked with autistic adults?
2. What successes and barriers have managers experienced to develop diverse work teams?
3. What strategies are most important to use in higher education to develop the necessary skills and knowledge to work successfully within a diverse team environment?

METHODOLOGY

A qualitative research study was conducted to determine the strategies managers used to create a positive work environment for employees with AS to maximize their skills and abilities in the workplace. The participants were recruited through snowball sampling. Four participants were interviewed that had experienced success in working within their organization with employees that have Asperger syndrome.

The research consisted of semi-structured interviews. The interviews were scheduled for approximately one hour and completed using available technologies. The interviews were recorded using an audio recorder, and transcribed. Data analysis was completed using an open coding procedure. During the analysis of the interviews, themes and subthemes were listed in order to determine implications for business programs in higher education. The researchers discussed the data and worked together to group the concepts. With the identification of the concepts, an overall theme was identified for helping adults with Asperger syndrome to be successful in employment situations. The primary researcher utilized peer review with the secondary reviewers to insure reliability and validity of the data

RESULTS

A comprehensive view of the participants' experience is best understood through exploration of four distinct themes that emerged from the interviews: unique individuals, familiarity with social environments, organizational culture, and setting the stage.

Unique Individuals

The participants described their experiences working within a diverse workforce and the need to understand the person as a unique individual who may have a disability. Even though there may be a common diagnosis, everyone is not the same. The disability impacts each person in a specific and unique way with some commonalities (such as the ability to be detail oriented), but also includes skills and abilities that are

unique to each individual. Managers stressed that in order to support the individual, they needed to understand the person and how the disability affected that individual.

Familiarity with Social Environment

The participants described interactions between co-workers observed within the social context of work. They described how individuals with AS have a need to feel secure and familiar with the social environment. The individual with AS may struggle with social conventions of the workplace, day to day interactions and events, and demonstrating empathy toward others. Co-workers may overgeneralize that all individuals with AS require the same interactions and assistance, rather than recognizing the aptitudes of each individual. However, the participants did articulate the need to assist with the development of interpersonal skills, and business communication skills when interfacing with others in the work context. Main skill areas that were emphasized by the participants in the study were communication, active listening, collaboration and teamwork, and feedback skills.

Organizational Culture

Participants described generation differences, diverse personalities, and organizational culture as issues that may influence successful transition to the work environment. Individuals with AS do not understand the hierarchies of organizations and therefore will require training and feedback on how to interact with peers in the workplace. Participants disclosed that each manager of an organization has to be willing to offer opportunities to individuals with different aptitudes in order to accomplish a diverse work team. Interview questions and skills assessed for employment have to be of a diverse nature in order to gain employees with various competencies and skills, including those with AS. Also managers need to demonstrate respect toward individuals that are different from them and other co-workers, and view each person as a unique contributor to the work team to reinforce opportunities offered within the work environment. One participant described this process in the following manner:

“I see diversity adding to strength, like a lattice work would support a building or a bridge. The more truces, the more cross representational support that you can give to an idea. This could be a service, or a task, but it becomes stronger.”

Setting the Stage:

The interactions between co-workers and tasks were further described by the participants. Within the physical context of the workplace, the individual with a disability may either feel secure and protected, or insecure and offended. Inattention of the manager to assist employees with AS to develop interpersonal skills to interface with co-workers within the physical environment will impede the success of those employees. There were also several aspects described by the participants that related to time within the work environment. Structured time within the workplace with clearly defined expectations for behavior and performance assisted individuals with AS to be successful in the workplace. Unstructured time had a negative impact on performance, especially during team meetings. The age of the individual, maturity level and experience of the employee also contributed to how an individual with different abilities successfully transitioned into the work environment. In turn, the employee should inform the employer of barriers to performance within the workplace and communicate the accommodations needed to be productive within the work environment. Participants in the study stated that there are opportunities to teach the younger generation how to communicate, as they are developing and testing their skills in the workplace.

The findings of the participants were consistent with the literature. The employer must be efficient and effective in communicating the behavior expectations from the onset of employment and advocate for the needs of the employee with AS (Hurlbutt & Chalmers, 2004; Ramirez, 2010). Important factors to success of individuals with AS in the workplace were to describe the job duties, responsibilities, expectations and rules ahead of time down to the minutest detail (Hurlbutt & Chalmers, 2004). Adjustments such as written directions, visual cues, and scheduled breaks from other employees to work on specific tasks further contributed to success of AS employees in the workplace (Hurlbutt & Chalmers, 2004; Ramirez, 2010).

DISCUSSION

The results of the study have several implications for college programs and professors. Participants interviewed provided examples of skills required in the workplace to complete needed and desired tasks, and the influence of context on the person's performance of tasks. While there were some suggestions of the skills desired in the workplace, there were indications of the influence of context on the performance of all students in the classroom. Responses from employers indicated that all students needed opportunities to work

collaboratively on real world business problems and practice skills needed in the work environment. There are several strategies that can be used to enhance performance in the classroom to retain and prepare students to transition to a diverse work environment.

Each student comes to the classroom with a unique set of skills, knowledge and experiences. It is important to create learning opportunities within the context of the classroom that enhance the range of tasks available where students may practice and experience success during the learning process (Dunn et al., 1994). Understanding each student's learning style, the role of previous experiences to new learning, and the meaning and application of topics learned are valuable (Roehrich et al., 2015) in this process. This may be accomplished through the use of student learning inventories, awareness of individual values and strengths through free writing exercises, and small group discussion. When setting up teams in the classroom, the use of tools such as catme.org assist in creating diverse teams (Pedersen, 2016), and ensure greater success in the development of team work skills.

The social context of the classroom sets the tone for how interactions will occur between each student and the instructor, as well as interactions between students. Expectations of behavior should be clearly articulated on the first day of class. It is essential that the instructor set up the ground rules and expectations of behavior when interacting with each other and the instructor during the learning process (Nilson, 2010). Some rules belong in the syllabus such as policies regarding tardiness, attendance, class participation, and assignments (Nilson, 2010).

A structured teaching strategy that provides opportunities for students to develop skills to work on a team through use of peer to peer interactions is called team-based learning (Mennenga, 2013). Team based learning stresses student accountability, use of a heterogeneous team where everyone has a specific role, meaningful team assignments that focus on real world problems, and providing feedback to the students (Sisk, 2011). This strategy provides several opportunities for students to develop active listening and communication skills, collaboration and teamwork, and to give and receive feedback from peers as well as the instructor. Teams are composed with consideration to diversity in sex, previous education, ethnic and national background, and other features (Michaelsen & Sweet, 2008). Team diversity has been repeatedly shown to be a key in producing highly performing teams. (Michaelsen & Sweet, 2008).

Every classroom has cultural norms. The cultural context may include symbols, behavioral expectations, student and instructor interactions, and the sequence and structure of daily learning activities. Students with AS have difficulty in understanding social rules and

customs, the flow of reciprocating social interactions, and may not understand established hierarchies within a social group (Hurlbutt & Chalmers, 2004; Ramirez, 2010). When persons use their skills and abilities to perform tasks, they use environmental cues and features to support performance (Dunn et al., 1994). Some strategies that an instructor may use to prepare all students for the development and practice of interpersonal communication skills may be done through established classroom routines and assessment. Instructors can model expected behaviors, pair students to mentor and teach each other, and assess student learning and understanding of communication patterns. Many students struggle with actively listening and focusing on the essential components of communication. Establishment of clear patterns of communication, clarification of messages, and assessment of understanding may assist all students in the development of the necessary interpersonal skills needed to feel culturally competent (Kreiger et al., 2012) in new or unfamiliar situations in the workplace. A contextualized approach that requires working in a team will assist students in practicing and developing the skills necessary to be successful in the work environment.

It is important to set the stage for students in order to prepare them to work in a diverse environment. The use of technologies to provide examples of behaviors, written instructions, and assistance with prioritizing tasks has been a helpful commodity for all students in the classroom. Technologies such as Voice Thread, Blackboard collaborate, and social media provide opportunities for students to communicate with team members, eliminate social anxiety, and allow longer periods of time to process and clarify reciprocal communication. This simple accommodation can be integrated into classroom assignments and become part of the communication flow within the classroom. Adults are more likely to disclose a diagnosis of AS and request accommodations once in the college environment (Kreiger, et al., 2012). Through establishment of habits and routines in the classroom, and practice with technologies, students can create their own accommodations to be successful in new contexts. Additional considerations are to create a learning environment where all learners feel safe to engage in the learning process (Barkley, 2010). The physical environment includes objects and people within the environment (Dunn et al., 1994). Setting expectations for classroom norms and use of a structured teaching strategy such as team based learning facilitate successful performance in the classroom. Accommodations in the classroom that also facilitate communication and engagement in the learning process include a sound magnification system, and elimination of visual and auditory distractions.

CONCLUSION

The successful performance of tasks in the student and worker role can be influenced by context. By increasing the range of tasks available through the physical, temporal, social and cultural elements of context, the person is able to utilize their skills and abilities successfully (Dunn et al, 1994). The purpose of this research study was to determine factors that contribute to successful employment for adults with Asperger syndrome. Classroom management, use of technologies, and structured active learning experiences such as team-based learning can provide opportunities for students to practice the required skills and abilities needed within the work environment. Through establishment of habits and routines in the classroom, and practice with technologies, students can create their own accommodations to be successful in transitioning to a diverse workforce.

REFERENCES

- American Psychiatric Association. (2000). *Diagnostic and statistical manual of mental disorders* (4th ed., text rev.). Washington DC: Author.
- Asperger, H. (1944). 'Die autistischen Psychopathen im Kindesalter' Translated by U Frith 'Autistic psychopathy in childhood'. In: U. Frith (ed.) (1991) *Autism and Asperger Syndrome* (Cambridge: Cambridge University Press).
- Autism Victoria (2011). Working with a Person with Asperger's Syndrome. Retrieved from www.amaze.org.au
- Barnhill, G. P. (2007). Outcomes in Adults with Asperger Syndrome. *Focus on Autism and Other Developmental Disabilities*, Summer 2007, 22(2), 116-126.
- Dunn, W., Brown, C., & McGuigan, A. (1994). The Ecology of Human Performance: A framework for considering the effect of context. *American Journal of Occupational Therapy*, 48(7), 595-607.
- Frith, U. (2004). Emmanuel Miller lecture: Confusions and controversies about Asperger syndrome. *Journal of Child Psychology and Psychiatry, and Allied Disciplines*, 45, 672- 686.
- Hofstede, G., & Hofstede, G.J. (2005). *Cultures and Organizations: Software of the Mind* (Revised and expanded 2nd ed.), New York: McGraw-Hill.
- Howlin. (2000). Outcome in adult life for more able individuals with autism or Asperger syndrome. *Autism*, 4(1), 63-83.
- Hurlbutt, K. & Chalmers, L. (2004). Employment and adults with Asperger syndrome. *Focus on Autism and Other Developmental Disabilities*, 19(4) Winter 2004, 215-222.
- Krieger, B., Kinebanian, A., Birgit, P., & Franziska, H. (2012). Becoming a member of the work force: Perceptions of adults with Asperger Syndrome. *Work* 43, 141-157. DOI 10.3233/WOR-2012-1392
- Mennenga, H. A. (2013). Student engagement and examination performance in team-based learning course. *Journal of Nursing Education*, 52(8), 475-479.
- Michaelsen, L. & Sweet, M. (2008). Team-based learning. *New Directions for Teaching and Learning*, 116. DOI: 10:1002/tl.330.
- Nilson, L. B. (2010). *Teaching at its best: A research-based resource for college instructors* (3rd Ed). San Francisco, CA: Jossey-Bass
- Pedersen, C. (2016, January). *Teamwork: Dealing effectively with group projects*. Presented at the University of North Dakota School of Medicine and Health Sciences Active Learning in Professional Healthcare Education Conference, Grand Forks, ND.
- Portway, S., & Johnson, B. (2005). Do you know I have Asperger's syndrome? Risks of a non-obvious disability. *Health, Risk & Society*, March 2005, 7(1): 73-83.
- Ramirez, J. C. (2010). Aspies in the workplace. Retrieved from <http://www.humanresourceexecutive-digital.com/humanresourceexecutive/20101002?pg=59#pg59>
- Roehrich, H., Grabanski, J., & Fischer, D. (2015). Life beyond "me:." Incorporating the role of interpersonal skills for student success Presented at the 2015 MMA Educators for Conference, San Juan, Puerto Rico. <http://www.mmaglobal.org/publications/Proceedings/2015-MMA-Fall-Educators-Conference-Proceedings.pdf>
- Sisk, R. J. (2011). Team-Based Learning: Systematic Research Review. *Journal of Nursing Education*, 50(12), 665-669.

Turpin, M. & Iwama, M. K. (2011). *Using Occupational Therapy Models in Practice: A Field Guide*. New York, NY: Elsevier Churchill Livingstone

Wing, L. (1996). *The autism spectrum: A guide for parent and professionals*. London: Constable.

Wing, L. (2000). Past and future research on Asperger syndrome. In A. Klin, F. R. Volkmar, & S. Sparrow (Eds.), *Asperger syndrome* (pp. 418–432). New York: Guilford Press.

For further information contact:
Henry C. Roehrich, Ph.D.
Assistant Professor of Marketing and Management
Program Coordinator for Management and Logistics
School of Business
Park University
8700 NW River Park Drive
Parkville, MO 64152
Phone: (701) 757-1744
E-Mail: henry.roehrich@park.edu

TEACHING MARKETING WITH THE SHARKS: A LESSON IN ACTIVE- AND REALITY-BASED LEARNING FOR NETGEN STUDENTS

Mary G. Schoonmaker, Western New England University
Harlan E. Spotts, Western New England University

ABSTRACT

This article addresses an active teaching methodology that uses reality-based mini-cases, in the form of Shark Tank episodes. This combination of a mini-case followed by team activity-based learning was used as the main instruction method during a principles of marketing course. The combination of Shark Tank and activity-based exercises was a preferred learning experience for the students. However, given the students' nascent business experiences, it is recommended that the instructor develop basic concept materials that can be delivered outside of class in order to most effectively reinforce concepts through applied learning.

INTRODUCTION

Higher-education professionals continue to adapt and refine teaching methods to address the needs of the Generation Y (Gen Y), also called millennials, learning style. Gen Y, which spans from 1980 to 2002 (Tyler, 2007), first entered college in 1998. The traditional, undergraduate grouping of this generation will continue to be enrolled in higher-education institutions through 2024. A change that will soon be underway is the Generation Z (Gen Z) student population, 2002 – present, starts college enrollment in 2020. For the purposes of this paper, we will focus on Generation Y, and will assume that the initial Gen Z college entrants have similar learning experience preferences. This generation has been designated as a “digital millennial learner” or NETGEN Learner (Matulich, Papp, & Haytko, 2008).

The NETGEN learner has been well-researched. The dominant characteristics outlined by scholars are a proclivity toward active- and reality-based learning (e.g. Therrell and Dunneback, 2015; Lee and Hoffman, 2014; Paladino, 2008; Baker, Matulich, and Papp, 2007; Smith and Van Doren, 2004). Furthermore, these students prefer peer engagement and have the need for relevance (Matulich, Papp, & Haytko, 2008). Some researchers have explained these learning needs for relevance as *What's in it for me (WIIFM)* (Close, Dixit, & Malhotra, 2005; Cook & Swift, 2007; Oblinger, 2006). To complicate matters even more for an educator, as reported by Oblinger (2006), these students have an average attention span of approximately seven minutes. NETGENs “have been raised in an entertainment-focused, multimedia environment...” (Roehling et. al., 2011, p. 2).

They are visual and kinesthetic learners, which means they will prefer teaching methods that incorporate video and simulations (Oblinger, 2003, 2006; Twenge 2006). With these learning experience requirements, educators are now adapting traditional course design and teaching methods similar to those used with adult-learning. Yet, unlike an adult learner, the NETGEN learner “may require more structuring of the learning process to make connections between previous experiences and new concepts” (Roehrich, Grabanski, & Fischer, 2015, p. 2).

In sum, Paladino (2008) and Therrell and Dunneback (2015) noted students perceive educators to be most effective when they create an atmosphere of engagement, meaning one that promotes interactions among students and between the instructor and students. With this NETGEN's learning challenges and opportunities, one of an educator's primary responsibilities is to motivate students to take interest in the subject matter and inspire them to learn (Lantos, 1997). Next are discussed different course design/teaching methods that address the needs of NETGEN learners.

COURSE DESIGN/TEACHING METHODS

While the literature on varied learning approaches is rich, these approaches create challenges for faculty in terms of finding the time to integrate them into existing course structures. Educators often approach courses from the perspective of a volume of knowledge that must be delivered in a particular way, e.g. lecture format, otherwise students will not gain the desired level of understanding we expect of them. The use of different types of learning approaches almost forces a

reconceptualization of how an educator delivers course content, and is not simply a matter of “plug and play.”

Thinking actively, where students apply course concepts, helps develop critical thinking (Roy & Macchiette, 2005; Chaffee, 1994). An example of thinking actively and in turn, developing critical thinking is active learning in the classroom, which is defined as “a classroom environment where the instructor serves as a facilitator of learning” (Holmes, Collins, & Rutherford, 2015, p. 86). Active learning can also be described as social constructivism; the emphasis is on the student as an active participant and the teacher playing a de-emphasized, facilitative role (Green, 2015; Roehling et. al., 2011), or going from ‘sage of the stage to guide on the side’ (Morrison, 2014; King, 1993). Instructors are inclined to use active learning strategies in order to engage and motivate the NETGENs in the learning process.

According to Smith and Van Doren (2004), the Education Resource Information Center defines experiential learning as learning by doing and includes knowledge and skills acquired outside of book/lecture learning situations through work, play, and other life experiences. Maher and Hughner (2005) stated “experiential learning assists students in developing essential marketing and business skills” (p.1). Hamer (2000) identified semi-structured, in-class learning as one category of experiential learning, which is the method used in this study. This method incorporates an in-class exercise that is a small task, short in duration, and can reinforce class concepts.

Reality-based learning is similar to experiential learning in that the exposure of work, play, and other life experiences includes real-world situations. A technique that engages students and real-world experiences is case-study. Henson, Kennett, and Kennedy (2003) discussed four key benefits of using case studies: 1.) The development of problem solving skills, 2.) Addition to realism of theory application, 3.) Development of interpersonal and communication skills, and 4.) Encouragement of greater student responsibility for learning. Video clips can be a form of mini-cases. According to Herreld and Schiller (2013), video teaching methods have had a positive impact on students and engagement. Various scholars have studied the use of video and its impact on student attitudes, behavior, and performance (e.g. Bolliger, Supanakorn, and Boggs, 2010; Chester, Buntine, Hammond, and Atkinson, 2011; Aplay and Gulati, 2010). Bluestone (2000) studied the use of films as a mechanism to develop students' understanding and critical thinking. While Bluestone's research was dedicated to psychology and undergraduate studies, she also advocated the use of video and applied learning to other disciplines and cited and suggested many examples in her research.

The flipped classroom is another method that can be used by educators to solve the time/content delivery pain point and NETGEN learning needs (Phillips & Trainor, 2014; Lage, Platt & Treglia, 2000). In the flipped classroom approach, students arrive at the classroom already prepared with supplementary materials, such as videos and pre-recorded lectures, provided prior to the class session (Green, 2015). The emphasis during class time is based exclusively on interactions in a social learning environment. Green (2015) noted the benefits of flipped classrooms, including enhanced student engagement in class sessions and content, as well as increased learning of content. There are challenges to this approach given it places the burden on students to prepare for the active learning class sessions.

As noted above, the NETGEN learner is seeking a much more engaged learning experience that opens the door to developing a variety of learning approaches in the classroom. Parker, Maor, and Herrington (2013) advocate the intersection of innovative pedagogies, learner needs, and technology, where the intersection of these three creates the ideal environment for educators. Some of the methods used by educators to engage the NETGEN learner are multimedia, simulations and role-playing scenarios (Matulich, Papp, & Haytko, 2008). This intersectional environment is the basis for the development of teaching methods used in this study.

CONTEXT AND METHOD OF INSTRUCTION

The context for this study is a University principles of marketing course taught over three weeks with three hours of instruction per day. This created a compelling environment for using innovative teaching methodologies in order to deliver material in a condensed manner that aspires to instill basic marketing concepts. Two principles of marketing courses with 25 students in total were taught by two different instructors, who collaborated to develop the course. The basic format of the course was identical.

The daily format used a minimal amount of lecturing. In line with a flipped classroom approach, required pre-reading was assigned for the evening prior to the class session. Shark Tank episode segments were selected from those aired on television over the prior five seasons of the show. A single segment was approximately eight to ten minutes long and served as a video mini-case. During class, a Shark Tank segment was shown, followed by activity and collaborative learning exercise. In total up to three Shark Tank segments were viewed each class session accompanied by an associated activity and collaborative in-class exercise. In total, 32 Shark Tank episodes were incorporated in the course. The final exam used two

Shark Tank episodes as the mini-case and tested basic marketing concepts.

One of the favorite Shark Tank segments cited by the students cited was Chapul, the innovator and manufacturer of a protein bar made from cricket flour (Season 5 Episode 21, aired March 21, 2014). The founder pitched the business to the Sharks and successfully landed Marc Cuban in a deal. A short, broader class discussion focusing on the 4Ps of marketing immediately followed viewing of the segment. This led to an in-depth analysis of a specific topic of the day identified for the episode, which for Chapul was competitive advantage. After discussing the concept of competitive advantage, students were placed in to teams for a Team-Share activity and collaborative learning experience. Teams were tasked with applying the 4Ps and the competitive advantage concept to the Chapul case. During this time the professors moved from team to team to answer questions and provide guidance. Each team created a storyboard for a 30 seconds television advertisement that would emphasize Chapul’s competitive advantage. Storyboards were then presented to the class followed by a session wrap-up discussion by the professor.

RESULTS AND DISCUSSION

A survey was administered prior the course beginning and directly after the course concluded. The pre-course survey asked the students their preferred class engagement strategies, which was evaluated using a Likert scale of 1-5, where 1 was defined as very much dislike and 5 was defined as very much like. The top three classroom engagement categories, scoring 4 or higher, students preferred were class discussions (91.66%), lecture from PowerPoint (87.5%), and video clips (83.33%). Least preferred classroom engagement categories, scoring lower than 3, of were term papers (41.66%) and tests/exams (50%). The post-course survey tested the Shark Tank and activity-based exercises effectiveness and re-tested course design methods and class engagement strategies. These results are discussed next.

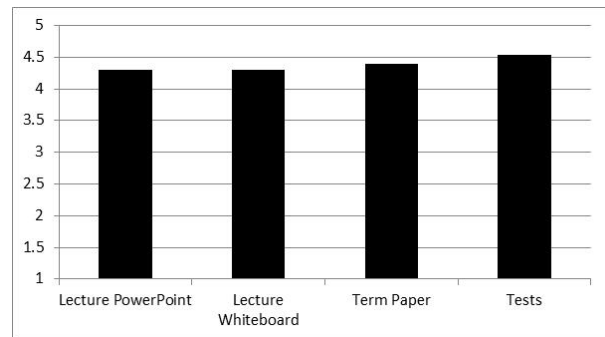
The post-course survey results of the two classes can be found in Table 1. There was strong support for the use of Shark Tank episodes for teaching marketing concepts and alignment with design/engagement categories (4.72 and 4.84). One student expressed the sentiment found in other similar statements provided, “I felt that it helped me understand the concepts better than a lecture setting.” Another student wrote, “I was able to recall what concepts I was learning by remembering the activity we did with the episode.”

Table 1. Shark Tank Summary (1-low to 5-high)

Shark Tank alignment with your preferred engagement strategies	Shark Tank use to learn about marketing concepts in this class	Recommend Shark Tank use in future classes
4.72	4.84	4.85

The results from the portion of the post-course survey that compared the use of Shark Tank episodes to other teaching methods demonstrated preference in some areas for this teaching methodology and preference for other methods over this teaching methodology. The Likert scale of 1-5 was used, where 1 was defined as do not prefer and 5 was defined as very prefer. Shark Tank combined with activity-based learning was preferred over several methods. As shown in Figure 1, the lectures using PowerPoint® and/or the whiteboard (4.33), traditional testing (4.53), and term papers (4.53).

Figure 1. Shark Tank Preferred Over Other Course Design Methods (1-low to 5-high)



Due to the dominant format of Shark Tank and activity-based learning, it is evident that this is an effective method for reinforcing concepts. However, this particular study represents a condensed-version of instruction, i.e. 12-15 hours per week over three weeks. Additionally, the study did not measure learning outcomes and learning-styles of students. Thus, it is recommended that this method of teaching should be used in combination with other techniques (Therrell & Dunneback, 2015; Paladino, 2008). The NETGEN student does not typically read materials in advance of class. Thus, without establishing a baseline through a limited set of lecture with PowerPoint, it is difficult for these young adults to use extensive experience for an applied exercise. They have needs similar to an adult learner, but without the experience. Reality-based, applied learning with NETGEN needs a foundation.

CONCLUSION

Educators are facing the "digital millennial learner" and a changed educational environment. The NETGEN students are visual and kinesthetic learners, who seek engagement and interaction in the classroom. An educational approach using active- and reality-based teaching methods resonates with this new generation of students. Educators will need to re-conceptualize how they approach the classroom experience if they are to fulfill their responsibilities to motivate and inspire students to learn.

This article presents a visual, activity and collaborative learning approach that used Shark Tank video clips as mini-cases to engage the NETGEN learners. This approach was found to be a preferred method of learning among the students. There are challenges, however, to developing and integrating this approach into courses. It does require extra time to create engaging experiences, but it is time well worth it if the alternative is the classic lecture-based approach. Sticking with tradition is problematic as it is not engaging, and NETGENs typically are not motivated to read assigned materials prior to class. This lack of preparation combined with a limited attention span creates a daunting task for the educator. Further, given the NETGEN's nascent business experiences, it is important to provide a structure in which students can effectively prepare for and engage in class activities. Aside from the aforementioned limitations, this approach shows promise for educating the NETGEN learner.

REFERENCES

- Aplay, E. and Gulati, S. (2010). Student-led podcasting for engineering education. *European Journal of Engineering Education*, 35, 415-442.
- Baker, R., Matulich, E., and Papp, R. (2007). Teach me the way I learn: Education and the internet generation. *Journal of College Teaching & Learning*, 4 (4), 27-32
- Bluestone, C. (2004). Feature films as a teaching tool. *College Teaching*, 48 (4), 141-146.
- Bolliger, D.U., Supanakorn, S., and Boggs, C. (2010). Impact of podcasting on student motivation in the online learning environment. *Computers & Education*, 55, 714-722.
- Chaffee, J. (1994). *Thinking critically*. 4th ed. Boston, Mass.: Houghton Mifflin.
- Chester, A., Buntine, A., Hammond, K., and Atkinson, L. (2011). Podcasting in education: Student attitudes, behavior, and self-efficacy. *Journal of Educational Technology & Society*, 14, 236-247.
- Close, A.G., Dixit, A., and Malhotra, N.K. (2005). Chalkboards to cybercourses: The internet and marketing education. *Marketing Education Review*, 15 (Spring), 81-94.
- Cook, R.W. and Swift, C. (2006). The pedagogical efficacy of a sales management simulation. *Marketing Education Review*, 16 (Fall), 37-46.
- Henson, S.W., Kennett, P.A. and Kennedy, K.N. (2003). Web-based cases in strategic marketing. *Journal of Marketing Education*, 25 (3), 250- 259.
- Herreld, C.F. and Schiller, N.A. (2013). Case studies and the flipped classroom. *Journal of College Science Teaching*, 42 (5), 62-66.
- Holmes, Y.M., Collins, J. and Rutherford, J. (2015). Developing active learning strategies to engage and motivate generation next in the learning process. MMA Fall Educators Conference – Fall, 86-87.
- Green, T. (2015). Flipped classrooms: An agenda for innovative marketing education in the digital era. *Marketing Education Review*, 25 (3), 179-191.
- King, A. (1993). From sage on the stage to guide on the side. *College Teaching*, 41(1), 30-35.
- Lage, M.J., Platt, G. J., and Treglia, M. (2000). Inverting the classroom: A gateway to creating an inclusive learning environment. *Journal of Economic Education*, 7(1), 20-41.
- Lantos, G. (1997). Motivating students: The Attitude of the professor. *Marketing Education Review*, 7(2), 27-38.
- Maher, J.K., and Hughner, R.S. (2005). Experiential marketing projects: Student perceptions of live case and simulation methods. *Journal for Advancement of Marketing Education*, 7, 1-10.
- Matulich, E., Papp, R., and Haytko, M. (2008). Continuous improvement through teaching innovations: A requirement for today's learners. *Marketing Education Review*, 18(1), 1-7
- Morrison, C. (2014). From 'sage on the stage' to 'guide on the side': A good start. *International Journal for the Scholarship of Teaching and Learning*, 8 (1), article 4.

- Oblinger D. (2003). Boomers, Gen-Xers, and Millennials: Understand the 'New Students', *EDUCAUSE Review*, 38(4).
- Oblinger, D. (2006). <http://www.educause.edu/research-and-publications/books/educating-net-generation> retrieved on May 21, 2016.
- Paladino, A. (2008). Creating an interactive and responsive teaching environment to inspire learning. *Journal of Marketing Education*, 30(1), 185-188.
- Parker, J., Maor, D., and Herrington, J. (2013). Authentic online learning: Aligning learner needs, pedagogy, and technology. *Issues in Educational Research*, 23 (2), 227-241.
- Phillips, C.R. and Trainor, J.E. (2014). Millennial students and the flipped classroom. *Journal of Business and Educational Leadership*, 5 (1), 102-112.
- Roehling, P.V., Vander Kooi, T.L., Dykema, S., Quisenberry, B., and Vandlen C. (2011). Engaging the millennial generation in class discussion. *College Teaching*, 59, 1-6.
- Roehrich, H.C., Grabanski, J., and Fischer, D. (2015). Life beyond "me": Incorporating the role of interpersonal skills for student success. MMA Fall Educators Conference – Fall, 1-5.
- Roy A. and Macchiette B. (2005). Debating the issues: A tool for augmenting critical thinking skills of marketing students. *Journal of Marketing Education*, 27 (3), 264-276.
- Smith, L.W. and Van Doren, D.C. (2004). The reality-based learning method: A simple method for keeping teaching activities relevant and effective. *Journal of Marketing Education*, 26 (1), 66-74.
- Therrell, J.A. and Dunneback, S.K. (2015). Millennial perspectives and priorities. *Journal of Scholarship of Teaching and Learning*, 15 (5), 49-63.
- Twenge, J. (2006). *Generation Me*. Free Press.
- Tyler, K. (2007). The tethered generation. *HR Magazine*, 41-46.

For further information, contact:

Mary G. Schoonmaker
College of Business / Western New England University
1215 Wilbraham Road
Springfield, MA 01119
(413) 782-1499
mary.schoonmaker@wne.edu

THE GAMING OF MARKETING EDUCATION: MAKING MARKETING EDUCATION RELEVANT AND EXCITING FOR THE GAMER GENERATION

Philip Sugai, Doshisha University
John Beck, Arizona State University

ABSTRACT

Delivering education through videogames is probably the most customer-centric innovation imaginable for the Gamer Generation. And while this well-accepted "holy grail" has been sought for decades, there has been little progress in turning videogames into effective instructional vehicles for higher level theory-based disciplines like marketing. Drawing on the first successful experiment of its kind in—a related discipline—strategy; this paper explores a method of designing and testing a videogame for teaching business marketing concepts, models and their application.

INTRODUCTION

Almost everyone who is learning anything new about marketing these days is part of the Gamer Generation – in other words, they grew up playing video games—a lot of video games. And there is evidence that growing up playing videogames has a significant impact on how businesspeople make decisions and manage companies later in their lives. (Beck and Wade, 2006). Recently, Nobel laureates noted that the current state of formal education—learning built around lectures—are probably useless; the real learning comes in the “doing” of homework, reading, and problem solving (Westervelt, 2016). In other words, classrooms are stuck in the 19th century, broadcasting information even as children and young adults have come to expect interaction in every other part of their lives. Instructors teach to the test mechanically year after year, offering little variation or personalization for their students.

The question we hope to begin to answer in this paper is: How can videogame-like learning experiences be utilized as attention-keeping, customer-centric forms of education for teaching marketing? To do so, we will build upon recent research conducted by Beck (2015) and North Star Leadership Group that has found evidence that an interactive learning game can be just as effective at teaching MBA-level strategy as a world-class professor (Moules, 2015).

BACKGROUND

Scholarly research has begun to outline evidence of the positive effects of game play on educational outcomes. For example, in their review of

more than 500 recent papers on games and their effects on education published between March 2009 and February 2014, Boyle et al. (2016) categorized these impacts into areas that include skill acquisition, knowledge acquisition, perceptual and cognitive outcomes, affective outcomes, behavioral change, and soft and social skill acquisition. It is now beyond question from this review and Connolly, Boyle, MacArthur, Hainey & Boyle (2012) before them, that games and gaming have a wide range of positive outcomes specific to the educational process and educational outcomes.

Yet, Boyle and colleagues conclude that the promise for games to reach their full potential in education have yet to be realized, especially within business education. "Since games are frequently championed as a novel, engaging and active new method for supporting 21st century skills and behavior change...it was disappointing that games for learning are still used most frequently to support knowledge acquisition. This seems to be a rather pedestrian use of games compared with the speculation about their potential" (Boyle et al., 2016, p. 187).

This lack of games living up to their full potential in graduate and executive education becomes strikingly clear in Boyle et al.'s data, which narrowed 54,580 published papers on games and education to 143 judged to be "high quality" by an independent panel of judges. Of these, only four (4) focus on games and business education, and only two (2) of these (Bellotti et al., 2012; Tan, Tse & Chung, 2010) focus on post-graduate business education. Unfortunately, none of these focused on the use of games in the education of marketing students.

That is not to say that research on educational games and marketing education has not been conducted. Bascoul, Schmitt, Rasolofarison, Chamberlain & Lee (2013) have explored the use of a serious game, co-developed with Ernst & Young and the United Nations to teach sustainable thinking in marketing education. However, this was related to a physical board game and not a video game or online gaming experience. And while marketing scholars have focused extensively on the use of internet-mediated environments and interactive social media platforms in marketing education (c.f. Lowe, D'Alessandro, Winzar, Laffey & Collier, 2013; Payne, Campbell, Bal & Piercy, 2011), the extant literature related to marketing education and videogames remains in its infancy at best. It is therefore the intention of this paper and our research efforts currently underway to offer the first insights into the effects of gaming upon marketing education at the graduate, post-graduate and executive levels.

THE ILX MODEL

In our faster-paced, knowledge-based world, we see new teaching methods enter the classroom every few years—common core, distance learning, MOOCs, and educational games, for example. But to date, none of these has yet had much staying power. This is partly because these approaches really are never as good as a really good teacher. However, even really good teachers need assistance in delivering the sheer volume and complexity of knowledge required.

Simulations have been touted as a possible technological teaching solution, yet in practice we have found that most are simple, “single idea” tools, designed to fit easily into a class-based lesson. We have not seen a simulation that was designed to stand alone—all require an instructor to draw out the lessons. Students report that in longer full-day or multiple-day competitive simulations, the most important lessons are found in the team interactions rather than other discipline-based learning. And finally, MBA-level and executive students tend to focus on cracking the algorithm of the spreadsheet driving the simulation rather than on other learning outcomes designed into the simulation itself.

Interactive Learning eXperiences or ILXs are a new category of educational products positioned somewhere between story-based videogames, entertainment (movies, novels, TV shows), and education. These are designed with the hope of more effectively teaching higher-level conceptual subjects. That means most subjects taught in secondary schools and above - even corporate training.

The formulation of the initial prototype in this space was driven by three Postulates:

Postulate one [P1]: What can be tested electronically should be taught electronically.

Postulate two [P2]: Almost all of what we currently consider formal education (even into graduate-level education) can be automated without relying on teachers or professors, as we have known them.

Postulate three [P3]: When formal education as we know it today has been replaced by machines, schools will become more important than ever—not as places to go for “book knowledge,” but as institutions where older humans teach younger humans what it really is to be better humans.

The Strategy Game Experiment

A collaborative team from a leading consulting firm and a top-ranked globally-focused university developed a prototype for an ILX that challenged players to develop and implement the best possible strategy for an airline (a major US company provided the source data for the game). After the prototype was built, an experiment was designed to measure the educational effects of the ILX versus more traditional forms of learning on the topic of strategy (Ferro, 2015).

Before the experiment began, the 41 participants took a brief multiple-choice quiz on strategy, which allowed them to be sorted into groups with a roughly equal base level of knowledge of business strategy. Then, during three 3-hour activity sessions, conducted over two days, some participants played the game, some participated in a set of more traditional educational activities—interactive lectures, article reading, case study presentations—and some participated in a mix of both types of activities. To measure the learning effects, participants wrote a “strategy memo,” which was graded, and also took a written “final exam,” composed of a second multiple-choice quiz and a short-answer case study. Participants also sat for brief oral case study interview exams on the topic of strategy by two ex-McKinsey consultants—the same type of interview used in hiring new employees. While many important insights were gained from this experiment, the most compelling was that both the game players and classroom participants ended up with equal levels of strategic discipline, knowledge and skills (Grant, 2015). These results suggest that ILXs have the potential to increase participant knowledge at levels comparable to traditional educational activities,

while also delivering that knowledge in both scalable and enjoyable manners.

THE MARKETING ILX EXPERIMENT

Building upon this first application of an ILX in strategy education, and its initial three postulates, we propose that a similar ILX can be created to instruct students or “players” in basic marketing concepts, theories, and their uses. Based on the first experimental results outlined above, we argue that a marketing strategy game can also be used to effectively teach marketing strategy skills to post-graduate students. To do this, a marketing ILX must include the following elements:

1. It must be able to teach some basic marketing concepts to players never exposed to this thinking before,
2. It must engage the player with a storyline and game elements to learn and apply these concepts throughout game play
3. Players must have the ability to choose between multiple marketing strategies – some more appropriate than others to the evidence in the ILX and to the players’ experiences during game play

Element #1: The Marketing ILX must effectively teach basic marketing concepts:

The first priority of creating a successful game to teach marketing concepts, theories and their uses is in the determination of which audience we are aiming to serve in providing such education. Rather than focusing the scholarly acquisition of basic marketing knowledge and theories, following Clarke, Gray & Mearman (2006), our focus in creating our marketing-focused ILX is on developing both conceptual and theoretical understanding such that it can be applied in practice so that players of the game can “hit the ground running” after completing the game. We therefore propose that to test the effectiveness of any video-game based marketing game, the abilities of game players to create successful marketing strategies must be tested through an experimental design similar to the initial test conducted by Beck in 2015. Towards this end, we propose that a marketing ILX must at the very least be able to teach the following core concepts:

Core Concept 1: A value focus

Based on the most recent definition of marketing (AMA, 2013), first and foremost we designed this ILX to provide insights into the development of a value mindset, using the concepts presented in The Value Plan (Sugai, 2015), Service

Dominant Logic (Vargo & Lusch, 2014) and value co-creation (Ramaswamy & Ozcan, 2015).

Core Concept 2: Critical and analytical thinking skills

In their 2010 survey of the top skills required for managerial effectiveness, The American Management Association found critical and analytical thinking to be the most important for today’s working executives (AMA, 2010). Effective marketing executives must also possess the ability to collect, analyze and decide on issues in increasingly fast-paced, digitally-driven marketplaces. Towards this end, the marketing ILX will enable students to effectively and strategically analyze a situation and draw interesting insights from these analyses using principles from Minto (2002) and McKinsey Consulting (Rasiel, 1999).

Core Concept 3: The ability to develop compelling marketing strategy

Basic concepts related to the development and deployment of marketing strategy including the traditional marketing mix, and strategic elements related to target customers and their problem worth solving, products, services, marketing communications, distribution and channel relationships, pricing, and other related elements that can be woven into marketing strategy (Sugai, 2015; Kotler & Keller, 2014) will all be included through stories and situational clues within the marketing ILX.

Element #2: The ILX should engage the player with a storyline and game elements

A good game must tell an excellent story, where the players of the game can be considered the heroes. The game cannot be easy, but it must be winnable. Death or failure is an option, but with the flick of a switch, even these can be recovered from. Also, at the heart of any good story is a compelling theme, and as Vargo & Lusch (2016) continue to document, the shift from a Goods-Dominant Logic (GDL) to a Service-Dominant Logic (SDL) requires today’s marketing executives and scholars to explore and implement marketing strategies as an ongoing exercise to identify and create new value in places that it did previously exist. This theme makes a very powerful foundation upon which to build an engaging storyline and related game elements.

In choosing the proper story for a marketing ILX, it is essential that it has the ability to resonate with the intended audience. As an example of this point, the authors tested an initial concept for a marketing ILX that included a fantasy-based storyline in which the main character is enlisted to fight against a band of demons. However, in testing this initial idea

with a number of current MBA students, it was immediately clear that this type of story got in the way of the expected educational outcomes rather than serving as a vehicle to enhance them. In contrast to this initial storyline failure, a much smaller, self-enclosed storyline focused on the purchase, reform and rental of a home in one of the world's top tourist destinations, Kyoto, Japan, was far more popular with MBA students.

Element #3: Players will choose between multiple marketing strategies

The ultimate educational outcome of this game will be its ability to enable players to develop effective, value-generating marketing strategies. In order to arrive at such a strategy, multiple different sources of information must be uncovered, proper questions must be asked to various characters within the game, and all this must be done within the time constraints of the overall game itself.

A marketing ILX must therefore be designed to allow players to create the marketing strategy of their choice and receive clear and concise feedback from the game in terms of their performance results. While such a game could be designed along a number of different storylines or revolve around various subjects, expanding upon the idea of the story focusing on a rental home in Kyoto, strategic options that game players would be able to consider could include strategies focused on (1) individual budget travelers, (2) family travelers on short tours, (3) wealthier families interested in longer-term stays, or (4) upscale senior citizens, and a fifth option that calls for a (5) wait-and-see strategy focused on observing strong currency fluctuations and the impact this has on the profile of overseas travelers.

RESEARCH DESIGN

To test the effectiveness of the marketing ILX versus a seasoned marketing professor, a proper experimental design must be implemented that includes three separate, but similar segments that are then randomly assigned to one of three segments. Segment 1 will play the marketing ILX and will receive no further instruction or education in graduate-level marketing concepts or practice. Segment 2 will take a marketing class that teaches exactly the same concepts designed into the ILX, but will not play the game. And Segment 3 will serve as the control group, neither playing the game nor taking the class.

After playing the game, receiving in-class instruction, or neither of these, irrespective of the segment to which they belong, all participants will be given a Harvard Business School case study to analyze

and create a marketing strategy as a solution to the problems outlined in this case. Their answers will then be presented to a panel of 3 senior marketing executives, and will be rated on their (1) understanding of core concepts related to marketing strategy, (2) ability critically analyze the information presented in the case, (3) ability to propose a compelling marketing strategy based on the challenge presented in this case study, and (4) ability to create value for customers, their company, partners, society and the planet.

Based on this design, we hypothesize students who learn marketing while playing the marketing ILX will perform as well as those taught by a seasoned, highly evaluated marketing professor and will significantly outperform the control group in terms of their abilities to (H1) to understand basic marketing strategy concepts, (H2) to critically and logically analyze customers, competitors, and markets, (H3) to formulate and apply effective marketing strategies, and (H4) formulate strategies that yield the highest possible value gains for customers, their company, partners, society and nature.

DISCUSSION AND CONCLUSION

We understand that the notions that we have outlined threaten an enormous, worldwide education infrastructure of teachers, administrators, accreditors, governments, and material manufacturers. But, sadly, the arrangement of classrooms, teachers, basic curricula, and government-supported mandatory education that started to emerge in the mid-1800s is exactly the same system we have today. Considering how much the world has changed in the last century and a half, as well as our understanding of marketing, and the technologies available to us in teaching, the designers of this marketing ILX are driven by the belief that education has a lot of catching up to do, and that the embrace of video-game technology and tools will enable greater opportunities for innovations in marketing education at the post-graduate and executive levels.

REFERENCES

- American Marketing Association (AMA). (2013). *Definition of marketing*. Retrieved May 6, 2016, from <https://www.ama.org/AboutAMA/Pages/Definition-of-Marketing.aspx>
- American Management Association (AMA). (2010). *AMA 2010 critical skills survey. Executive Summary*. Retrieved October, 25, 2010.
- Bascoul, G., Schmitt, J., Rasolofoaarison, D., Chamberlain, L., & Lee, N. (2013). Using an

experiential business game to stimulate sustainable thinking in marketing education. *Journal of Marketing Education*, 35(2), 168-180.

Beck, J. (2015, October 18, 2015). The videogame that teaches business strategy better than professors. *Quartz*, Retrieved from <http://qz.com/526534/the-video-game-that-teaches-business-strategy-better-than-professors/>

Beck, J. C., & Wade, M. (2006). *The kids are alright. How the Gamer Generation is Changing the Workplace.* Harvard Business School Press.

Bellotti, F., Berta, R., De Gloria, A., Lavagnino, E., Dagnino, F., Ott, M., et al. (2012). Designing a course for stimulating entrepreneurship in higher education through serious games. *Procedia Computer Science*, 15. pp. 174-186.

Boyle, E. A., Hainey, T., Connolly, T. M., Gray, G., Earp, J., Ott, M., et al. (2016). An update to the systematic literature review of empirical evidence of the impacts and outcomes of computer games and serious games. *Computers and Education*, 94, 178-192.

Clarke, P., Gray, D., & Mearman, A. (2006). The marketing curriculum and educational aims: Towards a professional education? *Marketing Intelligence and Planning*, 24(3), 189-201.

Connolly, T. M., Boyle, E. A., MacArthur, E., Hainey, T., & Boyle, J. M. (2012). A systematic literature review of empirical evidence on computer games and serious games. *Computers & Education*, 59(2), 661-686.

Ferro, S. (2015, October 29, 2015). This video game could change business school forever — and It's actually fun. *Huffington Post Business*,

Grant, S. (2015, October 22, 2015). Can a video game teach as well as a professor? *Bloomberg News*, Retrieved from <http://www.bloomberg.com/news/articles/2015-10-21/can-a-video-game-teach-just-as-well-as-a-professor->

Kotler, P., Keller, K. L., Ancarani, F., & Costabile, M. (2014). *Marketing management 14/e* Pearson.

Lowe, B., D'Alessandro, S., Winzar, H., Laffey, D., & Collier, W. (2013). The use of web 2.0 technologies in

marketing classes: Key drivers of student acceptance. *Journal of Consumer Behaviour*, 12(5), 412-422.

Minto, B. (2002). *The pyramid principle: Logic in writing and thinking* Financial Times Prentice Hall.

Moules, J. (2015, Nov. 1). Academic rigour makes room for industry expertise. *Financial Times*, Retrieved from <http://www.ft.com/cms/s/2/819195fc-774c-11e5-933d-efcdc3c11c89.html#axzz46hnj1Cv9>

OECD. (2015). *Students, computers and learning* Organisation for Economic Co-operation and Development.

Payne, N. J., Campbell, C., Bal, A. S., & Piercy, N. (2011). Placing a hand in the fire: Assessing the impact of a youtube experiential learning project on viral marketing knowledge acquisition. *Journal of Marketing Education*, 33(2), 204-216.

Ramaswamy, V., & Ozcan, K. (2014). *The co-creation paradigm* Stanford University Press.

Rasiel, E. (1999). *The McKinsey way: Using the techniques of the World's top strategic consultants to help you and your business.*

Sugai, P. (2015). *The value plan, the essential guide for developing a winning value proposition and marketing strategy.* Vancouver, BC: Leanpub.

Tan, K. H., Tse, Y. K., & Chung, P. L. (2010). A plug and play pathway approach for operations management games development. *Computers & Education*, 55(1), 109-117.

Vargo, S. L., & Lusch, R. F. (2014). Service-dominant logic. *What it is Not, what it,*

Vargo, S. L., & Lusch, R. F. (2016). Institutions and axioms: An extension and update of service-dominant logic. *Journal of the Academy of Marketing Science*, 44(1), 5-23.

Westervelt, E. (2016). *A nobel laureate's education plea: Revolutionize teaching.* Retrieved May 2, 2016, from http://www.npr.org/sections/ed/2016/04/14/465729968/a-nobel-laureates-education-plea-revolutionize-teaching?utm_medium=RSS&utm_campaign=news

For further information contact:
Philip Sugai
Graduate School of Business, Doshisha University
Kyoto, Japan
+81 (0)75-251-3867
psugai@mail.doshisha.ac.jp

KNACKTIVE: AN INTERDISCIPLINARY CLASSROOM EXPERIENCE THAT PREPARES STUDENTS FOR A CAREER IN ADVERTISING BY SIMULATING REAL-WORLD AGENCY WORK.

*Deborah A. Toomey, Northwest Missouri State University
Joni Adkins, Northwest Missouri State University
Chris Graves, Northwest Missouri State University
Steven Chappell, Northwest Missouri State University*

ABSTRACT

Knacktive, a specialized upper level course, was developed to fill an industry need for applicants who understand competitive, innovative team environments. Knacktive is an advanced, undergraduate course designed to replicate the creative demands and intense teamwork atmosphere of digitally-oriented, professional marketing communications agencies. The course helps to refine the attributes identified by NACE as critical for new hires, such as leadership, teamwork, and communication skills. Students experience a realistic, agency-like atmosphere as they work on promotional campaign plans for an authentic client. Teams conduct research, analyze data, devise strategies, formulate creative tactics, and finally pitch their plan to the client.

INTRODUCTION

In the summer of 2010, an advertising executive and university alumnus approached the administration about the lack of job-ready college graduates. Soon thereafter, a model interdisciplinary course that worked on a genuine client's marketing problem was proposed to be offered in the spring 2011. The course was to be taught by faculty members from multiple disciplines who could offer the different perspectives of advertising, marketing, graphic design, interactive digital media, public relations, and research, found in a typical advertising agency. Four teams of eight students would be given the client's marketing problem to solve, incorporating an interdisciplinary approach, taking students out of their disciplinary comfort zones in order to develop a more thorough solution. In addition to trying to acclimate upper level, high performing students to agency-style work, faculty realized that this unique course also helped students develop the abilities that employers told the National Association of Colleges and Universities (NACE) were essential in new employees. These abilities, sometimes referred to as the NACE skills, include leadership, abilities to work in a team, written and verbal communication skills, and problem solving, to name a few (Job outlook 2016: Attributes employers want to see on new college graduates' resumes, 2015).

In addition, the advertising industry and other marketing fields have identified several abilities, identified as soft skills, necessary for a successful new hire, as well as a long-term employee. Leadership, problem solving, written and verbal communication skills and working collaboratively are necessities for success (Advertising & public relations skills and talents, 2009; Windels, Mallia, & Broyles, 2013; Coico, 2015; Hook, 2015). "Regardless of the country, industry or job they work in, leadership, the ability to work well on a team, and communication skills - among the package known as 'the soft skills' - are what will make the crucial difference in their career" (Andrews, 2015). **"Hard' skills of analytical and strategic thinking are still important, but soft skills such as oral and written communication, presentation skills, adaptability and the ability to negotiate are becoming increasingly important"** (Papac, 2014). Investigation of these soft skills, while also incorporating the identified abilities noted by industry partners, was the impetus for the Knacktive course curriculum. Each class period is focused on specific skills needed to complete the task, often being presented specifically with the client's industry in mind. After presentations by faculty and industry professionals, students are tasked with working in their group to apply the knowledge just presented. By pulling these constituencies together, Knacktive

students would have a more dynamic undergraduate experience and the indispensable, and in many cases, unparalleled skills necessary to enter the agency world.

PROBLEM STATEMENT

The request by the alumnus challenged the administration and faculty members involved to develop a new delivery method to prepare students. Because, “while majors and graduate degrees were important, the top skills that matter most are leadership, the ability to work in teams, and communication” (Coico, 2015). This led the team to develop two questions:

1. How to prepare undergraduate students, from a variety of disciplines, for the rigorous advertising industry? 2. What skills and experiences will acclimate these students to demands of a dynamic industry?
2. After formulating these two questions, the faculty members were ready to begin work on the project. The first course was scheduled and students were recruited to participate.

REVIEW OF SITUATION

The faculty incorporated the principles of multiple disciplines and developed what would become an ever-changing curriculum to meet the needs of industry professionals. The goal from the beginning was to integrate the majors of marketing, business management, advertising, information systems, computer science, interactive digital media, graphic design, public relations, and journalism into one course, one experience. Although this is how the typical advertising agency works, it was a new concept for academia. In order to mimic the industry, the university had to identify faculty members with the teaching credentials, background experience, and interest in teaching in this model. Faculty members from the school of business, school of computer science and information systems, school of communication and mass media, and department of art were identified to participate. Although students from other disciplines can participate in the course, and the actual faculty members have changed nearly every year, the instruction was grounded in these four disciplines (Our story, 2014).

Developing a curriculum for this course required intimate knowledge of the industry. In addition to several of the faculty members having industry experience, the faculty also utilized several industry professionals to help shape the class deliverables. Through consultation with several agency partners, the Knacktive faculty have modified the instruction

schedule, team composition, job responsibilities and position titles. This bond with partners helps not only to provide students with an outstanding experience, but also to prepare them to apply for positions at these same agencies upon graduation. “Despite all the emphasis in the news about the need for computer software and programming skills, the most important qualities employers seek are basic teamwork, problem-solving and the ability to plan and prioritize” (Adams, 2013). The skills that are identified by these partners not only mimic the needs of strong agency employees, but also the NACE skills of leadership, teamwork, problem solving and communication skills (Adams, 2014).

According to the National Association of Colleges and Universities Job Outlook 2015, the skills most highly sought from new applicants are leadership, ability to work in a team, written communication skills and problem-solving skills (Gray, 2014). For the 2016 Outlook report, four attributes were identified by at least 70% of the respondents as being sought on a candidate’s resume: leadership, ability to work in a team, written communication skills, and problem solving skills. Table 1 identifies the two years of NACE surveys and the differences between the two.

Leadership is not only the top attribute on both lists, but also grew in importance from the survey conducted in 2014 (Adams, The 10 skills employers most want in 2015 graduates, 2014) to the 2015 survey. Four out of five respondents indicated that leadership was essential for job applicants (Job outlook 2016: Attributes employers want to see on new college graduates' resumes, 2015). “If employers will gravitate to those with these skills, it is essential to start developing them at the outset of one’s college career. While some are natural leaders, others must work at it” (Coico, 2015). According to Andrews, “communication, leadership, problem solving, and strategic thinking skills were the most desired and hardest to find skills” (2015) in recent college graduates.

Other factors that also demonstrated importance, such ability to work in a team, communication skills, and problem solving skills have also been identified through other research (Coico, 2015; Advertising & public relations skills and talents, 2009; Andrews, 2015; Hook, 2015; Parekh, 2012). “Advertising is a complex industry. This means people with different skills and abilities must come together to organize, research, strategize, create, produce and sell... The need for collaboration and teamwork further drove demands for skills in interpersonal communication and persuasion” (Windels, Mallia, & Broyles, 2013, p. 24).

Table 1. Comparison between NACE Job Outlook 2015 and 2016

	2015	2016	Percent Change
Leadership	77.8%	80.1%	2.3%
Ability to work as a team	77.8%	78.9%	1.1%
Written communication skills	73.4%	70.2%	-3.2%
Problem-solving skills	70.9%	70.2%	-0.7%
Verbal communication skills	70.4%	68.9%	-1.5%
Strong work ethic	68.0%	68.9%	0.9%
Initiative	67.5%	65.8%	-1.7%
Analytical/quantitative skills	67.0%	62.7%	-4.3%
Flexibility/adaptability	66.5%	60.9%	-5.6%
Technical skills	62.6%	59.6%	-3.0%
Interpersonal skills	62.1%	58.4%	-3.7%
Computer skills	60.6%	55.3%	-5.3%
Detail-oriented	57.6%	52.8%	-4.8%
Organizational ability	42.4%	48.4%	6.0%
Friendly/outgoing personality	35.0%	35.4%	0.4%
Strategic planning skills	29.1%	26.7%	-2.4%
Creativity	25.1%	23.6%	-1.5%
Tactfulness	23.2%	20.5%	-2.7%
Entrepreneurial skills/risk-taker	18.2%	18.6%	0.4%

Source: (Job outlook 2016: Attributes employers want to see on new college graduates' resumes, 2015; Gray, 2014)

SOLUTIONS DEVISED

The Knacktive course is composed of 32 students, divided into four teams of eight. Each team consists of a project manager, strategic planner, public relations manager, interactive/digital manager, copywriter, media manager, art director and graphic designer. The faculty members work with specific positions, and all Knacktive faculty work with the project managers. The course meets for two hours, three times a week, partially for conveying information that is needed for each stage of the process while also building in significant time for the students to work in groups. Because of the nature of the course, competitiveness quickly takes over, which imitates the pressures agencies feel to “win” clients (Our story, 2014).

Created to provide students with an unparalleled experience, Knacktive has the following vision statement: “Knacktive is a selective, advanced, undergraduate, student educational experience at Northwest Missouri State University incorporating through actual client interaction, the creative demands and intense teamwork atmosphere of a technology-oriented, professional marketing communications agency” (Our story, 2014).

Since its inception in 2011, the course has enrolled 174 unduplicated students. Recently, of those 174 students, 160 were contacted through social media and were asked to complete a survey of their perceptions of the program and their abilities compared to students who did not participate in the program. Of the 160 students, 77 students completed the evaluation, a 48% response rate. Of the respondents, 76.6% were either highly satisfied or satisfied with their Knacktive experience.

When compared to others on the NACE skills, the students who completed the Knacktive program felt superior on all skills compared to those without the Knacktive experience. Table 2 demonstrates the strength of comparison with peers who were non-Knacktive participants. Accordingly, the skill that was identified as the most advantageous over non-Knacktive alumni was the ability to work in a team ($\mu = 1.57$). While strong work ethic ($\mu = 1.61$) and strategic planning skills ($\mu = 1.62$), were identified as being second and third in importance, respectively. On the other end of the spectrum, technical skills ($\mu = 2.03$) was the only skill listed with a mean rating of over two. On all sixteen measured abilities, the overwhelming majority of responses indicated a

significantly better or somewhat better measure over non-Knacktive participants.

Two Knacktive students shared thoughts specifically on leadership. “I am now a project manager for website development projects. Without my experience in Knacktive, I wouldn't be able to lead such large scale projects with several different departments working on multiple moving parts” Knacktive 2012 participant. “I was able to put into a real life situation what I had been learning in class

about different personality types and how as a leader you have to learn to adapt your methods to best fit the needs of your team. There were many challenges that helped to push my problem solving skills and build upon my ability to find a solution or seek help when needed. I almost wish I could do it a second semester to see how I could improve” Knacktive 2014 participant.

Figure 1: How satisfied are you with your Knacktive experience?

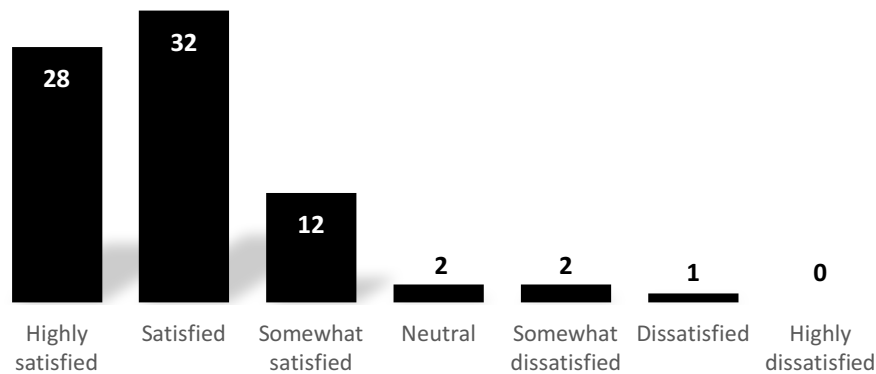


Table 2. How do you feel your skills compare to students/employees who did not participate in Knacktive?

	μ	Significantly better than peers (1)	Somewhat better than peers (2)	Neutral/ same as peers (3)	Somewhat worse than peers (4)	Significantly worse than peers (5)
Leadership	1.77	29	37	11	0	0
Ability to work in a team	1.57	41	27	8	0	0
Written communication skills	1.95	29	26	20	1	1
Verbal communication skills	1.75	32	32	13	0	0
Problem-solving skills	1.74	30	38	8	1	0
Strong work ethic	1.61	43	24	8	1	1
Analytical/quantitative skills	1.91	28	31	16	1	1
Technical skills	2.03	26	27	21	2	1
Initiative	1.64	38	32	5	1	1
Flexibility/adaptability	1.68	40	22	15	0	0
Interpersonal skills	1.81	31	32	12	2	0
Attention to detail	1.66	40	26	9	1	1
Organizational ability	1.82	35	25	15	0	2
Strategic planning skills	1.62	38	30	9	0	0
Tactfulness	1.82	29	34	13	1	0
Creativity	1.81	34	24	19	0	0

In addition, former students also shared their thoughts on problem solving “*Courses like Knacktive do a better job of forcing students to apply strategic thinking that is needed for most jobs graduates to go out and get*” Knacktive 2013 participant, communication “*communication skills that I developed while in Knacktive have carried over and helped out significantly at my job*” Knacktive 2014 and 2015 participant, and conflict management, Knacktive “*helped me learn how to work in a group, and mostly how to deal with conflict. I've learned many things, but this would be the most impactful*” Knacktive participant, unidentified year.

Table 3. Majors of Knacktive respondents

Advertising/Applied Advertising	7
Business Management	22
Computer Science	2
English	1
Graphic Design	8
Interactive Digital Media: New Media	6
Interactive Digital Media: Visual Imaging	3
Interactive Digital Media: Computer Science	5
Management Information Systems	2
Marketing	20
Mass Communications/Mass Media	3
Organizational Communications	1
Public Relations	13
Other major	1

To understand the academic composition of the respondents, Table 3 displays their self-identified undergraduate academic major. Survey participants were allowed to identify multiple majors, if that was the case, explaining the total of 94 responses to this question. The most frequent response was Business Management with 22 students, whereas English and Organizational Communication each had only one respondent.

In any one Knacktive class, it is very likely to have up to eight different majors represented and common for teams to have over six distinct disciplines included. The diversity of participants is one of the most important components of the course, because “advertising is an industry that solves ambiguous problems through complex communication solutions. Doing this requires the coordination of bright minds working to examine problems and solve them creatively” (Windels, Mallia, & Broyles, 2013). In an advertising agency, all members of the team, from

account managers those in creative positions, work together to meet the needs of the client (Windels, Mallia, & Broyles, 2013). The same is true for a Knacktive team.

In an effort to continue testing the hypothesis that participation in the Knacktive program offers students a more robust education than that of a student completing the traditional coursework in each department, the faculty will be conducting research on non-Knacktive courses traditionally held during the last term of the student’s academic career. By collecting this data, comparisons can be made between those who did not participate and those who did.

CONCLUSION

After six years of the Knacktive program, the faculty have identified some of the key objectives of the experience. These objectives not only meet the needs of the industry partners, but also satisfy those skills identified by the National Association of Colleges and Universities (NACE) that are key for a successful job applicant. The participants of the program have provided feedback throughout multiple stages of the program, but some of the best opinions are from those who have applied the skills learned through Knacktive to their current careers. “*It gave me an amazing experience working with a real life company, and figuring out how to meet the clients' needs and wants. Working in a group like this taught me so much, and I still use skills I learned within this project in my day-to-day life at work!*” Knacktive 2013 participant.

Although the Knacktive program has completed six cycles of working on client’s unique problems, it is still being modified continuously to meet the needs of a constantly adjusting industry. Providing these students will skills that are unavailable in traditional coursework, allows them to become a more desirable new employee in the industry. Regardless of the course content or client, Knacktive students have the unique opportunity to practice and refine important NACE skills.

REFERENCES

- 10 Skills job seekers need.* (2014). Retrieved from NACE: <http://career.sa.ucsb.edu/articles/10-skills-job-seekers-need>
- Adams, S. (2013, October 2013). *The 10 skills employers most want in 20-something employees.* Retrieved from Forbes: <http://www.forbes.com/sites/susanadams/2013/10/11/the-10-skills-employers-most-want-in-20-something-employees/#34b0a25e752d>

Adams, S. (2014, November 12). *The 10 skills employers most want in 2015 graduates*. Retrieved from Forbes/Leadership: <http://www.forbes.com/sites/susanadams/2014/11/12/the-10-skills-employers-most-want-in-2015-graduates/#23e2369919f6>

Advertising & public relations skills and talents. (2009). Retrieved from Careers in Marketing: <http://www.careers-in-marketing.com/adskill.htm>

Andrews, M. (2015, June 30). *What do employers want?* Retrieved from Strategy: <https://www.insidehighered.com/blogs/strategy/what-do-employers-want>

Coico, L. S. (2015, June 18). *College life and the "intangibles" that will get you a job*. Retrieved from HuffPost College: http://www.huffingtonpost.com/lisa-s-coico/college-life-and-the-inta_b_7605626.html

Gray, K. (2014, November 18). *The skills/qualities employers want in new college graduate hires*. Retrieved from NACE - National Association of College and Employers: <http://www.nacweb.org/about-us/press/class-2015-skills-qualities-employers-want.aspx>

Hook, M. (2015, March 18). *Tackling the digital skills gap in the marketing and advertising industries*. Retrieved from Forbes/CMO Network: <http://www.forbes.com/sites/onmarketing/2015/03/18/tackling-the-digital-skills-gap-in-the-marketing-and-advertising-industries/#78a55f195309>

Job outlook 2016: Attributes employers want to see on new college graduates' resumes. (2015, November 18). Retrieved from National Association of Colleges and Universities: <http://www.nacweb.org/s11182015/employers-look-for-in-new-hires.aspx>

Matta, V. (2015, January 26). *5 character traits you need to know about to find a job in 2015*. Retrieved from Career Shift: <https://careershift.com/blog/2015/01/5-character-traits-you-need-to-know-about-to-find-a-job-in-2015/>

Our story. (2014). Retrieved from Knacktive: <http://www.nwmissouri.edu/knacktive/about.htm>

Papac, A. (2014, August 21). *AMBA's Employers Forum 2014 - Employers need specialist MBAs and graduates with soft skills*. Retrieved from Association of MBAs (AMBAs): <http://www.mbaworld.com/en/News/Press-releases/2014/August/Employers-need-specialist-MBAs-and-graduates-with-soft-skills.aspx>

Parekh, R. (2012, March 11). Wanted: Social, mobile, and gaming guru. *Advertising Age*, 83(11), 3-19. Retrieved from <http://adage.com/article/agency-news/skills-ad-execs-look-for-hottest-jobs/233241/>

Windels, K., Mallia, K., & Broyles, S. (2013, Fall). Soft skills: The difference between leading and leaving the advertising industry? *Journal of Advertising Education*, 17(2), 17-27

For further information contact:
Deborah Toomey
Northwest Missouri State University
2665 Colden Hall – 800 University Drive
Maryville, MO 64468
660-562-1053
debs@nwmissouri.edu

ALL ABOUT THAT VALUE: A VALUE PROPOSITION EXERCISE FOR THE PROFESSIONAL SELLING COURSE

*Rebecca Dingus, Central Michigan University
Alex Milovic, Marquette University*

EXTENDED ABSTRACT

The field of marketing is becoming more and more customer-focused. The old adage of “the customer is always right” has now shifted so that the customer and provider are both right—not because the customer is less “right” than before, but because they have communicated and interacted in such a way that they are both on the same page and in total agreement. This is the epitome of co-created value, when sellers understand the needs, values, and motivations of their buyers and customize their product offering to meet these desires. Value co-creation is essential in sales because it provides an open forum for working together, a deeper understanding of buyers’ wants and needs as well as the seller’s ability to provide accordingly, and a more solidified relationship with a long-term focus. In the sales industry, good communication and customer-centric skills are at the core of this value creation. Additionally, it is essential for salespeople to know their product inside out, know their competition, and know their industry. “Why should I buy your product?” and “Why is your service any different from what I currently use?” are questions that will be asked by prospective buyers. For students entering the sales profession, these questions require answers.

Embracing the theme of the Marketing Management Association’s 2016 Fall Educators’ Conference, “Walking the Talk: Customer-Centric Marketing Education,” we aim to show how teaching value propositions in the marketing classroom emphasizes a focus on the customer and on value creation within buyer-seller relationships. The purpose of this paper is to provide instructors with a tool that is easy to implement and encourages active learning.

In the marketing discipline, the modern curriculum has an increasing focus on value creation from the introductory level to the capstone course. In introduction to marketing courses, value is taught with respect to its role as a component of the 4 P’s – price, product, promotions, and place. In advertising and promotion courses, an emphasis is placed on value added through communicating the appropriate message to the desired audience. In consumer behavior, value is observed through the eyes of customers, who make most purchase decisions based on the presence or absence of perceived value. In professional selling courses, it is essential to consider how adaptive selling adds value to buyer-seller relationships (Fogel et al., 2012). Accordingly, sales education enforces the importance of using customized approaches when interacting with different buyers or unique situations. Much of this is conveyed through the teaching of customer value propositions.

The proposed exercise fits a variety of teaching styles and is a natural addition to an existing sales course’s curriculum, allowing students to develop value propositions that will turn prospects into customers. This exercise is appropriate to generate discussion about creating a customer value proposition in both a business-to-consumer (B2C) and business-to-business (B2B) context. In the B2C context, students create unique value propositions for varied consumers based on what they know about the consumer’s personal preferences. In the B2B context, students still consider personal preferences but, even more, they are encouraged to consider desirable organizational outcomes for the buying organization the customer represents.

The exercise begins with a brief introduction to the topic of value propositions, followed by an introductory activity. Then, class discussions and additional implementation activities are intermingled throughout the remainder of the lesson to refine the meaning and role of value propositions. After a brief discussion, students develop three unique value propositions. The authors use this exercise as a component of the Personal Selling course, which falls under the marketing curriculum at both institutions. However, unlike most upper-level marketing courses, a variety of majors are represented by the students in this course, as many students take Personal Selling as part of their minor area of study. As a result, the level of experience students have with this topic varies greatly. Instructors are encouraged to adapt this exercise to match the needs of their students, as well as to use this exercise at the beginning of the semester so it can be brought up again and again with related material.

In this activity, students become very engaged. They ask for additional examples of products, customers, and scenarios so they can continue their practice of creating value propositions. Additionally, challenging elements can be added to the exercise by having students create value propositions about less tangible items, such as services. Doing this creates a nice bridge to discussion about the importance of a salesperson building credibility, trust, and rapport. As they begin to see what makes their product stand out in the eyes of a customer, they get a big-picture look at how this communication process can work successfully.

This value propositions activity has been used in five personal selling classes, with data collected before and after the exercise. With a total of 143 students in those classes, 140 answered the question, “Through this exercise, do you feel that you have learned what a value proposition is?” and 138 responded “yes” (98.57%). In response to the question, “How impactful was this exercise on your understanding of value propositions?” the average response was 5.65 on a 1 (not at all impactful) to 7 (extremely impactful) Likert-type scale. When asked to what extent they agreed with the statement that they “would recommend the exercise,” the average response was 6.01 on a scale of 1 (strongly disagree) to 7 (strongly agree).

Students realize how generalizable the learnings of this exercise are to their everyday life, from considering what is important to another person when working to make a strong, positive first impression to something as simple as customizing their requests of where their friends should go to dinner based on what they know about their friends. This opens the door for a line of communication for weeks to come where instructors can engage in thoughtful dialogue with students by asking when and how they have intentionally created a value proposition; this approach to scaffolding (Bruner, 1975; Larkin, 2007) helps keep this content relevant in students’ minds and regularly implemented into their lives.

REFERENCES AVAILABLE UPON REQUEST.

For further information contact:
Alex Milovic
Marquette University
P.O. Box 1881, David Straz Hall 426
Milwaukee, WI 53201
(414)288-8052
alexander.milovic@marquette.edu

LINGO BINGO: AN INNOVATIVE GAME TO ENHANCE DAILY PARTICIPATION IN ONLINE COURSES

Kenneth Henderson, Morehead State University

EXTENDED ABSTRACT

Online learning has been described as the "single biggest change in education since the printing press" (Chubb and Moe, 2012). Distance education delivered online is an option students expect and has radically changed the landscape of American college campuses. One in three or over 6.7 million higher education students now enroll in at least one online course. But the popularity of online distance education is not without drawbacks. Online learning is most suitable for independent, self-motivated learners but commonly attracts students lacking these characteristics leading to frustration, boredom, overload, and low course completion rates.

Although the theoretical aspects of online learning have been extensively researched, little practical advice is available to enhance online course delivery. Educators need to build interactive relationships with students to bridge the physical and psychological gap that occurs in online courses. This extended abstract describes a practical, innovative teaching heuristic that overcomes the psychological and communication gaps created by the transactional distance of online learning.

How do online instructors create highly interactive online classes that engage learners who may feel isolated from, or out of touch with, their instructors when they do not see them regularly in traditional face-to-face classes? Furthermore, how do instructors generate beneficial instructor-learner interaction, create a good learning environment, increase learner participation, motivate and challenge students, and establish a clear presence in the virtual classroom without dominating the learning community?

These questions can be successfully answered when online courses incorporate instructional activities that encourage active learning. Proponents of active learning suggest that two-way learning is more enduring than one-way communication, participants learn more when they share control over the learning process, and the most effective learning occurs when thought and action are integrated. The development of a game approach meshes well with theories of active learning. This study describes a simple game that has produced dynamic results.

Games are immersive, voluntary and enjoyable activities in which challenging goals are pursued according to agreed-upon rules. Education theory recognizes the value of incorporating games into course material to motivate students. Games stimulate student attention, performance, and interest in their educational environment. Game playing can relax students enabling them to learn material more easily and retain new information better, improve the purposefulness of studying, capture the attention of otherwise inattentive students, and may provide a reason for frequently visiting the course website. Motivated students spend more time preparing for class on days when games are played. In addition, games create friendly competition which keeps students interested and motivated to participate. Students drawn to the website to play games may linger to actively participate in other posted activities such as discussion board conversations.

Lingo Bingo is a daily game developed for online marketing courses. Participation is voluntary. Its format is identical to bingo. The game has been successfully used in Introductory, Consumer Behavior, and International Marketing courses. Prior to the beginning of the semester students are emailed game instructions and individualized 5x5 matrix bingo cards. Every card contains winning BINGO combinations. One question is posted daily, 7 days a week, on the Announcement thread of the course website throughout the 16 week semester. Questions deal with weekly assigned reading topics. Students have 24 hours to correctly answer questions. Student winners are announced on the course website on the day they spell BINGO.

Participation in the Lingo Bingo game encourages students to keep up-to-date, visit the course site daily, reduces a sense of isolation, and facilitates learner-instructor dialogue. The daily posting of questions provides an opportunity for the instructor to establish a viable virtual classroom presence in a supportive rather than dominant manner.

The game also requires immediate feedback to students. Instructor-learner interaction significantly contributes to learning outcomes and may be the most important factor affecting how students perceive their learning experience. Lingo Bingo enables an online educator to create a positive, supportive, motivating learning climate through both one-on-one and one-to-many interactions. When responding to frequent Lingo Bingo answer submissions the instructor can interact with students one-on-one in a private email conversation thereby reducing feelings of isolation or distance. Posting the names of Lingo Bingo winners, acknowledging student success, and encouraging game participation on the main page of the course website enhances the virtual classroom climate, sets a positive tone to facilitate learning, sustains enthusiasm for the game, and humanizes the asynchronous, anonymous cyber classroom.

Lingo Bingo has been played by 428 students enrolled in 16 business marketing classes. The game proved to be an effective strategy to integrate course material and positively influence student learning motivations. Results showed a clear and strong relationship between students' participation in the daily game and learning outcomes and course engagement.

Partitioning students into three categories (bingo winners who are consistently interactive players, non-winners who are inconsistent players, and non-players) confirms that games can increase learning and test scores. Lingo Bingo has been administered in eight online introductory, four consumer behavior, and four international marketing sections with an aggregate enrollment of 428 students. The mean grade of the 257 Lingo Bingo winners is significantly higher (81.3% grade average) than the 101 non-winners who sporadically played the game (75.6% grade average) and the 70 students who never played the game (71.7% grade average). In addition, Lingo Bingo winners are significantly more likely to participate in weekly discussion board activities earlier in the week than other students ($p = .03$), visit the discussion board more frequently during the week ($p < .01$), and engage in threaded discussions with other students ($p = .04$).

Student feedback has been overwhelmingly positive and supports the position that the game has addressed the learning objectives identified earlier in this paper. Anecdotally, a student who previously had been a non-player in the introductory course was a very active participant in the International Marketing course and posted frequently on the student announcement thread of the course site encouraging classmates to play Lingo Bingo.

Although enrollment in online courses has experienced phenomenal growth during the past decade, online learning has potential drawbacks. Past studies find some students may experience isolation, frustration, boredom, and a general disconnect with the course instructor and classmates. This study suggests that Lingo Bingo overcomes many of these drawbacks.

Games foster a constructionist approach to learning which encourages inductive learning through discovery. When students seek the answers to daily Bingo questions they become actively involved in the learning process and take ownership of their own learning. Lingo Bingo encourages interactivity and overcomes the psychological and communication gaps created by the transactional distance of online learning. The results of this study suggest that a daily game-playing activity affects student participation and learning outcome. Participants reported they like Lingo Bingo because the game is perceived as fun and resulted in a high degree of interaction with the instructor. Consistent players of Lingo Bingo earned higher grades in a variety of marketing courses.

Innovation does not need to be costly to be effective. Lingo Bingo can create interactive learning environments across a wide variety of educational contexts and disciplines. The procedures can be the same for any course in any discipline.

REFERENCE

Chubb, J.E., and Moe, T.M. (2012). Higher Education's Online Revolution. *Wall Street Journal*, Eastern Edition, May 31, A17.

For further information contact:

Ken Henderson
Morehead State University
College of Business & Technology
Morehead, Kentucky 40351
(606) 783-2753

k.henderson@moreheadstate.edu

LINKING EDUCATION TO INDUSTRY: A COLLABORATIVE LOGO DESIGN PROJECT

*Tulay Girard, Penn State Altoona
Luke Hallman, Penn State Altoona*

EXTENDED ABSTRACT

As a result of faculty, student, and industry collaboration, a logo design project was initiated to serve the research, teaching, and service needs of the faculty, learning needs of the student, and the branding efforts of the company. The project was initiated at the beginning of spring 2015 semester. The owner of a Therapeutics Medicine startup company contacted by email the faculty member, who specializes in logo design and testing. Because designing and testing a logo takes time, understanding the theoretical concepts, and artistic and technology-based skill sets, the faculty member selected a junior undergraduate student who was technologically skilled and was willing to work on a long-term project to learn the design software, research and data analysis, and co-author and co-present papers on different parts of the project at academic conferences.

This paper reports on the collaboration process of the project so that academics can implement similar consultative projects of this nature while creating positive learning outcomes for and relationships among students, clients, and faculty. It provides the description of the project and the implementation process that facilitated various learning outcomes for the student, faculty, and client, and of how the challenges encountered were overcome.

The first step in designing the logo involved understanding the mission, goals and objectives, and offerings of the company. A literature review was conducted to understand the meanings of colors and symbols to design the logo, and the theory of semiotics was utilized to test the logo empirically using an online survey. In addition to the semiotic associations, industry representation of the logo and the relationships among the antecedent factors that predict the logo's ability to create trust were empirically tested. The results indicated that semiotic and industry associations were positive and conveyed the intended associations while ease of recognition and positive image significantly predicted logo's ability to create trust.

The paper highlights some of the challenges encountered during the collaboration process and how they were overcome. The collaboration provided the client with a free-of-cost company logo that creates positive associations, trust and precise industry representation, and the student with various learning objectives and experiences. The project also provided the faculty member with various teaching opportunities and creation of meaningful exercises in the courses taught, and fulfillment of service aspect of being an academic through consulting and mentoring the student throughout the project.

For further information contact:

Tulay Girard
Division of BEIST, Penn State Altoona
1431 12th Avenue, 209 Aaron
Altoona, PA 16601
(814) 949-5259
tug1@psu.edu

COLLABORATIVE TEACHING THROUGH CO-CREATION IN MARKETING EDUCATION: A CUSTOMER-CENTRIC APPROACH TO TRANSFORMATIVE LEARNING

Jeanetta D. Sims, University of Central Oklahoma
Ashley Neese, University of Central Oklahoma
Treyce Glidden, University of Central Oklahoma

EXTENDED ABSTRACT

Given the educational thrust on transformative learning and high-impact practices (see e.g., Bok, 2006 ; “Boyer Commission,” 1998; Dirkx, 2012; Dirkx, Mezirow, & Cranton, 2006; Hu, Kuh, & Gayles, 2007; Kuh, 2008; Mezirow, 1997) as well as the customer-centric emphasis in marketing education (see e.g., Bowden, 2011; Ng & Forbes, 2009; Weber & Henderson, 2014), our paper introduces a teaching method for integrating co-creation and for implementing a customer-centric or learner-centered approach in marketing teaching and learning. Since 2011, this approach, which was created and coined by the first author, called collaborative teaching, has been implemented successfully in marketing education courses.

The paper first discusses the criticisms associated with student engagement in higher education that have influenced marketing educators related to transformative learning and learner-centered education. We explain collaborative teaching, its assumptions, and its departure from traditional teaching in accomplishing student learning objectives. Our paper then demonstrates how marketing faculty can implement collaborative teaching in their own respective teaching as they contemplate adopting all or portions of this approach in their own courses. Finally, we offer evidence of the student-centric aims achieved through collaborative teaching.

The working definition of collaborative teaching, as used in this manuscript, is not connected to team teaching or interdisciplinary team-taught instruction. Instead, collaborative teaching is an approach to instruction that engages students in their own learning through co-creation (Sims, 2014). Co-creation is a process through which power is shifted in a given course from the sole possession of the professor to jointly-held space that is negotiated by the professor and the students (Sims, 2014). This approach of co-creation acknowledges all of those present in the instructional space and provides ample room for all to have an influence on the trajectory of the course design, focal areas of emphasis, and/or course requirements used to assess student learning. A comparison of collaborative teaching and traditional teaching is discussed, and the three key assumptions of collaborative teaching (*co-created space*, *listening*, and *permission to fail*) are offered.

Given the three assumptions, the paper offers a pathway for marketing faculty to implement this approach in a tightly structured (TS) or loosely structured (LS) manner depending on their level of comfort on a collaborative teaching course design continuum (CTCDC). The paper shares an example for implementing collaborative teaching through co-creation when marketing educators desire to begin with a loosely structured placement (LS-CTCDC) on the collaborative teaching course design continuum. The example provides the collaborative teaching aim for each day along with the instructor and student actions for each day. The paper concludes by offering evidence of student growth and change through the use of collaborative teaching in accomplishing student learning objectives.

REFERENCES

- Bok, D. (2006). *Our underachieving colleges: A candid look at how much students learn and why they should be learning more*. Princeton, NJ: Princeton University Press.
- Bowden, J. L. (2011). Engaging the student as a customer: A relationship marketing approach. *Marketing Education Review*, 21(3), 211-228.

Boyer Commission on Educating Undergraduates in the Research University. (1998). *Reinventing undergraduate education: A blueprint for America's research universities*. Stony Brook, NY: The Carnegie Foundation for the Advancement of Teaching. *everywhere*. New York: Riverhead Books.

Dirkx, J. M. (2012). Nurturing soul work: A Jungian approach to transformative learning. In E. W. Taylor, P. Cranton and Associates (Eds.), *The handbook of transformative learning: Theory, research, and practice* (pp. 117-130). San Francisco, CA: Jossey-Bass.

Dirkx, J. M., Mezirow, J., & Cranton, P. (2006). Musings and reflections on the meaning, context, and process of transformative learning: A dialogue between John M. Dirkx and Jack Mezirow. *Journal of Transformative Education*, 4(2), 123-139.

Hu, S., Kuh, G., & Gayles, J. (2007). Engaging undergraduate students in research activities: Are research universities doing a better job? *Innovative Higher Education*, 32(3), 167-177.

Kuh, G. D. (2008). *High-impact educational practices: What they are, who has access to them, and why they matter*. Washington, DC: Association of American Colleges and Universities.

Mezirow, J. (1997). Transformative learning: Theory to practice. *New Directions for Adult and Continuing Education*, 74(1), 5-12.

Ng, I. C. L., & Forbes, J. (2009). Education as service: The understanding of university experience through the service logic. *Journal of Marketing for Higher Education*, 19, 38-64.

Sims, J. D. (2014, April). Center for Excellence in Transformative Teaching & Learning TeTalk: *Collaborative teaching*. Retrieved from https://www.youtube.com/watch?v=RHqGis7M_Gc&feature=youtu.be

Weber, L., & Henderson, L. L. (2014). *Digital marketer: Ten new skills you must learn to stay relevant and customer-centric*. Somerset, NJ: Wiley.

For further information contact:

Jeanetta D. Sims
Associate Professor & Transformative Learning Scholar
Department of Marketing
College of Business
University of Central Oklahoma
100 N. University Drive
Edmond, OK 73034
(405) 974-2805
jsims7@uco.edu

INSTRUCTOR AND STUDENT REFLECTIONS ON THE FLIPPED CLASSROOM

Emi Moriuchi, Fort Hays State University
Mary C. Martin, Fort Hays State University

EXTENDED ABSTRACT

The way education is being delivered has been evolving along with technological advances. As new technologies are being adopted in university classrooms, the flow of information has also expanded. Pedagogy is faced with the challenge of integrating new technologies and ideologies in the classroom. For example, studies show that video lectures have a slight advantage over in-person lectures when it comes to student learning (Cohen, Ebeling, & Kulik, 1981).

The purpose of the current research is to describe the implementation of the flipped classroom in two marketing classes: Strategic Electronic Marketing and Consumer Behavior. The flipped classroom is an up-and-coming teaching approach in the higher education learning environment. The flipped classroom is non-traditional as this method encourages students to prepare before the start of the class by reading the required materials and/or watch and listen pre-recorded lectures. Lectures are not conducted in class, rather class time is used for other purposes such as in-class discussions and activities to encourage students' participation. After a review of literature on the flipped classroom, we describe the instructors' and students' experiences and evaluations of classroom learning experiences through the flipped classroom method and provide recommendations for marketing educators wanting or considering implementing a flipped classroom.

In general, we found that instructors' and students' responses to the flipped classroom structure were largely positive, suggesting it to be an approach worth pursuing in the near future for additional marketing classes. In particular, the flipped classroom helped boost confidence of students in learning course material and they liked the variety of in-class activities (consumption journal, quizzes, and in-class discussions) that accommodate various learning styles. Students suggested that the flipped classroom approach would benefit from instructors using a variety of personally relevant, real-life activities and an abundance of in-class discussions. Though the instructors and majority of students were positive toward the approach, there were negatives. Somewhat of a disappointing outcome was that out of the thirty students, one mentioned that he did not learn anything and no assignment was helpful in learning the materials. The differences of opinion on the flipped classroom demonstrate the need to be very careful when adopting the flipped classroom approach; having a balance between active classroom activities and explanation of materials is important. In addition, instructors can help students by establishing class expectations and providing suggestions and strategies for time management.

REFERENCES

Cohen, P. A., Ebeling, B. J., & Kulik, J. A. (1981). A meta-analysis of outcome studies of visual-based instruction. *ECTJ*, 29(1), 26-36.

For further information contact:

Emi Moriuchi
Department of Applied Business Studies
College of Business and Entrepreneurship
Fort Hays State University
600 Park Street
Hays, KS 67601
e_moriuchi@fhsu.edu

USING REFLECTIVE JOURNALING TO IMPROVE COURSES AND MINIMIZE BURNOUT

*Jason D. Oliver, Roger Williams University
Hillary Leonard, University of Rhode Island*

EXTENDED ABSTRACT

Marketing instructors face numerous challenges as they come up with assignments, projects, in-class activities, quizzes, exams, papers, and other forms of assessment in an effort to achieve desired learning outcomes, encourage student engagement, and foster student enjoyment. Instructors may make changes every semester based on changes in the market place, observations about student performance, and student and stakeholder feedback.

Anecdotal evidence suggests that a project or assignment should be implemented at least three times before a major change is made. However, the temptation is great to completely change assignments or even eliminate a project when student feedback is negative or student learning outcomes are not in line with expectations. The result can be a vicious cycle, where a high number of hours are allocated to teaching, but it is difficult to track improvements or successes from one semester to the next.

Marketing instructors can use self-reflective journaling as a tool to improve instruction, alleviate frustrations, and increase personal satisfaction. The process of self-reflective journaling may help instructors focus, as they track their perceptions of student progress toward learning goals and desired outcomes. On an ongoing basis, the instructor can track his/her development against those goals. Self-reflective journaling also provides instructors with an outlet to immediately log emotional and cognitive responses to classroom experiences.

By journaling reflective notes throughout the cycle of a course, an instructor can retain ideas, thoughts, and musings about how teaching, assignments, lectures and exams are contributing to learning. In this way, journals can enable instructors to go back to what they have written, evaluate it, and revise lesson plans to achieve better learning outcomes. Therefore, journaling can lead to courses that more effectively and efficiently result in desired learning outcomes and improve instructor satisfaction with the process.

There are many ways to start the process of practical reflection after each class. Instructors may record what went well or did not go well after each class, with specifics associated with chapter content, explaining assignments, in-class activities, examples, and/or videos. After exams, instructors may observe questions that were confusing, did not assess the desired outcome, or that were missed by a number of students, but the instructor does not know why. After group projects, instructors may make observations about written or presentation evaluations, as well as things that might change related to group dynamics. Similarly, journaling can be part of the process for grading assignments, noting areas of strong and weak student performance, opportunities to reinforce course concepts that were not clear, and ideas about what to keep, what to update, and other needs.

Most professors already have great ideas on how to improve courses. Many of those ideas are lost in the day to day activities of research, service and teaching. Challenges can result in frustration, and investments into teaching improvement that do not yield positive results, which can increase the likelihood of instructor burnout. The various methods of reflective journaling described ensure good intentions yield systematic actions and desired results, creating a better experience for the student and professor.

For further information contact:

Jason D. Oliver
Roger Williams University - Gabelli School of Business
One Old Ferry Rd. Bristol, RI 02809
jaydoliver@gmail.com

DEVELOPING SELF-REFLECTIVE PRACTICES TO IMPROVE TEACHING EFFECTIVENESS

Nicole Kirpalani, LIM College

EXTENDED ABSTRACT

There has been a growing interest in understanding the role of self-reflection within the teaching profession, particularly with the objective of strengthening educators' effective teaching practice (Bengtsson, 2003). Self-reflective practices are often used in the K – 12 setting but can be of considerable value in the higher education setting as well.

This paper presents a brief review of relevant literature and existing research on the topic. Previous work by Kreber and Cranton (1997, 2000) is considered in order to classify self-reflective domains in the context of teaching knowledge. Instructional knowledge is primarily based on the *content* of teaching, pedagogical knowledge is primarily based on the *process* of teaching, and curricular knowledge (primarily based on the broader goals or the teaching *premise*). Self-reflective practices can then be developed with the content, process, and premise reflections in mind. For example, content reflection may look at whether learning activities are sequenced effectively, process reflection may look at whether collaboration among students is effective, and premise reflection may look at the effective integration of broader learning goals into a course (for example, writing skills or quantitative analysis).

The paper presents suggestions for developing self-reflective practices to examine the areas of teaching knowledge mentioned above. The focus is on practical suggestions and self-reflective questions that can be implemented with ease. Developing an on-going practice of self-reflection, among other approaches, can help improve teaching effectiveness. Assessing one's effectiveness may be particularly important for instructors in areas such as marketing because content can evolve very quickly.

Self-reflection can complement more formal professional development programs and can be useful for both early career instructors and more experienced faculty. Collaborative approaches that can support self-reflection are discussed as well.

REFERENCES

- Bengtsson, J. (2003). Possibilities and limits of self-reflection in the teaching profession. *Studies in Philosophy and Education*. 22, 295–316.
- Kreber, C. & P. A. Cranton. (1997). Teaching as scholarship: A model for professional development. *Issues and Inquiry in College Learning and Teaching*, 19 (2), 4–13.
- Kreber, C. & P. A. Cranton. (2000). Exploring the scholarship of Teaching. *The Journal of Higher Education*, 71 (4, July/August), 476–495.
-

For further information contact:

Nicole Kirpalani
LIM College
Department of Marketing, Management, & Finance
12 E. 53rd Street
New York, NY 10022
nicole.kirpalani@limcollege.edu

CHANGING BELIEFS ABOUT POVERTY AND JUSTICE USING THE PROFESSIONAL MODEL OF SERVICE LEARNING

Les Hollingsworth, University of Wisconsin-Platteville

EXTENDED ABSTRACT

Service learning is a popular practice within higher education institutions to develop civic-mindedness (Felten & Clayton, 2011) in students or develop discipline-specific skills (Steiner & Watson, 2006). Some disagreement exists within the literature regarding what exactly constitutes service learning. Godfrey (1999) argues that service learning activities are intentionally designed to influence attitudes about societal issues. These models are referred to as civic engagement and social change models. Boyte (2008) cites numerous studies where programs that utilize these models effect a change in undergraduate students' attitudes toward civic engagement. Business programs commonly use service learning to teach discipline-specific skills, supplanting the importance of civic mindedness behind the importance of applied outcomes (Steiner & Watson, 2006). Some scholars argue that these programs, sometimes referred to as client-based projects or experiential learning, are not service learning programs because of the lack of focus on social values. Butin (2007) categorizes such programs as service learning and identifies them as the professional model of service learning.

The present paper follows Butin (2007) in recognizing the professional model of service learning and asks if such programs can influence students' beliefs about the causes of poverty despite the absence of reflections and discussions on poverty. Social change models of service learning are often designed to foster empathy (Lundy, 2007) and cognitive dissonance (Dewey, 1997); the present study's use of the professional model provides a context for empathy and dissonance to occur but takes no specific action to foster them. Upper division marketing students were tasked with completing a market research project for a client whose mission focuses on providing services to the poor but the student-client-faculty interaction occurred as if the client is a for-profit organization. A pretest and post-test was administered to determine if being exposed to poverty through the project would be sufficient to influence the students' beliefs about the causes of poverty. Additionally, students' willingness to volunteer for and work at organizations that serve the poor were measured before and after the service learning experience.

Setting the context for dissonance without actively nurturing it in a professional model of service learning does not appear to change beliefs about poverty and justice. Mere exposure to poverty is not sufficient to elicit cognitive dissonance. Hunt (1971) argues that there must be a significant mismatch between the complexity of the learning experience and the learner's current level of cognitive complexity in order to produce a change. These findings validate the importance of faculty making a concerted effort to challenge students' existing beliefs about poverty and justice. The professional model, if focused solely on discipline-specific skills, does not appear to yield changes in beliefs.

The most meaningful insight from the present study is the change in students' willingness to work for and volunteer at organizations that serve the poor. The significant increase in willingness for both measures suggests that this pedagogical framework is suitable for stimulating interest. The finding supports those of Buddensick and Lo Re (2010) whose participants had an increased intent to be civically involved after the service learning experience. Time and follow up are needed to determine if the behaviors manifest in the future.

REFERENCES

- Boyte, H.C. (2008). Against the current: Developing the civic agency of students. *Change*, 40(3), 8-15.
- Buddensick, J., & Lo Re, M. (2010). Measuring the effect of service learning on civic awareness. *Review of Business Research*, 10(5), 101-107.
- Butin, D.W. (2007). Focusing our aim: Strengthening faculty commitment to community engagement. *Change*,

39(6), 34-39.

Dewey, J. (1997). *How we think*. Mineola, NY: Dover.

Felten, P., & Clayton P. (2011). Service learning. *New Directions for Teaching and Learning*, 128, 75-84.

Godfrey, P.C. (1999). Service learning and management education: A call to action. *Journal of Management Inquiry*, 8(4), 363-378.

Hunt, D. (1971). *Matching models in education*. Toronto: Ontario Institute for Studies in Education.

Lundy, B.L. (2007). Service learning in life-span developmental psychology: Higher exam scores and increased empathy. *Teaching of Psychology*, 34, 23-27.

Steiner, S.D., & Watson, M.A. (2006). The service learning component in business education: The values linkage void. *Academy of Management Learning and Education*, 5(4), 422-434.

For further information contact:

Les Hollingsworth
University of Wisconsin-Platteville
1 University Plaza, School of Business
Platteville, WI 53818
(608) 342-6109
hollingsworl@uwplatt.edu

A CRITICAL REFLECTION ON QUALITATIVE EMPIRICAL EVIDENCE OF STUDENT ENGAGEMENT THROUGH LIVE CASE STUDY DEVELOPMENT

Sondra Simpson, Elmhurst College

EXTENDED ABSTRACT

Supporting the case study method and andragogical learning, this author developed a “Live Case study” project where students created their own case studies. Analyzing 26 sections (762 students) found the “Live Case Study” method useful for today’s student. This evolved into a critical incident case and a teaching note applying theory.

Results of 7 sections (138 students) found the “Live Critical Incident/ Teaching Note” method even more effective in applying theory to practice. Key findings include increased student engagement with content, application of analysis tools, deeper business understanding and critical reflection of key concepts.

The student engagement methods used in developing this live case study approach were rooted in Malcom Knowles andragogical learning framework vs traditional pedagogical framework (Knowles, Merriam). Some of the key differences are highlighted in the table below:

Traditional Pedagogical Learning	Knowles identified the six principles of adult learning as, Adults are
<ul style="list-style-type: none"> • Instructor responsible • Learner less experience • Told what to learn • Process w/prescribed content • External motivation 	<ul style="list-style-type: none"> • Internally motivated and self-directed • Bring life experiences and knowledge to learning experiences • Goal oriented • Relevancy oriented • Practical • Like to be respected

The “Live Case Study” project required students to select a young existing company they wished to learn more about to deepen their understanding of the course subject. The project was introduced in the first week of class in the context of the class objectives and the faculty’s personal desire to help the students develop their careers. Team selection took place within the first two weeks of class and the students generated lists of proposed companies to study within the second or third week of class (this varied by course curriculum). The students were encouraged to select organizations or companies within industries they wished to learn more about personally or that would enhance their career plans. Parameters were as follows: 1) The organization had to be a company for which a case was not yet published through Harvard, Kellogg or Darden. 2) The case organization selected was required to be representative of or have a core relationship with the course learning objectives and key concepts. 3) The organization had to have enough data available through news and research sources to be able to construct a thorough analysis of the company. 4) The faculty member had to approve the case company before full research began.

After selection and approval of the company the students met in teams, created action plans and independently analyzed their company. Self and team management were often a curriculum objective. As an end of the term project, the students constructed a Case Analysis Report (a 20 page paper with an unlimited appendix) and a 20-30 minute power point presentation to the class. Both were produced from a consultant’s perspective making recommendations to the board of directors of the company in question. The basic “Live Case Study” project deliverable was written by the students in a traditional case study analysis or “problem solution” format.

This empirical study was conducted among 762 business students (both undergraduates and graduate MBA students) across 26 class sections at two business schools – Elmhurst College and DePaul University over a two school year period beginning in the 2010-2014 school year. In each course, regardless of content variations, these

students worked in teams to research, develop and present “live cases studies” that applied key concepts pertaining to the particular class objectives. During every individual class section in this study, two separate survey assessment tools were used, as well as graded assignments (presentation and case analysis report paper) and consistent faculty observation. An additional assessment was provided to 139 students across 4 courses to provide deeper insights into student engagement and learning from the live case study method. The following highlights some key results:

- A Critical Incident Questionnaire utilized a combination of 5 point Likert scale ratings and open ended critical reflection questions about all elements of each course. This indicated that the students appreciated their learning from creating their own analysis but sometimes had difficulty sitting through multiple presentations of other teams’ work as most are still novices at delivering engaging presentations. Thus, adjustments in timing were made. Approximately 85% named the Live Case Study as one of the most powerful learning tools for them as “they applied the class concepts to a real company”. Students commented that it was “real world” learning.
- Students critically reflected upon the team project experience in peer evaluations. Findings universally fell into three categories: 1) If they could do this project over again, they would plan better and meet more often. 2) They would start on the project much earlier. 3) They either loved their team completely or they had issues with one or two “free riders” which strongly diminished the experience. Comparing the results of these Peer Evaluations with the CIQs learning, though the project management process was painful in many ways for the students, they still felt it was a terrific learning experience in regards to content delivery.
- These projects consisted of a graded paper and a presentation. For those courses where a midterm assessment was also given, the average grade of the team based Live Case Study project was nearly an entire grade – 9 *percentage points higher* - than the individual midterm grade. This was driven from a number of influencers.

In 2013-2016, the project evolved into a focused critical incident project that students actually experienced. They drafted this critical incident with an additional teaching note applying theory. Results of 7 sections (138 students) found that the “Live Critical Incident/ Teaching Note” method was even more effective in applying theory to practice. This method involved student team creation of the following two documents- *A Critical Incident* (this was a 3 page mini-case) and a *Teaching note* (this is 10-20 page training document that contained a full analysis of the critical incident by applying relevant theory or decision making criteria). In addition to the findings above, with this evolved method, students learned management relevant training methods and improved management key skills. Some participated in a peer review conference with the option to pursue publishing in double blind double round peer review journal. Regarding publication to date: 23 critical incidents and 6 embryo cases have been written, 5 critical incidents have been published in the Journal of Critical Incidents, 3 additional critical incidents have been submitted for publication, 15 critical incidents and 3 cases have been published at the Society for Case Research conferences, 3 additional critical incidents will be submitted for conference. In each of these “live case” methods, content relevancy, student engagement and subsequent semester recall of content have all observably increased.

References

Knowles, M. S. (1992). Applying principles of adult learning in conference presentations. *Adult Learning*, 4(1), 11.

Merriam, S.B. (2001) Andragogy and self-directed learning: Pillars of adult learning theory. *New Directions for Adult and Continuing Education*, Vol. spring 2001, No. 89, p. 10

For further information contact:

Sondra (Soni) Simpson
Elmhurst College
190 Prospect Ave
Elmhurst, IL 60126
(630) 464.7843
simpsonso@elmhurst.edu

ASSURANCE OF LEARNING: IS TESTING THE SOLUTION OR MERELY A PSUEDO CUSTOMER-CENTRIC ACT?

Lana Brackett, Mario J. Gabelli School of Business / Roger Williams University
B. Nathaniel Carr II, Mario J. Gabelli School of Business / Roger Williams University

EXTENDED ABSTRACT

Providing tangible evidence by educational institutions and governmental agencies that they are delivering the goods on their Assurance of Learning (AOL) social responsibility has been an all-consuming and extremely vexing challenge. To date this challenge has been addressed, but not resolved, by emphasizing the good (highlighting job placement rates), reducing the bad (increasing graduation rates), and altering what is perceived as the ugly (limiting the spiraling cost of attendance). While these actions have been publicized to varying degrees by any number of Educational Institutions, AOL testing has been pervasively enacted as a sales oriented prescription of choice. Only recently has AOL testing been examined through multiple lenses of validity. Continuing that trend within this article, the overarching question addressed is - what can really be claimed as valid results from AOL testing?

Within the Business School of a small liberal arts university, pursuing the continuation of AACSB accreditation served as the impetus for the process of developing, implementing and refining an AOL protocol. Although not required at the time, AOL testing for all marketing principle classes was undertaken as an element of that protocol. In concert with an Associate Dean, the two most senior members of the marketing department constructed and field tested a ten question Marketing Principles AOL test. The test consisted of five True/False and five Multiple Choice questions designed to evaluate a student's comprehension of marketing terminology and context applicability. As a result of implementing this assessment instrument from (September 2009 - May 2013), a total sample of 1,146 students, in 47 marketing principles classes, taught by 9 different teachers generated 11,460 points of unaltered data.

Within the present study, a rolling exploratory data analysis approach unexpectedly unfolded. Initially, the primary interest was to develop a collection of descriptive statistics sufficient enough to placate AACSB potential reaccreditation concerns. While uncovering real areas of improvement in teaching and learning were important, admittedly, they were of a secondary concern. Surprisingly, with the addition of each year of new data, the prioritization of interest changed to where an inferential analysis of teaching and learning evolved to its justifiable level of primary prominence.

Three hypotheses were examined using a one-way ANOVA. The first hypothesis which stated that Total Test Score (TTS) means, Total True/False Score (TT/FS) means, and Total Multiple Choice Score (TMCS) means would increase each successive year was not supported. These results were disappointing because at least a modest increase in mean scores each year was expected.

Since the authors were members of the group of nine teachers within this study, there was an undeniable and very direct personal interest in the resulting individual teacher mean scores. Given the assumption of teacher skill level homogeneity, limited variation in these scores was unofficially predicted. Therefore, the second hypothesis which stated that the variation in teacher mean scores is not significant was not supported, as is reflected by ($p = .000$). This result was extremely unsettling.

Given the concern regarding whether higher education is over-valued, universities have taken steps to reduce their expenses in an effort to limit the rising cost of attendance. One major step, which has been the focus of heated debate, is the replacement of tenure track faculty with extremely less expensive one year appointed and/or adjunct - contingent faculty. This debate centers on the extent to which negative externalities will result. Therefore, the third hypothesis stated that there would be no difference in mean scores between the three faculty groups of tenure track, one year appointment, and adjunct/contingent. This hypothesis was not supported. In particular, adjunct/contingent

(TTS), (TT/FS), and (TMCS) mean group scores were beyond extremely high and different from the other two groups. The resulting significance levels of ($p = .000$) clearly indicate an enormous magnitude in variation attributable to something other than mere chance. These results are very eye opening and thus add fuel to the debate concerning the negative externalities of replacing tenure track faculty with adjuncts/contingent faculty.

So, what can really be claimed as valid results from AOL testing? Given the findings generated within this study, the most obvious conclusion here in suggested is that AOL testing is a highly promoted and unfortunately accepted misnomer. In succinct terms, a misapplied or inappropriate name or designation. The conception and germination of this misnomer is deeply rooted in an ill-advised application of a marketing sales orientation. As such, AOL testing results will provide, in the short term, an appealing facade of accomplishment while having the long term effect of misdirecting those with a sincere interest in advancing student learning.

The character flaws of this misnomer are illuminated when a detailed assessment of testing results is undertaken as was partially done within the present study. One major flaw here in uncovered is the inference that the concept of continuous improvement can be operationally isolated and measured within AOL testing. This inference is normally put forth without first establishing the parameters of achievement. For example, should continuous improvement be considered an absolute with no asymptote ceiling or a set of relative maximums? The four years of relatively constant aggregate yearly mean score suggest the existence of the latter.

In addition, the disaggregate findings within the present study reveal at least two additional flaws which should serve as red flags and thus raise critical questions concerning the meaning and validity of AOL testing results.

- 1) Is the variance in the resulting test scores between teachers more accurately a measure of the Assurance of Teaching (AOT) and not that of AOL?
- 2) Is the variance in the resulting test mean scores between the three teacher groups more accurately a measure of teaching to the test by adjunct/contingent faculty in order to provide evidence of their teaching excellence?

In conclusion, this misnomer results from the confounding effects produced by a myriad of extraneous factors. Therefore, the presently applied sales oriented testing approach to establishing AOL must be discontinued and replaced by a multifaceted customer-centric focus. If not, analogously speaking, the totality of future valid AOL testing results and efforts may end up being comparable to that of an elephant giving birth to a single ant.

For further information contact:
B. Nathaniel Carr II
Mario J. Gabelli School of Business / Roger Williams University
One Old Ferry Road
Bristol, RI 02809-2921
(401) 254-3034
bcarr@rwu.edu

ENHANCING CLASSROOM PERFORMANCE WITH THE DISC PERSONALITY PROFILE

Jason Fertig, University of Southern Indiana
Chad Milewicz, University of Southern Indiana

EXTENDED ABSTRACT

Instructors often ponder how to get students to read before class, participate in class, and work effectively on team projects. Crafting strategies to deal with such conundrums is essential for an academic's success in the classroom and a popular topic in business education literature (e.g., Amato & Amato, 2005; Madhavaram & Laverie, 2012). Academics create many long syllabi with policies and procedures such as pop quizzes, participation points, peer evaluations, and experiential learning projects to address these issues. Doing so is part of what Madhavaram and Laverie (2012) define as pedagogical competence. Too often, the combination of well-intentioned, potentially effective pedagogy can lead to an unfortunate oversight. They are often designed and implemented with limited understanding of the individual students for whose benefit the pedagogy is used. The current research seeks to encourage greater use of a coaching-based approach to teaching that builds on the individual characteristics of the students in a given class.

Such an approach begins with an effective tool for assessing students' traits and behaviors. It is important to note the variables referenced are not learning styles, but personality and communication traits and behaviors. Many potential tools exist (e.g. Big Five, Myers-Briggs and DISC), and organizations of all types commonly use such self-assessments and personality inventories to improve recruiting and training efforts and to enhance team effectiveness (Costa, 1996; Hough & Schneider, 1996). While commonly used in to improve professional performance, these tools are used far too little to enhance teaching and learning in business schools. Literature reporting the use of such tools in business classes primarily discusses using the Myers-Briggs Personality assessment to improve teamwork (e.g., Clinebell & Stecher, 2003; Amato & Amato, 2005). Using personality tools to help teamwork is important, but it is a limited context in which to utilize such tools.

Professors and students have much to gain through using personality assessments in class, provided that the right assessments are used properly. An effective instrument for classroom use should be reliable, valid, and easy to interpret. The current research provides an overview and experience using three tools. Specifically, it covers the Myers-Briggs (MBTI), the Big Five Personality Traits, and the DISC profile. Drawing on experience using these tools to enhance pedagogical effectiveness, the DISC is identified as the best suited tool, and the majority of this paper thus focusses on how to incorporate this tool in one's pedagogy. The DISC is used more frequently in industry, but a literature review identified very few reports of its use in academic contexts. Whereas one identified study provides guidance on using the DISC to enhance cooperative learning (Charlesworth, 2007), the current research provides broader guidance on its application in academic contexts.

Professors often use team assignments and projects to mimic work situations that students encounter post-college. While such assignments have noble intentions, they often fail to teach students how to work in teams, and thus some scholars have suggested using the MBTI (Clinebell & Stecher, 2003; Amato & Amato, 2005). One prominent challenge in using team assignments is balancing the time and effort spent creating the task and assessment rubrics with the time and effort on coaching students through the team dynamics that occur throughout the project. The experience of this research indicates that using the DISC tool in team assignments allows for more efficient and effective time to be given to coaching effective teamwork vis-à-vis the MBTI or Big Five.

With effective DISC training, students learn different default behavioral tendencies of their team members. Understanding the specific profile of each team member signals students to be alert for peers who want to complete the task efficiently, who want to socialize first and work second, who want to just agree with everyone, or who want to begrudgingly work through everything while wanting to be somewhere else. These behaviors occur whether students take a DISC profile or not, thus the personality inventory primes students to be aware of such behaviors,

rather than to just react emotionally when they occur – and that awareness increases the likelihood of a positive team experience.

DISC profiles can also be used to form teams, but this is not necessarily a best practice in a coaching-based classroom setting. The objective for a team assignment could be not only for students successfully complete the team task, but also to create the opportunity for students to learn valuable team and leadership skills. In such a case, the goal of the DISC assessment can be to allow each team to learn to manage the strengths and weaknesses that come from having an “unbalanced” makeup of profiles. Another benefit of the DISC tool is that the report students receive provides clear guides on the strengths and weaknesses of each profile and ways to manage them.

Student-to-student interaction is not the only place where DISC profiles are of use in the classroom. When professors complain about students failing to prepare for or engage in class, it is human nature to develop negative views of the class climate. While student apathy may always been present, the DISC tool can help professors profile their classes to best counteract some of that apathy. Additionally, starting a class with students’ DISC profiles helps the professor structure lessons and discussions. Professors can then challenge students’ predispositions, and this can be done much more effectively when the professor and the students know what these predispositions are.

Using DISC profiles in class has proven very effective in this sample. While there are other alternatives to DISC that can be quite effective, experience suggests that the DISC is the tool that is most teachable. Any professor who is interested in better rapport with students and using a coach-based approach to teach can use a DISC profile to obtain an unbiased picture of the people sitting in front of them. Furthermore, using the profiles in classes with team projects can effectively orient students for working with each other and provide coachable moments.

Finally, as with any personality tool, caution should be taken to avoid being overly prescriptive with the results of any DISC profile. While the profile represents a default personality, individuals are all able to dial-up or dial-down traits with proper training, even if there is much stress involved when doing so. Some people are even able to morph their profile over time. Overall, the research completed with this sample of students indicates the DISC profile tool can effectively enhance classroom performance for professors and students.

REFERENCES

- Amato, C. H., & Amato, L.H. (2005). Enhancing student team effectiveness: application of Myers-Briggs Personality Assessment in business courses. *Journal of Marketing Education*, 27(1), 41-51.
- Charlesworth, D. (2007). Applying cooperative learning techniques in the classroom: An examination of leadership styles in CIS majors. *Issues in Information Systems* 8(1), 115-119.
- Clinebell, S., & Stecher, M. (2003). Teaching teams to be teams: An exercise using the Myers-Briggs(R) type indicator and the five-factor personality traits. *Journal of Management Education*, 27(3), 362-383.
- Costa, P. T., Jr. (1996). Work and personality: Use of the NEO-PI-R in industrial/organizational psychology. *Applied Psychology: An International Review*, 45, 225–241.
- Hough, L. M., & Schneider, R. J. (1996). Personality traits, taxonomies, and applications in organizations. In K. R. Murphy (Ed.), *Individual differences and behavior in organizations* (pp. 31–88). San Francisco, CA: Jossey-Bass.
- Madhavaram, S., & Laverie, D.A. (2010). Developing pedagogical competence: issues and implications for marketing education. *Journal of Marketing Education*, 32(2), 197-213.
-

For further information contact:

Chad Milewicz
University of Southern Indiana
8600 University Blvd.
Evansville, IN 47712
(812) 464-1937
cmmilewicz@usi.edu

WHY MARKETING FACULTY ATTEND EDUCATOR CONFERENCES

Matt Elbeck, Troy University-Dothan
Gail M. Zank, Texas State University
Jacquelyn Warwick, Andrews University
Debbie Delong, Chatham University

EXTENDED ABSTRACT

Attending marketing conferences is useful to educators involved in an academic setting. There are many reasons for attending a conference, with presenting a paper being one of the main motivators. The typical progression of a scholarly manuscript starts with collegiate discussions about a potential topic and likely reception, then implementation of the various components (e.g., literature review, methodology, sample, results and discussion) with the finished paper often submitted to a conference to garner feedback from the conference reviewers and from the in-conference presentation that would strengthen the paper for journal submission. Finding the right conference to submit your work is important and is one reason to attend but there are could be other reasons as well. The purpose of this exploratory work is to gather the opinions of marketing educators about why they attend marketing educator conferences and what factors affect this decision.

Richards (2015) remarks that academic conferences offer faculty an outlet to expose their work to their peers, increase their visibility to journal and book editors and advance their standing in their discipline or profession. The major benefits faculty perceive from attending educator conferences are feedback from peers, developments in the field, resume development, networking, instructional effectiveness and student learning, conference location and timing and intentions to attend a future conference. This study continues a stream of research into the benefits from attending educator conferences by being the first to tap the opinions of marketing faculty.

Attendees at a national academic marketing conference were approached to fill out a survey regarding their motivations to attend academic conferences. Twenty-four people completed the survey. The surveys consisted of open-ended questions about both the criteria used in selecting conferences and the benefits of attending. In addition, respondents indicated whether they typically attended the same conference each year and if yes, why. Also, respondents discussed whether their school had specific requirements to receive funding to attend conferences and, if they did, what those requirements were. Participants also shared how many conferences they typically attend in a given academic year as well as their annual budget for conference travel. And finally, the affiliation of each respondent was obtained. Using this affiliation information, researchers were able to identify the geographic region in the United States for each university, if it was a private or public university/college, and whether or not if it was an AACSB accredited institution.

The comments to the open-ended questions were independently content analyzed by two of the authors resulting in 98% inter-rater agreement. The major themes were reported for all open-ended questions.

Professional development (discipline specific, teaching and/or research), collegiality, location, time of year, affiliation with an organization, and cost were the major themes for “what criteria do you use to select which conference(s) you attend?” For the question “what benefits do you get out of going to conferences? The major theme that emerged was professional development (learning new information, pedagogical techniques, and gaining research ideas. The other major theme was networking.

About 80% of respondents indicated that they were likely to go to the same conference each year. Reasons included professional development, networking, conference familiarity, liked the information obtained, and viewed it to be a good conference.

The vast majority of school had some requirements for people to receive conference travel funding. For most that requirement was presenting a paper although for some schools participating on the program was sufficient. Although the average amount allowed per year for travel was \$1,418, most indicated that they attend more than one conference per year.

Conference need to deliver value to attendees so they will attend and return in the future. Given the limited amount of travel funds most receive, keeping conference registration and hotel accommodation costs down seems important.

A limitation of this study is the sample; it was a small convenience sample. Future research should include a larger, more representative sample as well as examine differences in response based on gender, age, years of experience, rank, discipline, and scholarship requirements.

REFERENCES

Richards, L. D. (2015). Designing Academic Conferences in the Light of Second-Order Cybernetics. *Constructivist Foundations*, 11(1), 65-73.

For further information contact:

Matt Elbeck
Department of Marketing
Troy University-Dothan
500 University Drive,
Dothan, AL 36303
(334) 983-6556
melbeck@troy.edu

THE EFFECT OF AGE, GENDER, AND POLITICS ON STUDENT EVALUATION OF INSTRUCTORS

Dennis E. Clayson, University of Northern Iowa

EXTENDED ABSTRACT

In a research project that is currently being prepared for publication, data from RateMyProfessors.com (RMP) was gathered, looking at marketing instructors compared to other business and nonbusiness instructors. Such studies give insight into student perceptions and the student evaluation of teaching (SET). Although the metrics from RMP have been questioned as valid measures of teaching effectiveness, the average score has still been found to be related to SET scores from the same schools with correlations ranging from 0.64 to 0.72. From this study's large data base of over 5,000 business instructors collected from across the United States, several unexplained patterns were found among instructors of marketing. An effect that could be attributed to age, and a strong gender effect was found for instructors from marketing classes that was not found in any other discipline (older and female instructors got lower evaluations), and there was a significant political effect. Students at universities in more liberal areas gave marketing instructors lower evaluations than did students in more conservative areas. Nothing in the literature could be found to explain these unusual results.

This paper summarizes an exploratory survey that was conducted to gain more insight into these unexpected findings. The research question was: *Do students have preferences for instructors that are influenced by age, gender, and political leanings?*

The literature on these three variables has either been inconsistent, or non-existent. In general, age effects on SET have been either ignored or minimized. Some reviews of the SET process never address age, while others mention it but state that it has little or no effect on the evaluations. Part of the problem is inconsistencies in the data. For example, some have found the age of the instructor to be positively related to the evaluations, while others have found it to be negatively related. Gender effects on the evaluations were historically denied, but more recent studies have found interactive effects of gender with other variables. In summary, there appears to be some deeply entrenched but complicated student gender implications in the evaluations, but little agreement has been found for a unifying hypothesis. Given the importance, and the controversy of political leanings on campuses across the country, it comes as somewhat of a surprise to find that the issue is almost entirely missing from the discussion of student evaluations of teaching. This is especially perplexing given the long historical relationship between business and politics, and particularly given the hostility engendered towards marketing by certain groups that have distinct political leanings.

As part of a larger class assignment, students in a marketing core class at a Midwestern regional university were asked to rank order hypothetical instructors who differed by gender, age, and political orientation. Each survey had the following instructions: *There are some differences between instructors that may be obvious to their students. An instructor may be male or female. They may be young (even younger than your parents) or older (perhaps the age of your grandparents). It may be obvious to students that the instructor is politically liberal (Lib) or conservative (Con). It may be that instructors are different in different majors. Below you will be presented with combinations of these instructor characteristics and asked to rank them best to worst (1 is the best and 8 is the worst) on some characteristic. There cannot be any ties, and do not skip one.* Consistent with the scales utilized by RMP, one instructor was identified as the person from whom you "Learned the most from... in a business class." This was followed by the eight combinations of gender, age, and political orientation. Another evaluation was for "The most helpful teacher in a business class." The classes and the eight combinations were counterbalanced. Usable surveys were completed by 97 students, 51 of whom were female. Sixty of the students were business majors (almost all in marketing) and 37 were non-business students with a major from another college.

Students thought they would learn the most from a male, older conservative, and from a male, younger conservative, and they would learn the least from a female, older liberal and from a female, younger liberal. The responses to male, younger liberals, female, younger conservatives, and female, older conservatives was statistically

no different from random. Male, younger conservatives were selected more by business students than non-business, and more by male students than female students. Of particular interest was the response to older, male conservatives, and older, female liberals. Older, male conservatives were given the most positive ranking of any instructor combination and there were no statistical differences between students either by student gender or major. Older, female liberals were given the lowest overall ranking and this was especially true from non-business students and from male students in general. When the students were asked to evaluate instructors based on helpfulness, the pattern changed somewhat. Male, younger conservatives, male, younger liberals, and female, younger conservatives were selected as being the most helpful in a business class. Older, male conservatives, older, females, both conservatives and liberal, were ranked as the least helpful.

The perception of older instructors is interesting. Students expected to learn the most in a business class from an older, male conservative, but they considered a person with the same characteristics to be unhelpful. Older, female liberals were seen negatively as being unhelpful, and the person from whom you would learn the least. On the other hand, a young male conservative was seen as someone from whom you would learn and would still be “helpful.”

It was possible to create patterns from the data. Two separate methods of looking at important patterns were utilized. The first looked at the strength of responses by combining attributes, and the second looked at the pattern of responses utilizing perceptual mapping (ASCAL). For both learning and helpfulness, the political orientation of the instructors was the most dominant pattern. The total pattern of responses between learning and helpfulness was not statistically different ($\chi^2 = 3.62$, $df = 3$, $p = 0.305$). An ordinal ALSCAL mapping of the instructor characteristics showed that the two dominant dimensions were *age* and *political*.

In summary, based on forced rankings scales, students perceived that they would learn the most in a business class from an older, male conservative, followed by a young, male conservative. They thought they would learn the least from an older, female liberal, followed closely by a young, female liberal. The preference for an older, male conservative was not modified by either the gender or major of the students. However, when it came to being “helpful,” students perceived young instructors, irrespective of gender or political orientation, to be more helpful than older instructors. Yet, even in this condition, over 50% of the students made more conservative-liberal pattern differences than patterns created by age or gender combined. As in the original data found in RMP, the students were making different judgements of instructors based on age, gender, and political leaning. There is no extant literature to draw comparisons or to formulate hypotheses. Especially in this era of polarized age, gender, and political opinions and forces, these findings suggest further research.

Given the almost total lack of research interest, the effects, especially of political orientation, were surprising, leading to questions about the validity of the findings. There are a number of potential problems. 1) Requiring the students to make forced choice rankings may have magnified differences that in actual practice have little impact. 2) Students were recruited from one class at one university. This group of students could have views that differ from a wider sample, either because of possible differences in the local culture, or because the sample may be randomly biased. 3) Students could be responding to demand characteristics. Although the students do not know the political orientation of the researcher, his age and gender were observable. 4) It is not obvious whether the students were evaluating their stereotype of instructors or specific examples of an instructor. One student commented that she ranked an older, male conservative as an 8 (the lowest ranking), not because she thought he would be bad, but, “... because I have never had one...” Nevertheless, the findings are consistent with the national sample of thousands of instructors taken from RMP.

For further information contact:

Dennis E. Clayson
Department of Marketing/ University of Northern Iowa
Cedar Falls, IA 50614-0126
(319) 273-6015
dennis.clayson@uni.edu

ASSESSMENT OF LEARNING OF THE COMPARATIVE ADVANTAGE THEORY IN THE INTERNATIONAL MARKETING COURSE: PROMOTING STUDENT COLLABORATION AND ACCOUNTABILITY

Piotr Chelminski, Providence College

EXTENDED ABSTRACT

An important objective in teaching the international marketing course is developing students' understanding and appreciation of the benefits that international trading relationships can provide to societies around the world. One of the seminal economic theories that can help students better understand why trading between nations makes an economic sense is the *comparative advantage theory* developed by David Ricardo almost 200 years ago. However, students are often confused about how this theory actually works.

In this paper, the author proposes an exam-based homework grading method of a comparative advantage theory assignment to facilitate collaboration among students in completing the work, while at the same time encouraging individual accountability. The purpose of this teaching innovation is to promote collaborative effort to increase students' comprehension of the often misunderstood theory while ensuring that the meritorious outcome of each individual student can be assessed.

To execute this grading innovation, I assign an individual homework problem for which students need to analyze a comparative advantage situation and answer a number of questions to demonstrate their understanding of how countries involved in a trading scenario can mutually benefit from specialization and trade. Even though this is an individual assignment, I strongly encourage students to collaborate and help each other while working on the problem. However, to ensure accountability for learning the theory by each individual student, I inform them that their final grade on the homework will be tied to the grade that each student receives on the comparative advantage theory portion of a future exam. I have developed a scale for adjusting each student's homework grade upward or downward, based on his or her individual exam performance. This scale is included in the homework handout to ensure that each student understands the implications of his or her individual exam performance. I stress the importance of working on the homework diligently to ensure that each student understands the problem and that this will help everyone perform well on the exam. I also emphasize that by completing this assignment students are reinforcing their analytical skills and practicing their ability to organize quantitative information in a concise report format.

The results from the innovation in grading the comparative advantage theory homework assignment, using an objective exam performance measure to adjust the original homework grade, show that students actually increase their comprehension of the often misunderstood theory. The most important outcome from this grading approach is that students' performance on the comparative advantage theory portion of the exam has improved statistically significantly with a medium effect size, *after* the implementation of the exam-based grading. This result indicates that students may have been better motivated to work on the homework problem more diligently than before the new grading system was implemented, because they knew that both their original homework and the exam grades could suffer if they have not put an individual effort toward a better understanding of the concept.

This assignment provides students with an opportunity to apply both quantitative and logical thinking skills while enhancing their understanding of the international trade theory. The innovative grading method used for this assignment can be applied in variety of other contexts to promote student collaboration in preparation of academic

work while providing incentives to encourage individual accountability and engagement. It appears that students, by simply knowing that their grades on original homework may be subject to an adjustment based on their individual exam performance on the particular concept, might be better motivated to study the concept, while also benefiting from collaborating with others. This grading approach not only helps students perform better but also promotes honesty and due diligence while completing academic work.

For further information contact:

Piotr Chelminski
School of Business
Providence College
1 Cunningham Square
Providence, RI
(401) 865-2873
pchelmin@providence.edu

BUTTERFLIES CAN MEAN BIG BUSINESS

Simon G. Walls, Fort Lewis College
Calvin S. Walls, The Hershey Company

EXTENDED ABSTRACT

This paper offers support for an innovative marketing pedagogical and ontological approach to teaching and learning. It shares an example of innovations that have been used and refined and offers a process that has worked very well and been tested for over a decade providing ready adoption by readers (Cook 2002).

This field trip experience seeks to promote an innovative approach to curriculum, course design, faculty development, and to overcome the passive learning often found in the traditional classroom setting. This is accomplished by offering an active learning experience that encourages and requires student engagement and active participatory learning. This experiential learning takes place at The Butterfly Farm, La Guacima, Costa Rica a leading ecotourism attraction and global leader supplying live pupae to zoos, museums, exhibits, and butterfly farms around the world.

The manuscript provides a fascinating pedagogical approach to teaching as students go to The Butterfly Farm with much naivety and misplaced thinking. Typically, students anticipate an interesting day at a beautiful ecotourism attraction where they will learn about butterflies and the part they play in the Costa Rican ecosystem and world ecology. However, soon after arriving the students realize how this entrepreneurial business really generates revenues, not as a tourist attraction, but rather as the largest exporter of pupae in the world. As students realize the global impact of the operation, revenues generated, impact on the local economy, families and many agrarian working class Tico¹ farmers they are readily engaged in a variety of most interesting discussions and come away with an enlightened appreciation of global business.

The readily applied “Rubric,” “Replicating: An Engaging Activity for Students,” and “Assessment to Demonstrate Student Learning” sections are key. These sections facilitate the transition from case study to application in the field by instructor. It is posited that the classroom offers a significant and important learning environment and seeks to offer support for the case teaching methodology. It also suggests that getting students out of the classroom, to actually see and experience the business case that is being discussed, can offer a most meaningful and rewarding learning experience.

REFERENCE

Cook, Roy A. and Wolverson J. B. (2002). “Enhancing Teaching Through Case Research and Writing.” *Journal of Teaching in Travel and Tourism*, Vol. 2 (2).

For further information contact:

Simon G. Walls
School of Business administration
1000 Rim Drive
Durango, CO 81301-3999
Phone: 970.247.7204
walls_s@fortlewis.edu

¹ Costa Ricans refer to themselves as “Ticos.” This colloquialism is because of their propensity to add the diminutive “tico” to the end of many words. The notion implies smallness, friendliness, and warmth.

INTEGRATING SFA TECHNOLOGY INTO THE SALES CURRICULUM: HELPING STUDENTS UNDERSTAND THE WHAT, WHY AND WHEN

Ronald Jelinek, Providence College

EXTENDED ABSTRACT

Over the last two decades, business-to-business sales organizations have invested a great deal of time, effort and financial resources into technology systems. These systems, known as sales force automation (SFA) systems, arm the sales organization with tools aimed at improving the firm's ability to practice customer relationship management. The typical SFA suite contains various applications which enable salespeople to more easily track all interactions with prospects and customers and help them to better prepare for client meetings by consolidating various marketing materials like up-to-date corporate brochures, product fact sheets, features/benefits lists and price discount schedules. Tech-enabled salespeople feel assured they will be able to navigate customer questions with real-time information and propose win-win solutions. However, while sales practitioners are "all in" when it comes to these tools and scholarly research has helped to advance our understanding of these systems, pedagogical work in the area has been more scant. This is unfortunate because instructors face a significant challenge when they consider how best to handle SFA in the classroom.

One factor is that sales technology is inherently fast-changing. While most business-to-business sales courses feature a textbook of some type, textbook publishers struggle to find an appropriate way to handle a concept which has a high likelihood of experiencing a material change by the time the book hits print. Second, today's students come to class likely more versed in technology than most classroom instructors and, in truth, still most sales organizations. Accordingly, undergraduate sales students tend to expect that sales organizations have reached a sophisticated level of technology maturity and that much, if not all, parts of the sales process have been automated. Third, not only do many students enter the class wrongly assuming that sales organizations have already automated most parts of the sales process, many students also assume that most parts of the sales process *should* be automated. In a world where their favorite restaurants have automated much of the customer-server exchange, undergrads are ill-prepared to grasp when and where automation is appropriate in business-to-business selling.

As a consequence, sales instructors are left with a three-pronged challenge: how to better explain the *what*, *why* and *when* of SFA. Specifically, *what* is SFA technology and how does it work? What are the various subcomponents included in most systems and what do they do? *Why* are these tools important? Why do sales reps use them and how does their use help both the rep and the sales organization? And, finally, *when* should sales organizations use these tools? When does their use advance the goal of the organization and when might it hurt?

Based on extensive experience teaching and researching in the area of CRM/SFA, this paper offers a multi-step teaching intervention featuring materials aimed at helping the instructor integrate SFA into the sales curriculum and do so in a way that addresses the key questions of what, why and when. First, a role play is offered that facilitates in-class student interaction and motivates student understanding of why SFA is important. Second, two separate sets of slides are offered which, when coordinated with post-role-play discussion, offer an introduction to SFA in relatable, understandable language. These help students understand both what SFA is and when it should and should not be used. Teaching notes are included to assist the instructor in class coverage and discussion of each component.

For further information contact:

Ronald Jelinek
Providence College
1 Cunningham Square
Providence, RI 02918

401-865-2302
rjelinek@providence.edu

SOFT AND HARD SKILL INFLUENCES ON ENTRY-LEVEL MARKETING INTERVIEW SUCCESS – A FIRST LOOK

Debbie DeLong, Chatham University
Matt Elbeck, Troy University at Dothan

EXTENDED ABSTRACT

College graduates face an increasingly competitive job market. Yen (2012) suggests that half of U.S. college graduates are either un-employed or under-employed in positions that do not fully use their knowledge and skills.

These marketplace realities are not lost on administrators and marketing faculty who question the relative value of hard (e.g., knowledge and ability to apply marketing concepts) and soft (e.g., ability to communicate and work with others) skills on student success. Intuitively we know both are important, but to what degree? This exploratory study sheds light on this conundrum by examining the relative influence of soft and hard skills on student performance in a marketing career-oriented job interview.

Soft skills are defined as the “interpersonal, human, people or behavioral skills needed to apply technical skills and knowledge in the workplace” (Weber, Finely, Crawford & Rivera, 2009, p.356). We address the value of soft skills, soft skills instruction format and incidence, and soft skills assessment. Hard skills are operationalized as eight skills: marketing fundamentals, understanding the customer, product concepts, pricing concepts, place concepts, promotion concepts, analyzing marketing problems, and the role of information (LaFleur et al, 2009).

A structured interview was developed to assess the eight hard skills and 10 soft skills, with the interviewer asking the interviewee a series of structured questions and scoring each response on a behaviorally anchored rating scale. The soft skills measures (available from the authors) were comprised of seven direct questions (e.g., tell me a little bit about yourself) and three indirect observational items (e.g., did the candidate introduce herself, make eye contact, and shake hands?). All of the eight hard skills measures were direct questions (e.g., describe a situation in which a qualitative research study would be more useful than a quantitative research study). The hypotheses for this study centered on whether hard skills can be improved by learning core marketing knowledge content, can be improved more than soft skills and whether they influence the likelihood to obtain a second interview. For soft skills, whether they can be improved with embedded targeted instruction and influences on the likelihood to obtain a second interview.

Students in three sections of a Principles of Marketing course (N=32; 80% female, 3.2 average GPA, 36% upper classmen, 86% business majors) participated in an embedded soft skills instruction and assessment program (class time ratio of 1 part soft skills to 2.33 parts hard skills). Students participated in a mock interview prior to and following completion of the course. Interviewers were marketing practitioners recruited from the local business community.

The overall pattern of convergent and divergent correlation and regression results support interpretation of the hard skills measure as an indicator of core marketing knowledge and the soft skills measure as an indicator of interpersonal ability.

The exploratory nature of this study limits generalization of the findings that are nonetheless significant. Univariate analyses reveal significant effects for the interviewee’s hard skills and soft skills on likelihood to be invited for a second interview. Comparative analyses suggest that soft skills have a relatively greater influence on interview success whether pre-instruction ($R^2=.71$) or post-instruction ($R^2=.52$), as compared with the influence of hard skills in both settings. When considered in combination, soft and hard skills explain a greater proportion of interview success in both pre-instruction ($R^2_{adjusted}=.75$) and post-instruction ($R^2_{adjusted}=.54$) interviews though the incremental contribution of hard skills is limited to 5% of explained variance.

This study's findings may eventually have substantive implications for professional accrediting agencies (e.g., AACSB, ACBSP, EQUIS) and regional accrediting commissions (e.g., SACS, WASC, NCACS) regarding soft skills instruction standards and evaluation. Based on this exploratory study, we believe soft skills have a major and significant influence on student entry-level interview success above and beyond that of hard skills, and in many cases, instead of hard skills.

REFERENCES

LaFleur, E.K., Babin, L.A., & Burnthorne L.T. (2009). Assurance of Learning for Principles of Marketing Students: A Longitudinal Study of a Course-Embedded Direct Assessment, *Journal of Marketing Education*, 31(3), 131-141.

Weber, M.R., Finely, D.A., Crawford, A. & Rivera, D.J. (2009). An exploratory study identifying soft skill competencies in entry-level managers. *Tourism and Hospitality Research*, 9(4):353-361.

Yen, H. (2012). 1 in 2 new graduates are jobless or underemployed. Yahoo News. Retrieved from <https://www.yahoo.com/news/1-2-graduates-jobless-underemployed-140300522.html>.

For further information contact:

Debbie DeLong
Chatham University, Woodland Road, Pittsburgh, PA 15232
412-365-1100.
DDeLong@chatham.edu

The Quest to Quell the Quantitative Quandary

Mushtaq Luqmani, Western Michigan University

Zahida Luqmani, Western Michigan University

Amy MacMillan, Kalamazoo College

Alhassan G. Mumuni, Western Michigan University

Kelley O'Reilly, Western Michigan University

Zahir Quraeshi, Western Michigan University

Ann Veeck, Western Michigan University

EXTENDED ABSTRACT

To remain competitive, academic marketing departments at universities and colleges must respond to the call for their majors to graduate with increased competency in quantitative skills. This mandate leads to the need for departments to evaluate interventions that effectively support students in gaining self-efficacy in quantitative proficiency. This paper summarizes the results of a pilot study that is designed to provide a comprehensive measure of students' perceptions of their quantitative skills, with a focus on potential interventions to increase confidence. Borrowing from Bandura's self-efficacy theory, we test an instrument to measure students' perceptions of mastery experiences, vicarious experiences, social persuasion, and physiological factors related to perceived quantitative skills. We also analyze potential remedies, such as curriculum changes and unique learning interventions, to augment the self-efficacy of marketing students in quantitative skills.

The online survey was administered to undergraduate students in 13 classes at a large public university. The classes used for the study were marketing courses or business courses that are requirements for business majors or minors. A total of 394 students completed the survey, with upperclassmen constituting the majority of the sample due to the characteristics of the classes that were selected. The sample was 54% male and 46% female and included 6% international students. Almost two-thirds of the sample (63%) were marketing majors; the remaining students were marketing minors, business majors taking prerequisite courses, or students who are undecided as to their majors.

Principal components analysis with varimax rotation was used to screen the item pool and ensure reliability and validity of the measures. Following elimination of items with single- or cross-loadings, nine constructs, explaining 73.80% of the variance among the sample, remained: (1) confidence—natural ability, (2) motivation—career goals, (3) motivation—role models, (4) perceived impediment—poor courses/instructors, (5) perceived facilitator—peer-assisted learning, (6) motivation—social encouragement, (7) perceived facilitator—increasing number of quantitative courses/increasing amount of quantitative content, (8) confidence—ability to learn, and (9) confidence—current skills. The coefficient alpha for the constructs range from 0.83 to 0.95, well-exceeding the 0.70 threshold typically posited as acceptable.

The pilot study offers preliminary findings related to students' self-evaluation on factors related to learning quantitative skills. Construct means indicate that students are ambivalent about their natural ability in dealing with quantitative materials ($\bar{x}=4.5/7.0$, $s=1.6$) and have even less confidence in their current skills ($\bar{x}=3.9/7.0$, $s=0.8$). However, students have a great deal of confidence in their ability to learn quantitative material in the proper environment ($\bar{x}=6.0/7.0$, $s=0.9$). Students don't necessarily perceive that they have experienced this proper environment, since they are relatively neutral as to whether their experiences in their university courses that teach quantitative techniques have been good ($3.4/7.0$, $s=1.2$). Students are receiving some encouragement from their social and academic networks (e.g. family, friends, instructors, advisors) to gain quantitative competence ($\bar{x}=4.2/7.0$, $s=1.3$). Students also appear to be convinced that gaining quantitative skills will be valuable in their future career ($\bar{x}=5.5/7.0$, $s=1.2$). Some students have role models whom they believe have gained success in part due to strong quantitative skills ($\bar{x}=4.0/7.0$, $s=0.7$).

In terms of interventions to assist students in learning quantitative skills, student opinion is positive in response to how helpful they find peer-facilitated learning ($\bar{x}=4.6/7.0$, $s=1.4$). The highest rated intervention is free

tutoring assistance ($\bar{x}=5.6/7.0$, $s=1.3$). Self-paced internet sites ($\bar{x}=5.0/7.0$, $s=1.38$) are rated much higher than self-paced standardized tests ($\bar{x}=3.8/7.0$, $s=1.7$). Students are relatively positive toward the intervention of increasing course material in their university classes focused on quantitative skills ($\bar{x}=4.7/7.0$, $s=1.3$) and even more receptive to being required to complete more courses in their major that focus on quantitative skills ($\bar{x}=4.5$, $s=1.4$). The survey also uncovered a number of important demographic differences and relationships among the constructs that warrant future investigation. In particular, the results of the pilot study indicate that different levels of self-efficacy related to quantitative skills may warrant different remedies.

Overall, the pilot study found that the measurement instrument performs quite well, with the items exhibiting high reliability and the factors demonstrating convergent, discriminant, and predictive validity. Future plans involve administering the survey to a more representative sample, including more freshmen and sophomores, to understand how perceptions related to quantitative skills evolve. We intend to test a model of self-efficacy of quantitative skills via structural equation modeling that provides understanding of how students gain (or lose) confidence in their quantitative competency and how that affects academic and professional behavior. We also plan to evaluate potential interventions to determine which remedies are most effective and how that varies according to characteristics of students. In addition, the marketing department at the university where this questionnaire was tested has plans to add a required marketing analytics course to the marketing major; this questionnaire will provide a tool to measure how the addition of the course affects the self-efficacy of marketing majors.

The quantitative quandary leads to a need for evaluating interventions that effectively support students in gaining self-efficacy. The current study offers a measurement instrument that can be used to understand the process by which students gain competency in quantitative skills and can evaluate tools that can be provided to assist students in this process. Future studies can enhance the validity of this measurement instrument for the purpose of testing and validating interventions and for providing insights of academic interest and value.

For further information contact:

Ann Veeck
Department of Marketing
3148 Schneider Hall
Haworth College of Business
Western Michigan University
Kalamazoo, Michigan 49008
ann.veeck@wmich.edu

CAPTURING THE QUALITY OF ONLINE HIGHER EDUCATION USING E-S-QUAL

Ashley Kilburn, University of Tennessee Martin
Brandon Kilburn, University of Tennessee Martin
Kevin Hammond, University of Tennessee Martin

EXTENDED ABSTRACT

Approximately 7.1 million college students have taken at least one online course (Allen and Seaman, 2014), which indicates an increase of 12% since 2011 (Wisloski, 2011). 65.5% of universities are citing online programs as critical to their long-term strategic plans (Wisloski, 2011) to support the more than 5.3 million online learners (Haynie, 2015). The online instruction format has created a new market for universities. As a result, the #1 priority of online higher education is to obtain and maintain a consistently high level of quality that will enhance the effectiveness of the university via increased online student enrollment and retention (Alves, 2011).

Currently making headlines are some online-only universities, who are seeing dramatic double-digit decreases in enrollment due to government inquiry into questionable practices and issues related to quality oversight (Haynie, 2015). Ehlers (2004) and Frydenberg (2002) highlight the importance of categorizing the various quality dimensions of online learning as learners are exposed to multiple quality touch-points prior to, during, and after the completion of online learning. Recently, research has advanced into highly-focused, quantifiable measures of online higher education program/course quality as it pertains specifically to the preparedness and quality control of faculty (Parscal and Riemer, 2010), and rigor of instructional design, web design and course presentation (Chao, Saj and Tessier, 2006). In addition, numerous quality assurance programs have been launched to assess overall online program, course, faculty, and student interaction quality (Shelton, 2011): the Institute for Higher Education Policy's Benchmarks for Success, Khan's Eight Dimensions of e-Learning Framework, and the Sloan Consortium's Five Pillars of Quality provide comprehensive online education quality assessment benchmarks (Shelton, 2011).

The relationship between service quality and improved performance can provide a competitive advantage by repeat sales, positive word-of-mouth, customer loyalty, and competitive product differentiation (Brown and Swartz 1989; Sherden, 1988). Research to-date has assessed online higher education in terms of pedagogy, instructor-student collaboration, assignment/project appropriateness, virtual educational delivery and social ramifications of online versus traditional higher education formats (O'Neill, Singh, and O'Donoghue, 2004; Raj, Walters and Rashid 2009; Unwin, 2003).

The E-S-QUAL measure broadly assesses the extent to which a web site facilitates efficient and effective shopping, purchasing, and delivery (Zeithaml, Parasuraman and Malhotra, 2005). Self-report data on E-S-QUAL was collected from undergraduate and graduate students at a 4-year brick and mortar university located in the Southeastern US. The University offers undergraduate degrees as well as Master degrees wholly online. The sample collected was 127 (out of 941 students). The 2nd-order measurement model fit indices, as well as scale reliabilities, interfactor correlations, and factor loadings point to the utility and validity of the scale. This study presents preliminary evidence for the use of the E-S-QUAL scale in the evaluation of e-service quality in online higher education settings. Specifically, in the setting of online higher education, the use of E-S-QUAL to assess quality demonstrates promise for future administration. The generalizability of the E-S-QUAL scale to online higher education demonstrates (1) the utility of Zeithaml, et al's (2005) scale, and (2) the relative ease of assessing service quality in online higher education.

References available upon request.

For further information contact:
Ashley Kilburn

University of Tennessee Martin
126B College of Business & Global Affairs
Martin, TN 38238
(731) 881-7245
akilburn@utm.edu

LEARNING BEYOND NEGOTIATION TACTICS: THE SALES MARKETPLACE

Seung Hwan (Mark) Lee, Ryerson University

EXTENDED ABSTRACT

There has been a growing interest among industry leaders to emphasize sales coaching as an essential tool for their business practices. This is especially true in response to the shortage in qualified salespeople along with a growing number of sales career positions. Hence, educators have developed an increasing interest to address this need, immersing students in real-life negotiation scenarios that will better prepare them in the sales field.

In the past, negotiation-based, role-play sales-assignments have involved one-to-one interaction between a buyer and a seller. Unfortunately, this traditional format often overlooks the importance and presence of multiple buyers/sellers, the role of location, the dynamics of fluctuating market price, and the influential function of competitors. This exercise, *The Sales Marketplace*, teaches students to be cognizant of these variables beyond just negotiation tactics. Further, additional steps are put in place to have students reflect on their experience as a sales negotiator.

The advantage of *The Sales Marketplace* is that it is more than a simple lesson in negotiation tactics. In the sales field, salespeople are constantly dealing with multiple buyers, engaging from multiple locations, dealing with fluctuating market price, and competing against their competitors. By using the marketplace format (as opposed to the traditional format), students must consider these external variables which better mimics real life sales contexts. Hence, it is not surprising that *The Sales Marketplace* exercise was superior to the traditional format in providing a better outlook of the sales marketplace, providing a realistic sales negotiation experience, requiring more problem analysis, interpersonal skills, emotional control, teamwork, decision making ability, ethical awareness, and class interaction. Students also reported that the exercise enhanced their learning experience, increased their knowledge of sales principles, imagination, and creativity.

Moreover, the exercise allows students to reflect on their sales negotiation skills and self-awareness. It also deploys active learning techniques to immerse students in sales-negotiation scenarios. Finally, this method is customizable to any course (beyond sales-based courses) that utilizes negotiation-based learning.

For further information contact:

Seung Hwan (Mark) Lee
Ryerson University
350 Victoria St.
Toronto, Ontario, M5B2K3, Canada
(416) 979-5000
lee.mark@ryerson.ca

BIG DATA BOOT CAMP

Jason D. Oliver, Roger Williams University

EXTENDED ABSTRACT

To help prepare students for big data challenges and help differentiate themselves from other students who are vying for competitive entry level positions, a five week “basic training” has been implemented and updated in a Customer Relationship Management course. Students work together to make sense of a large database from a multi-channel retailer, and ultimately turn in individual analyses that reflect desirable higher order learning outcomes. At the end of the four phases of Big Data Boot Camp, which includes self-directed learning, students have confidence in their abilities to deliver realistic, actionable insights for managers based on data analysis.

Prospective employers informed our Marketing Department that our students would be more “Marketable” if they had the ability to quickly get up to speed on the applications of new information, technology and initiatives and especially when they can incorporate new ideas and tactics into strategies. One goal was to position our students as strong marketing generalists who can adapt and can be trained for a specific industry. Across the curriculum, faculty members were asked to go beyond knowledge of marketing to ensure students knew how to apply it.

Within Customer Relationship Management, students had traditionally engaged in data analysis when the course covered differentiating customers and offerings. However, the emphasis was on the how - for example, how to use the proper formulas to calculate lifetime value – and not on the why. The course also talked about privacy concerns related to data, but did not prompt analysis of the trade-offs between information to add value to the customer experience and privacy protection. Therefore, the course was revisited to incorporate opportunities to apply creative thinking and challenge students to explain what the data analysis meant in terms of strategy. In the process, Big Data Boot Camp was born.

Big Data Boot Camp was designed to increase student confidence using large data sets to inform marketing decisions. Students were prompted to start to think about the answers they wanted to get from data using a “basic training” approach. Just as the basic training camps are designed to transform civilians into soldiers, the Big Data Boot Camp was designed to transform business students (mostly marketing and management majors) into data analysts. The situation was also analogous to a boot camp because students were challenged in a protected environment, asked to rely on each other and push themselves, and gained confidence in their abilities in the process.

Students prepared for Big Data Boot Camp by reading from a text book and reading articles. Class discussions emphasized that customers expect companies to use data in a way that benefits customers. Need and value based differentiation was introduced. Consumer rights were included in discussion of what companies should gather, store, protect and share. Students were exposed to data organization goals that suggested the data had to be usable and relevant. Students were challenged to consider how data might be used to enhance the life of the customer, and to list concerns customers might have. The Big Data Boot Camp was divided into four phases that covered a five week period: (1) Exploration; (2) Clarification; (3) Guided Discovery and (4) Self-Directed Learning. Databases are available through Marketing EDGE.

In Phase One, Exploration (1 week), students were inundated with a large data set from a multi-channel retailer. Students were asked to report back initial ideas on variables of interest and questions they might answer to help inform marketing decision-making. In Phase Two, Clarification (1 week), students were reminded about the background information previously covered about turning data into meaningful insights, ethics, and lifetime value. Lifetime value calculations were discussed in class, including a discussion of how to change strategies to increase lifetime value: cut acquisition costs, increase retention, increase average order size, etc. Phase Three, Guided Discovery (2 weeks), included individual analyses of the data set, individual write-ups, and peer review. Students review each other’s analyses and provided feedback, especially as it pertained to the recommended customer relationship management strategies. The final phase, Self-directed Learning (1 week), was about asking the right questions. Students were asked to identify other key relationships that would help inform customer relationship

management. They were asked to indicate why the relationships are of interest, analyze the data, and, most important, explain the implications of the analysis to their manager in a written memo. They were also asked to suggest things that they would like to know which were not included in the database, including specific customer information. They needed to justify their response in light of privacy considerations and the data's potential to add value to the customer's experience. Students were also asked to reflect on how their understanding of the data and its uses changed since Phase One.

Students gained hands-on experience working with a large data set, which increased their confidence in their abilities to tackle big data challenges in the marketplace. They also focused on marketing solutions in the form of specific recommendations, which required creative and critical thinking. The database provided a context for a more meaningful analysis of privacy concerns. Students also were able to use the class project in discussions with prospective employers as a way to differentiate themselves from other candidates.

For further information contact:

Jason D. Oliver
Roger Williams University - Gabelli School of Business
One Old Ferry Rd. Bristol, RI 02809
joliver@rwu.edu

ACTIVE LEARNING AND GENERATION NEXT PERCEPTIONS OF ENGAGEMENT AND MOTIVATION: AN ATTRIBUTION THEORY APPROACH

*Yvette M. Holmes, University of Houston-Downtown
Jennifer Collins, Florida A&M University
Jana Rutherford, Barry University*

ABSTRACT

Many challenges face educators teaching Generation NeXters. These digital natives, may not be academically prepared, think “me first” and have issues with correct self-appraisal and esteem. However, many faculty members are digital immigrants using traditional passive teaching methods which generate low-level learning. Hence, there is a growing conversation in the academic literature around the topic of “flipped” classroom pedagogy and its role in improving student performance. Researchers found a positive correlation between “flipped” classroom pedagogy and student performance in Science, Technology, Engineering, and Mathematics. Thus, we propose an examination of active versus passive learning strategies in the business education arena.

INTRODUCTION

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; Tapscott, 2009; Twenge, 2006). 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. In addition the study will examine how student attributions correlate with their motivation and engagement in various learning environments.

ATTRIBUTION THEORY

Attribution is the process that individuals use to explain the causes of their behavior and events. These attributions can be of others or of self. For example, a professor sees a student make a mistake on an assignment can attribute that mistake to the student’s lack of interest in the subject matter. On the other hand a professor sees a student make a mistake on an assignment can attribute the mistake to their own inability to convey information to the student. Most people engage in the attribution process unconsciously several times in a given day. Attribution theory suggests that individuals’ attributions shape their emotional and behavioral responses (Weiner, 1985). Previous research suggests, three attribution styles: optimistic, pessimistic and hostile. People with an optimistic style tend to believe in their ability to succeed. Pessimistic styles tend to lack confidence in themselves and their ability to be successful. People with hostile attribution style tendencies believe that their failure can be attributed to an external “entity” (Douglas & Martinko, 2001). In addition to attribution styles, there are several motivational states associated with attributional tendencies: learned helplessness, aggression, empowerment and resilience. Learned helplessness is when people are passive and lack motivation to take action because of past failures which leads to the attribution of their inability to be successful as the task or action. Aggression, unlike learned helplessness, leads to actions but those actions tend to

be negative. Empowerment is a motivational state in which an individual expects that their efforts to accomplish a given task will be positively rewarded in some way. Resilience is a motivational state in which an individual has an accurate view of themselves and their environment and make decisions to adapt and improvise to major changes that they may encounter (Coutu, 2002). In this paper, we propose that students' attribution styles will influence their perception of learning styles used in the classroom and thereby influence their motivation and engagement for academic success.

ACTIVE LEARNING

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 on the stage." 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.

GENERATION NEXT AND ACTIVE LEARNING

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.

STUDENT ENGAGEMENT

Astin's (1984) Student Involvement Theory defined involvement as, "the amount of physical and psychological energy that the student devotes to the academic experience." (pg. 308). The concept of student engagement has evolved from and heavily relies on this theory. Specifically, engagement is conceived as being related to the level of investment of oneself into a role, and tends to be predictive of task performance (Rich, Lepine & Crawford, 2010). In essence, as students become actively involved in the classroom, the energy they dedicate increases. Further, student engagement is thought to be a predictor of learning.(Burch et al., 2015). Like Astin (1984) engagement is proposed to occur on emotional, physical and cognitive levels. Thus we have hypothesized that:

H1a: In an active learning classroom environment, students who have a pessimistic attribution style are more likely to have greater engagement than in a passive learning environment.

H1b: In an active learning classroom environment, students who have a optimistic attribution style are more likely to have greater engagement than in a passive learning environment.

STUDENT MOTIVATION

Motivation may be defined simply as the factors that lead people to act in the manner as they do (Solomon, 2015). Students can be academically motivated for a varied number of reasons. For example, students may have made personal pledge to do well, they may like the subject and consider it important or perhaps they believe there is value in the activity (Young, 2005). In terms of students, Rothstein (1990) and Woolfork (1990) both describe motivation as not only the driving force behind learning goals but also the actions people choose to take to and the intensity with which these

actions are undertaken to reach those learning goals. It is our contention that active classroom environments facilitate student motivation. Thus we have hypothesized that:

H2a: In an active learning classroom environment, optimistic students will experience greater motivation than in a passive learning classroom environment.

H2b: In an active learning classroom environment, pessimistic students will experience more motivation than in a passive learning environment.

CONCLUSION

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.

REFERENCES

Astin, A. W. (1984). Student Involvement: A developmental theory for higher education. *Journal of College Student Development*, 25, 297-308.

Beichner, R., (2006). "North Carolina State University: SCALE-UP." In Oblinger, D. (Ed.), *Learning Spaces*, Boulder, CO: Educause.

Burch, G. F., Heller, N. A., Burch, J.J., Freed, R., & Steed, S.A. (2015). *Student Engagement: Developing a Conceptual Framework and Survey Instrument*.

Coates, J., (2007). *Generational learning styles*. River Falls, WI: LERN Books.

Coutu, D. L. (2002). How residence works. *Harvard Business Review*, 80, 46-55.

Douglas, C. & Martinko, M. (2001). Exploring the role of individual difference in the prediction of workplace aggression. *Journal of Applied Psychology*, 86, 547-559.

Hersch, R. H., & J. Merrow. (2005). *Declining by degrees: Higher education at risk*. New York: Palgrave Macmillan Press.

Prensky, M. (2001a). Digital natives, digital immigrants. *On the Horizon* 9(5): 1-6.

Prensky, M. (2001b). Digital natives, digital immigrants: Do they really think differently? *On the Horizon* 9(6): 1-10.

Rich, B. L., Lepine, J. A. & Crawford, E. R. Crawford (2010). Job Engagement: Antecedents and Effects on Job Performance. *Academy of Management Journal*, 53, 617-635.

Rothstein, R. (1990). *Educational Psychology*. New York: McGraw-Hill.

Solomon, M. R. (2015). *Consumer Behavior: Buying, Having, Being 11th edition*. Upper Saddle River, NJ: Pearson Education.

Tapscott, D. (2009). *Grown up digital*. New York: McGraw-Hill.

Taylor, M. (2005). Generation NeXt: Today's postmodern student-meeting, teaching, and serving. In *A collection of papers on self-study and institutional improvement*, 2, 99-107.

Taylor, M. (2007). Generation NeXt goes to work: Issues in workplace readiness and performance. In *A collection of papers on self-study and institutional improvement*, 2, 48-55.

Taylor, M. (2010). Teaching Generation NeXt: A pedagogy for today's learners. In *A collection of papers on self-study and institutional improvement*, 3, 192-196.

Twenge, J. M. (2006). *Generation me*. New York: Free Press.

Walker, O., & Ford, N. M. (1979). "Where Do We Go From Here? Some Selected Conceptual and Empirical Issues Concerning the Motivation and Performance of the Industrial Salesforce". In *Critical Issues in Sales Management: State of the Art and future Research Needs*. Eds. G. Albaum and G. A. Churchill. Eugene: University of Oregon, 10-75.

Weiner, B. (1985). An attributional theory of achievement motivation and emotion. *Psychological Review*, 97, 548-573.

Woolfork, A.E. (1990) *Educational Psychology*. New York: McGraw-Hill

Young, M. (2005). The Motivational Effects of the Classroom Environment in Facilitating Self-Regulated Learning. *Journal of Marketing Education*, 27 (1), 25-40.

For further information contact:

Jana Rutherford
Andreas School of Business
Barry University
11300 NE 2nd Avenue
Miami, FL 33161
(305) 899-4841
jrutherford@barry.edu

NO PASSPORT REQUIRED: THE DOMESTIC STUDENT TRAVEL EXPERIENCE

Jay Page, University of Cincinnati Clermont College
Jeffery Bauer, University of Cincinnati Clermont College

POSITION PAPER

In today's world of higher education one of the main focuses is on providing experiential experiences for our students. These can come in a variety of forms including job shadowing, internships, co-ops and immersive travel experiences. Providing students an international travel experience has been the focus of many college and universities in the United States as an experiential learning opportunity. International travel exposes students who are majoring in business to different cultures, types of businesses, infrastructure and many other variables that are different than those in the United States.

However there are many challenges faced when creating an international opportunity for students. Costs for an international experience are very high, with airfare in today's world easily topping \$1,000. Passports are needed as well which helps drive up costs associated with these international experiences as well. Language barriers and customs of another foreign country is another challenge students will face when going on an international experience. Many students are also uncomfortable going on international experiences as well because of the unpredictability of surroundings and unfamiliarity with laws and rules of a foreign country. Domestic experiences do not face many of these challenges

The United States with its vast size is comprised of many different regions within its boundaries. Many of the regions have unique characteristics in terms of composition of businesses, culture and geographical differences as well as particular attributes of cities and states located within these regions that make them unique and different. New York is the financial epicenter of the world. Orlando is the number one tourism attraction in the world. Austin Texas is the outdoor music capital of the world. Oregon has over 800 athletic and outdoor apparel companies located in the state. Many parts of the USA have international influences as well which impact culture and business of that region. Geographical differences which impact business differ from the Pacific Northwest compared to the Southeast region of the United States. Therefore unique immersive domestic experiences can be created to expose business students to different cultures particularly those colleges and universities that have a limited regional draw of students such as branch campuses.

The University of Cincinnati Clermont College created a unique domestic travel experience business for students from Cincinnati, Ohio to Portland, Oregon to study the "world of business" in another regional culture in the United States. During this experience the students were exposed to the cultural and geographic differences of Ohio compared to Oregon, unique concentrations of businesses that differ in the two regions as well as understanding the impact of a light rail and streetcar system can have on an area as Portland's system is the benchmark that other cities such as Cincinnati aspire to be.

Students found Portland to be very cooperative and collaborative from a business perspective. For instance Pendleton Woolen Mills, one of the companies that students visited, have over 40 collaborations going on with other businesses in the area. In Cincinnati you do not see this type of joint efforts helping each other promote business. Students also discovered that Portland was very casual in their business dress as most companies executives were dressed business casual. Cincinnati is much more of a suit and tie area. Geographical and climate differences clearly exist between the Pacific Northwest and the Midwest that

impact business. In the Portland area, it is very much a temperate climate which allows for growing of fruits and vegetables almost year round which supports the farm to table dining that has made Portland famous. Portland is also located close to Mt. Hood which has fostered the growth of outdoor adventures including skiing year round and climbing which is much different than in the Cincinnati area. This also has caused an explosion of unique athletic and outdoor apparel companies to be attracted to the state of Oregon. There are over 800 of these companies' headquarters in the area. Cincinnati has a concentration of market research companies due to fortune 500 companies being headquartered there like Procter and Gamble and Kroger Corporation. This allows business students to be exposed to different types of businesses as well as during this unique domestic experience.

Challenges that may be faced in incorporating a domestic travel experience could include getting buy in of the administration. They may see these as not as critical as an international experience (and this author does mention that this model may fit better with rural regional or community colleges where students do not often get as much exposure to bigger domestic cities). Secondly, is to get students to buy in to the experience?

Future research ideas could include be to get students opinions who have gone on these domestic travel experiences by conducting surveys and interviews to get their feedback to see if it truly is an enriching experience. Having select students experience both a regional travel experience in the United States and an international experience would also provide for a unique depth interview paper that would help determine the feasibility of the domestic travel experience as a viable alternative to the international travel experience.

For further information contact:

Jay Page
University of Cincinnati, Clermont
5400 Clermont College Drive
Batavia, OH 45103
(513) 260-7603
pagejy@ucmail.uc.edu

THE BRAND PROJECT: REINVENTION OF A PRINCIPLES OF MARKETING COURSE FOR THE DIGITAL AGE

Marilyn L. Eastman, Morningside College

POSITION PAPER

Web 2.0 applications have seen significant growth in the past decade (N. A. Granitz & Koernig, 2011). As a result of the digital revolution, marketing educators are experiencing a transformation of how our “digital native” students access information, collaborate and learn (McHaney, 2013). In addition, marketing educators are recognizing the importance of teaching students the appropriate skills they will use to manage future communications with stakeholders and make complex, data-driven marketing decisions. In an attempt to meet the demand for a workforce competent to meet the challenges of the digital age, researchers are calling on marketing departments within higher education to transform their curricula from the traditional teacher-centered classroom focus to a more modern, student-centered focus (N. A. Granitz & Koernig, 2011). The challenge instructors face is incorporating technology in a manner that increases student engagement and learning. For *The Brand Project*, the instructor chose to utilize student-created videos, social media, and the SurveyMonkey survey instrument, among other digital tools to transform the course pedagogy in a Principles of Marketing class for the digital age.

The Brand Project is a semester-long project offered at a small, mid-western college, where class sizes are approximately 30 students per section. Principles of Marketing is a business students’ required introductory course in marketing, and is the only marketing course students are required to take. Therefore, it is important to expose students to a broad range of marketing concepts and practices, providing foundational learning. The instructor used experiential learning theory (ELT) as the theoretical foundation for *The Brand Project*. Course design was also influenced by Fink’s Taxonomy of Significant Learning. Fink’s taxonomy is grounded in the adaption of learning techniques for the modern age (Fink, 2003). The specific goals of *The Brand Project* were as follows: Transition student’s view of marketing from a consumer to a professional perspective; build student engagement by encouraging students to view marketing through their brand’s lens; relate marketing theory and principles to that brand’s marketing communications; utilize marketing research to enhance students’ empirical reasoning skills; improve student’s writing and research skills; and create a learning environment where students gain insights into the marketing discipline through meaningful small and large group interactions.

During this semester-long project, students selected a brand they had experienced as a consumer and were interested in researching from a list of industries determined by the professor (e.g. snack foods, technology, athletic apparel). Students were grouped by industry (four students per group) for class discussion groups. The instructor created a series of integrated assignments that were tied to the learning outcomes for each textbook chapter. These assignments included the following:

1. Student-produced video “ads” highlighting their brand’s value based on the marketing mix.
2. Twitter or discussion forum assignments. Students followed their selected brand on social media sites and completed weekly, interactive assignments within their industry group, sharing their findings with the class via Apple AirPlay.
3. A major (20 page) individual research paper. Students conducted significant secondary research using both library databases for quantitative findings, and social media for qualitative insights into consumer opinions. Students also created, executed and analyzed a primary research survey using the free version of survey software at *surveymonkey.com*.
4. Student contests for bonus points. Students completed in industry group pitch contests covering marketing ethics, STP, new product innovation and IMC. These pitches were judged by their classmates via a live survey tool.

5. A final hour-long interactive group presentation. At the end of the semester, students presented a comprehensive group analysis by industry comparing and contrasting each brand's marketing mix strategies within the industry.

Since introducing the brand project in Spring, 2015, student response data has been collected using a perceived learning survey previously validated by Kaplan (2009) in a marketing classroom (Kaplan et al., 2009). Selected responses are presented in Table 1.

Table 1
Ratings of Select Student Responses to the Brand Project

Survey Item	<i>Mean</i>	<i>% Agreement</i>
Project should be assigned to future classes	3.68	77
Project enhanced my awareness of marketing	3.83	75
Compared to writing a term paper, this project was more interesting	3.91	71
Using Web technologies in a project is enjoyable	3.88	78
As a learning experience the project was more productive than a lecture	3.94	73
I did research on various sources to perform better on this project	4.04	85
I put a great deal of effort into this project	3.95	75
I integrated knowledge from other courses into this project	3.82	73

N=103; Standard Likert scale used where 5=strongly agree and 1=strongly disagree

Overall, *The Brand Project* achieved the course learning goals of learning, skill growth and engagement. Students showed broad agreement to questions regarding the brand project's ability to meet course objectives, and completing research. They also reported enjoying the project more than lectures or term papers, and expending a great deal of effort. In addition, the composite mean instructor effectiveness rating (as measured by adapting the IDEA form to the end of class survey) was positive ($M= 4.02$ on a 5-point Likert scale) indicating students found the instruction effective.

The Brand Project was recognized with the Access Capon Teaching Innovation Award at the Spring, 2016 ACME-FBD conference. This project represents an innovative approach to teaching marketing that utilizes technology to enhance student learning. Rather than simply adding the latest popular technology to a current assignment, the instructor redesigned the entire course to create an integrated approach. The approach is comprehensive and based on the best understanding of course design in the information age. Measures of student enjoyment, perceived learning and actual learning outcomes indicate the success of this project. *The Brand Project* concept could be adapted for marketing courses at all levels. The differing approaches to marketing by brands in similar industries provided significant fodder for lively class discussion leading to excellent course engagement and learning. Future research could be done to incorporate additional emerging technologies into the classroom.

REFERENCES

- Fink, L. D. (2003). *Creating significant learning experiences* (First ed.). United States: Jossey Bass.
- Granitz, N. A., & Koernig, S. K. (2011). Web 2.0 and marketing education: Explanations and experiential applications. *Journal of Marketing Education*, 33(1), 57-72. doi:10.1177/0273475310392539
- Kaplan, M. D., Piskin, B., & Bol, B. (2009). Educational blogging: Integrating technology into marketing experience. *Journal of Marketing Education*, 32(1), 50-63. doi:10.1177/0273475309335652
- McHaney, R. (2013). *Web 2.0 and social media for business* (2nd ed.). bookboon.com bookboon.com.

For further information contact:
Marilyn L. Eastman, Morningside College
1501 Morningside Ave, Sioux City, IA 51106
(712) 251-1631
eastmanm@morningside.edu

DETERMINING THE COURSES IN WHICH BUSINESS STUDENTS OBTAIN OR USE TEXTBOOKS

Rebecca Hochradel, Delta State University
Christopher Riley, Delta State University

POSITION PAPER

Each semester college students spend hundreds of dollars for textbooks that they will only use a few months. College professors ultimately decide which textbooks they want students to purchase. Price is rarely a consideration in this process because faculty members do not purchase the textbooks they select (Garrett, 2009). Since students are not able to select the product, their only control may be whether to purchase the textbook, where to purchase it, and which format (e.g. hardback, paperback, or electronic) to purchase.

College students are spending an average of \$1200 to \$1300 a year on textbooks for their classes (Ma, Baum, Pender, & Bell, 2015). According to the College Board, the average cost of textbooks is approximately 13% of the cost of tuition and approximately 4.6% of the total estimated budget for the average in-state, on-campus undergraduate at a public four-year institution (Ma et al., 2015). This may result in students reducing the cost of attending college by not obtaining textbooks.

It is a standard practice to require textbooks for college courses. Cost is a major factor in a student's decision to obtain a textbook. Generally, more expensive new editions are forcing older, less expensive editions off the market. Publishers have been blamed for driving up costs by bundling other classroom resources, such as workbooks and online access codes, and by making unnecessary updates (Marklein & Walton, 2006; Krupnick, 2005). This research seeks to determine if a new way of thinking about textbooks is warranted. With the increase of information on the Internet, and the ease of access to this information, the question has become whether or not textbooks are actually needed in all marketing courses. This research will seek to explore which marketing courses faculty members believe warrant the use of textbooks. This research will also investigate whether or not students actually purchase/rent (obtain) the textbook for the courses faculty believe a textbook is necessary. Additionally, this research will explore whether or not the student actually uses the textbook obtained. Furthermore, this research will attempt to determine if the lack of use of a textbook impacts the final grade average for a class. Other research questions include whether or not the faculty members' perception of textbook purchase and use in marketing courses are the same as the students' reality and if there are specific marketing courses that can be identified as not needing textbooks in order for students to be successful.

A survey has been developed to assess whether or not students obtain and/or use textbooks. This survey was administered via a paper questionnaire to students in face-to-face classes and electronically to students in online classes. The students completing the survey are undergraduate business students in a southern U. S. regional university. This study measured textbook purchase/rental behavior and textbook use behavior. Final grades were obtained for each of the courses identified.

A second study, similar to the student survey, will be administered to the business faculty at the same university. This second study will focus on faculty members' expectations and perceptions of the students' obtaining/using textbooks. The results of both studies will be compared using t-tests. Additionally, the final grade average for courses that report a higher incidence of the students' either obtaining and/or using textbooks will be compared to the courses that report a lower incidence of students' either obtaining and/or using textbooks using t-tests. Finally, this research will determine if there are specific courses for which students do not obtain and/or use textbooks without impacting the final grade average. Specifically, the hypotheses are:

- H1: Students will purchase textbooks only if the cost is low
- H2: Students who purchase textbooks will use them
- H3: Students will not purchase/rent textbooks if the instructor does not use the textbook
- H4: If purchasing a textbook, most students will obtain the textbook online

- H5: Faculty believe students will purchase textbooks
- H6: Faculty believe students will obtain the required textbook
- H7: Faculty believe students will use textbooks
- H8: Faculty are more likely to specify the newest edition of the textbook in their required course materials
- H9: Faculty are more likely to specify textbooks bundled with access to online learning materials

Many faculty members believe textbooks are necessary. This is an age-old practice and any new paradigm will be questioned and challenged. The use of textbooks in courses is no exception. This research seeks to explore whether or not a new paradigm should be introduced or if the tried and true process is appropriate. The basis of this paradigm shift will be determined by the results of the analysis of the following hypotheses:

- H10: Courses in which students purchase textbooks will have higher final grade averages
- H11: Courses in which students use textbooks will have higher final grade averages
- H12: Students will obtain textbooks in courses that are quantitatively-based
- H13: Faculty are more likely to believe the textbook is needed for a student to be successful in a course
- H14: Faculty are more likely to use sources other than the specified textbook as a basis for their lectures

The results of this study will impact the decision regarding the need for textbooks in marketing courses. Some faculty are suggesting that required readings are satisfactory and reduce the financial cost to students. This study will seek to determine if the data supports that suggestion. Is it time for a paradigm shift and, if so, for which courses?

REFERENCES

- Garrett, J. (2009, May 26). College textbook costs skyrocketing. *Chattanooga Times/Free Press*, Chattanooga, TN.
- Krupnick, M. (2005, September 9). Textbook firms under fire for rising prices. *Contra Costa Times*, Walnut Creek, CA.
- Ma, J., Baum, S., Pender, M., & Bell, D. (2015). *Trends in college pricing 2015*. New York, NY: The College Board.
- Marklein, M. B. & Walton, B. (2006, August 17). Costly textbooks get a closer look. *USA Today*.

For further information contact:

Rebecca Hochradel
Delta State University
DSU Box 3275
1003 W. Sunflower Road
Cleveland, MS 38732
(662) 846-4427
rhochradel@deltastate.edu

CREATING NEW PATHWAYS INTO ACADEMIC CAREERS

Scott Fiene, University of Mississippi

POSITION PAPER

Many mid-career marketing and communications professionals have an interest in teaching as a second career. However, few pathways exist for helping transition this often very experienced and passionate talent into the academy. Although these professionals may already be teaching part-time, they have little understanding of the academic hierarchy, misconceptions about the credentials needed to teach full-time, don't know where or how to look for full-time positions and have no idea what to expect should such a career transition happen. Likewise, many colleges and universities don't recognize or know how to recruit and capture the teaching talent that exists in the profession.

The author of this position paper spent 25 years in corporate marketing and consulting roles, including vice president of marketing at one of the nation's largest financial services companies. During much of that time, however, he taught various sales and marketing courses as an adjunct – first at a local community college and later at a mid-sized private four-year university. His passion for teaching led him to switch careers and enter the academy full-time in 2012. He currently leads the largest (950 students) undergraduate Integrated Marketing Communications program in the U.S., has chaired searches that led to the hiring of seven full-time faculty, and has found and hired 23 adjunct instructors (most of whom just teach one class per semester).

It is through his personal experiences, and his continuing conversations with those in the industry, that he realizes there are many people in the marketing and communications profession who realistically contemplate making a mid-career transition to teaching – but they don't know how. And the academy is not structured to provide clear career paths for these individuals. In short, there is a disconnect between the willing talent and the institutions who may benefit from employing that talent.

The beginning stages of research to better understand the problem and identify possible solutions is underway. The author is currently interviewing adjunct instructors at a variety of universities nationwide to learn their motivations for teaching part-time, their desire (if any) to teach full-time, their level of understanding and preparedness for what a career switch might require, and the barriers that may exist. While it is premature at this writing to draw definitive conclusions, several patterns are emerging. Among them:

- Those who teach part-time, and who entertain doing it full-time, are generally motivated by one thing: The personal satisfaction of teaching. They are realistic as to the financial compensation, and realize teaching may pay less than they are currently making. Money is not the driver.
- They have little understanding of what type of academic job to pursue. They don't know the differences between instructors, lecturers, professors, clinical, visiting and other positions – thus they have no idea where, what or how to apply for jobs.
- While they may be conceptually familiar with tenure, they don't really understand what it is or how it works – and therefore have a hard time articulating whether they'd seek such a position or not.
- They have misconceptions about the credentials needed to teach full-time.
- They want help and guidance in understanding the path they are contemplating, and in evaluating whether such a transition is right for them, but find there is little help available.

While it is in no way suggested that colleges and universities abandon traditional academic career models, they should recognize the rich expertise of mid-career professionals who desire to enter academics full-time, and create better (and more visible) pathways that will lead to such employment. Is there a way to provide good careers for individuals who want to teach, have a voice in governance and help lead, but who don't have much interest in tenure? Will marketing and communications professionals with years of experience – many of them at the executive level – be attracted to a teaching position if it feels like they're regressing to an entry-level job? And how can

institutions that would consider hiring from the profession communicate their opportunities, as the target audience is likely not scouring classified ads in *The Chronicle of Higher Education*, attending academic conferences, or networked within the academy?

There are several challenges. Will there be tension between existing faculty and these “newbies” from the profession – people who have earned their stripes, but in a different way from traditional academics? Can the hiring institutions structure and offer the right kind of jobs at the right pay? Does hiring people who don't understand tenure into tenure track roles set them up for failure? Could there be accreditation issues?

As noted, the author of this position is currently conducting interviews with adjuncts at different institutions – and in different regions of the U.S. – to learn more. He will then launch a survey to gather data from a more representative sample. By the time of the MMA Conference in September, he will have more to share and looks forward to discussing this topic with other attendees.

For further information contact:

Scott Fiene
University of Mississippi
229 Farley Hall, P.O. Box 1848
University, MS 38677
662-915-7195
safiene@olemiss.edu

IMPROVING THE RETENTION RATE & STUDENT ACADEMIC SUCCESS AT AN URBAN COMMUNITY COLLEGE

Andrea Garraway, City University of New York, BMCC

Mahatapa Palit, City University of New York, BMCC

Shahana Sen, City University of New York, BMCC

POSITION PAPER

The statistics from many community colleges are grim. Only about 39 percent of students who enter the country's most accessible postsecondary institutions graduate within six years. A quarter of those who enroll in the fall don't come back in the spring. This is especially of concern in courses with high enrollment rates where more than 25% of students do not graduate. A key indicator of freshmen retention rate is the number of students receiving D or F grades or withdrawing (W). The DFW rate in our institution's top 20 courses by enrollment ranged between 19% and 62%, in Fall 2014, with the 7 courses that enrolled 2,000 plus students having a 25%-62% DFW rate. Introduction to Marketing was identified as one of these courses.

Students' motivation and accountability plays a large role in their college success. Previous research has found that a skills-learning support program which helps students' academic self-regulation development and motivational beliefs, has a positive impact on their academic outcomes (Wibrowski, Mathews & Kitsantas, 2016). Copeland and Levesque-Bristol (2011) suggest that motivation is an important aspect to consider when developing freshmen retention programs, as motivated students are more likely to engage in effective strategies that improve learning outcomes, such as metacognition and knowledge transfer. In this paper we discuss interventions to improve the retention rate and student academic success at an urban community college. Specifically, we will focus on developing students' academic self-regulation and motivation.

Majority of community college students are first-generation college students from low-income backgrounds. A foundational truth, therefore is the diversity in students' abilities and in their frames of reference for academic and professional paths. This impacts their expectations, motivation and self-regulatory behavior. Many of them do not have a frame of reference to visualize their own potential for academic success or have a roadmap to get to there. To address the issue of the diversity in students' abilities and frames of reference and improve academic performance across the board, we have designed these following interventions.

We propose two student-centric interventions to address diversity in abilities - (a) time management and academic planning tools/workshop, and (b) self-paced learning opportunities:

(i) Time Management Workshop(s): Community college students often manage multiple priorities – balancing work, home and academics. The goal of this intervention would be to help them learn how to effectively manage their time and learn to prioritize. During the second week of the course, students would go through a time management and planning workshop to learn to use calendars, notifications and planning tools to organize their activities and meet deadlines. More than one such workshop may be covered during the course of the semester to teach them to track and strengthen their time management and planning skills.

(ii) Self-Paced Learning Opportunities: "Flipping" the classroom allows using class time for active learning versus lecture, provides opportunities for greater teacher-to-student mentoring and peer-to-peer collaboration (Roehl, Reddy & Shannon, 2013). We will follow a version of the "flipped classroom" methodology to allow a more flexible learning approach by providing students self-study materials, online

homework assignments and in-class clicker quizzes. A significant portion of the overall grade would be based on these to motivate students to take it seriously.

The deficiency in frames of reference for academic and professional success in first generation college students will be addressed by the next interventions. First generation students need guidance on how to achieve the appropriate levels of knowledge, skills and attitudes to be successful (Engle & Tinto, 2008). They need to have examples of successful professionals they can emulate, or learn of action plans they may follow, in order to commit themselves to setting and reaching challenging goals.

(i) We will provide role models for academic success, by having strong students from the class serve as peer mentors in the classroom. As fellow students, they will perhaps be better able to model desirable study skills to current students.

(ii) Secondly, we will provide role models for professional success, by having students watch videos of successful seniors who started just like them and went on to become successful graduates. Additionally, interactions with professionals in the field, job shadowing, attending career fairs and industry events will provide the absent frames of reference for professional careers.

The goal of the interventions adopted in this paper intend to address the diverse academic preparation of our student body by personalizing learning. However, there are two main challenges that we face in this endeavor. The first is related to resources. High student to faculty ratio, absence of teaching assistants, and high faculty workloads are not conducive to the one-on-one interaction needed for personalized learning. The second challenge is related to the external realities of students' lives. Community college students typically handle multiple responsibilities outside of college, often working full-time and taking care of families, with limited financial resources. College may get a short shrift while balancing these multiple priorities, and students may not avail of opportunities for individualized learning even when they are offered.

A customer-centric strategy recognizes that customers have different behaviors and preferences, and personalizes the design and delivery of products and services to the needs of individual customers rather than following a "one-size-fits-all" marketing approach. In the context of higher education following a customer-centric approach implies adopting means to personalize learning for a student body that is diverse in terms of life experiences and academic preparation. Beginning in the Fall 2016 semester we will explore the correlation between retention rates and the students' academic success following different ways of personalized learning.

REFERENCES

- Copeland, K. J., & Levesque-Bristol, C. (2011). The retention dilemma: Effectively reaching the first-year university student. *Journal of College Student Retention: Research, Theory & Practice*, 12, 485–515. doi:10.2190/CS.12.4.f
- Engle, J., & Tinto, V. (2008). *Moving Beyond Access: College Success for Low-Income, First-Generation Students*. Pell Institute for the Study of Opportunity in Higher Education.
- Roehl, A., Reddy, S. L., & Shannon, G. J. (2013). The Flipped Classroom: An Opportunity To Engage Millennial Students Through Active Learning Strategies. *Journal of Family & Consumer Sciences*, 105(2), 44-49.
- Tseng, M. M., & Piller, F. (Eds.). (2011). *The customer centric enterprise: advances in mass customization and personalization*. Springer Science & Business Media.
- Vuong, M., Brown-Welty, S., & Tracz, S. (2010). The effects of self-efficacy on academic success of first-generation college sophomore students. *Journal of college student development*, 51(1), 50-64
- Wibrowski, C. R., Matthews, W. K., & Kitsantas, A. (2016). The Role of a Skills Learning Support Program on First-Generation College Students' Self-Regulation, Motivation, and Academic Achievement: A Longitudinal Study. *Journal of College Student Retention: Research, Theory & Practice*, 1-16.

For further information contact:

Shahana Sen
Department of Business Management, BMCC
City University of New York
199 Chambers Street
New York, NY 10007

A SYMPHONY IN WORDS: PREPARING AN E-PORTFOLIO FOR TENURE OR PROMOTION

Henry Roehrich, Park University
Penelope DeJong, Park University
Julie Grabanski, University of North Dakota

POSITION PAPER

Introduction

A professional E-portfolio is a collection of evidence which can convey strengths, abilities, style and achievement. The development of E-portfolios for tenure and promotion can be both overwhelming and confusing to faculty as well as the administration involved in the approval process. Having an understanding of developing a E-portfolio which includes the collection, documentation, organization, and communication of supporting information along with determining crucial timelines can make a difference in obtaining tenure and promotion. The following questions surrounding the process can come from those involved in the E-portfolio development. Where does the faculty member start in setting up the E-portfolio and determining the format required by the university? What information should be included and how should the information be saved for back-up in case of a situation where the original work is destroyed? Another issue of concern in the area of E-portfolio development for faculty is how to effectively communicate past accomplishments and future contributions to the success of the university?

The Situation

Communication is the key to taking the initial steps in E-portfolio development. In the beginning, a portfolio requirement will be listed for the faculty working at the university who will eventually seek tenure and promotion. If the university does not offer information on how to build the E-portfolio in their department, then another source within the university has to be actively sought out by the faculty member. If the professional development program at the university has a center for excellence in teaching and learning, then this could be the initial location to gather information as to the E-portfolio development and maintenance. A uniform approach to the E-portfolio can be made possible with a detailed list that provides the specific contents for each section required for tenure and promotion.

Without a uniform approach, making assumptions as to what steps to follow or what information is needed can lead to wasted effort and time. If there is professional development sessions available as to setting up the digital or hard copy format, it can be beneficial to take the time and attend those sessions. When setting up the E-portfolio, the sections need to be established in the beginning with the ability to expand along with the information that is accumulated. If this is not done from the beginning, the time spent on gathering past information can be extensive and costly. Once the sections for the portfolio are determined and the collection of information is initiated, the challenge that now faces the faculty member is time management.

Challenges of Creating an E-Portfolio

The challenges that face faculty in this area include time management and having the knowledge of what is expected. The time increments that can be expended going down the wrong path can be costly. In order to reduce this from occurring, finding a peer mentor can be an important step in the portfolio development process. A peer mentor can provide an example of their own E-portfolio and offer advice on how to organize information into the applicable sections of the E-portfolio (Woelfel, Murray, and Page, 2010). They may also provide guidance and collaborate on projects to satisfy teaching and scholarship university requirements. The E-portfolio might be confusing and overwhelming to potential portfolio audiences if not prepared in a manner that is professional and scholarly. The E-portfolio should include basic information such as a portfolio letter, curriculum vita, philosophy of teaching and goals. In addition the E-portfolio should also provide evidence of classroom practice, student and peer evaluations, and professional development activities (Donaghue, H., & Dolci, I. 2013).

The portfolio letter provides reviewers with a distinctive view into the accomplishments, awards and contributions to both the university and society. If the letter is general in nature and does not provide specifics with an emphasis on outstanding performance and capabilities, it could deter the perspective of the reviewers. In order to develop a portfolio letter that captures the attention of the reviewers, a draft should be prepared to be critiqued by someone who has performed the role of a reviewer. This approach can provide the opportunity to make corrections, additions and deletions before tenure and promotion committee members have the opportunity to read it. The accomplishment reports, professional development plans and evaluations should follow the section with the portfolio letter. The detail provided in the accomplishment reports along with the supervisor comments can be overwhelming. If this is the case, the faculty member creating the E-portfolio should summarize the ratings and supporting information and place this in the corresponding sections of teaching, scholarship and service. By doing so, it provides the reviewers with a snapshot of information that is important to that section.

Suggested Future Research

As technology changes, there are new ways to communicate the information within the E-portfolio. Information as to how to demonstrate classroom teaching techniques, online delivery and student performance can be enhanced with technology. Another area that should be research is the creative ways that peers have presented information in their E-portfolios. It could be beneficial to attend information sessions at the university along with webinars that address E-portfolio development.

REFERENCES

Donaghue, H.,and Dolci, I. (2013). Professional Teaching Portfolios, *Perspectives (TESOL Arabia)*, June 2013, 20(2), 13-17, 5p.

Woelfel, K., Murray, K., and Page, M. (2010). Electronic Portfolios for Professional Educators – Graduate Students and Instructors. *International Journal of Instructional Media*. 37(2), 175-183

For further information contact:
Henry Roehrich
School of Business / ParkUniversity
8700 NW River Park Drive
Parkville, MO 64152
(701) 757-1744
Henry.roehrich@park.edu

ASSESSING THE IMPACT OF INCORPORATING THE AMERICAN MARKETING ASSOCIATION INTEGRATED MARKETING PLAN COMPETITION IN PRINCIPLES OF MARKETING

Mark DeFanti, Providence College

POSITION PAPER

Empirical evidence from chapter quizzes and a comprehensive final exam suggests that undergraduate marketing students at a private college in the northeast struggle with some of the multiple choice questions requiring application of some of the core concepts covered in Principles of Marketing. Empirical evidence from the required “Marketing by the Numbers” assignment, chapter quizzes, and comprehensive final exam in the Principles of Marketing course also suggests that students have difficulty understanding basic pricing concepts such as markup based on price and basic managerial accounting concepts such as breakeven analysis in a marketing context. Educational Testing Services’ Major Field Test for undergraduate business students suggests that students have trouble retaining some of the core concepts covered in Principles of Marketing by the time they reach the spring semester of their senior year. Finally, it is uncertain whether the critical thinking skills of undergraduate marketing students improve while they are in college (Arum and Roska, 2011).

Recommended Course of Action

Faculty should adopt a challenging team project that forces students to think critically and apply the core concepts, basic pricing concepts, and basic managerial accounting concepts mentioned above. In addition, faculty should identify the core concepts that are most important to marketing majors, test them with quizzes and a comprehensive final exam, and then retest them in subsequent business courses in order to identify which concepts are in fact not being retained by undergraduate marketing students.

Solution

The American Marketing Association integrated marketing plan competition was adopted as the course team project for the Principles of Marketing course taken by freshman marketing majors at a private college in the northeast. 45 multiple choice questions requiring application of some of the core concepts, basic pricing concepts, and basic managerial accounting concepts covered in the Principles of Marketing course were adopted in all sections of a Principles of Marketing course. In addition, selected consumer behavior concepts and basic managerial accounting concepts were retested in Buyer Behavior and Managerial Accounting courses, respectively. The results were compared according to students’ gender, graduating class, overall quiz and test performance in the Principles of Marketing course, whether or not they had competed in the American Marketing Association integrated marketing plan competition, and whether the core concept being tested was deemed as highly relevant to the competition.

The creation of an integrated marketing plan requires students to complete the steps of analysis, synthesis and evaluation in the taxonomy of educational objectives (Bloom et al., 1956). In the analysis step, students are required to break down information into component parts, and determining how the parts relate to one another. In doing so, students examine and break information into parts by identifying motives or causes and to make inferences and find evidence to support generalizations. For example, students conduct a SWOT analysis of the firm’s strengths, weaknesses, opportunities and threats; a PEST analysis of the political, economic, sociocultural and technological trends that pose opportunities or threats for the firms; and a Porter analysis of the bargaining power of suppliers, bargaining power of customers, threat of new

entrants, threat of substitutes, and competitive rivalry facing the firm. In compiling the integrated marketing plan, students accomplish Bloom's synthesis step. Finally, by completing the measurement and evaluation section as well as limitations section of the integrated marketing plan, students accomplish Bloom's highest level of learning called evaluation, which requires students to think critically by identifying the assumptions they made and making judgments about the information they collected, the validity of their ideas and the quality of their work.

Challenges

Given the level of effort required of freshman undergraduate marketing students in their first semester of college to compete in the American Marketing Association integrated marketing competition, it is possible that they would have less time to spend reading and rereading the textbook to learn the core concepts. Moreover, due to the requirements of the AMA competition, the faculty member may also have less time to spend lecturing about those core concepts.

Future Research

Faculty should confirm with employers that these core concepts are indeed important to marketing majors and test whether teaching innovations such as incorporating the American Marketing Association integrated marketing plan competition or other applications of the course content in the Principles of Marketing course positively or negatively impact undergraduate marketing students' retention of those important core concepts. In addition, faculty should consider whether to reduce the coverage some of the content deemed less essential in the Principles of Marketing course, especially if that content is covered in another required marketing course. Doing so might permit the faculty to spend more time helping students increase their critical thinking skills, quantitative reasoning skills, and oral and written communication skills.

REFERENCES

Arum, R. and Roska, J. (2011). *Academically Adrift: Limited Learning on College Campuses*. Chicago: The University of Chicago Press.

Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., and Krathwohl, D. R. (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive domain*. New York: David McKay Company.

For further information contact:

Mark DeFanti
Providence College
1 Cunningham Square
Providence, RI 02918
(401) 865-2481
mdefanti@providence.edu

DESIGNING A DIGITAL MARKETING AGENCY SIMULATION: A POWERFUL STUDENT ENGAGEMENT TOOL

Chrissann Ruehle, Sinclair College

POSITION PAPER

Marketing professors have traditionally utilized client-based projects to provide students with hands-on experience applying marketing concepts. As such, I designed a Digital Marketing Agency Simulation for a digital marketing course in order to boost student competencies and confidence levels in client communications, marketing project coordination and problem solving. Further, this initiative was designed to provide students with exposure to real clients in the community that were experiencing a wide range of palpable marketing problems.

Considering context, client-based projects provide a pathway to help students connect theoretical concepts with real world business challenges (West, 2011). Research suggests these projects provide students with the opportunity to break out of their major silo, apply interdisciplinary solutions to real business challenges, as well as foster problem solving and communication competencies which are a key skills sought by employers (Arora & Arora, 2015; McCale, 2008). This paper highlights six critical success factors for the simulation.

1. Recruiting and vetting clients. I recruited five diverse clients in order to expose students to a range of business situations. The client mix included a local parks and recreation department, a local non-profit organization, a family owned retailer, an early stage entrepreneurial firm based in Tel Aviv, Israel, and a startup online retailer. Each of the clients was referred by a current faculty colleague. I met with the client marketing leaders to identify goals and objectives, negotiate project scope and discuss implementation steps.

2. Simulation Structure. This simulation was positioned early in the semester to quickly engage students with the course content. The course was structured as follows:

- Weeks 1 and 2: course overview, pre simulation survey, LinkedIn profile designed.
- Weeks 3 and 4: account teams assigned, client presentations, client social media projects, team weekly status update.
- Weeks 5 through 8: digital marketing plan development, team weekly status updates.
- Week 9: account team presentations to clients, peer reviews, post simulation survey.

3. Team Assignments. The digital marketing class was comprised of twenty eight students studying digital marketing, visual communications, entrepreneurship, and business management as well as a mix of other majors. After studying students' LinkedIn profiles, I organized the class into five account teams. Several visual communication majors were added to each team to ensure design talent was equitably distributed while digital marketing, business management and entrepreneurship students were included to lend their business acumen. Teams selected an account manager to lead client communications and coordinate deliverables.

4. Structured Client Interaction. Each client provided a formal presentation on their business needs for the entire class in a high tech conference room on campus. Afterwards, account teams met with their clients to discuss their needs. Weekly, the teams communicated project updates, shared creative work, and secured deliverable approvals from their clients and myself. At the conclusion of the simulation, each team prepared and presented a written digital marketing plan as well as a PowerPoint to their client. Students commented that presenting their work to the clients, hearing challenging client feedback and viewing their classmates' final projects was very valuable.

5. Cooperative Learning Pedagogy. Students learned to collaborate, distribute expertise, and clearly convey their ideas (Gaumer, Cotleur, & Arnone, 2014). Upon reviewing the weekly account team updates, I provided a targeted lecture that related to their projects and addressed team questions. The class discussed team dynamics to

resolve issues that surfaced. Teams spent the remaining class time working on client projects and met with me for marketing coaching.

6. Assessment. In order to assess student learning, I implemented a pre and post simulation survey containing a Likert scale. Survey results suggested that students rated themselves higher in developing written reports, delivering presentations, and demonstrating critical thinking skills after the simulation. Students completed a peer evaluation to capture individual performance and prepared a reflection paper to foster metacognition. They consistently commented the Digital Marketing Agency Simulation was a positive and meaningful experience.

There were several challenges that materialized during the semester. The simulation was time intensive for professors to implement due to the iterative deliverables review and feedback required. Utilizing a rubric to assess deliverables helped to streamline and standardize the grading process. Given the diverse client needs, it required deep and broad subject matter expertise so scalability may pose a challenge. Faculty need to establish a learning system that enables them to stay current with the latest social media channel developments given this rapidly changing industry.

In conclusion, anecdotal feedback suggests the Digital Marketing Agency Simulation was a very engaging experience for students, clients and faculty. While this project was implemented during one semester, my plan is to capture additional performance data in future semesters to validate the initial results. Starting in the fall, students will utilize project time tracking logs to capture their time spent working on these client projects in order that I can aggregate the data and quantify community impact results to be shared with our department's advisory board in addition to the broader community. As well, this simulation could be easily tailored for Marketing Principles, Advertising Fundamentals, Social Media, and Marketing Research.

REFERENCES

- Arora, A., & Arora, A. S. (2015). "Supply Chain-Marketing Shark Tank" Experiential Lab Game in Interdisciplinary Business Education: Qualitative and Quantitative Analyses. *Decision Sciences Journal of Innovative Education*, 13(1), 21-43.
- Gaumer, C.J., Cotleur, C.A., & Arnone, C. (2014). College Students as Marketing Consultants: When Does It Work? *Journal of International Business Disciplines* 9(2), 36-49.
- McCale, C. (2008). It's Hard Work Learning Soft Skills: Can Client-Based Projects Teach the Soft Skills Students Need and Employers Want? *Journal of Effective Teaching* 8(2), 50-60.
- West, J.J. (2011). Ensuring Success for Client-based Projects: An Advertising Course Case Study. *Journal for Advancement of Marketing Education* 19(1), 1-10.

For further information contact:

Chrissann R. Ruehle
Sinclair College
444 West Third Street
Dayton, Ohio 45402
(937) 512-3504
chrissann.ruehle@sinclair.edu

ENGAGING CHINESE UNDERGRADUATE STUDENTS IN MARKETING EDUCATION

Kristin Lynch, Bellevue University

Sheryl Okash, Bellevue University

POSITION PAPER

This paper describes the experience of two marketing faculty who were given the opportunity to develop and teach a course for undergraduate Chinese students during the 2015-16 academic year. Through an explanation of course design, instructional methods, outcomes and feedback received, their experience will serve to further understanding and foster discussion among faculty members who teach international students in the marketing discipline.

In the fall of 2015, Bellevue University (BU), a private, non-profit school located in Nebraska, welcomed a cohort of 81 students from Guangzhou College of Commerce (GCC) in Guangdong, China. The partnership was developed between Bellevue University and GCC to provide undergraduate students with a uniquely designed four-year program in which they will earn a joint degree from both schools. More than half of the students are studying supply chain management, with a smaller percentage in the International Business program.

During the spring semester of their first academic year at BU, GCC supply chain management majors in the program are required to take Transnational Marketing Strategies, an introductory-level marketing course. The course objectives cover traditional marketing theory, with a focus on application in the international environment. In developing the course for the Chinese students, attention was given to expanding marketing vocabulary and application of concepts, as well as exposing the students to American business culture.

Course design included weekly online quizzes focused on improving language and fluency. In addition students were required to submit written, research-supported answers to discussion questions which explored marketing concepts in greater detail. These individual assignments were complimented by a team marketing project, which was broken into section tasks, and submitted and reviewed on a weekly basis. The project culminated with a formal research paper and presentation at the end of the term.

Experiential learning also factored in to the students' involvement in the course. A half-day workshop with BU advisory board members was planned to allow students the opportunity to engage with local business leaders and discuss topics in marketing through a SWOT analysis exercise. Students in the course also had the opportunity to visit a Nebraska-based Kawasaki manufacturing facility. All three sections of the Transnational Marketing Strategy course were delivered in a face-to-face, residential classroom. A number of methods were used to foster learning in the face of language and cultural barriers. Pictures and visual imagery proved to be very helpful in describing unfamiliar words and placing meaning to course material. For example, the use of closed-caption videos, product images, and dictionary and corporate web sites provided reference points for students. Extensive storytelling with examples from U.S. and Chinese companies also was effective in fostering engagement and interest in the classroom.

In-class and out-of-class activities were developed to engage students in discussions with classmates and the professor, as well as provide opportunity to practice language development through informal in-class presentations. For example, students were required to visit a local retail store to evaluate product categories and familiarize them with the U.S. retail environment. Upon completion of the activity, students presented their findings to the class with an assessment of the forms of marketing used within the retail establishment. This open discussion format offered a platform to not only analyze the marketing environment, but also practice verbal communication skills.

In addition to classroom instruction, students had online PowerPoint slides available for weekly review.

They also attended writing workshops conducted by the University's Writing Center, and were able to set up individual appointments with specialists in the Writing Center for assistance with the group marketing project and other written assignments.

Throughout the course, observations were made to evaluate both the learning preferences of the students, as well as their interaction with the instructors and within their peer group. Key among these included the need for constant communication, tailored to a limited vocabulary and simple sentence structure. The Chinese students spent a great deal of time researching words and terms to improve their vocabulary; however, when individual words are put together in a complicated sentence structure, it is very confusing and difficult for students to obtain the correct meaning. Therefore, short, concise sentences with conventional English proved to be beneficial in both written and spoken communication.

In addition to specific communication needs, it was found that students often were timid and unwilling to participate in classroom discussion due to a lack of confidence or experience with the material. In order to alleviate this problem, instructors focused on creating an accepting, engaging environment in which students were encouraged to think critically and feel comfortable sharing their ideas with others. Regular feedback and one-on-one communication was beneficial to fostering a positive, open atmosphere.

At the end of the term, students completed a course survey designed to receive feedback on the learning tools used, as well as a self-assessment of objective achievement. Overall, the students rated the course positively and noted the in-class activities, discussion and field trips as highlights of the course. It also was found that students felt they would have been more successful in the course if notes were provided to them prior to each class, as well as recordings of the lecture after a class period. These findings are consistent with the informal observations made throughout the course.

The Transnational Marketing Strategy course served as a valuable experience for the marketing instructors at Bellevue University. There were a number of insights gained that will be used and adapted in future course offerings for students in the program. With a growing number of Chinese students choosing the United States for post-secondary education, it is critical that college and university instructors understand the challenges and work to foster an engaging classroom environment for this student population.

For further information contact:

Kristin Lynch
Bellevue University
Durham Administration Building, Rm. 151
1000 Galvin Road South
Bellevue, NE 68005
(402) 557-7507
lynch@bellevue.edu

USING INTERNATIONAL MARKETING/BUSINESS CLASSES TO ASSIST COMPANIES IN EXPORTING: THE EXPORTECH™ MODEL

Rama Yelkur, St. John Fisher College*
George Puia, Saginaw Valley State University
Ann Edson, National Institute for Standards and Technology
Hali Motley, Saginaw Valley State University

POSITION PAPER

ExporTech™ is an intensive program to jump-start a company's international growth. Developed by the National Institute for Standards and Technology (NIST) Manufacturing Extension Partnership and the U.S. Export Assistance Centers of the U.S. Department of Commerce, ExportTech is the only national program that takes companies through a business development process to accelerate growth while leading to a strategic export growth plan.

The purpose of this paper is to demonstrate the value of ExporTech as an innovative, high-impact structured learning experience. There have numerous studies in the business and marketing education literature highlighting the essential need for students to develop their critical thinking and application skills (Schoemaker, 2008; Christensen, 1991; and Bean, 2011). In our experience, ExporTech provides a much need service to the client businesses, helps spur regional economic and job growth while building students' capacity to apply their academically acquired knowledge.

ExporTech is a structured process that assists 4-8 companies at a time with entering and expanding into global markets. Each company is also assigned an export coach as well as multiple student research teams. Each participating company develops an export growth plan based on the students' research. The program runs over a period of about two months and includes three all-day face to face meetings with coaches and global business service providers.

ExporTech has been delivered through 154 programs in 32 states with 835 unique participating companies. In the State of Michigan, ExporTech was offered 3 times, most recently, through Saginaw Valley State University's (SVSU) College of Business and Management (CBM). The program is typically conducted on the University campus, with international marketing/business students delivering essential marketing research to the companies about midway through the process. This research is then utilized by companies, in addition to other resources provided through ExporTech, to write and present their export plans at the end of the program. The uniqueness that SVSU's CBM offers is that it is home to the Michigan Manufacturing Technology Center- Northeast (MMTC-NE), the state's Manufacturing Extension Partnership office, it offers expertise in the area of International Business and International Marketing/Business courses. These resources allowed for the recruitment of manufacturing companies that needed export assistance through MMTC-NE, and the offering of ExporTech programming and research through faculty, staff and students of the CBM.

The role of students in this program is to provide essential research to support the export plans of participating companies. There are many models for the role of students in ExporTech including the use of graduate and undergraduate interns, and the use of an entire class of students divided into groups that are assigned to companies. The model we discuss is the use of an entire class of undergraduate students to assist with the research. Typically, we divide the class into student groups of three and assign companies to groups. For example, in a class of 24 students we would have eight teams of three, if there were four companies in the program, each company gets assigned two groups. In other words, two groups work on the export research for each company, but independently. Our experience is that competitive teams result in a higher level of student research outcomes. The research is assigned as the semester project for the class, but instead of being due at the end of the semester it is due mid-semester in order to fit the ExporTech schedule. Vice versa, we also schedule the ExporTech program to parallel the

semester, the first session about four weeks into the beginning of the semester, the second session about four weeks later and the third and final session about four weeks following the second session.

Group assignments are made in the first four weeks of the semester, the companies are confirmed and signed up at the beginning of the semester. Student groups are assigned a time to meet with the companies during the first session to ask relevant questions of the companies. The instructor goes through the process of training and teaching students how to compile a market ranking report and conduct qualitative export market research to complete the project. Teaching includes an introduction to Harmonized Tariff Schedules, Schedule B, U.S. Export Databases, Country Imports Databases, international population and income data and more.

Students then are in touch with the companies and guided by their professor over the next four weeks to provide a complete potential market opportunity report based on exports, imports, demographic data from the countries selected for export and other relevant information about the selected countries. Students select the top three countries for the companies to export and make the recommendation through a face to face presentation to their respective companies during the second session of ExporTech. The companies receive the written reports in advance of the presentations and have the opportunity to ask questions of the students. This is where the students' roles end for the most part, except for the companies contacting them for further clarification on the research.

The next four weeks involve the companies, working on their export plan and choosing one or two countries that they plan to venture into, along with a timeline and budget. The export plan is presented by the companies in the third and final session to a panel of experienced exporters. From a learning perspective, students are able to hear companies present their plans and therefore see the value that businesses place in their research product.

ExporTech connects companies with expert resources and organizations that help them execute their plan and go-to-market. SVSU in collaboration with the Michigan Economic Development Corporation (MEDC) has also been able to find grants for the manufacturing companies to offset the cost of participating in the program. The feedback from the last few runs of the program has been extremely positive; companies indicate that the most valuable part of the program was the research they received through international marketing/business classes which allowed them access to invaluable information to complete their export plans. This model is transferable across other colleges and universities. There is evidence that the ExporTech program's success is closely tied with having a strong partnership with a university/college in the delivery of the program.

REFERENCES

Bean, J. C. (2011). *Engaging ideas: The professor's guide to integrating writing, critical thinking, and active learning in the classroom*. Hoboken, NJ: John Wiley & Sons.

Christensen, C. R. (1991). *Education for judgment: The artistry of discussion leadership*. Boston, MA: Harvard Business School Press.

Schoemaker, P. J. (2008). The future challenges of business: Rethinking management education. *California Management Review*, 50(3), 119-139.

For further information contact:
Rama Yelkur
Dean and Professor of Marketing
School of Business
Victor E. Salerno Center for American Enterprise
St. John Fisher College
3690 East Avenue, Rochester, NY| 14618
585-385-8446
ryelkur@sjfc.edu

EFFECTIVE COURSE DESIGN AND STUDENT GUIDANCE FOR DEVELOPING CLIENT-BASED MARKETING PLANS IN AN INTRODUCTORY LEVEL MARKETING COURSE

Eva Fast, Soderquist College of Business / John Brown University

POSITION PAPER

This paper will explore the need for and use of project management tools and frameworks for effective course design and guidance for students developing client-based marketing plans in an introductory level marketing course. Observations from my own classes reveal that students in lower level courses lack project management skills, struggle to compose integrated marketing plans, and have difficulty empathizing with the client perspective. Students produce the best work when they develop an action plan and seek feedback consistently throughout the course.

Though research validates the benefits of learning through client-based projects (Barr and McNeilly, 2002; Goodell and Kraft, 1991; Kennedy, Lawton, and Walker, 2001), faculty are hesitant to incorporate them because of the increased workload consulting projects demand (Razzouk, Seitz, and Rizkallah, 2003). Research emphasizes the importance of providing students with quality feedback on project drafts and during team meetings (Lopez and Lee, 2005). However, little attention is given to the actual design of project tools themselves as instructors continue to rely on traditional rough drafts or feedback forms as a vehicle for the feedback exchange. In addition, more engaging techniques are needed to bring students into the client mindset.

To address these issues, I began incorporating more interactive discussions about the nature of consulting work, concrete project management tools, and strategic marketing frameworks as a vehicle for delivering feedback. To push students into the consulting mindset and become familiar with project expectations, I developed an exercise inspired by an article in *Faculty Focus* – “Don’t Waste the First Day of Class” by Brown (2010). In the article, Brown proposes a fresh approach for syllabus review. I applied this to the marketing plan guidelines and adapted the exercise by turning it into an interview. Students pair up and develop three questions that will help them understand how to be successful in this type of project. Each group then proceeds to “interview” me and it opens up a rich and lively discussion about working for a client and how writing a marketing plan works.

Project management skills are cultivated through the design and structure of the course. I implement three key approaches to assist students in the development of the marketing plan, as seen below.

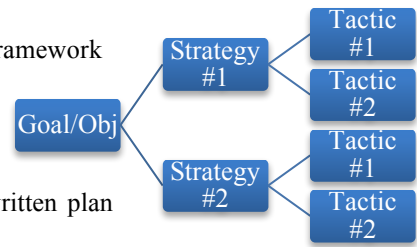


I require each team to schedule two status meetings with me on pre-determined dates. The team is responsible for running the meeting and for completing the necessary pre-work, failure to meet these expectations results in a 15% reduction on their final marketing plan and loss of any in-class work days. The first status meeting is intended to help the team establish a plan to effectively manage the project and set the direction of the project by completing a Decision Framework. The Decision Framework prompts the team to:

1. Define the key business issue that must be solved.
2. Frame the problem in terms of the market environment.
3. Identify key project milestones for accomplishing the work.

The Decision Framework also specifies who is responsible for each component of the project, prioritizes the work tasks, and indicates the status of each task. This added visibility helps to hold team members accountable for their contributions to the project and clarify expectations. During the first status meeting we discuss possible objectives of the marketing plan and what research is needed to make progress.

The second status meeting revolves around the GOST Framework, a framework developed by Tim Calkins in *Breakthrough Marketing Plans* (2012, p. 60). It outlines the goals/objectives, strategies, and tactics the team will lay out in the marketing plan. Students share their research and ideas and I provide feedback. Our discussion often reveals holes in their research and any disconnects between strategies. Finally, teams submit a rough draft of the written plan for review.



Several blocks of class time are designated for guiding the teams on the project. After the first client meeting, we debrief as a class. I ask students a series of questions – What did you learn? What were the key turning points? What can we be skeptical about? Carefully crafted questions spark a conversation about what the class has been “hired” to do and the importance of not being afraid to disagree with the client. The discussion continues by guiding students on how to use tact and compelling research to propose effective marketing strategies.

While this course design has several benefits, a possible drawback is that too much reliance on frameworks instead of written drafts, may have unintended repercussions on the quality of the students’ writing. The actual process of writing helps students think through their ideas.

There is an opportunity for future research and development of tools and frameworks as applied to the planning process for marketing-related activities and strategies in client-based projects. Tools that help students organize their work as a team and test their ideas as the research evolves. Course integration of these frameworks would benefit marketing educators as they facilitate critical feedback and reduce the time investment faculty make pouring into the feedback process.

REFERENCES

- Barr, T.F. & McNeilly, K.M. (2002). The value of students’ classroom experiences from the eyes of the recruiter: Information, implications, and recommendations for marketing educators. *Journal of Marketing Education*, 24 (2), 168-173.
- Brown, K. (2010). Don’t waste the first day of class. *Faculty Focus*. Retrieved from <http://www.facultyfocus.com/articles/effective-teaching-strategies/dont-waste-the-first-day-of-class/>
- Calkins, T. (2012). The planning process. In Calkins, T. (2nd ed), *Breakthrough marketing plans: How to stop wasting time and start driving growth* (pp. 60). New York, NY: Palgrave Macmillan.
- Goodell, P. W. & Kraft, F. B. (1991). Issues on the use of ‘client’ projects in marketing education. *Marketing Education Review*, 1 (4), 32-44.
- Kennedy, E. J., Lawton, L., & Walker, E. (2001). The case for using live cases: Shifting the paradigm in marketing education. *Journal of Marketing Education*, 23 (2), 145-51.
- Lopez, T.B. & Lee, R.G. (2005). Five Principles for workable client-based projects: Lessons from the trenches. *Journal of Marketing Education*, 27 (2), 172-188.
- Razzouk, Nabil Y., Seitz, Victoria, Rizkallah, Elias. (2003). Learning by doing: Using experiential projects in the undergraduate marketing strategy course. *Marketing Education Review*, 13 (2), 35-41.

For further information contact:

Eva Fast
Soderquist College of Business / John Brown University
2000 West University Street
Siloam Springs, AR 72761
(479) 524-7437
efast@jbu.edu

USE OF AN ONLINE DISCUSSION LEARNING TOOL IN A CLASSROOM CLASS TO INCREASE STUDENT ENGAGEMENT CASE STUDY

George B. Krueger, University of Wisconsin—Platteville

POSITION PAPER

In the spring of 2016 the professor taught Marketing & Management for Entrepreneurs (BSAD 2040). The Marketing and Management for Entrepreneurs class is designed to cover the basics of marketing and management for non-business majors. This class is required for non-business majors who are pursuing an Entrepreneurship minor. Of the 12 students 4 were business majors who took the class to meet their total university credit requirement.

There are several challenges when teaching this type of class:

- Breadth of subject matter
- Relative lack of business experience for non-business majors
- Limited classroom time for discussion and student engagement on key marketing and management concepts.

The professor has extensive experience in developing and managing online discussions as a learning tool within the Desire To Learn (D2L) learning management system to achieve learning outcomes in online classes. This class presented the opportunity to apply this learning tool to a classroom class to achieve key learning outcomes.

The objectives of the online discussions for this class were to:

- Engage a class of entrepreneurs in discussions outside of the classroom to prepare the students for more effective discussions in the classroom.
- Cover items of interest to entrepreneurs that don't necessarily fit the current subject matter in the classroom.
- Teach the students the concept of "learn how to learn", that is, to engage in their own study and learning about topics of interest to their entrepreneurial endeavor.
- Leverage time in the classroom by following up on the online discussions.
- Encourage leadership by making each student responsible for leading discussions during a week.

Each week a student was assigned to an online discussion on the subject matter that was covered during the week. Each student was assigned post an initial comment (at least 2 paragraphs) that relates to the subject matter by Tuesday night at 11:59 pm. Each student was then assigned to post at least 2 responses to other discussions by Thursday night at 11:59 pm. The professor did not participate in the online discussions.

Each week the professor reviewed the discussions at various times. If the discussions were below expectation the discussions were projected on the classroom screen and students were encouraged to engage in the discussions.

Data on student engagement was downloaded from the Desire To Learn (D2L) learning management system and analyzed for engagement. Engagements were measured as:

- Threads: online discussions where the student started a discussion string
- Replies: response to an ongoing thread/discussion string
- Read: student viewed the discussion string

- **Weekly Score:** In addition to the D2L download data the professor's assessment each week of semester of the student's quality engagement was tabulated. The score for each week was pass/fail.

The results showed a positive correlation of replies (.8429) and weekly score (.8048) to final grade score. Read was correlated at a lower (.6125) and threads was a weak correlation at (.4767). The professor observed a high variance of volume of discussions from week to week. Some subjects seemed to engage students more than others and this variance could also be related to the quality of leadership by the students.

One of the challenges with this tool was the high variability of individual student use. Reads ranged from a weekly low of 43 to a high of 354. The average of reads per week were 154 with a standard deviation of 84. Another challenge of this case study was the relatively small class of 12 students. This made the class more engaging simply because of the dynamics of teaching a small class.

In this case study the student discussions were not graded for quality. In the future grading for quality could possibly increase engagement and the relevance of the learning tool.

Professor involvement is another area of exploration. In this case study the student's interaction with each other and their leadership was emphasized. Professor-led discussions may yield an increased quality of discussion.

The small size of the class may have positively impacted the engagement results since the class interaction in the classroom was excellent as observed by the professor. It would be interesting to evaluate if this tool would be effective in increasing engagement in a larger class size of 30 or more.

Based on the positive correlation of the engagement data to final scores and the overall success of the student's online discussions this study showed that online discussions can be an effective tool to increase engagement in a classroom class.

For further information contact:

George Krueger
University of Wisconsin—Platteville
1108 Ullsvik Hall
Platteville, WI 53818
(608) 342-1803
kruegerg@uwplatt.edu

WHOLE STUDENT, WHOLE FACULTY, WHOLE CLASSROOM: MANAGING ANXIETY TO MAXIMIZE THE LEARNING EXPERIENCE

*Sandra Bravo, Babson College
Lauren Beitelspacher, Babson College*

POSITION PAPER

There is a clear and alarming trend in colleges across the United States: student anxiety is increasing each year causing a negative impact on students' overall health and academic performance. For colleges, an increase in student anxiety can also reduce retention rates, graduation rates, and student engagement.

The 2013 National College Health Assessment examined data from 125,000 students across more than 150 colleges and universities and determined that one-third had difficulty functioning in the previous 12 months due to depression; almost one-half said they also felt overwhelming anxiety during that time period (Novotney, 2014). Given this information, we suggest a two-pronged approach to address anxiety in the classroom. First, professors can utilize a variety of tactics and practices to help reduce the anxiety levels of their students. Second, the professors themselves can role model healthy behaviors to bring a sense of calmness to the classroom while personally receiving the physical and emotional benefits of the effort.

The Center for Collegiate Mental Health studied trends among students already receiving services at counseling centers over three academic years from 2010-2011 to 2012-2013. There was an increase in several categories, including the following:

- Attended counseling for mental health concerns (45.2% to 48.7%)
- Been hospitalized for mental health concerns (7.0% to 10.3%)
- Seriously considered attempting suicide (23.8% to 30.3%)

In addition, the Association for University and College Counseling Center Directors determined that the percentage of students with anxiety as their main reason for seeking help at a counseling center rose from approximately 37% in 2009 to approximately 46% in 2013 (Novotney, 2014). Given that students need to be emotionally, physically, and mentally prepared for optimal college performance, professors need to create an environment that addresses the needs of each individual student, while providing a calming environment in the classroom.

Our first suggestion: call in the experts. The professionals in each college counseling center are ready, willing and able to help. We often invite them into the classroom for a brief 15-minute discussion with students about breathing techniques, visualization strategies and other coping mechanisms. They can explain to students how to determine what a "normal" (and actually beneficial) level of stress is, versus clinical anxiety. In addition, the college counselors can talk about approaches that address the latter, thereby removing the stigma associated with mental health and putting a friendly face in front of them.

A second suggestion: just breathe! A quick and effective technique in the classroom is to encourage breathing exercises at the start of class or right before an exam. We have found that by inviting the class to close their eyes, and slowly breathe in and out several times, the students respond with more calmness and clarity, a better ability to concentrate, and a longer attention span.

Next, take a few moments to teach coping skills. Students benefit from reminders about good habits, particularly before stressful exam periods. Good time management skills, for example, allow students to feel less

anxiety because they plan out the semester. One student came to an office hour for help in scheduling study sessions for final exam week and said she felt a sense of relief and an increase in confidence after doing so. Other good habits that can be encouraged are positive self-talk (“I have taken exams and done well in the past, so I know I can do it”) and reminders to stay healthy by eating right, exercising, getting enough sleep, and avoiding drugs, alcohol and caffeine.

Utilize every opportunity to reduce anxiety where you encounter it the most. If a student has social anxiety and doesn’t want to speak up in class, discuss a subject they enjoy in advance of the lecture and then invite them to share what they know. Post grades throughout the semester so there are no misunderstandings and send email reminders before critical due dates of papers and projects. Give constant feedback and support so they see a friendly face and feel comfortable reaching out if their anxiety reaches critical levels. And one of the strongest weapons against anxiety is to develop an attitude of gratitude. Remind students to be grateful for the opportunity to be in college and to learn – something that many people around the world will never know.

All faculty can serve as role models for healthy behavior. Social learning theory suggests that individuals learn not just from threats or rewards, but from watching others. Previous research has shown that in scholarly pursuits and activities, students often learn from modeling the behaviors of their teachers (Aleccia 2011). While educator modeling is often discussed in the context of classroom organization, routines, syllabi, and classroom instruction, we suggest that effective modeling techniques can be used to reduce anxiety. For example, when students see faculty engaging in mindful practices, students might be more likely to adopt similar habits. Conversely, a highly anxious educator, might increase the level of student anxiety in the classroom. We will not be able to teach our students basic coping skills if we are unable to employ them ourselves. Furthermore, creating boundaries where students are uncomfortable engaging with the professor could potentially enhance the students’ anxiety level. Today’s universities should be committed to the overall health and wellness of all stakeholders, especially faculty, staff, and students.

REFERENCES

Aleccia, Vincent (2011), “Walking Our Talk: The Imperative of Teacher Education Modeling,” *The Clearing House: A Journal of Educational Strategies, Issues, and Ideas*, 84 (3).

Novotney, Amy (2014), “Students Under Pressure: College and University Counseling Centers are Examining How Best to Serve the Growing Number of Students Seeking their Services,” *Monitor on Psychology*, 45 (8), 36-41.

For further information contact:

Sandra Bravo
Babson College
Malloy Hall – Suite 210
Babson Park, MA 02457
781-239-6436
sbravo2@babson.edu

Lauren Beitelspacher
Babson College
Malloy Hall
Babson Park, MA 02457
781-239-6441
lbeitelspacher@babson.edu

THE MARKETING DOC STUDENT PLAYBOOK: FROM PRE-INTERVIEW TO FIRST YEAR FACULTY MEMBER

Matt Elbeck, Troy University at Dothan
Gail Zank, Texas State University
Arne Baruca, Sacred Heart University

POSITION PAPER (Three Parts)

Are you a marketing doc student, a freshly minted doc grad or navigating your first year as a faculty member? If yes, then this three-part presentation series is a “must attend!” First, a short history behind this presentation that continues from one presented at the 2016 fall MMA conference that focused on preparing for a faculty position interview. We have broadened the scope of the presentation to cover the pre-interview, the interview, and the first year as a faculty member. This session is dedicated to helping marketing doctoral students navigate their initial career path. By adding value well beyond the existent literature, the result is a set of presentations that balance our collective experience (24+ years post doc) with empirical evidence based on the experiences of over 20 marketing faculty. Part one covers the strategic necessity of long-term pre-interview preparation. Part two examines ways to improve your interview success outcome. Part three considers the challenges and offers tips for your first year as a marketing faculty member. The remainder of this note will address each of the three parts.

Part One. Pre-Interview. We address four topics that are strategic in nature designed to balance your portfolio prior to preparing for faculty position interviews; (1) networking, (2) instruction, (3) scholarship, and (4) service and governance. The golden rule is to start **early** in your career preparation!

(1) Networking. Attending marketing conferences such as the AMA, MMA, SMA, ACR, and AMS (the first three offer job placement services) offers opportunities for a powerful personal network for both job searches and potential co-authors for current or future scholarship. There are additional conferences serving focused areas such as the Council of Supply Chain Management Professionals, and Direct Marketing Association. Aim to attend at least two major conferences a year. Doctoral dissertation chairs, committee members and faculty at your school should not be underestimated for their support as references. A rule of thumb is to have three references (up to five is helpful in case one or two are unavailable when you need them most) who are respected in the field and have worked with professors at other schools.

(2) Instruction. Most schools seek faculty who enjoy and want to **teach** and hence the importance of a teaching portfolio that includes a common theme – student learning. A teaching portfolio with experience with each delivery method (face-to-face, hybrid, online) is a plus. There is no ‘right’ portfolio of courses taught, though a caveat is appropriate; periodically review the academic marketing faculty positions (*Marketing PhD Jobs*, *Chronicle of Higher Education*, *Higher Ed Jobs*, *Marketing News*, *ELECTRONIC MARKETING (ELMAR)*, etc.) to gain insight into the courses prospective employers are looking for. Schools tend to prefer candidates who bring innovative methods into the classroom. Student Evaluation of Teaching (SET) scores are helpful in a teaching portfolio. Some schools will invite you to present a topic to students, so have your signature topic/s ready for class to include experiential exercises demonstrating learning and a connection with the students. For additional insight in the world of marketing education, read articles in the three journals devoted to marketing education; *Journal of Marketing Education*, *Marketing Education Review* and *Journal for Advancement of Marketing Education*.

(3) Scholarship. Regardless of whether a school is teaching, balanced teaching/research, research, or research intensive, it is wise to prepare a scholarship portfolio. Be prepared to discuss the stream(s) of scholarship you are interested in. Don’t forget about any research awards you have earned. Some schools will invite you to present a scholarly paper. Whether you present one of your papers under review, recently published, or a work in progress; be completely prepared to impress the audience with your knowledge, presentation skills and ability to field questions.

(4) Service and governance requirements are typically imposed on candidates well past the immediate post-doc phase, though keep in mind the more bases covered, the better the likelihood of an offer. Serving as a conference or journal paper reviewer helps reveal discipline specific trends, maintains scholarship talents, and is a major contribution to the discipline. Involvement with the local community and studies completed with students signal a strong commitment to service.

Part Two. The Interview. We interviewed 15 faculty members with experience interviewing prospective faculty in order to gain insights of what makes for a strong and weak candidate, particularly during the interview process. The interviews are content analyzed and themes are reported for three cases; characteristics of strong candidates, characteristics of weak candidates, and candidates most likely to be offered a position. The results are separated for teaching, and for balanced (teaching and research) schools. Six responses were received from teaching institutions and nine from balanced institutions.

Interview transcripts were independently content analyzed by two of the authors with an 87% inter-rater agreement with themes reported for the three cases. At the teaching schools, seven themes were identified for strong candidates, six themes for weak candidates, and eleven themes for candidates most likely to be offered the position. At the balanced schools, five themes were identified for strong candidates, five themes for weak candidates, and ten themes for candidates most likely to be offered the job. Perhaps not unsurprisingly, there was large overlap among themes among the teaching focused and the balanced schools.

Preparing for Skype, phone, conference and on-campus interviews will also be discussed. Questions to ask during the interview as well as questions that one might be asked will be examined. A checklist in preparation for the on-campus interview will be provided. In addition, behaviors to engage in as well as non-verbal interview behaviors to avoid will be discussed. Also, methods to reduce interview anxiety such as the “starfish” method will be utilized.

Part Three. First Year as a Faculty Member. We interviewed ABDs and post-docs who are presently faculty members ending their first or second year at various schools as a faculty member. The interviews are content analyzed and themes reported for three cases; first year high points, first year low points, and tips to survive your first year as a faculty member. We contacted thirty faculty members via email with embedded questions and received 13 responses. This was followed with a telephone interview to further probe the email responses.

The results were grouped by the institutional type; we received 5 responses from teaching and 8 from balanced teaching and research schools. The interview transcripts were independently content analyzed by two of the authors resulting in an 87% inter-rater agreement for themes by question and school focus

At teaching institutions four themes were identified for first year high points, three themes were identified for first year low points and three themes for tips to survive your first year as a faculty member. Similarly, at balanced institutions four themes were identified for first year high points, another four for first year low points and lastly, 6 themes were identified for tips to survive your first years as a faculty member. Interestingly, there was minimal overlap among themes between teaching and balanced teaching and research schools.

The results suggest that first year faculty experiences are shaped by the institution’s focus. Therefore, new faculty members should prepare for scenarios appropriate to the type of school they plan or would like to join. As importantly, the results should be considered when applying to various institutions by correctly emphasizing appropriate themes whether applying to either teaching and/or balanced schools.

We believe this position paper is a solid starting point for doc students interested in an academic career as a faculty member. We encourage your feedback as we continually improve the guidance we have for you that is in most cases empirical in nature. Good luck!!!!

For further information, contact:

Matt Elbeck
Sorrell College of Business, Troy University at Dothan
500 University Drive, Dothan, AL 36303
(334) 983-6556
melbeck@troy.edu

MANDATORY EVALUATION AND STUDENTS' AUTONOMY THROUGH SHARED LEARNING ONLINE

Weixing Ford, Texas A & M University – San Antonio
Chin-yen Liu, Texas A & M University – San Antonio
Arne Baruca, Texas A & M University – San Antonio

POSITION PAPER

This research examines whether making students' shared learning online as part of grading would enhance or undermine students' learning autonomy or long term learning outcome. Students' shared learning online includes activities such as actively engaging in discussion board on Blackboard. In most higher education institutions, Blackboard is the official platform for all students enrolled in a course to manage their learning online. Blackboard offers discussion board for students and the instructor to exchange ideas and engage in discussion. We propose that in addition to such formal learning platform, setting up a Facebook learning group for the course can provide an unofficial platform that help students share their learning in a more autonomous manner. In this research, we focus only on the shared learning on Facebook learning group instead of the Blackboard Discussion Board because compared to Blackboard, the Facebook learning group can provide a platform 1) that is more informal and therefore, the students may feel more autonomous in their contribution content; 2) that will not expire so that students can always connect to the group even long after they graduate; 3) that can expand networking beyond the course they have been enrolled because students from different courses can all attend the same Facebook close group for sharing their learning in various aspects of business.

Modern networking and communication tools such as Facebook, Twitter and YouTube can be utilized as an unofficial platform for students to learn in higher education nowadays. We have encouraged students to join Facebook learning groups specifically set up for their business classes. In such Facebook group, the instructor can post information, such as recent business news, analytics, and update of research tools as supplementary reading materials for students to read and learn on their own. The students can respond with their comments; or post whatever topics that interest them and are relevant to the course in this Facebook learning group. In doing so, the students can share their learning with all the other members in the group. This is an effective way for students to network and share their learning among all the group members. We propose that utilizing such communication platforms such as Facebook learning group may facilitate students learning; in particular, it may promote students' self-initiated learning outside classroom and beyond topics covered in class.

In this research, we will investigate whether students' participation in this type of shared learning should be counted as part of the grading. On one hand, if students' active contributions to this shared learning account for part of their grade, for example, 5% of their final grade depends on how actively they post information and engage in the Facebook Group discussion, they may have incentive to make more contributions than if they will not be rewarded in grading. On the other hand, according to the Self Determination Theory (Deci, 1972a; Deci, 1972b; Deci & Ryan, 1980), incentivizing this type of shared learning as part of grading may undermine students' intrinsic motivation to take the initiative in learning on their own beyond the course requirement in the long term, and therefore, we may see students' high engagement in the shared learning during the semester, however, such engagement may dramatically decline after the grade is final, which is detrimental to students' long term learning.

However, making Facebook shared learning as part of grading is more likely to induce students' active participation during the semester, and such collective engagement in the group setting introduces a social factor to students' incentive system, and therefore, may counteract the undermining effect of grade rewarding on students' intrinsic motivation. Therefore, whether making students' shared learning online as part of grading would enhance or undermine students' learning autonomy or long term learning outcome remains questionable and warrant further investigation.

We have conducted two longitudinal randomized studies to investigate this research question. In study 1, we recruited students from multiple marketing classes. Each class was assigned to one of the three conditions: 1) shared

learning online counts for 10% of the final grade; 2) shared learning online counts for 5% of the final grade; and 3) shared learning online counts for 0% of the final grade. The dependent variables were students' engagement in shared learning online (e.g. number of the postings, frequency of viewing postings, etc.) during the semester as well as in the few months after they had completed the course. In study 2, we recruited students from a large marketing class ($n > 30$). The students were randomized into one of the two conditions: participating in a research study through lottery draw and earn up to 10% of extra credits for final grade versus not having the opportunity to participate in a research study but can earn up to 10% of extra credits for the final grade by making contributions to the Facebook group learning. All students had the opportunity to sign on the Facebook Learning Group that had been set up for the course, and make contributions to the group learning throughout the semester. The dependent variables were students' engagement in shared learning online during the semester as well as in the few months after they had completed the course. The data provided evidence that the students whose Facebook learning participation accounted for higher percentage towards their final grade had significantly higher continuing engagement with the shared online learning in terms of frequency and duration after the course had been completed: 1) they contributed to the Facebook learning by posting their discussion and comments more frequently; and 2) they have stayed engaged in the Facebook learning group longer after they received their final grade for the course.

REFERENCES

- Deci, E. L. (1972a). The effects of contingent and non-contingent rewards and controls on intrinsic motivation. *Organizational Behavior and Human Performance*, 8, 217-229.
- Deci, E. L. (1972b). Intrinsic motivation, extrinsic reinforcement, and inequity. *Journal of Personality and Social Psychology*, 22, 113-120.
- Deci, E. L., & Ryan, R. M. (1980). The empirical exploration of intrinsic motivational processes. In L. Berkowitz (Ed.), *Advances in experimental social psychology*, 13, 39-80, New York: Academic Press.
-

For further information contact:

Weixing Ford
Texas A & M University – San Antonio
One University Way
San Antonio, TX 78224
(210) 784-2309
weixing.ford@tamusa.edu

EXPLORING THE USE OF TWITTER OPINION MINING (TOM) IN MARKETING COURSES

Cuauhtemoc Luna-Nevarez, Sacred Heart University

POSITION PAPER

This paper discusses the use of social media mining (and more specifically, Twitter opinion mining) in marketing courses in order to help students understand current marketing events or phenomena. Social media mining refers to “the use of basic concepts and principal algorithms suitable for investigating massive social media data; it discusses theories and methodologies from different disciplines and encompasses the tools to formally represent, measure, model, and mine meaningful patterns from large-scale social media data” (Zafarani et al. 2014, p. 16). Social media sites such as Facebook, Twitter and Instagram provide opportunities to explore consumer preferences, opinions and behaviors through the examination of user-generated content (UGC). In a business world dominated by the Internet and social media, it becomes relevant to marketing educators to prepare students in the exploration, analysis and understanding of consumer insights through social media mining, and how to translate such insights into actionable intelligence that increases the effectiveness of a firm’s marketing efforts.

As an educational tool, social media mining can be used in most undergraduate and graduate marketing courses but is particularly useful in courses that include a research component, such as marketing research, digital marketing, social media marketing, qualitative analysis or marketing analytics. For the purposes of this research, the method was implemented in an undergraduate social media marketing course, and the social media platform selected for the analysis was Twitter, which can be described as a real-time, microblogging site that allows users to post short status updates or tweets (Russell 2013). Twitter represents a valuable tool in terms of gathering intelligence because, unlike instant messages that disappear when the user closes the application, tweets are also posted on the Twitter website. They are permanent, they are searchable and they are public. This makes Twitter a suitable social media platform to gain current consumer insights about a firm, brand, and/or product.

The social media mining method used to analyze Twitter data was adapted from He et al. (2013) and includes three main steps: (1) tweets pre-processing, (2) tweets processing and analysis, and (3) interpretation of results and recommendations. Students were organized in groups and each group was required to select a company or brand that was experiencing some negative publicity (as the lecture topic was online reputation management). Some of the companies chosen by students included Chipotle, Target, Wal-Mart, Abercrombie & Fitch, GAP and Adidas, among others. After their topics selection, students followed the three steps of the social media mining process explained by the professor:

Step 1. For tweet collection, students used the Data Pipeline online tool, which is a search engine that collects all tweets including the #hashtag specified by the researcher. Data Pipeline exports the retrieved tweets to an Excel file for further analysis. Students searched for the most recent tweets using #company or #brand as the main search keyword. Due to the limitations of the free trial, students were able to export a maximum of 1000 tweets.

Step 2. For tweet analysis, students used Semantria for Excel, which is a tool that calculates the sentiment for textual data and extracts the most relevant words (i.e. keywords) expressing sentiment. Students ran the analysis on their 1000 tweets which resulted in a table showing sentiment values (i.e. positive, negative or neutral) for each tweet and a word cloud showing the main themes extracted from the overall tweets. The word cloud depicts the positive themes (or keyword phrases) in green, the negative themes in red and the neutral themes in gray.

Step 3. For the interpretation of results, students calculated the frequency of positive, negative and neutral tweets in the sample. For instance, the team running the analysis for Chipotle, found that 67% of tweets were negative, 25% of tweets were positive and 8% of tweets were neutral. Next, students analyzed the word clouds, explained their findings and provided recommendations on how to address the negative issues and how to capitalize on the positive items uncovered in the analysis.

The main challenge faced by students during the implementation of the methodology was the interpretation of their results and, more specifically, the explanation of the word cloud generated by Semantria. Students found somewhat difficult to explain the themes uncovered and provide recommendations. A few rounds of analysis using different examples (i.e. companies) were needed to clarify this step for students. Regarding the limitations of the study, a sample of 1000 tweets was used in this research, which represents a very small sample size considering the large amount of tweets generated for these brands or companies every day. A larger sample size, including tweets posted over a wider time frame, could provide more significant consumer insights for researchers.

The social media mining process explained in this study represents a useful tool to understand consumers' opinions about a company, brand or marketing phenomenon. However, the nature of this research is mainly exploratory. Further research may use this method to identify the main themes or variables discussed by consumers in social media and follow up with a second study using focus groups, interviews, surveys or other descriptive/causal research methods.

REFERENCES

He, Wu, Shenghua Zha, and Ling Li. "Social media competitive analysis and text mining: A case study in the pizza industry." *International Journal of Information Management* 33, no. 3 (2013): 464-472.

Russell, Matthew A. *Mining the Social Web: Data Mining Facebook, Twitter, LinkedIn, Google+, GitHub, and More.* O'Reilly Media, Inc.", 2013.

Zafarani, Reza, Mohammad Ali Abbasi, and Huan Liu. *Social media mining: an introduction.* Cambridge University Press, 2014.

For further information contact:

Cuauhtemoc Luna-Nevarez
Sacred Heart University
5151 Park Avenue
Fairfield, CT 06825
(203) 371-7999
lunanevarezc@sacredheart.edu

ENGAGING STUDENTS IN PRICING STUDIES

Joyce A. Shotick, Judson University

POSITION PAPER

Marketing students are typically outgoing, passionate people who are excited to apply their creativity to promoting, selling, and/or researching markets for major companies. In the introduction of new product development and promotion, students typically are exuberant to study appealing and entertaining methods of communicating product features and benefits. However, when students encounter distribution logistics and pricing, faculty are met with less enthusiastic students who want to bypass these topics. Finding a method to enliven the study of pricing is a major challenge to marketing faculty.

There are a myriad of pricing techniques that have been identified and implemented to enhance sales, create barriers to entry, penetrate an established market as well as imparting psychological quality perceptions (Peter & Donnelly, 2013). However, as important as price of a product is to the business to generate revenue, predicting the ideal price continues to be elusive. Engaging students to identify, explore, and test possible pricing strategies is a goal for marketing faculty.

This presentation will describe three methods by which marketing students can participate in their learning of the pricing component of marketing management. They are: connecting pricing to promotional efforts and outcomes; listing possible pricing strategies used in marketing; and conducting a quasi-experiment on PWYW pricing with college students.

As college students, limited income forces them to be selective based on pricing, just as today's consumers are more savvy and concerned with value based on product quality and price. In an activity that allows students to connect the sales promotions with pricing, students learn how important price of products to both the consumer and to the business. Students are asked to find various sales promotions on a brand of toothpaste, such as coupons, discounts, buy some number of items - get one free, and other promotional communications designed to motivate consumers to buy. Then the students need to go to at least three different retail outlets and compare the prices. They can create a googledoc matrix to input the data. In class, a review of these data can stimulate great discussion of the impact of sales promotions on the price of the items. The students speculate on the impact on net costs of the products to connect the impact of sales promotions on pricing, reduced revenue, and profit.

When students are asked to list different pricing strategies that they have encountered, typically there will only be about a dozen or less cited. Given a matrix of 35 different pricing strategies, students are placed in small groups to research the different strategies, their advantages and disadvantages, and examples. The results of their research are then coalesced into one document by which students can compare and contrast the different pricing strategies. Copies of the 35 different pricing strategies will be shared at the conference presentation.

The most recently studied pricing strategy is pay-what-you-will pricing (Regnier, 2015). Although not-for-profit organizations, such as churches, have used this pricing strategy when collecting free-will donations or contributions, it has only been recently that for-profit businesses have considered adopting this strategy. To better understand pricing, and in particular, PWYW strategy, students can conduct their own quasi-experiment with a small investment. They can purchase an inexpensive item that is known to be in high demand by students, such as candy, bottled water, soft drinks, or lemonade. They can create a container in which customers can pay as much or nothing to own the items. They can collaborate with the psychology department and/or consumer behavior class to identify and set up varied conditions to see if their customers would pay more or less under different scenarios. For example, if no one is present, would customers take the item without zero price? Would a sign with a "price recommended" statement inspire customers to pay a higher price?

The motivation for consumer pricing control has dynamic implications for businesses today. Would a business be more profitable if customers paid a price that would cover costs of goods sold? With no paid wait staff, would costs be lowered significantly to generate profits? These exploratory questions can stimulate exciting discussion on pricing and the challenges of establishing the “ideal” price for a business’ marketing mix.

There are many methods of teaching marketing and various strategies. Often times, pricing is taught only in microeconomics, but marketing students need to have a solid framework of the importance of pricing in the marketing mix. Pricing can prevent the sale of a product, or generate greater sales. Students need to be able to relate the pricing component of marketing with the product, promotions, and distribution. This interrelated concept increases the complication of deciding on an appropriate price.

This dynamic approach to studying the impact of pricing on consumers and the business can engage students and develop their critical thinking skills. They can apply their knowledge of marketing and experience the interaction of pricing with product, promotion, and distribution. This hands on approach to learning about the complexities of marketing, and pricing in particular, will generate both excitement for the marketing profession and appreciation for the pricing strategists.

For further information contact:

Joyce Shotick
Judson University
1151 N. State Street
Elgin, IL 60123
(847) 628-1046
joyce.shotick@judsonu.edu

A METHOD TO IMPROVE CASE ANALYSIS: IN TWO CASES

Kirsten A. Passyn, Salisbury University

POSITION PAPER

Business school faculty in general, and marketing faculty in particular recognize the value of case studies. The effectiveness of the case methodology in developing critical thinking and decision making skills is not in dispute. However, the practical challenges of using case studies are numerous. The focus of this paper is how to introduce the case analysis process and prepare students to write a case effectively using just 2 cases: one group and one individual case. This approach to case analysis facilitates the use of cases when 1) the case methodology is not frequently used with the results that a number of students have no previous experience, and 2) in large sections, where the use of multiple cases is impractical.

Marketing decisions require application, analysis, and creativity (Krathwohl, 2002). Experiential learning opportunities increase students' learning and motivation while developing their abilities to integrate and apply theory (Fronczak and Kelly 2000). There are multiple experiential learning methodologies: our focus is the case-study. In the business context, case studies have been proven to enable students to apply theoretical and analytical skills, along with creativity, to develop solutions for real problems (Forman 2006). It is for these reasons the case-study method has become a gold standard in experiential learning.

However, in practice, a case based curriculum poses challenges. The difficulty of implementing case studies is derived from the need for extensive exposure, rigorous preparation, and extensive monitoring of solutions. Noting these difficulties, and especially the lack of preparedness of many students to engage in the open-ended problem solving process typified by the traditional case study, Klebba and Hamilton (2007) developed a three module, multi week case program that develops students' critical thinking skills and case analysis effectiveness.

Although effective, this is a multi-week, multi case program that cannot be easily integrated into a class that is not heavily case based. Faced with such challenges: sections with over 40 students and a University that does not regularly use case studies at the undergraduate level, the author began a process of systematically testing various ways to improve case analysis, specifically written case analysis grades, while limiting the number of cases to 2. In short, the combination of introducing the case analysis process, a group case analysis, followed by in class case discussion and then an individual case created best results. This process is detailed next.

When the majority of students in a class have no experience with case analysis it is useful to first introduce a general case method. In this short 15-20 minute lecture, students can be introduced to four steps to effective case analysis: 1) identify the problem, 2) SWOT analysis, 3) identify alternatives, and 4) recommendation (See attachment A). Discussion of problem identification should include how to properly define the problem based on course topics and a reminder that the identified problem must be comprehensively addressed in the recommendation. When discussing the SWOT analysis, it is useful for marketing students to also introduce a 3C's analysis and illustrate how a 3C's analysis is a substitute for a SWOT analysis that highlights relevant factors for marketing (Company = Strengths and Weaknesses, Customer (wants and needs) = Opportunity, Competition = Threats). Students should conclude this analysis with a summary that highlights the key factors contributing to the problem/solution. Although, identifying alternatives is not included in a formal written case study, it is essential to case analysis and promotes debate. Finally, students must make a recommendation that comprehensively and realistically solves the identified problem. In marketing, this should detail an implementation strategy: segmentation plus a 4Ps strategy. The author found that simply introducing the case process improved initial case grades (M = 74 to M = 78); however the recommendation section of papers remained weak.

Learning occurs best in case analysis through debate over optimal solutions. Therefore, for effective case analysis practice is required. Initially the instructor added a practice case that students prepared individually and then was discussed as a group. Not only did this require extensive grading but also only marginally increased performance (M = 81). Drawing on literature in group work, the instructor switched the practice case from individual to group. This significantly improved case grades but work load for the professor remained high (M =

85). Accordingly, the professor tried changing the group case from a traditional write up to a two page double spaced assignment that included: a problem statement, a 3C or SWOT table, 3 solution options, and a recommendation (2 sentence summary and bullets for target and 4P's see attachment B). This format significantly decreased grading, while maintaining the same improvements in subsequent individual case grades (M = 85). See table below for results.

Condition	Mean	N	Std. Deviation	t	Sig. (2-tailed)
Base-line Condition	73.58	50	10.89		
Introduction	78.42	50	8.33	2.50*	.01*
Introduction and Individual Case	81.29	49	7.12	1.84*	.07*
Introduction and Group Case	85.23	50	6.27	2.77*	.01*
Introduction and Group Assignment	85.02	47	5.63	≥1*	.86*

*The t and p value represent a comparison of means between the mean in the indicated column and the column above.

Although this process was systematically tested it was done so by a single professor with extensive case experience and predominantly on marketing under-graduates at a regional university. Case challenges have previously been noted to apply to students and faculty. Future research should duplicate these findings and extend them to a greater variety of students, including non-marketing students and graduate students, and on professors without extensive case experience.

Feedback is essential to the case process. This research confirmed that both a case discussion and a graded response were necessary for the full benefit. And although the group assignment reduced grading demands significantly, grading remains essential. Thus, this method does not completely eliminate the grading demands on faculty, but does significantly reduce them and enables a motivated faculty member to use cases in an effective yet limited way.

REFERENCES

Forman, Howard (2006). Participative Case Studies: Integrating case writing and a traditional case study approach in a marketing context. *Journal of Marketing Education*, 28 (2), 106 – 113.

Frontczak, Nancy T. and Craig A. Kelley (2000). The Editor's Corner: Special issue on experiential learning in marketing education. *Journal of Marketing Education*, 22 (1): 3-4.

Klebba, Joanne M. and Janet G. Hamilton (2007). Structured Case Analysis: Developing Critical Thinking Skills in a Marketing Case Course. *Journal of Marketing Education*, 29 (2), 132-139.

Krathwohl, D. (2002). A revision of Bloom's taxonomy: An overview. *Theory Into Practice*, 4, 212-218.

For further information contact:

Kirsten Passyn
Perdue School of Business
Salisbury University
1101 Camden Avenue
Salisbury, MD 21801
(410) 543-6507
kapassyn@salisbury.edu

IMPACT OF CROSS-FUNCTIONAL TEAM PROJECTS ON STUDENT PERFORMANCE IN FUNCTIONAL COURSES

Jonathan D. Hibbard, Boston University
Scott D. Swain, Clemson University
Richard C. Hanna, Babson College

POSITION PAPER

As organizations continue to explore team-based management approaches, business educators have sought to incorporate team projects and exercises to help students develop relevant workplace skills (Sashittal, Jassawalla, and Markulis 2011). A number of studies support the idea that having students work in teams enhances learning and skill-acquisition beyond the levels associated with working alone (e.g., Brooks and Ammons 2003; Chen, Donahue, and Klimoski 2004; Hansen, 2006). However, most prior research has focused on the impact of teaming on individual outcomes within a functional area (see Brunel and Hibbard 2006 for an exception). We address this limitation by examining a setting where students are required to work in teams on a cross-functional project but also provide individual performances in the component functions embedded in the project.

Our empirical context involves a required curriculum component where students are enrolled concurrently in an integrated and coordinated suite of four courses (marketing, operations, finance, and business analytics) lasting 14 weeks. This design mimics new product development projects in the real world, where individuals are recruited from various functions such as engineering, marketing, operations, and finance in order to generate and deliver innovative new products. The centerpiece of the student experience is a cross-functional project assignment that runs for 11 of the 14 weeks, with interim deliverables and workshops in which student teams comprised of 9-10 members present aspects of their project throughout the term.

Each functional course entails 23 sessions with 100 minutes of instruction, with marketing and operations meeting on Mondays, Wednesdays and some Fridays and finance and analytics meetings Tuesdays, Thursdays, and some Fridays. In addition to the 23 sessions, there are three sessions lasting three and one-half hours each in which all functional faculty are present. In these sessions, teams present aspects of their cross-functional project to the class and receive feedback from other teams as well as from the instructors. Finally, embedded in the normal class sessions are two hour-long sessions devoted to learning about teaming itself and about how to provide team feedback (and another 10 hours outside of class in which students participate in formal team feedback and reporting, primarily giving feedback using an online teaming system).

At the end of the semester, teams deliver a business launch plan (about 140 pages). The launch plan must be sufficient for teams to approach potential funding sources with a strategy and tactics that reflect the interdependent decisions and systems necessary for success. The final deliverable is a formal presentation to venture capitalists (role-played by faculty).

The project represents 30% of the student's overall grade in marketing, finance, and operations, and 15% of their overall grade in analytics. Students also provide confidential ratings and assessments of one another at the end of the project. Faculty access this data to determine how well teams functioned and to evaluate individual students with respect to contribution to the content of the project as well as ability to coach and counsel teammates. Project grades are based on the business plans and final presentations. Individual members are initially assigned the project grade but all individual grades are then considered for adjustments based on qualitative and quantitative peer assessments gathered independently by a university-supported evaluation platform. Individuals who did not contribute satisfactorily (as viewed by their teammates) can receive a reduced project grade. Similarly, team members who showed strong leadership or team building skills can be upgraded.

We are in process of assembling a data set spanning four semesters (25 team projects, 250 students). The data will include each student's team, project grade, teaming adjustment, exam grades in marketing, finance, operations,

and analytics, as well as a number of measures related to contribution to team content and team process as judged by each student. The research questions we plan to address are:

- 1) Does teaming quality (operationalized in terms of the standard deviation of members' ratings) lead to differential individual performance effects in functional courses (marketing, finance, operations, analytics)
- 2) Are the individual performance effects different for higher and lower academic performing students (as based on incoming GPA).

One of the key challenges in team-learning contexts is deciding how to assign individuals to teams. In real-world settings, individuals may be recruited based on existing skills and specialized knowledge, with the objective of maximizing the performance of the team. In contrast, educators generally face situations in which individuals need to acquire rather than apply skills and knowledge. Additionally, educators may place additional importance on objectives such as maximizing team diversity and ensuring equity across teams. For example, we have historically relied on a "four corner" technique in which students are first cross-classified according to gender (male, female) and international status (domestic, international) and then assigned to teams by using systematic random sampling. This ensures team diversity with respect to gender and international status and (through randomization) provides some assurance of equity with respect to unobserved abilities that may be related to team performance. In the most recent semester we have explored a more explicit approach to ensuring diversity with respect to ability by incorporating information about students' incoming GPAs.

However, we recognize that variables such as gender, international status, and GPA may provide an incomplete perspective on diversity and may not be relevant for maximizing individual and team learning outcomes. Future research should attempt to identify the most relevant pre-existing differences among individuals (e.g., personality, culture, relational styles, intern or coop experience) as well as potential differences that may be important to track dynamically as team projects unfold. We also encourage experimentation where possible to allow for greater confidence in theories about individual differences (e.g., randomly assign teams to varying levels of diversity with respect to focal variables).

REFERENCES

- Brooks, C. M., & Ammons, J. L. (2003). Free riding in group projects and the effects of timing, frequency, and specificity of criteria in peer assessments. *Journal of Education for Business*, 78(5), 268-272.
- Brunel, Frédéric F. and Jonathan D. Hibbard (2006)," Using Innovations in Student Teaming to Leverage Cross-Functional and Marketing Learning: Evidence from a Fully Integrated Undergraduate Core," *Marketing Education Review*, (Winter) 16, 15-23.
- Chen, G., Donahue, L. M., & Klimoski, R. J. (2004). Training undergraduates to work in organizational teams. *Academy of Management Learning & Education*, 3(1), 27-40.
- Hansen, R. S. (2006). Benefits and problems with student teams: Suggestions for improving team projects. *Journal of Education for Business*, 82(1), 11-19.
- Sashittal, H. C., Jassawalla, A. R., & Markulis, P. (2011). Teaching students to work in classroom teams: a preliminary investigation of instructors' motivations, attitudes and actions. *Academy of Educational Leadership Journal*, 15(4), 93-106.

For further information contact:

Jonathan D. Hibbard
Assistant Professor
Questrom School of Business
Boston University
jhibbard@bu.edu

SOCIAL MEDIA AND THE UNIVERSITY DECISION. DO PROSPECTIVE STUDENTS REALLY CARE?

*Alison B. Shields, School of Business, Ithaca College
Adam Peruta, S.I. Newhouse School of Public Communications, Syracuse University*

POSITION PAPER

At a time when immediacy and personalization are paramount to student application and retention, social media is seen as a viable method of communication between the institution and its constituents. Universities are facing increasing competition to attract and retain the best students, and must understand how they can use digital marketing channels to keep students aware of, and engaged with, their schools. Indeed, many schools put a great deal of emphasis on updating and maintaining their social media sites with the express purpose of reaching the younger generation, many of whom use social media, often Facebook, as a jumping off point for other sites (Yan 2011).

Relatively little work has been done to examine specifically how the millennial generation uses social media to help them reach their college decisions. Prior work has shown that some post media types and formats, such as photos and using user generated content, receive greater engagement from community members than other types (Peruta and Shields, 2014) but it has not shown who these users are and whether these interactions influence college attendance. Nor has there been an investigation into what type of content should be included in a school's social media campaign to attract prospective students. The question remains, however, on where the relative importance of these social media platforms falls in the decision-making process of what schools to apply to and ultimately attend.

In this study using snowball sampling, 364 college students (179 freshmen, 65 sophomores, 72 juniors, 42 seniors, and 6 graduate students, 47% male, m age = 21.34, sd = 4.95) were surveyed to determine where social media fell in the decision making process to attend a school relative to other factors such as campus visits, tours, and meetings with faculty, students, and alumni. Students were also polled to determine the types of content that were most effective in encouraging the matriculation decision, as well as any content that may have discouraged attendance.

Initial findings indicate that most potential students reported visiting the school's official website (86.5%), touring campus (77.2%) and speaking to current students (52.6%) as activities they engaged in when trying to select a college. Interestingly, many students did not report viewing a school's social media pages as part of their decision-making process. Of those who did visit social media platforms, more prospective students reported visiting a school's Facebook page (24.6%) than Instagram (15.9%) or Twitter (14.3%) but these numbers are still significantly smaller than those who engaged in more "traditional" search behaviors.

In terms of the relative level of importance placed on the different platforms, visiting a school's official website ranked highest with an average score of 2.7 where 1 is the most important tool and 9 is the least. Among those who reported visiting a school's Facebook page, the average importance was a 4.4 on the same scale. Similarly, Twitter scored a 5.9 and Instagram a 5.2. Interestingly, one of the top recruiting tools was a visit to campus, with an average importance score of 1.5. Of the 218 who reported visiting campus, 149 indicated that this was the most important factor affecting their decision.

These findings suggest that most students are looking for ways to experience the campus in order to help make their decision. Indeed, the comments from students suggested that even those visiting social media platforms were looking for ways to experience remotely what they would experience if they chose to attend the school. One subject, a 20-year-old male, indicated that he was particularly interested in seeing "Pictures of good looking girls, and people having fun." Another student reported that "Facebook or any social media would never be one of the reasons I would not apply or attend. I think social media is more of a method to persuade and create interest in

applying,” (female, 19-years-old). Students rarely reported that posts discouraged attendance, but did find posts about university finances, budgets or donation requests to be very off-putting.

These findings further suggest that there may be a discrepancy between the relative importance students reportedly put on social media in their decision-making, compared to the expectations of social media managers. However, as noted above, those who do visit social media sites are looking for ways to experience campus life and to get a feeling for who their peers will be. Forthcoming findings from this study will provide social media managers at universities with insights to better manage their social media content to improve the attraction and retention of students to their school – specifically, what balance of content will be seen as most attractive by prospective students, a factor which can increase the number of accepted students choosing to attend the college or university.

REFERENCES

Alessandri, S. W., Yang, S., & Kinsey, D. F. (2007). An integrative approach to university visual identity and reputation. *Corporate Reputation Review*, vol. 9 no. 4, pp. 258-270.

Bosch, J., Venter, E., Han, Y., & Boshoff, C. (2006). The Impact of brand identity on the perceived brand image of a merged higher education institution: Part two. *Management Dynamics*, vol. 15 no. 3, pp. 36-47.

Peruta, A., Shields, A. (2014). From likes to admissions: The role of social media in the college decision making process. Paper presented at the Marketing EDGE Research Summit, San Diego, CA.

Yan, J. (2011). Social media in branding: Fulfilling a need. *Journal of Brand Management*, vol. 18 no. 9, pp. 688-696.

For further information contact:
Alison B. Shields
School of Business / Ithaca College
Ithaca, NY 14850
(607) 274-5127
ashields@ithaca.edu

USING AMAZON MECHANICAL TURK (MTURK) FOR AN MBA STUDENT PROJECT: CASE STUDY OF GENETICALLY MODIFIED FOODS

Roy Abrams, Southern Connecticut State University
Lynn Kwak, Southern Connecticut State University

POSITION PAPER

The goal of this paper is to inform educators about a cost-effective way for students to collect marketing research data. This paper specifically discusses how an MBA project on Genetically Modified (GM) foods was enhanced with the use of Mechanical Turk (MTurk). Genetically Modified foods are relatively new, so technological developments, and health and environmental findings are always changing. As a result, it's important for any research project on this subject to include the latest data.

Mechanical Turk is an internet service provided by Amazon.com that provides a quick and inexpensive means of conducting online research surveys. According to Berinsky, Huber, and Lenz (2012), the U.S.-based MTurk sample is more representative of the national population than samples taken from college students. The surveys generally take anywhere from a few seconds to a few minutes to complete. In addition, the typical cost associated with obtaining a completed MTurk survey ranges from \$.10 to \$.75. On the other hand, the cost of a laboratory experiment on one subject can cost anywhere between \$5 to \$30. In order to attract desirable survey participants, MTurk has the option of providing variable bonus payments to respondents that meet certain criteria. The data can be collected through an external survey platform, including SurveyMonkey or Qualtrics.

Currently, public sentiment on the topic of Genetically Modified (GM) foods is mixed. In addition, research results on the health and environmental impact of GM foods have been inconclusive (Hossain & Onyango 2004; James & Burton 2003). On the one hand, GM foods show promise to increase agricultural production worldwide, because GM crops tend to have high yields. As a result, many agribusiness companies argue that GM foods will contribute immensely toward efforts to end world hunger. In addition, some argue that GM crops are better for the environment, because GM crops do not need as much pesticide, herbicide or fertilizer. Conversely, many consumers prefer non-GM foods. The unknown long-term health and environmental effects of GM foods has encouraged many consumers to seek GM-free alternatives.

By using a MTurk online survey, the MBA student conducted a study on consumers' attitudes toward GM foods. After receiving Institutional Review Board (IRB) approval, the student was able to collect relevant data from an MTurk survey within 12 hours at a cost of \$39. The participants received a link on the MTurk webpage to an external webpage which hosted the survey. Survey participants viewed two boxes of Cheerios and only one box included a "no GMOs" label. Participants indicated approximately how much more they would be willing to pay for a box of "no GMOs" Cheerios (seven options: I wouldn't buy cheerios, \$0, \$.50, \$1, \$1.50, \$2.50 and \$3 or more). Next, participants answered questions regarding their general knowledge and perception of GM foods. The survey concluded with demographic questions. At the end of the survey, the participants received individualized codes, which they used to receive compensation through MTurk.

One hundred and two U.S. participants completed the survey. Participants were over 18 years old, 56 percent were men, and the mean age was 29. The study results indicated a positive correlation ($r = .370, p < .01$) between gender (female) and the belief that GMOs aren't safe. The results also showed a positive correlation ($r = .269, p < .01$) between gender (female) and the willingness to pay more for non-GMO products. These results are particularly important when you consider the fact that females are responsible for 69 percent of the grocery shopping in the United States (Carzolo, 2013).

As a limitation, the data may be biased, because most MTurk subjects in the U.S. seem to be relatively young, Democratic, liberal, and knowledgeable about politics (Berinsky et al., 2012). Nevertheless, MTurk has proven to be a quick and effective means to collect survey data. It is also a particularly useful tool for MBA students who want to probe research ideas and explore the marketing landscape.

REFERENCES

Berinsky, A., Quek, K., & Sances, M. (2012). Conducting online experiments on mechanical turk. Retrieved from <http://scholar.harvard.edu/files/dtingley/files/spring2012>

Carzolo, L. (2013, March 24). Bringing home the bacon: more men doing the grocery shopping. *The Christian Science Monitor*. Retrieved from <http://www.csmonitor.com/Business/Saving-Money/2013/0324/Bringing-home-the-bacon-More-men-doing-the-grocery-shopping>

Hossain, F. & Onyango, B. (2004). Product attributes and consumer acceptance of nutritionally enhanced genetically modified foods. *International Journal of Consumer Studies*, 28(3), 255-267.

James, S. & Burton, M. (2003). Consumer preferences for GM food and other attributes of the food system. *The Australian Journal of Agricultural and Resource Economics*, 47(4), 501-518.

For further information contact:

Roy Abrams
School of Business
Southern Connecticut State University
501 Crescent St.
New Haven, CT 06515
Abramsr1@southernct.edu

USING CUSTOMER ANALYTICS TO ENHANCE THE ENTREPRENEURIAL FIRM'S PERFORMANCE

Brian P. Hanlon, North Central College

POSITION PAPER

Many entrepreneurship courses include assignments where students create some type of marketing plan (as part of a business plan or new venture concept plan project). With limited class time, many entrepreneurship faculty do not have the ability to review even the most basic of marketing concepts that are presumably learned in marketing courses (vs. entrepreneurship courses). This often results in a lack of deep-thinking in the marketing/promotions/etc. sections of the business plan, where many students resort to an overly simplistic “4 P’s Analysis” that would not withstand the scrutiny a potential investor would impose during a pitch for start-up funding. Therefore, it is advisable that entrepreneurship faculty incorporate strategic marketing concepts/lessons into their entrepreneurship courses, especially as it relates to core entrepreneurship principles, such as predicting customer choices in the marketplace, pricing, customer satisfaction and other metrics critical to the success of start-up businesses.

There are many useful market research and analysis tools and methods that are very helpful guides to start-up firms. Service Quality (Parasuraman, Zeithaml & Berry, 1985) research has spread across industries in effort to best measure customer expectations and perceptions. Max-Diff (Marley & Louviere, 2005) analysis allows us to quickly evaluate customer rankings in a most reliable manner. Net Promoter Score® (Reichheld, 2006) is a metric central to the operations of some of the world’s most successful entrepreneurial firms. What can entrepreneurship faculty do to inspire students to use methods that are readily available in creating the most viable products, services and experiences possible for their target markets? How can faculty teach students to view marketing/research as an entrepreneurial activity that can propel their start-ups towards success?

Using the three market research methodologies referenced above, faculty can effectively craft a narrative that illustrates how important, and strategic, the marketing function will be to the start-up organization. Perhaps surprisingly, many students enter an entrepreneurship course believing a good idea sells itself (without effort!) and/or that “advertising on social media” is the marketing plan that unquestionably results in profitability. Faculty have the opportunity to embed ‘real world’ examples of using marketing analytics to guide firm/manager behavior. The exercise the author has developed and used in class involves the following three steps: (1) creating a Service Quality exercise to measure customer expectations within an industry and to capture data about customer perceptions of the service(s) they have encountered; (2) using a Max-Diff exercise to measure the relative importance of the key attributes of the produce/service the start-up firm is offering; and (3) capturing Net Promoter Score® data on existing firms in the industry. This allows students to better understand marketing dynamics in their chosen industries, including having detailed knowledge of what customers think and how their competitors perform through potential customers’ eyes.

This is not secondary research, and this is not searchable on the web. This is actual customer driven data that will guide the students’ marketing plans. Time is a challenge, as surveys need to be written, programmed online and data collected – and this is in a non-marketing class (i.e., entrepreneurship lessons are the focus, and market research is often an after-thought as an academic topic covered in these courses). However, the students really enjoy the process of applying these lessons to their own business plans – and they can learn a lot.

Entrepreneurship faculty have the opportunity to impact students’ entrepreneurship ventures (or plans) in a significant way by investing class time in training students to apply market research tools in new venture creation context. In this presentation the author will share an example of how these tools can be taught independently – and then linked through a narrative that results in a thoughtful story about how a start-up firm’s customers will behave in the market.

For further information contact:

Brian P. Hanlon
North Central College
30 N. Brainard Street
Naperville, IL 60540
(630) 637-5242
bphanlon@noctrl.edu

ACTIVE LEARNING STRATEGIES: USING AN “AGING” SUIT TO UNDERSTAND AN OLDER POPULATION

Nancy L. Harrower, Concordia University, St. Paul

POSITION PAPER

A basic principle in marketing is that marketers must understand the needs and wants of a market segment. As our students will be the marketers and business leaders of the future, they need to be able to research and understand the characteristics (demographics, psychographics, behavior, lifestyle, etc.) of different market segments and groups.

Secondary research does provide data about markets, and primary research provides insights; however, these are no substitute for actually “walking a mile in someone else’s shoes.” Ethnographic research is one way to embed in a culture/population in order to gain valuable knowledge; however, this requires a lengthy research period and is far above the skill level and time commitment of most undergraduate college students. As an educator in marketing, I needed to look for new ways to help students understand different populations.

Each semester in the marketing principles class, I require that students research a market segment (i.e., grandparents, athletes, teen parents, etc.), and using facts and insights, write about “a day in the life of xxx.” The assignment objective is to recommend new, or modified, products and services that the market segment wants and needs. This year, I did something different that put students physically into someone else’s shoes – those of a 70+ year-old consumer!

A target of great interest to marketers and businesses is the rapidly aging population of those people who are 65+ years old. In the United States alone, 77 million Baby Boomers are now passing 65 years of age at a rate of nearly one every seven seconds. Today’s older population also has better health, more education, and greater income than their parents and grandparents. This target population represents a wonderful opportunity for companies to develop products and services specifically for people over the age of 70.

But, how can 20-year old students really learn how it feels to be in the shoes of someone more than 50 years older than them? The answer lies partially in the use of “aging suits” which simulate the mobility and limitations of an older population. (This link provides an example of aging suits used by MIT in research: <http://agelab.mit.edu/agnes-age-gain-now-empathy-system>.)

While discussing the aging population with a colleague in the biology department, I mentioned the MIT aging suits and how these could be used with our students. She was also interested in the suits and we decided to develop a project with teams composed of both marketing and biology students in our spring classes; there were a total of 80 students placed into 12 teams. We then rented seven different sizes of aging suits (sizes S – XL) for a four-week period from a local vendor.

The suits weigh about 20 pounds, have compression straps to limit range of motion, include rigid poles on the outside of knees and elbows to also limit motion, goggles to blur vision, ear plugs to restrict hearing, neck brace to restrict head movement, and gloves to cut down on tactile sensation in the fingers. Wearing the suit instantly ages the person to 70+ years old – the suits are heavy, tiring, and offer much lower mobility and flexibility than a 20-year old is used to experiencing. Interestingly, students also reported that wearing the suits made it hard to think and react to their surroundings.

The assignment required students to perform observations and experiments while wearing the suit, and compare these results to what they experienced in their normal age. Each team was required to conduct secondary research as well to learn facts about the aging population. We also held cross-lectures between the marketing and biology classes to build knowledge, continuity, and teamwork.

While the biology students and marketing students had to write different research papers, they worked together to produce videos that showed the experiments and processes they went through. A sample video of the students' projects can be seen here: <https://youtu.be/O7ReeF17LpA>.

Surveys of students were conducted both before and after the project to gather their opinions about the aging process. There was a clear change in understanding of the population, challenges, biology, and marketing recommendations. Not only were students more aware of how businesses interact with an older population, the students also showed a strong gain in empathy for the population as well. The final part of the project was to recommend how businesses could modify or innovate products and services to meet the needs of the population.

This was a complicated project, but also a great learning experience. The students were very receptive and excited about the project, and have recommended that I repeat the project in future classes. The cost for renting the suits was quite low at \$200. The main challenge was combining two different groups of students from different disciplines.

This project became one of the most talked-about projects of the academic year and was featured in the alumni magazine and on the University's Web site.

I will continue with this project in the 2016 fall semester, combining students from a marketing principles class with students in a consumer behavior class. In the 2017 spring semester, a professor in the history and political science department wants his students to team with marketing students in the experiment and discuss policy considerations for an aging population. There are many other potential applications in other disciplines as well, including health, kinesiology, physical therapy, biology, and more.

It might not be easy to "walk a mile in someone else's shoes" but using these aging suits helped to facilitate a very active learning environment for marketing students.

For further information contact:

Nancy L. Harrower
Concordia University, St. Paul
275 Syndicate Street North
St. Paul, MN 55103
(651) 603-6160
harrower@csp.edu

LEADING STUDENTS IN NATIONAL COMPETITIONS: DEVELOPING SUCCESSFUL STUDENT TEAMS FOR STRATEGIC MARKETING PROJECTS

Nancy L. Harrower, Concordia University, St. Paul

POSITION PAPER

Engaging students is a top concern of all educators. Yes, the students might show up to class, and even listen to our lectures and teachings. Students complete readings, take tests and quizzes, and write papers designed to illustrate knowledge of the concepts. But, this does not necessarily mean that the students are actively engaged, or that they fully understand how to apply the concepts taught in classes in a real-life business situation. There is a difference between understanding classroom discussions and the ability to apply marketing principles in a real-world situation.

Many traditional college students lack relevant work experience for gaining marketing positions after they graduate. Although many of the students do work full or part-time, the positions tend to be in the service industry (i.e., restaurants, coffee shops, retail stores, etc.) and are usually entry-level positions. The work pays the bills, but does not provide students with a full picture of how to apply marketing knowledge in organizations.

Students also worry about gaining relevant marketing experience to help them obtain their first full-time job as a college graduate with a marketing degree. Often, students fail to realize how their classroom work relates to the real world challenges of marketing jobs. The students need both confidence in their own abilities as well as concrete portfolio examples to illustrate the abilities and skills that they can offer to organizations.

Given the concerns of students (who look for relevant projects that can be used to build skills and find jobs) and educators (who want to engage students and build student skills for future jobs), national marketing competitions can be an impactful teaching tool. By using competitions as a teaching tool, students learn many skills, including how to work in teams, conduct primary and secondary research, determine marketing strategy, develop promotional campaigns, handle budgets, work to deadlines, write professionally, deliver impactful presentations, and build confidence.

Additionally, many national competitions offer prize money and travel for the students and educators. The exposure that students get when presenting their findings to working professionals is invaluable and greatly enhances the students' networking skills and confidence levels.

I have been using national competitions with senior marketing students for the past seven years with great success. My students compete in at least two to three competitions each year. For example, in the 2015-2016 academic year, my student teams competed in the following competitions.

- *Produce for Better Health Formula Five Competition* – Marketing plan to increase consumption of fruits and vegetables in the United States. Two teams were invited to present their marketing proposals at a national conference. The teams were awarded second and fourth place.
- *Lutheran Church Extension Fund* – Marketing competition to increase the loans and community outreach of the LCEF organization. This is the fifth year of the competition and my student teams have placed in the top three each year. This year's team won third place.
- *Collegiate Effie Awards* – Competitions where students develop marketing campaigns for different companies each year. Companies participating have included Heineken, U by Kotex, MINI, V8, Kleenex, and Target. In the last five years my teams have twice placed second nationally and honorable mentions two other years.
- *Google Online Marketing Challenge* – This competition has been in place for eight years and has involved thousands of students around the world. Students create and implement real online marketing campaigns

for local businesses using \$250 in Google AdWords and Google+. This is my first year with this competition and we submitted six campaigns as part of an online marketing course.

In all but one of the above competitions, I have had student teams in the finals several times; students have traveled across the nation to present their plans to industry professionals, and they have also won thousands of dollars in prize money (which they love!). The final campaign documents are printed and bound and used by students as 'portfolio pieces' in job interviews. All of the students have recounted to me their enjoyment with the competitions and that they have all developed great confidence in their own marketing abilities.

Using competitions to teach marketing principles has its challenges. The competitions require critical thinking and skills in research, product development, data analysis, and communications. To teach effectively using competitions requires educators to have a full understanding of the competition goals and rules, prepare schedules, assign interim tasks, and build effective teams. Although I have been using marketing competitions in the classroom for seven years, every competition is different and requires dedicated time outside the normal class hours. The successful teams are those that meet together, and with me, outside of class time each week. These projects run the entire semester; while there are interim deliverables (such as research reports) during the semester, the competition is the only project and all work in the class relates strictly to the project.

There are common elements among the competitions. All competitions require that the educator take a very active role with the teams. It is important that the educator should not do the actual work or writing. Instead, the educator's role is to guide, challenge, encourage, and eventually celebrate the teams' accomplishments. The educator must learn new industries and technologies along with the students. The biggest challenge tends to be in the area of teams working effectively together. The educator's role is to help put together effective teams, guide them, and sometimes take them to task for poor work.

Use of national marketing competitions increases students' understanding of real-world business and marketing topics. The students are able to apply the classroom principles directly to solve a marketing issue. Future research includes measuring the effectiveness of the projects on student learning, job search, and confidence levels.

For further information contact:

Nancy L. Harrower
Concordia University, St. Paul
275 Syndicate Street North
St. Paul, MN 55103
(651) 603-6160
harrower@csp.edu

TEACHING STUDENTS PERSONAL BRAND MANAGEMENT THROUGH PERSONAL WEBSITES

*Debra Zahay, St. Edward's University
Janna Parker, James Madison University*

POSITION PAPER

There is no doubt that the ability to create a social presence online is becoming critically important. Many employers are looking for new graduates to have demonstrated not only skills in social media, but brand awareness as well. Many potential employers will expect students to use social media as well as have their own website to relay their personal brand. A recent survey showed that 71% of job seekers thought that employers were looking at such credentials. However, 42% of these job seekers had tried and failed to create such a website (Smith, 2015). In fact, academic research has also shown that individuals find online personal branding to be a challenge and also confusing (Labreque, Markos, & Milne, 2011).

One solution to this confusion might be the creation of a personal branding website, which would allow the conveyance of a specific brand image. Unfortunately, there has been little research on the efficacy of personal webpages in developing a personal brand. What research exists has focused on the different public platforms to create a personal brand (Harris & Rae, 2011). Harris and Rae suggest using various tools to create a personal brand but do not indicate the importance of a personal brand website to tie this information together. Their model, shown as Figure 1, leaves the brand image creation and integration of information to the individual by “Googling” the name and does not allow the individual to take charge of their own brand image.

Figure 1: Personal Brand Creation Brings together many Platforms (Harris and Rae 2010)



Just as companies need to manage their brand image and perceptions (Park, Jaworski, & MacInnis, 1986), individuals need to do so also. The personal website can serve as a control mechanism to manage one's brand image in a world of increasing online transparency. This paper outlines assignments at two separate Universities which focused on the identification of a personal brand 'theme' or 'positioning' and the creation of a personal website and assesses the outcomes of these exercises. This process is reflected in the model suggested in Figure 2. At University One, the class began with a personal branding exercise. Students, 27 Digital Media or Marketing majors, had to search for themselves online share the results. The specific course assignment that followed was to create a personal brand webpage using WordPress or another platform. The page included an 'about me' section, a blog and links to several social media profiles. At University Two, 42 Marketing majors, created personal branding websites centered around a specific objective, such as finding a job or internship. The students were required to include an 'about me' section, a blog or page that included personal interests, a portfolio/resume page, a contact form, and links to their social media accounts.

Figure 2: The Brand Website's Integrative Function



After completing these assignments, students submitted a one-page reflection paper or answered an online assignment that asked: 1) what they had learned from the assignment, and 2) if they would continue to use their websites. Themes that emerged in the responses included: 1) applying for jobs often required a personal website 2) creating personal websites helped students perform better in job interviews because their thoughts were better organized and they had a “brand,” 3) employers often specifically mentioned being impressed by the website 4) many graduating seniors found this assignment to be one of the most personally useful in their college program of study and 5) continuing to improve the website created in class was part of many students’ plans.

The easy-to-use platforms of WordPress and Weebly did not present any challenges to the students but many wanted more time for the assignment. Reflection papers are helpful to instructors in determining student’s opinions of assignments but some students may feel that they must only give a positive response. Therefore, future research should include looking at the URL’s of student websites after graduation to see if they are updating the website and continuing to build their brands.

REFERENCES

- Harris, L., & Rae, A. (2011). Building a personal brand through social networking. *Journal of Business Strategy*, 32(5), 14-21.
- Labreque, L. I., Markos, E., & Milne, G. R. (2011). Online Personal Branding: Processes, Challenges, and Implications. *Journal of Interactive Marketing*, 25, 37-50.
- Park, C. W., Jaworski, B. J., & MacInnis, D. J. (1986, October). Strategic Brand Concept-Image Management. *Journal of Marketing*, 50, 135-145.
- Smith, J. (2015, January 14). *Here’s Why Every Job Seeker Needs A Personal Website — And What It Should Include*. Retrieved from [www.businessinsider.com: http://www.businessinsider.com/job-seekers-need-personal-website-2015-1](http://www.businessinsider.com/job-seekers-need-personal-website-2015-1)

For further information contact:

Debra Zahay
St. Edward’s University
P.O. Box 41703
Austin, TX 78704
512-448-8645
dblantz@stedwards.edu

SHADOW A SALES REPRESENTATIVE FOR A DAY: AN ENGAGING LEARNING EXPERIENCE

Alexandra Hutto, Millersville University of Pennsylvania

POSITION PAPER

There is no career a marketing major is more likely to embark on after graduating from college than that of a sales representative. The challenge is to simulate in a very short period of time a realistic facsimile of what it is like to work as a professional sales representative in a business-to-business (B2B) environment. My solution was to ask each student to shadow a professional sales representative for half a day to a full day.

One might call this shadowing experience a mini-internship. The learning objectives for this activity included: (1) gain face-to-face experience talking to and, in many cases, visiting clients with a professional sales representative; (2) learn more about the inner workings of a professional sales position; (3) gain insights on what it takes to succeed in the sales field; (4) help decide if sales is a good-fit career for the student; and (5) exercise his/her sales skills by convincing a sales representative that it would be worthwhile to allow a college student to shadow him/her.

Although this particular course was offered in a short format online course, the same challenge and scenario could be replicated in a traditional classroom setting. One of the advantages of assigning this activity during an interim session was that most of the students were at home with their parents and they could tap into the “friends and family” network that was most apt to lead them quickly to a qualified sales rep to shadow.

I asked each student in the Personal Selling course to find a professional sales representative with at least five years’ of experience and a strong track record who he/she could shadow for four to eight hours on a single day. They had to employ their sales and networking skills to find the right fit sales representative to shadow.

The essence of the project was to find a sales rep to shadow that met the following criteria:

- Someone who sells for a living, preferably in a B2B environment;
- Preferably, someone who underwent sales training with his/her company, graduated from college and chose sales as a career, and, if possible, is performing well in his/her position.

The students were charged with preparing a short proposal of up to one page after they found someone who they thought was a viable candidate for this project. They had to provide the name of the sales rep, the company for which he/she worked, the number of years he/she spent in sales, his/her position for this company, and why the student thought that shadowing this particular individual could be a valuable experience for him/her.

Before going on this shadowing experience, each student wrote down his/her preconceived notions about what he/she thought he/she would discover in shadowing his/her sales representative of choice. Each student took notes during his/her shadowing experience and wrote a five to seven-page reflection paper after the experience which included:

- Where they went
- What they did
- Words of advice from the sales rep as they were on this journey
- How was this experience similar to and/or different from their expectations
- What they learned of value
- What surprised them
- How this experience changed their perceptions of how sales works
- How this experience influenced their interest in sales as a career

Not every student enrolled in a Personal Selling course wants a career in sales...or is even interested in the topic. Some sign up to fulfill a degree requirement. However, I discovered that most students rose to the challenge regardless of their level of interest in working in sales as a career. Most were pleasantly surprised at what they learned.

Some students had parents, siblings or close friends who worked in sales. Many of them chose to shadow one of their close contacts. I did not discourage this proclivity as often the people closest to the requester are willing to reveal more than people who do not know him/her well.

Some of the students had amazing experiences thanks to the effort and candor their sales representative hosts afforded them. One situation that was particularly salient involved a student who shadowed her father, a Vice President of Sales with nearly 30 years of experience at a Fortune 100 company. He roused her out of bed at 5 AM, included her in on all of his preparation and conference calls, had her eat lunch at his desk with him, and demonstrated all of the intensity that he lives on a daily basis. After living under his roof for 21 years, this was the first time she really understood and appreciated what he did and how hard he worked. It was a transformational experience for the student.

Up to this point, I have assigned this project twice over two winter terms. After offering the course each year, the opportunity to collect more insights on this project and its impact unfolds a bit more.

Several students have obtained sales positions after taking this course. Armed with the experience of participating in this activity, they were able to speak more confidently in job interviews about what it means to work in sales as well as how and why they are qualified to succeed in the field. The experience has proven to be extremely enlightening. In the future, it would be beneficial to track students' progress after they graduate and embark on sales careers. Doing so would help build a stable of graduates willing to visit classes as well as validate the process described above.

For further information contact:

Alexandra Hutto
Millersville University of Pennsylvania
P.O. Box 1002
Millersville, PA 17551
(717) 871-5445
Lexi.Hutto@millersville.edu

THE REALIST SCHOOL OF MARKETING

Rick Moran, University of Wisconsin - Superior

POSITION PAPER

Marketing education ideally gets students interested in marketing as a profession and prepares students to succeed in the business world as marketing professionals. Unfortunately, marketing educators often hear complaints from two important constituencies. Students fail to understand the importance of basic marketing concepts, techniques and challenges, sometimes complaining about how boring marketing is. Meanwhile, employers often voice disappointment in how poorly prepared graduates with business degrees are for the professional world.

This is, of course, an unhappy and untenable situation. Many experiments with pedagogies have been tried, some with success and others with uncertain impact on the problem. Perhaps it is time for pedagogical changes that bring both parties together in a way that sets realistic expectations on both sides.

Traditional students often start their business educations with very little idea of how the business world operates. They can view it through the lens of television shows or movies which, of course, include the big presentation that sells an idea or lands a client, but seldom show the behind the scenes work involved in preparing a client pitch, developing marketing strategy or designing a campaign. Plus, students certainly aren't expecting Excel worksheets for planning marketing budgets. This is particularly true of students who have not come into contact with marketing professionals, often first generation students who may not have professional role models in their lives.

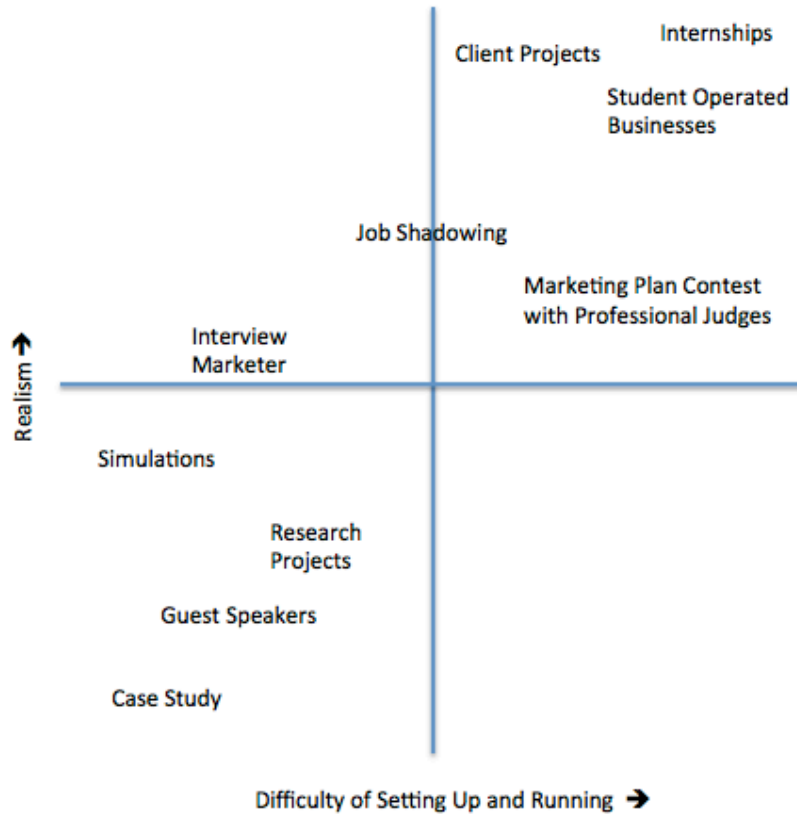
Employers, meanwhile, would prefer new employees who are not just familiar with marketing concepts, but also understand how things really work. They want new staffers who can work with colleagues as a team on a project, communicate effectively with clients or suppliers, and generally be productive.

The clearest solution to this problem is to provide students with realistic experiences while they are in school. That way they have a head start over students who sat in classes for four years, read a great deal, wrote plenty of papers, analyzed marketing situations and wrote marketing plans for fictional companies – but have no practical marketing experience. If these realistic experiences include employers, the level of realism is increased. It also gives potential employers of marketing students an opportunity to gain a better feel of what to expect from students and soon to be graduates – giving them a more realistic view of the next generation of marketers.

There are a number of different pedagogies available to marketing educators who are trying to move beyond textbooks. Some are relatively easy to implement, while others require a lot of planning and the development of a network of professionals in positions where they can work with students on real projects. The Figure below maps the realism of common pedagogies versus the effort to set up and run them for a class. The precise positioning of a particular pedagogy could vary depending on the personality and depth of contacts of an instructor as well as the interest and talents of participating professionals.

In addition to the effort required, there can be other limiting factors. Examples include budget available for related expenses, location of the school in relation to employers/partners and whether the class is face to face versus online. Any of these factors could impact or limit the choices. There may also be push back from students due to a fear of getting out of their comfort zone and/or the effort required beyond simply showing up for class. The latter issue can be overcome if students perceive the experience as enjoyable or valuable – the word will get out and demand for the class is likely to increase if the word of mouth is good.

There have been periodic articles or discussions of various alternative pedagogies like those mentioned here. Continued experimentation by marketing faculty and sharing of ideas is the way forward to improved experiences for students and a better record of meeting employer expectations with respect to marketing graduates.



Marketing Pedagogies: Realism versus Effort Required to Set Up and Run

For further information contact:

Rick Moran
 University of Wisconsin - Superior
 P.O. Box 2000, Erlanson 302B
 Superior, WI 54880
 (715) 394-8386
rmoran2@uwsuper.edu

RECRUITING TOMORROW'S HIGHER EDUCATION CONSUMER USING EXPERIENTIAL EVENT MARKETING

Rachel Lundbohm, University of Minnesota Crookston
Kara Bowen, University of Minnesota Crookston
Megan Kragness, University of Minnesota Crookston

POSITION PAPER

This position paper will explore the use of an experiential case-study event to engage with, and potentially recruit, high school students to a small four-year baccalaureate institution of higher education in rural northwest Minnesota, which we will refer to in this paper as UMC. Recruiting new high school graduates is a challenge in today's marketplace for many institutions of higher education. One reason for this challenge is the decrease in the total number of high school graduates in recent years. A report by the National Center for Education Statistics projects that the number of high school graduates will decline by 2% from the 2009/10 academic year to 2022/23 academic year (Adams, 2014). In Minnesota, the number of high school graduates was projected to decline from 65,073 in 2010 to 59,727 in 2017 (Minnesota Office of Higher Education, 2012).

Not only is it getting harder to recruit new high school graduates, this generation, often referred to as Millennials, are harder than ever to reach with marketing messages. Millennials are unique in the fact that they crave experiences, and are spending more time and money on experiences rather than tangible products. Nearly 8 out of 10 of Millennials (77%) say their best memories are from experiences they attended or participated in, and 69% believe that experiences help connect them to people, the community, and even the world (Kosolcharoen, 2015). Due to the characteristics of today's high school students, higher education institutions must change the way they connect with these individuals.

In order to engage with the next generation of higher education consumers, an event-marketing approach was taken by the business department at UMC. The goal of the event was to engage current high school students through a case-study competition in order to give these students an experience to remember, the opportunity to learn more about various business concepts, explore their interest in a possible business major and career, and to create top of mind awareness of UMC as an institution of higher education for high school students in attendance.

The case study developed for this event was based on a real company and product and took an interdisciplinary approach that included concepts and problems related to marketing, management and accounting/finance. UMC business faculty and students were present at the event to serve as mentors to the teams of high school students. Teams were required to choose a target market, one or more marketing strategies to employ, and a management style for their business; however, each decision had financial implications. The students were provided with basic accounting templates where they could input their financials. In addition, each team had to create a slogan, tag line and/or a logo, and give a presentation to a panel of judges. In total, five teams were chosen as winners based on the strength of their presentation, rationale for their choices and highest profits. Each winning team was presented with a plaque during an awards ceremony.

The inaugural event was deemed a success. Approximately 50 students from three regional high schools were in attendance. Feedback from the student evaluations of the event found that students enjoyed the business case study format, participants felt that they learned about management, marketing and accounting/finance during the event, and most students indicated they would participate in this event again.

Initially, some of the teachers from participating schools had concerns about the format of the event, because students would not be doing individual competitions like they were used to doing as part of their high school clubs (i.e. DECA) or at other business-themed events. Teachers also indicated that some of their

colleagues at other schools chose not to attend this event because they were unfamiliar with case studies and were unsure how the event aligned with their business curriculum. After the event, teachers in attendance had many good things to say about the event. They liked that students got to see what a case study looked like and that their students got to work with UMC faculty and students, giving them a chance to experience what it might be like to be a college student.

In the future, evaluations from this event will assess the impact of this event on top of mind awareness of UMC among participants, and whether students would consider attending UMC after being on campus. Further research into this realm could explore other experiential events that may aid in the recruitment of millennials to higher education institutions.

REFERENCES

- Adams, C. (2014). Number of High School Graduates to Decline by 2022, NCES Predicts. *Education Week*. Retrieved May 24, 2016 from http://blogs.edweek.org/edweek/college_bound/2014/03/new_estimates_show_number_of_high_school_graduates_declining_by_2022.html
- Kosolcharoen, T. (2015). Millennials: Fueling the experience economy. *Eventbrite*. Retrieved May 25, 2016 from https://eventbrite-3.s3.amazonaws.com/marketing/Millennials_Research/Gen_PR_Final.pdf
- Minnesota Office of Higher Education. (2012). Minnesota high school graduates to peak in 2010. Retrieved May 24, 2016 from <https://www.ohe.state.mn.us/mPg.cfm?pageID=1290>
-

For further information contact:
Rachel Lundbohm
University of Minnesota Crookston
2900 University Ave, Dowell Hall 112b
Crookston, MN 56716
(218)281-8190
rlundboh@umn.edu

REFLECTIVE PRACTICE: A TOOL TO IMPROVE TEACHING

Lisa Lindgren, College of St. Benedict / St. John's University

POSITION PAPER

Many attendees and followers of the Marketing Management Association's (MMA) Fall Educators' Conference work for institutions that value excellence in teaching, and we collectively care deeply about enhancing our skills in the craft of teaching. The problem is that the very nature of our jobs means that we design, conduct, and assess our courses in solidarity. We may or may not rely on colleagues for advice when we face a teaching issue in our classrooms, but often those discussions are unstructured or haphazard. Some institutions support centers devoted to teaching excellence that provide programming for all faculty. These programs are laudable, but are rarely personalized to address specific teaching issues. One tool that has been around in the field of Education for more than 30 years (and other fields more recently) is reflective practice. An Oregon State University webpage describing reflective practice credits Donald Schon's 1983 and 1987 books as the initial source of the principles and practice (Merikel, 1998). It is my position that reflective practice can be very helpful to improve teaching. Reflective practice is a set of methodologies to allow practitioners, in the case of this paper teachers in higher education, to intensively explore an individual teaching issue in a structured way. In my experience, reflective practice groups are optimally comprised of between five and ten faculty members. Through the process, the teacher bringing the issue is asked to describe the issue and, with the help of the process and the other group members, deeply explore motivations, assumptions, and teaching theory. When successful, the entire group benefits by gaining new insights and ideas.

When I was first introduced to reflective practice in 2001, I was given a packet of handouts that was created for a graduate-level Education course at an unknown and unidentified institution. The packet contained four different protocols and some examples on asking probing questions. I will describe the consultancy protocol, which is the protocol my reflective practice groups have used at least 95% of the time. .

The process is timed to be completed in one hour. One person, the presenter, brings a dilemma or issue, and another acts as facilitator who keeps time and moves the process along. The process begins by the presenter describing the dilemma or issue for a period of 5 – 10 minutes. The group then asks clarifying questions that should have brief, factual answers; this period lasts approximately 5 minutes. The group then asks the presenter probing questions that are meant to allow the presenter to learn more about their assumptions and motivations. This period lasts about 10 minutes. The group then discusses the issue while the presenter takes notes and does not speak or participate; the discussion lasts about 15 minutes. The presenter then reflects on the discussion and the entire group discusses for about 5 – 10 minutes. The last few minutes are used to debrief the process and what worked and what didn't.

I participated in a cross-disciplinary group at my first institution, and brought the protocol with me when I moved to my second institution. We started about five years ago and have grown slowly from four members to nine. We meet once per month, or three times per semester. I asked the group for brief statements, and following are a few direct quotes:

- “The process of clarifying questions, probing questions, and timed discussions is a really great structure. I get a lot out of each session which is a minimal time commitment and find it helpful to collaborate with other departments. I always leave with a few ideas to improve my class no matter what the topic.”
- “I once heard someone say that spending time teaching is not what makes you better at teaching, but thinking about how to improve and focusing on how to get better is what is truly valuable. The [reflective practice] group allows me to do that. I can think critically about my own practices and learn from others' experiences. At our meetings, ideas flow freely. I benefit from the comradery and the shared interest in doing our best for the students.”
- “I find beyond framing what I think might be the issue or opportunity, the process' framework of clarifying and then further probing questions provides the individual bringing forth the pedagogical topic to also consider our personal values and deeper contextual considerations of our unique situations to further ground the relevance of the issue.”

- “This team work provides participants with fabulous ways of exploring effective teaching from different perspectives. The dynamic exchange of opinions in terms of teaching styles, methods, and strategies from faculty members facilitates each of them to think or rethink something that has been previously neglected. The team reflection is a Delphi-like way that significantly encourages and enables faculty members to improve their teaching effectiveness.”
- “I’ve learned much from this group. First, it provides a structured space for discussion of teaching. This is important as we often spend time chatting about teaching but not really discussing what we’re doing. Second, it has helped me improve my teaching in concrete ways. For example, I always have trouble with the balance between giving plenty of homework and keeping up with the grading it entails. I brought this issue to the group and by working through the one-hour structured discussion I came away with concrete suggestions for dealing with this problem. I’ve applied the ideas to my classes and it has helped me immensely. “

It is gratifying that my colleagues have found reflective practice to be an effective tool to improve teaching. As a couple of the quotes mention, all participants learn from the discussion. Each presenter has confirmed that the process seems very supportive, and they do not feel that they are on a hot seat. This practice has incredible value to improve teaching.

References

Merikel, M. L. (1998). *Reflective practice: The reflective practitioner*. Retrieved May 24, 2016 from <http://oregonstate.edu/instruct/pte/module2/rp.htm>.

Schon, D. (1983). *The reflective practitioner: How professionals think in action*. New York: Basic Books.

Schon, D. A. (1987). *Educating the reflective practitioner: Toward a new design for teaching and learning in the professions*. San Francisco: Jossey-Bass.

For further information contact:

Lisa Lindgren
 College of St. Benedict / St. John’s University
 P.O. Box 2000, Simons 264
 Collegeville, MN 56321
 (320) 363-2066
llindgren@csbsju.edu

CLOSING THE GAP BETWEEN STUDENT EXPECTATIONS AND THOSE OF PROSPECTIVE EMPLOYERS

Rosa Lemel, Kean University

POSITION PAPER

The “customer-centric” approach to education focuses on the needs and expectations of students as the final consumer. Certainly the students, and their parents, are the University’s first tier customers, but in reality the final consumer is the potential employer. If the end product (the student’s learning outcome) is substandard or even defective, employers won’t buy. And if employers won’t buy, i.e. hire, then the college graduate ultimately will be dissatisfied. The problem with developing an academic program that accommodates the student’s needs and wants is that it ignores the final consumer’s needs, the needs of the eventual employer. There needs to be more effort put into developing programs that satisfy employer wants, and that will ultimately produce more satisfied students when they are better prepared to the satisfaction of potential employers.

Let’s first examine what students are looking for when considering a Marketing degree. Studies have shown (Praveen, Vaidyanathan, and Rochford, 2007) that students majoring in Marketing have lower quantitative skills than typical business students. Many students decide to major in marketing as a way, they believe, of avoiding quantitative courses. The more quantitatively oriented business students opt for Accounting and Finance majors. The same study shows marketing majors to have lower language and communication skills than their counterparts majoring in the liberal arts. Those with a higher language aptitude gravitate toward a major in English or Communications rather than Marketing. Some students are shopping for a degree that has lower standards for both quantitative and communication skills, in other words, a less rigorous way to earn a college degree in Business and they believe they have found it with a major in Marketing or a General Business degree. This is something that must be examined more thoroughly. A well-known truism states that college students are the only consumers that want less than what they have paid for, they want to be cheated out of their full value. When class lets out early and less homework is assigned, the students cheer, even when paying full tuition. A study reported by PR Newswire (2015) showed that the top five reasons students gave for skipping classes were, in order of most prevalent; hanging out with friends, too tired, recreation, studying, and weather related. It seems from these studies that what is important to students is to be able to graduate with the least amount of effort.

According to Forbes (2014) the most desirable skills employers are looking for are the ability to work well with a team, make decisions and solve problems. After those skills, the employers are looking for communication skills and technical knowledge related to the job. The degrees most in demand were business, engineering, and computer information sciences. A survey of business owners by the American Association of Colleges and Universities found that 9 out of 10 employers judge recent college graduates as poorly prepared in areas such as critical thinking, communication, and problem solving (Belkin, 2015). Studies show that managers are looking for employees that work well in teams and can communicate effectively. (Galagan,2010; Salahuddin, 2010). Others studies show employers looking for graduating business students to have competency skills in thinking strategically, planning and organizing, and effective decision-making, problem solving, and analyzing capabilities (Sudsakorn and Swierczek, 2009). Additionally, according to these same studies, employers are looking for effective oral and written communication skills, team leadership, relationship building, and the ability to adapt to a changing environment.

The solution to closing the gap between what students want and what employers are looking for will most likely come from the students themselves and the information that is available to them when shopping for a degree. The complaints and reviews available on the internet for the various programs should steer future students in the right direction. Colleges can assess the learning outcomes of students in view of employer expectations. The curriculum may need to change to reflect the changing needs of the business world. Once students are educated about job prospects they will choose the degree programs that prepare them best for a brighter future. The demand for changing the degree offerings has to trickle up from the employer, to prospective students, and then to those who develop academic standards. When students demand an education that prepares them for real world jobs, then the

curriculum will change. If students continue to demand less rigorous degree programs, then that is what they will get.

Much of the research on the gap between student expectations and employer expectations is outdated. There needs to be an in depth analysis of that gap, broken down by the various business majors; accounting, finance, marketing and management. If the gap is significant, we may need further research to determine how best to inform students about the benefits of a degree program that prepares them for what employers are looking for. We will also have to determine how best to persuade students what is best for them in the long run. How do we sell a more rigorous and demanding degree program? Effectively communicating the long term benefits to working harder for their degree is the challenge. Quantifying the outcomes into employment statistics, certification pass rates, and average starting salaries for graduates will hopefully sway students towards the more demanding programs, and away from “party” schools. This will force the more lax schools to tighten standards to attract a more demanding student body. This approach is customer-centric as well, but the customer here becomes the potential employer rather than the student.

REFERENCES

- Adams, A. (2014). The 10 skills employers most want in 2015 graduates. *Forbes*. Retrieved April 10, 2016, from <http://www.forbes.com/sites/susanadams/2014/11/12/the-10-skills-employers-most-want-in-2015-graduates/#28ebe43119f6>
- Aggarwal, P., Vaidyanathan, R., & Rochford, L. (2007). The wretched refuse of a teeming shore? A critical examination of the quality of undergraduate marketing students. *Journal of Marketing Education*, 29.3, 223-233.
- Belkin, D. (2015). Test finds college graduates lack skills for white-collar jobs; forty percent of students seen ill-prepared to enter work force; critical thinking key. *The Wall Street Journal*. Retrieved April 10, 2016, from <http://www.wsj.com/articles/test-finds-many-students-ill-prepared-to-enter-work-force-1421432744>
- PR Newswire. (2015). College students reveal why they skip class in 140 characters or less: study of 3.1 million tweets exposes top reasons college students skip class. Retrieved April 10, 2016, from <http://www.prnewswire.com/news-releases/college-students-reveal-why-they-skip-class-in-140-characters-or-less-300125051.html>
- Galagan, P. (2010). Bridging the skills gap: Part II. *The Public Manager*, 39(2), 52–55. Retrieved April 10, 2016, from <http://www.thepublicmanager.org/>
- Sudsakorn, T., & Swierczek, F. W. (2009). Management competencies: A comparative study between Thailand and Hong Kong. *Journal of Management Development*, 28, 569–580, Retrieved April 10, 2016, from <http://www.ufhrd.co.uk/wordpress/wp-content/uploads/2015/09/GLOBE-Study-Culture-Clusters-Can-they-be-Found-in.docx>
- Salahuddin, M. M. (2010). Generational differences impact on leadership style and organizational success. *Journal of Diversity Management*, 5(2), 1–6. Retrieved from <http://journals.cluteonline.com/index.php/JDM/article/view/805>
-

For further information contact:

Rosa Lemel
School of Management and Marketing and International Business
College of Business and Public Management / Kean University
1000 Morris Ave.
Union, NJ 07083
(908) 737-4190
rlemel@kean.edu

THE PURPOSE OF AN UNDERGRADUATE MARKETING EDUCATION: EQUIPPING STUDENTS FOR LIFE, NOT FOR VOCATIONAL AIMS

Hannah D. Walters, Northern State University
Kristi M. Bockorny, Northern State University

POSITION PAPER

Today's university administration focuses on short term enrollment and retention metrics. Students and parents today expect a good paying job following graduation. Many of today's corporate recruiters expect job-ready employees from the pool of recent business school graduates. Even we, as schools and universities, promote the types of jobs that our majors prepare students for. "American business education today is reverting to the narrow, functional industry training characteristic of schools in the 1950s" (Zimmerman, 2001, p. 2).

Many universities have succumb to the pressures from the corporate world. Teaching, research and service, in that order, have traditionally been the priorities of university faculty. However, the lure of corporate dollars have had a detrimental impact on budget-stricken universities. "Financial considerations have altered academic priorities, reduced the importance of teaching, degraded the integrity of academic journals, and determined what research is conducted at universities" (Soley, 1995, p. 145).

An undergraduate marketing education should supplement the general education by expanding the knowledge of business, marketing, different values, cultures, and business practices to develop students as ethical leaders for a global society. "In theory, an undergraduate business education should provide a foundation of business knowledge and skills within a broad, liberal education. Business education is designed to supplement the critical reasoning skills and educational breadth requirements of a liberal education" (Stewart, 2010, p. 248).

Herrington and Arnold's 2013 study found that programs were lacking in integration across the various functional areas, placed too much emphasis on problem solving, and not enough on problem finding, leadership, interpersonal skills, communication skills, external environments, international dimensions of business, entrepreneurship, and ethics. Going back to the purpose of education "to provide a foundation for how to live life" (Houston, 1996, p. 12), these areas of problem solving, leadership, interpersonal skills, communication skills, external environments, international dimensions of business, entrepreneurship, and ethics are the right opportunities to consider within higher education curriculum and teaching, not technical skills, techniques, or methods (Scott, 2014).

Changing the perception of higher education will require a shift in philosophy starting at the top. Higher education administrators and academic leaders must rethink the mission and purpose of higher education. It will be a time consuming process in which academic leaders and faculty members teach each other what the purpose of higher education is and ultimately buy into the shared mission.

Key leadership, including Deans, Department Chairs, and key faculty leadership, should lead the charge to change the culture within Schools of Business to one of market-orientation. A market orientated organization seeks to know and respond to current students, employers, and the global society, but current constituent centricity, by itself, is insufficient. The key is being aware of something beyond what current constituents tell the School in order to meet their needs, but also understanding and anticipating future constituents' needs in a new way.

In order to accomplish a culture shift, we recommend that the School of Business conduct mission and purpose sessions with key constituency members including administrators, faculty, support staff, students, alumni, parents, and employers. Rebuilding the culture around a new purpose of education is the first and most important recommendation. Of course, faculty autonomy and academic freedom are alive and well, so to expect 100% buy-in would be unrealistic. All staff and faculty should be trained and equipped with the right skills, tools, and motivation to deliver on the shared mission and purpose of education.

Two main challenges identified with creating a culture shift include resistance to the culture shift itself and limited resources. First, there will be some key constituents who believe the current culture does not need changing. Many business schools today are ranked according to graduate placement numbers (Trieschmann, Dennis, Northcraft, and Niemi, 2000). This leads administrators to value the importance of job placement, which is easy to measure and promote. This mentality values career ready skills versus life ready skills and thus the focus is on job placement. The constituents in favor of a liberal arts education will argue students need life ready skills to be prepared for the future and not just a career today. The other challenge is limited resources, time and money. To create a culture shift, a great deal of time will need to be invested to develop a plan of action. Additional time will be needed to incorporate training and informational sessions to get all stakeholders on board.

Future research should investigate whether business universities are sending messages to key constituents focusing on graduation placement or on the value of a liberal arts education. Research should also ascertain how the key constituents are interpreting that message. To fully understand what messages are being sent and how the messages are being interpreted, surveys will need to be administered to administrators, faculty, support staff, students, alumni, parents, and employers. This survey can also explore the perception of a liberal arts degree amongst these constituents.

An extended option for future research would be to conduct a longitudinal study. Students who complete the survey can be surveyed again one year after graduation, five years after and ten years after to determine if the students value career ready skills or life ready skills. An analysis can be done to determine if the perception changes over time.

REFERENCES

Houston Jr., G. R. (1996). Bury The Liberal Vs. Professional Arts Debate. *Education*, 117(1), 12.

Scott, Robert A. (2014). The meaning of liberal education. *On the horizon*, 22(1), 23.

Soley, Lawrence C. (1995). *Leasing the Ivory Tower*. Boston, Massachusetts: South End Press.

Stewart, D. W. (2010). The Purpose of University Education. *Psychologist-Manager Journal (Taylor & Francis Ltd)*, 13(4), 244-250.

Trieschmann, J. S., Dennis, A. R., Northcraft, G. B., & Niemi, A. W. (2000). Serving multiple constituencies in business schools: M.B.A. program versus research performance. *The Academy of Management Journal*, 43(6), 1130–1141.

Zimmerman, J. L. (2001). *Can American business schools survive?* William E. Simon Graduate School of Business Administration.

For further information contact:

Hannah Walters
Northern State University
1200 S Jay Street
Aberdeen, SD 57401
605.626.7721
hannah.walters@northern.edu

UTILIZING EXPERIENTIAL LEARNING TO TEACH CRITICAL ISSUES AND ETHICS IN A MARKETING CURRICULUM

Bryan Greenberg, Elizabethtown College

POSITION PAPER

This paper and presentation explores the development and implementation of an experiential learning course designed to introduce students to critical issues in marketing, so that students may have a better understanding of the ways marketing influences and is influenced by individuals, groups, systems, and cultures, as well as how marketing attracts, affects, and often comes to define diverse groups. The course resulted from concerns that students were lacking in their understanding of, exposure to, and ability to work with diverse groups; their inability to view corporations, economic systems, and the marketing function as connected to historical social, economic, political, and corporate trends; and their difficulty in viewing ethics as something broader than corporate responsibility and the avoidance of corporate malfeasance. The course consisted of a series of lectures devoted to critical issues in marketing; a film series consisting of both documentaries and Hollywood productions that introduced individual topics – including race, gender, class, capitalism, the financial system, healthcare, food production, manufacturing, and other such topics; a series of activities and exercises designed to demonstrate how these topics are interconnected; a set of field lectures at retail establishments, community centers, healthcare facilities, transportation centers, etc.; various individual field activities in diverse communities; and a variety of community-based consulting projects.

Elizabethtown College is a small liberal arts school in southcentral Pennsylvania. While the institution strives to recruit a diverse class, this can often be difficult, creating two distinct challenges in the marketing curriculum. First, it results in a student body that often has a very narrow understanding of the diversity of consumers in the marketplace, as well as the messaging and products that might resonate with these different groups. While all institutions face something similar – even students from diverse backgrounds and at more diverse institutions often have a narrow understanding of the larger world beyond themselves – there is often less to reference, both from one’s own experience and through interactions on campus, at a smaller and more rural institution. Second, for some students, this narrow worldview can move beyond general unfamiliarity and manifest itself into fear, complicating the teaching of marketing in general, and ethics and diversity in particular. This is especially noticeable when discussing topics tied into social class, which for some students is more difficult to ‘get’ than issues pertaining to race.

Given these issues a new hybrid course was developed. The course components consisted of the following:

- Introductory lectures covering traditional ethics topics as well as more advanced topics delving deeper into race, class, gender, and a variety of industry-based subjects (including food, healthcare, HBA, and sports). The course was designed to move from the macro to the micro, starting with economic and political systems, moving into industry and business structures, then exploring specific industry-related practices, before moving into topics surrounding race, gender, and class. The goal throughout was to link each step, so that students could begin to see how historical economic, social, and political factors play a role in the development of industry and the definition of appropriate business practices, and how all of these factors in turn influence how society views and defines race, gender, and class.
- A film-based program consisting of 17 documentaries and Hollywood productions, ranging from *Century of the Self* to *Soylent Green*. Like the lectures, topics were arranged from the broad to the narrow, with appropriate films tied into each week’s lecture.
- Exercises for each lecture and film component designed to push students to increasingly make linkages between the topic at hand and the larger topics previously discussed. For example, when discussing direct-to-consumer pharmaceutical advertising, the goal was for students to consider the role of historical political, social, and economic issues (this included a discussion of the New Deal, Great Society, Vietnam, 1980s deregulation, the U.S. healthcare system, the role of insurance, capitalism and advertising regulation,

and other such topics). This was often one of the more challenging aspects, both for the students and the instructor.

- A set of living laboratory field lectures, where students were exposed to retail, healthcare, educational, and corporate entities in diverse communities. Each experience included discussions with employees, managers, customers, clients, patients, etc. The goal was for students to see how institutions they might be familiar with could be very different, both in their design and how they connect to the community, for different groups.
- Field activities, where students were provided an experiential assignment to complete in the field, often as a group. For example, one such activity consisted of a visit to a beauty supply store in an urban neighborhood. Students were required to view products throughout the store, but the larger goal of the assignment was for students to experience what it would be like to shop at such an establishment. During the debrief students commented on how uncomfortable the experience was, both because they felt like they did not belong and also because they were followed throughout the store. This led to a discussion of what those feelings must be like for those who experience it on a daily basis. Other activities included a visit to a rent-to-own retailer, a Halal market, an urban bodega/supermarket, and an LGBT center.
- Work projects with local urban businesses, with students required to both be a team leader on a project (leading a team from the community) and a team member (where the student was required to work under a member of the community). The goal of these projects was for students to be exposed to diverse groups, better understand the issues faced in these communities, and have an opportunity to explore what it is like to both lead and be led by those who are different, whether it be race, class, gender, sexual preference, or religion.

Initial results were promising. Students were better able to present a more nuanced argument related to applicable topics; demonstrated an increased comfort level working with diverse groups; exhibited a greater understanding of themselves and others; demonstrated increased competency in issues related to race, gender, social justice, and the environment; and were more easily able to recognize, analyze, and discuss both micro and macro issues pertaining to marketing ethics. In addition, student scores on a variety of Implicit Association Tests demonstrated a statistically significant difference between pre- and post-course measures. With respect to student evaluations, qualitative responses revealed that while students saw the course as “difficult”, “demanding”, “challenging”, and “uncomfortable”, they also believed that it was one of the most beneficial courses they have taken, commenting that it “changed how I look at the world”, “introduced me to concepts I probably would have laughed at before”, “taught me that there is such a thing as privilege”, “opened my eyes to personal and professional responsibility”, and “showed me that we marketers have a larger responsibility”.

Moving forward, the goal is to increase the number of students participating and to attract those students who would not generally self-select an elective focused on ethics and critical issues. Based on student feedback, components of the course – selected films, guest speakers, and field trips – will also be offered to students not enrolled.

For further information contact:

Bryan Greenberg
Elizabethtown College
One Alpha Drive
Elizabethtown, PA 17022
(717)361-1282
greenbergb@etown.edu

HOW DOES DISRUPTIVE TECHNOLOGY ADOPTION AND INTEGRATION IMPACT NPD PERFORMANCE?

*Michael Obal, University of Massachusetts Lowell
Sajna Ibrahim, University of Illinois at Chicago*

POSITION PAPER

With the fast pace of innovation and increasingly competitive markets, firms are constantly faced with the challenge of deciding whether or not to adopt and integrate new technologies into their everyday operations. Product development firms are no different – they must decide whether to adopt innovations into their own NPD processes in order to improve their ability to make successful products. In the current high paced innovation environment, driven by the advent of emerging game-changing technologies (e.g., cloud computing, rapid prototyping), the adoption of disruptive technologies into the NPD process has gained renewed importance.

Christensen (1997) coined the term “disruptive innovation” to refer to technological innovations which create new markets. Disruptive innovations differ drastically from the preceding generation’s technologies and therefore are riskier to adopt and may take longer to learn than incremental innovations (Sherif, Zmud and Brown, 2006). While the literature on technology adoption is rich, research focusing on disruptive technology adoption into the NPD process is relatively scarce (Barczak, Sultan, and Hultink, 2007).

Unfortunately for managers, integrating new technologies (especially those that are disruptive) into the NPD process is far from simple and involves a change in “mind-set” for the NPD team (Thomke, 2006). While disruptive technologies may be more likely to offer greater benefits to adopting firms, they may also come with greater risks of failing (Lyytinen and Rose, 2003). Technology that is not a good fit for a firm may ultimately be rejected by employees, thus rendering the adoption a waste (Morgan and Inks, 2001). Our research provides key insights on the above challenges faced in adopting disruptive technologies into the NPD process and offers potential moderating factors that could aid in the successful adoption of such innovations.

Accepting a “resource based view”, we investigate the consequences of disruptive technology adoption into the NPD process on product launch timeliness and market performance. In the context of adoption of disruptive technology innovations, we also look at how the organizational innovativeness and market orientation of a firm can influence launch timeliness and market performance. Furthermore, we explore four factors which can minimize risks and aid in influencing technology adoption - IT capabilities of the firm, existence of a technology champion, team congruency and firm size. To empirically test our model and provide industry insights, we use a wide scale survey of 249 product managers in NPD firms.

In order to analyze our proposed model, we utilized the 2012 CPAS data set as collected by Product Development and Management Association (PDMA). The final sample consisted of 249 product managers. A CFA was run and obtained a satisfactory fit ($\chi^2/df = 1.964$; CFI = .950; NFI = .905). The hypotheses were tested using OLS regression analyses. As hypothesized, firms that adopted more disruptive technologies into their NPD process over the past three years were more likely to report that the products they developed were performing well ($\beta = 0.113$, $p = .042$). We also found that firms with more of a market orientation ($\beta = 0.260$, $p < .001$) and more organizational innovativeness ($\beta = 0.406$, $p < .001$) were more likely to launch new products that met or exceeded market expectations. Firms with more of a customer orientation ($\beta = 0.306$, $p < .001$) and organizational innovativeness ($\beta = 0.177$, $p = .009$) were also more likely to launch their products on time. As expected, product launch timeliness was negatively affected by the amount of disruptive technologies adopted by a firm ($\beta = -0.150$, $p = .025$). Finally, launch timeliness had a positive influence on market performance ($\beta = 0.182$, $p = .002$). Based on the results above, the adoption of highly disruptive technologies may positively impact the market performance of new products, yet they may also slow down the launch process.

As previously mentioned, we investigated four potential moderators on the main effect of disruptiveness of adopted technology on product launch timeliness: firm size, the existence of a technology champion, team congruency, and IT capabilities. We found that the existence of a technology champion had a positive, moderating relationship on the main effect between technology disruptiveness and launch timeliness ($\beta = 0.824$, $p = .011$). Finally, IT capabilities had a moderating relationship on the main effect of technology disruptiveness on on-time launch ($\beta = 0.435$, $p = .029$). Firm size and team congruency did not have a significant impact. Based on these results, the existence of a technology champion and strong IT capabilities can alleviate the negative impact of newly adopted disruptive technologies on product launch timeliness.

We show in this study that adoption of disruptive technology into the NPD process gives considerable competitive advantage to firms and improves market performance. Conversely, due to the higher learning costs and “organizational inertia” associated with the adoption of a new resource, the time to market for a product made using disruptive technologies is increased. The slower launch times may be problematic as we show that improved launch timeliness leads to better market performance. Through this research, we also identify IT skills and technology champions as key moderators that can lessen the risks of such technology adoptions. Thus, we recommend that firms who are considering implementing a disruptive technology into their NPD process should first develop IT capabilities through training and implementation scenarios and identify a technology champion who holds political sway within the firm. In sum, we hope this study encourages future research within technology adoption in NPD.

REFERENCES AVAILABLE UPON REQUEST

For further information contact:
Michael Obal
University of Massachusetts Lowell
The Robert J. Manning School of Business
1 University Avenue
Lowell, MA 01854, USA
(401) 297-1151
Michael_obal@uml.edu

CAN WE FIND BALANCE IN TEACHING, CONDUCTING RESEARCH AND PERFORMING SERVICE IN OUR MARKETING COURSES?

Paul E. Kotz, Saint Mary's University of Minnesota

POSITION PAPER

Wolyniak (2003), commented that research, teaching, and service is the traditional tripartite division of academic work. The kind of institution and the nature of institutional priorities have some bearing on the arrangement of the first two parts, but service always comes last. Conventional wisdom holds that the best researchers are also the best teachers (Arnold, 2008; Hattie & Marsh, 1996; Robertson & Bond, 2005). But why should this be the case? Research provides the fundamental building blocks for the content of teaching (Marsh & Hattie, 2002), and faculty experts logically possess a mastery of their topic area (Feldman, 1987; Gruber et al., 2010). Active researchers tend to be at the cutting edge of their respective fields and, as such, can provide a state-of-the-art perspective in the classroom that is not available even in recently published textbooks (Marsh & Hattie, 2002). This ability to “clarify, update, and amend the teaching of a topic . . . provides an authenticity to the presented material that differs from presentations by teachers who are only discussing the work of others in which they have no active involvement” (Marsh & Hattie, 2002, p. 604). Reinforcing this viewpoint, there is likely to be a high degree of overlap between the personality traits needed for both favorable teaching evaluations and productive research (Arnold, 2008). In summary, the time, effort, skills, and personality required to excel in one area (i.e., research) are thought to be complementary to the other area (i.e., teaching).

The researcher used an integrative literature review strategy, which is an empirical research report that systematically collects, classifies, and analyzes a body of literature on a topic. As part of the research report, authors of integrative literature reviews describe the methodology used to search, choose and code studies, and focus on providing a critique or interpretation rather than just reporting data. Even though the logic embedded in this commonly held viewpoint is compelling, the anticipated association between research, teaching and service is not consistently supported by empirical research (Feldman, 1987; Hattie & Marsh, 1996). Indeed, Marsh and Hattie (2002) find that the correlation between research publications and evaluations of teaching is nearly zero. In response, scholars have suggested that multiple countervailing forces are present which are thought to limit the strength of the relationship described by the conventional wisdom (Arnold, 2008). First, the central concern with this conventional viewpoint is described by the scarcity model: Simply put, the time spent on research activities reduces the time available for teaching marketing and performing service duties (Hattie & Marsh, 1996; Polonsky et al., 2003). In this perspective, any potential positive reinforcement between teaching, research and service activities is more than offset by the finite amount of time available to any individual faculty member. As more time is allocated to research, less time is available for teaching activities and service, negatively affecting student perceptions of classroom performance.

Given the importance and primacy of research productivity in the typical university reward structure (Arnold, 2008), a faculty member could enhance his or her career prospects by spending less time on teaching activities, and reallocating those resources on his or her research and service agenda—even though this approach may result in decreased student learning and satisfaction (Arnold, 2008; Feldman, 1987). As research time/ and or service increases, teaching evaluations may drop. Brusa, Carter, & Heilman (2010) mention that the dual nature of the current findings related to the relationship between research productivity and teaching evaluations may help reconcile some of the conflicting outcomes in the existing literature. In addition to research ability, several other factors are associated with favorable teaching evaluations, predominantly the student perceived easiness of a class. Still, there are many examples of faculty who are able to achieve high classroom evaluations despite offering very challenging classes; as well as the converse: Educators who are perceived to be easy instructors but still receive low teaching evaluations. Investigating where teaching evaluations are *not* highly related to easiness is believed to provide meaningful new insights and guidance toward improving teaching evaluations (Felton et al., 2004). The conventional wisdom belief that research-

productive faculty are also the finest instructors is often being challenged. Some studies find that scholarship displays a positive correspondence with teaching evaluations, but only for male faculty publishing in elite or top-tier marketing journals. Although this linkage is only found under specific conditions, it stands in contrast to much of the existing literature, which reports little to no correlation between research and teaching evaluations. In addition, significant control variables and interactions, at both the faculty level (i.e., gender, faculty title) and university level (i.e., tuition, entry GPA, flagship university). In total, the findings suggest that while there is an association between elite publications and student evaluations, the primacy of research in the academy may, nonetheless, not always be in the best interest of students.

With the increased burden of requirements for teaching and scholarship for tenure-track professors, it might be an appropriate time for some universities to commingle traditional hiring models for tenure-track faculty with short term contract models for hiring faculty such as industry professors, professors of practice, or fixed-term professors who focus exclusively on teaching higher numbers of courses (usually four per semester) than tenure-track faculty members. Colbeck (2002) maintains that among this select sample of excellent research university teachers and researchers, half the respondents found it difficult to balance teaching with other faculty responsibilities. Not surprisingly, the lower their rank, the more difficulty faculty found in balancing their roles. Since it seems to come more easily with experience, senior faculty who have achieved balance should share their strategies with their junior colleagues. Role balance should be an essential task of mentoring new faculty. In a sample of faculty designated as "excellent," half managed by fragmenting their teaching, research and service roles. They either focused on one role at a time or cut back on one role altogether. It is most disturbing that nearly half the assistant professors in this same sample reduced one role and often said the role "cut back" was teaching. More can be learned, however, from those few faculty who accomplished more by engaging in activities that fulfilled at least two roles at the same time. Such role integration is consistent with observations by Colbeck (1998) and Krahenbuhl (1998) and should be encouraged and rewarded. Understanding the factors that are related to teaching in marketing is a complex and multifaceted challenge. The current study finds some support for this notion as the ability to publish in elite marketing journals displays a positive relationship with evaluations—although no significant association between publishing in a broader range of refereed marketing journals and teaching evaluation results are observed. The tripartite division of research, service and teaching may add depth to students' classroom experience if managed well by the educator.

REFERENCES

- Arnold, I. J. M. 2008. "Course Level and the Relationship Between Research Productivity and Teaching Effectiveness." *Journal of Economic Education* 39 (4): 307–21. [Taylor & Francis Online], [Web of Science]
- Brusa, J., Carter, M., & Heilman, G. (2010). Academic content, research productivity, and tenure. *Journal of Economics & Finance*, 34(1), 46-60. doi:10.1007/s12197-008-9066-y
- Colbeck, C. L. (2002). Balancing Teaching with Other Responsibilities: Integrating Roles or Feeding Alligators.
- Colbeck, C. L. (1998). Merging in a seamless blend: How faculty integrate teaching and research.
- Feldman, K. (1987). Research productivity and scholarly accomplishments of college teachers as related to their instructional effectiveness: A review and exploration of - *Research in Higher Education*, 26, 227–298.
- Felton, J., Mitchell, J., & Stinson, M. (2004). Web-based student evaluations of professors: the relations between perceived quality, easiness and sexiness. *Assessment & Evaluation in Higher Education*, 29(1), 91-108.
- Gruber, T., Reppel, A., & Voss, R. (2010). Understanding the characteristics of effective professors: the student's perspective. *Journal of Marketing For Higher Education*, 20(2), 175-190. doi:10.1080/08841241.2010.526356
- Hattie, J., & Marsh, H. W. (1996). The Relationship between Research and Teaching: A Meta-Analysis. *Review of Educational Research*, (4). 507.
- Krahenbuhl, G. S. "Faculty Work: Integrating Responsibilities and Institutional Needs." *Change*, 1998, 30 (6), 18-25.
- Marsh, H. W., & Hattie, J. (2002). The Relation Between Research Productivity and Teaching Effectiveness. *Journal of Higher Education*, 73(5), 603-641. doi:10.1353/jhe.2002.0047

Robertson, J., & Bond, C. (2005). The Research/Teaching Relation: A View from the Edge. *Higher Education*, 50(3), 509-535. doi:10.1007/s10734-004-6365-x

Wolyniak, M. (2003). Balancing Teaching and Research Experiences in Doctoral Training Programs: Lessons for the Future Educator. *Cell Biology Education*, 2(4), 228-232.

For further information contact:

Paul E. Kotz
Saint Mary's University of Minnesota
2500 Park Avenue
Minneapolis, MN 55404-4403
(612) 728-5130
pkotz@smumn.edu

RECRUITING NEW COLLEGE GRADUATES; WHAT ARE STUDENTS LOOKING FOR?

*Gwen Achenreiner University of Wisconsin-La Crosse
Mary Jae Kleckner University of Wisconsin-Stevens Point
Peter Knight, University of Wisconsin-Parkside
Bryan Lilly University of Wisconsin Oshkosh*

POSITION PAPER

Wisconsin employers face difficult challenges when hiring new graduates from 4 year colleges. Wisconsin has a lower percentage (27.4% of population) of college-educated talent than bordering Illinois (31.7%) and Minnesota (33.2%) (US Census 2015). Compounding this challenge is the risk of losing our college-educated talent to other states, or “brain drain.” Regardless how much Wisconsin actually experiences brain drain (Newman, 2014; Wisconsin Policy Research Institute, 2010; Ziff, 2010), attracting and keeping native talent should be a priority. Some differences exist across generations, in terms of how college graduates determine where they wish to work (Price Waterhouse Cooper, 2012). However, many factors that motivate job selection are similar across generations, and analysis from the Council of Economic Advisors and IBM Millennials found that our current Millennial students are less likely to change jobs than GenXers were (“4 Millennial Myths,” 2015). Given the information above, employers should 1) place a high priority on understanding how Millennials navigate the job search process, and 2) align their practices to leverage Millennial job search decisions.

To address these employer needs, a team of UW business professors assessed graduates’ employment expectations, desires, and job-search trends and also determined whether there were any notable differences amongst students preparing for entry level positions in marketing versus other Business-related careers. Survey data was collected from 883 business students across ten 4-year UW campuses with 84% graduating by spring 2017.

Prior personal experience with an organization dominated all other influences as the most highly rated factor that motivates students to apply to certain companies. Internships are a particularly powerful way to attract new graduates to full time positions, but making connections through alumni, friends and relatives employed by a firm also appears to be an effective technique to attract the best recruits. Career fairs may be an effective recruiting tool, but strong internship and referral programs seem essential to attract the best graduates. There was no significant difference in the importance of these factors for Marketing majors versus all other majors.

Responses also showed the most important factor overall in selecting a specific company to work for is work-life balance (72%). Health and retirement benefits, job security, company reputation, and colleague relationships also outranked salary as highly important. In addition, 57% of respondents want to work for one company during the first five years out of college, suggesting that a majority of graduates are willing to commit to companies that meet their needs, in contrast to some national reports arguing that millennials are “job hoppers.”

Positions that involved a high degree of travel and interaction with others were more appealing to Marketing Majors than non-Marketing majors. Work life balance and strong relationships with colleagues were also more important to Marketing Majors than all other majors.

Most students (72%) indicated \$40,000/year to be the salary range at which they would consider a job, while slightly under half (46.1%) would consider \$38,000. With respect to promotion, students are eager: 11.7% expect a promotion during their first year, and 60.1% expect to be promoted during their second year. No significant difference was found between Marketing majors and non-Marketing Majors regarding compensation and opportunities for advancement.

Regarding supervision preferences, almost 62% of students prefer a manager who gives them some autonomy. Other highly desirable traits include offering challenges or expecting high levels of performance (over 65%), having

previously worked in the same role (81.8%), and connecting them to more senior people in the company (87.7%). Marketing majors sought managers who valued creativity more than non-Marketing majors.

Based on the survey results, it appears that many Wisconsin employers will face challenges in designing an environment that will attract the best and brightest of the millennial business student cohort. Global and national employers are often well aware of the current research on the career motivations and aspirations of millennials and have specialized HR programs to attract, hire and train them. Some respondents expressed interest in working for smaller companies, but these companies would likely be well-advised to follow the lead of “best in class” larger companies by developing career programs tailored specifically to recent college graduates.

Only a small portion of the survey data has been analyzed to date. Factors such as the degree to which UW Business graduates feel self-confident and prepared for their career of choice (i.e. self-efficacy) and how their level of self-efficacy affects their career expectations will be explored in future analyses.

REFERENCES

4 Millennial myths smart employers should ignore. (2015). *Property & Casualty* 360, 119 (8), p. 17.

Newman, J. (2014, February 13). Combatting the brain drain is the key to Wisconsin’s growth, conference speaker says. *Wisconsin State Journal*. Retrieved from http://host.madison.com/wsj/business/combating-the-brain-drain-is-the-key-to-wisconsin-s/article_48ceca4e-9009-59b5-b0d4-521f30f96c3b.html

Price Waterhouse Cooper (2012) Millennials at work Reshaping the workplace Retrieved from <https://www.pwc.com/m1/en/services/consulting/documents/millennials-at-work.pdf>

United States Census Bureau. (2015). <http://www.ers.usda.gov/dataFiles/CountyLevelDatasets/Education.xls>

Wisconsin Policy Research Institute. (2010, September). Refocus Wisconsin: A special report. Retrieved from WPRI.org: http://www.wpri.org/WPRI-Files/Special-Reports/Reports-Documents/WPRI_Refocus_Digest_FNL_090710.pdf

Ziff, D. (2010, November 4). Report seeks to debunk 'brain drain' idea. Retrieved from: *Wisconsin State Journal*. Retrieved from http://host.madison.com/wsj/news/local/education/university/report-seeks-to-debunk-brain-drain-idea/article_3eb65c4a-1531-503a-9b84-9873b89835a4.html

For further information contact:
Peter Knight
Department of Business,
Molinaro Bldg 353
College of Business, Economics and Computing
University of Wisconsin-Parkside
53141-2000
knightp@uwp.edu

A LOOK AT SOCIAL MEDIA COURSES THROUGH THE YEARS: THE BALANCE OF THEORY AND APPLICATION

Leila Samii, Southern New Hampshire University

POSITION PAPER

There has been an increase in the number of social media courses offered in curriculum. In disciplines ranging from marketing to information to technology social media is prevalent and has spread to other disciplines such as the medical field (Bahner and Kman, 2012). The importance of understanding the fundamentals of social media is vital with the proliferation of social media channels and changes within each channel. However, many, especially at the graduate level, dismiss the need to learn theory with expectation to learn primarily social media tactics. Since social media is constantly changing, providing students with foundational knowledge is important to go beyond the present and evolve with the social media landscape.

Moreover, many students have some degree of social media understanding whether for personal use or for business. Therefore, structuring the course or curriculum to fit the varying social media knowledge base provides a better return for the student than assuming all students have similar experiences using social media. The distinction of social media uses for the variation of businesses and personal could benefit the instructors' delivery. Aligning the content to better serve the specific population per class will provide a richer experience for each student.

Similar to teaching other media classes, the level of course content should be aligned with the knowledge of the majority of the students by listening and activating student learning (Manness, 2004). However, the information and assessment should reflect similarity across courses. One method to normalize the varying knowledge and changes in social media channels is to assess the knowledge of the individuals through social media specific projects and include application. As a result, this paper aims to explore the evolution of aligning theory and course projects to implement at varying levels, delivery modes and degree programs for social media courses and their assessment of the knowledge. The questions that will be explored are what should be taught in a social media course? And how should social media be taught?

Many have focused on theoretical concepts associated with social media from varying disciplines, however there is a need to determine similarity of social media curriculum. After developing various types of social media courses, in face to face, asynchronous and synchronous formats, for graduate and undergraduate students in management, marketing and communication disciplines, it was evident that alignment of course content and assessment was needed for social media preparation to bring into the student's career. The balance between theory, client based projects and implementation of social media practice was applied for a holistic approach to understanding concepts. Moreover, developing more than one social media course to satisfy the varying levels of social media understanding was implemented to better serve different populations.

Theoretical frameworks for structuring a social media course is advantageous to comprehension of course material. The delivery of social media concepts and assessment of understanding was observed throughout a number of social media courses. In more introductory social media courses, a generalization of different types of social media tools (i.e. Microblog instead of Twitter) provides a comprehensive understanding of the tools and creates more value in the long run than focusing on specific mainstream tools alone. Moreover, incorporating strategic approaches to using the tools to supplement the overall goals and objectives provides much value and critical thinking in the introductory course. In more advanced social media courses, the tools should not be the focus. Instead, focusing more on analyzing quantitative and qualitative data and social media management to incorporate all business units provides a more in depth knowledge of social media practices. In all social media courses, development of a social media strategy, whether in depth or for implementation, should take precedent complemented by applying social media concepts via a personal brand. Feedback from students reveal the importance to understand development of a social media strategy and application of the tools.

Moreover, student data also reveals a better conception of the material when there are multiple social media courses, especially at the graduate level. Typically, it has been observed that when there is a succession of courses, students understand the importance of developing a baseline for strategic social media, prior to more advanced concepts. Social media can be applied to many different business units, not just marketing alone.

In an ideal world, there would be multiple social media courses throughout curriculum. However, the reality proves curriculum to typically only have room for one social media course to span the depth of knowledge. Though beneficial, social media instructors will have to determine which concepts are the most important. Future research should explore social media courses across disciplines and the number of social media courses in relation to student comprehension.

REFERENCES

Bahner DP, Adkins E, Patel N, Donley C, Nagel R, Kman NE. (2012). How we use social media to supplement a novel curriculum in medical education. *PubMed*, 34(6), 439-44.

Maness, K. (2004). Teaching Media-Savvy Students about the Popular Media. *The English Journal*, 93(3), 46-51.

For further information contact:
Leila Samii
Southern New Hampshire University
2500 North River Rd.
Manchest, NH 03106
(603) 668 3311
l.samii@snhu.edu

GOOGLE ADWORDS FUNDAMENTALS EXAM IN LIEU OF FINAL EXAM: LESSONS LEARNT AND FUTURE DIRECTIONS

Archana Kumar, Montclair State University

POSITION PAPER

Academicians agree that training undergraduate students in digital marketing is imperative if we expect students to survive the competitive job market after college. A study conducted by the Online Marketing Institute (2013) shows that there is a dearth of talent in the digital marketing arena. According to this study, the most important skills for digital marketing specialists that are still not offered in undergraduate education are Search Engine Marketing (SEO), digital advertising, social media marketing, and email marketing. The Online Marketing Institute (2013) study also shows that an issue that companies face while hiring is that employers do not know how to assess the candidate's skill sets. In several cases, digital marketing is highly essential for small businesses and their owners do not have the technical background, thereby making it further difficult for them to assess the student's capabilities. In such a situation, external credentials might signal quality and credibility to employers. In regards to digital marketing, there are several external certifications that employers seek such as Google AdWords, Google Analytics, and HootSuite's Social Media Marketing. Some of these certifications are free to take, and once someone passes the exam they offer a digital badge which can be put on LinkedIn. Such credentials enhances the traditional and electronic résumé and provides validation to the employer that the person will be capable of handling certain digital marketing activities. The following sections describe my experiences with making a part of the Google AdWords certification mandatory in a marketing course and my recommendations to make this process effective in the future.

In Spring 2016, I taught a course entitled 'E-Retailing and Multi-Channel Marketing'. In lieu of a textbook, a \$100 laboratory fee was collected from each of the 14 students enrolled in the course. This became the capital for the online business that the students were supposed to develop as well as the funding for digital marketing activities. The course was experiential which required student's to develop/design university-themed merchandise which could then be sold online. This step enabled students to learn about market research with respect to new product development. Once students received the merchandise from the vendor (learning about retailing concepts such as pricing, sourcing, and logistics), they selected a web-development platform to develop a fully-functional e-commerce website after experimenting with several commercially available alternatives. This step enabled them to understand the challenges faced by an online retailer such as website development, website design and atmospherics, online product presentation, and online customer service. Once the website was ready, students started learning about and implementing digital marketing strategies to promote the website. Learning a concept and implantation was a simultaneous process which reinforced their understanding. Students were encouraged to make mistakes and learn from it.

Students developed a social media strategy and used Facebook, Instagram, and Twitter to promote their online website. Students used Facebook boosting to reach out to relevant audiences who might be interested in the products sold on the website. The concept of SEO was then introduced after which students modified the website content to reflect their learnings about SEO. Students then spent a significant amount of time learning about Google AdWords. Google provides an in-depth study guide with videos which was used as a material to learn about AdWords. They were also given quizzes on Google AdWords to help them stay on track. This was followed by learning and analyzing the output from Google Analytics which helped them understand the behavior of visitors to the website. Further, Google Analytics provided insight on the traffic generated from social media and AdWords keywords, which helped students fine-tune their social media/AdWords strategy. After spending nearly a month on these activities, students submitted their final report on their learnings. This equated to their final project grades. On the day of the final exam, students came to the classroom with their computers and took the Google AdWords Fundamentals* exam which consists of three modules. The exam comprises of 90 questions and has to be completed within 120 minutes. In order to pass the exam, students needed to get 80% or more, however, their final score in the Fundamentals (irrespective of whether they pass or fail) was used as their final exam score. Out of the 14 students,

only one student scored less than 80%. Students were asked to show their computers after the exam and submit a screenshot that validated their score and the time the test was taken.

Overall, the course challenged students to learn the full gamut of becoming an online retail entrepreneur. I have not yet received the official student evaluations but informal discussions with the student revealed that they felt the course covered a lot of information within a short time frame. I agree with the students in this regard and I believe that it will be valuable for students if I can split the course over two semesters. The first semester could focus on product development/ website development along with the possibility of using a simulation for learning digital marketing. The second semester could exclusively focus on digital marketing implementation which typically requires sufficient time to assess the impact of strategies. This will also enable students to get the Google AdWords certification instead of just finishing the AdWords Fundamentals exam.

REFERENCES

Online Marketing Institute (2013). Digital Marketing Talent Study: Skills Are Inflated and Talent Is Slim. Available at <https://www.onlinemarketinginstitute.org/blog/2013/11/state-of-digital-marketing-talent-report/> (Retrieved May 15th 2016).

* Due to the lack of time in a given semester, students were only able to take the first part of the AdWords certification. In order to get the certification, they would need to pass 2 of the AdWords certification exams — the AdWords Fundamentals exam and one of the following: Search Advertising, Display Advertising, Mobile Advertising, Video Advertising, or Shopping Advertising. This course has given them the stepping stone toward getting the actual certification.

For further information contact:
Archana Kumar
Associate Professor,
Feliciano School of Business,
Montclair State University, Montclair, NJ 07043
973-655-3001
kumara@mail.montclair.edu

APPS FOR ENHANCING STUDENT ENGAGEMENT AND LEARNING

Chrissann Ruehle, Sinclair College
Mary Martin, Fort Hayes State University
Cuauhtemoc Luna-Nevarez, Sacred Heart University
Nick Barnes, Nichols College

APPS FOR ENHANCING STUDENT ENGAGEMENT AND LEARNING PANEL POSITION PAPER

Individuals in today's on the go society frequently rely on mobile devices and apps to manage their daily business. Common uses for apps include entertainment, online banking, travel planning and ecommerce in addition to a host of other activities. Factoring in the proliferation of mobile devices, marketing educators are searching for innovative tools and techniques to boost student engagement through the use of apps. The purpose of this paper is to outline a framework for integrating apps into the curriculum as well as provide specific examples that educators can utilize to strengthen engagement and learning.

According to the Pew Research Center's Spring 2015 Global Attitudes Survey, 72% of U.S. adults own a smartphone (Poushter, 2016). A Google Play Store Study by Pew Research Center revealed 77% of study participants installed new apps on their smartphones post purchase (Olmstead & Atkinson, 2016). These results suggest a sizable population of students have access to a mobile device and may represent a viable audience for mobile learning or mLearning.

Researchers appear to possess mixed opinions on the definition of mLearning. An aggregated definition from higher education researchers suggests that mLearning is comprised of learning activities that are personalized, situation focused, and instantly connected by virtue of a mobile device (Romwell, Kidder, Wood, 2014). As marketing educators begin preparing assignments and activities that incorporate mobile devices, it is important to consider these three characteristics of the mLearning experience.

From a personalization standpoint, students will access the apps via a wide range of devices, operating systems, accessories and even personalized settings on the device itself. Some students will utilize their personal device while others may use an employer provided device. Faculty need to be aware of these options, appropriately test the app on a variety of devices prior to implementation and prepare to field technical questions that may arise. Mobile devices allow students to access material within the classroom in addition to the less formalized structure outside the classroom. The takeaway for faculty is to build both in class and external activities and assignments to fully engage students with mLearning course content. Finally, mLearning provides instant connectivity which allows students to link with their classmates and professor in real time in addition to fostering a community of learners.

Effective instructional design for mLearning is dependent on utilizing a proven framework for structuring, selecting and assessing learning activities (Romwell, Kidder, Wood, 2014). Developed in 2006 by Ruben R. Puentedura, the SAMR Model is a well-known and respected framework. SAMR includes four degrees of technology application including: substitution, augmentation, modification and redefinition (Puentedura, 2006). Substitution entails using technology to directly replace traditional classroom activities with no enhancements provided. Augmentation consists of a direct substitution as well as minor enhancements to the activities. Modification consists of a significant redesign of the learning activity. Redefinition is comprised of the creation of a brand new learning activity.

From a pedagogical perspective, the SAMR Model aligns with categories of Bloom's Taxonomy (Schrock, K. 2016). Substitution corresponds to the Remember category while Augmentation connects to the Understand and Apply sections. Modification links to Apply, Analyze and Evaluate categories while Redefinition compares to the Create area. It is important for faculty to remember that the selection of the applicable pedagogy is the primary focus while the selection of the appropriate app and technology is secondary. Once the educator has determined the

pedagogical goals and objectives for the course, they can identify and select the appropriate SAMR category and corresponding app(s) to best meet the objectives.

The Substitution category contains apps that facilitate notetaking, organizational and administrative learning activities. Apps such as iAnnotate, iThoughts, Any.Do, Google Search, Google Maps, Evernote in addition to Facebook and Twitter provide these learning functions. Augmentation apps strengthen collaboration and research competencies. This group includes Google Docs, Keynote, EasyBib, Article Search, Questia, Remind and ShowMe.

Apps that present a true opportunity to transform teaching and learning reside within the Modification and Redefinition categories. Modification category apps provide students the opportunity to apply higher level critical thinking, analysis and collaboration skills. These apps include Flipboard, Skitch, Dragon Dictation, Skype, Poll Everywhere, Dropbox, Box.net, Microsoft One Drive, YouTube, Whatsapp, Slack, Google Slides, YouTube, Instagram and Pinterest. The Redefinition class affords students opportunities strengthen their creativity and innovation competencies through the use of multimedia tools. Apps such as iMovie, WordPress, Prezi, Adobe Spark, WordSwag, Adobe Capture for Asset Creation and Photo Editor by Aviary serve as learning catalysts in this area.

The selection of the right app for the right learning outcome at the right time in the course is an important decision for educators. In the future, students will be utilizing mobile devices and apps in their professional and personal lives. Marketing technology continues to evolve at a rapid pace and educators must be prepared to adapt to these changes. Through the effective course design principles, SAMR framework, and apps discussed in this paper, we are setting the stage for students to become productive and successful business professionals.

REFERENCES

Olmstead, K. & Atkinson, M. (2016). Apps permissions in the Google Play Store. *Pew Research Center*. Retrieved from <http://www.pewinternet.org/2015/11/10/apps-permissions-in-the-google-play-store/>.

Poushter, J. (2016). Smartphone ownership and internet usage continues to climb in emerging economies. *Pew Research Center's Spring 2015 Global Attitudes Survey*. 16.

Puentedura, R. (2013). Transformation, technology, and education. Retrieved from <http://www.hippasus.com/rprweblog/archives/2013/04/16/SAMRGettingToTransformation.pdf>.

Romrell, D., Kidder, L. C., & Wood, E. (2014). The SAMR Model as a framework for evaluating mLearning,, *Journal Of Asynchronous Learning Networks*, 18(2),

Shrock, K. (2016). SAMR and blooms. *Kathy Schrock's Guide to Everything SAMR*. Retrieved from <http://www.schrockguide.net/samr.html>.

For further information contact:

Chrissann Ruehle
Sinclair College
444 West Third Street
Dayton, OH 45402
(937) 512--3504
chrissann.ruehle@sinclair.edu

MANAGING THE BALANCE BETWEEN TEACHING AND RESEARCH IN BALANCED SCHOOLS

Anthony (Hongbum) Kim, California State Polytechnic University, Pomona

CREATING INTERSECTIONS BETWEEN TEACHING AND RESEARCH PANEL POSITION PAPER

One challenge facing ‘Balanced Teaching and Research University’ faculties is to balance teaching and research in their academic career. Personally, I am on a faculty position in a Master’s degree granting institution, according to the Carnegie Classification of Institutions of Higher Education (Indiana University Center for Postsecondary Research, n.d.). Usually, there are heavier teaching loads with more number of different class preparations in these universities. Thus, I dedicate more time and resources to teaching, unlike other faculty members in research 1 institutions.

In order for me to simultaneously focus on teaching and research, I try my best to view research as an extension of teaching. Through research, I create knowledge and deepen my understanding in various marketing issues. Through teaching, I disseminate newly discovered knowledge and prepare students to be more effective leaders who know how to make most out of research findings rather than solely relying on their own managerial hunch. I have taught my students that the most critical assets marketing majors must be equipped with are creativity and research skills. Doing research involves a lot of creativity and requires critical reasoning. Thus, I try to foster these desirable skill sets through research. My classroom is more than a place for knowledge transfer. It is also a place for knowledge creation. By requiring undergraduate students to be involved in the research that are conducted by me, my graduate students, and/or other professors, my students participate in knowledge creation process as either simple participants or research assistants. By doing so, students get to learn marketing research process, a hands-on experience, consistent with Polytechnic philosophy in my institution. Also students are often given the opportunity to read, criticize, and extend my own research, especially at the graduate level.

Thus, I view research and teaching as an integral part of my job. To me, teaching and research is inseparable. I believe that by actively creating new knowledge in the very field in which I am teaching, I can deliver fresh, cutting-edge knowledge and skills to my classes. It is so much fun to teach since I can draw on the very knowledge I have obtained from my own research or research findings learned through literature review. I can provide students with greater insights into the topics I have expertise in. I believe excellent researchers are capable of being excellent teachers. Because such researchers have to overcome higher quality standard set by top journals and because they deal with blunt criticisms all the time, they are less likely to compromise in quality in classroom. Rather they are more likely to set higher standards and motivate students to go to extra miles for excellence in learning.

REFERENCES

Indiana University Center for Postsecondary Research (n.d.). The Carnegie Classification of Institutions of Higher Education, 2015 edition, Bloomington, IN: Author.

For further information, contact:

Anthony (Hongbum) Kim
International Business and Marketing Department
College of Business Administration/California State Polytechnic University, Pomona
3802 W. Temple Ave
Pomona, CA 91768
(909)869-2898
hongbumkim@cpp.edu

EFFECTIVE STRATEGIES FOR ENCOURAGING ENGAGEMENT IN AN INTRODUCTION TO MARKETING COURSE

Brad Eskridge, Bradley University

UNLEASING STUDENTS' INNER-MARKETER: EFFECTIVE STRATEGIES FOR TEACHING

INTRODUCTION TO MARKETING PANEL POSITION PAPER

Engaging with students today, especially in an introductory marketing course, can be a challenge. However, when done well, it can be a satisfying experience for professors and an exciting learning experience for all students.

The paper will examine three areas to consider in delivering an engaging, thought-provoking, and interactive "Introduction to Marketing" classroom experience. Example-based class discussion, the incorporation of a semester-long course project, and other various methods to incentivize regular class attendance and participation will be discussed.

Course materials, and subsequent course discussion, are based around **real-world examples** to keep class up-to-date, easily understandable/digestible, and more interesting for students. The verbatim reading of slides provided by textbook companies and/or the monotonous regurgitation of book definitions can lose students, especially today's millennial. They quickly become disinterested, disengaged, begin searching for other things to do, and/or potentially stop attending class altogether. Relating course materials to examples from industry helps students to retain the information much more effectively as they have something to really "tie" the information to. Providing the definition of Integrated Marketing Communications is one thing; walking students through the marketing campaign from the movie *The Dark Knight* is another entirely. Discussing a fear-based advertising appeal is made far more effective when showing an insurance company's magazine ad or an anti-smoking billboard. From course evaluations, informal student conversations, and other forms of feedback, students have responded positively to this method.

A **semester-long course project** that applies concepts from class to a "real-world" situation enables students to apply thought and logic to discussion of marketing concepts through an example product/retailer of their choosing. Every semester, students choose a retailer (traditional brick-and-mortar makes their lives easier) and a product (a tangible product is also easier on them than a service). Below is an example from one of the six project sections:

Price (Due: 3.30.16)

1. List, and fill in, the pricing equation for your product.
2. How does this product provide you with value? Fill in the value equation (Value = perceived benefits – costs) with great attention to detail. Keep in mind that benefits can be both real and perceived and that costs include more than just price.
3. Which pricing strategy/strategies is the producer of your product employing?
4. Is the demand for your product elastic or inelastic? Justify your answer using the 3 fundamentals for estimating elasticity of demand.
 - Include: Selfie with the product

Each of the six project sections (strategy, product, price, place, promotion, and relevant news article) is due the class period prior to the exam covering that respective material. This not only breaks the project up into very manageable pieces, but also serves as an additional means of studying for the students.

In addition to example-based instruction and a semester-long project, **unannounced quizzes, mandatory participation, voluntary participation points, and extra credit** (which can only be earned in class) incentivize students to regularly attend class and engage with the material. The author's Principles of Marketing classes, with a fairly diverse group of majors (marketing, business, communication, engineering, dietetics, etc.) have had over 90% attendance every semester he's taught them. This past semester, for example, his section had a 95.4% attendance rate (with an enrollment of 31 students).

Unannounced, frequent quizzes incentivize the students to stay more current with the information than cramming last minute for less-frequent exams. While exams are still given, quizzes help with repetition of information for the students. Allowing students to use notecards on each quiz provides them with an opportunity to look over notes and put them in their own words. This helps with understanding and remembering important course concepts and information.

Participation in class is mandatory, and every student knows this from day one. The author randomly calls on students: often the ones who do not appear to be paying attention, are on their mobile device, etc. “I don’t know” is not an acceptable answer, and students know this as well. While a student genuinely might not know an answer, he/she has the ability to logically work through the question with the instructor to arrive at an acceptable answer. **Participation points** are also given to students who voluntarily participate and add meaningful discussion to class. The author simply gives a student one participation point each time he/she contributes to class. With around 7% of the overall class grade determined by participation points, students are incentivized and rewarded to participate meaningfully to class discussion. After all, people do what they’re incentivized and rewarded to do!

Finally, **extra credit** can be a phenomenal tool to encourage engagement when used sparingly. When talking about services for example, the author gives students the opportunity to go experience a service, think about it in terms of the 4 I’s of Services and the RATER framework, compare their perceptions to their expectations, determine their level of satisfaction, and decide whether or not they would utilize that service/service provider again in the future. This extra credit assignment is handed out in class and only accepted via hard copy in class. Students then get up and discuss their experiences in front of class. Again, this helps drive home course concepts by showing students real-life examples of what had already been discussed.

At the end of the day, educators can talk at students, or engage with them. By utilizing the tactics discussed in this paper, the author has created a far more engaging class experience for his students. Class time is far more effective when the students are actively engaged with the material and subsequent class discussion.

For further information contact:

Brad Eskridge
Foster College of Business
Bradley University
1501 W. Bradley Ave.
Peoria, IL
(309) 677-3481
beskridge@bradley.edu

MARKETING AND THE TRANSCENDENT: ENGAGING STUDENTS THROUGH BEAUTY, TRUTH, AND GOODNESS

Paul Radich, The Catholic University of America

“UNLEASHING STUDENTS’ INNER-MARKETER: EFFECTIVE STRATEGIES FOR TEACHING INTRODUCTION TO MARKETING” PANEL POSITION PAPER

How can we engage students in our introduction to marketing course, when some of them just want to fulfill a requirement, check the box, or “get it over with”? Should we indulge their seemingly insatiable desire for edutainment – trying to tickle their fancy in an attempt to make learning fun? Here we propose another path, by raising their sights: by appealing to the classical transcendentals of the Beautiful, the True, and the Good, we can help our students understand more about themselves and their future customers. After some preliminary considerations on the nature of the human person – our students and their future customers, we will look at the case study method as one mode of teaching, and finally propose how we can infuse our curriculum with virtue ethics.

Engaging through Beauty: Our vision of the human person will have major implications for our teaching and for our students and their careers. It can be helpful to ask ourselves this question: “Are the students sitting in front of me finite, purely material beings? Or, are they beings with a nature that transcends the purely physical? ... Are they essentially finite, or do they aspire to the infinite?” Our answer to these questions will have ramifications for our teaching. To paraphrase the Greek historian Plutarch, who is often quoted by the Irish poet W. B. Yeats, “Is education fundamentally filling a bucket, or lighting a fire?” Some would answer “both” – but there can be a temptation in an introduction to marketing course to see teaching as filling a bucket: making sure the students have all of these concepts down, that they understand branding and segmentation and customer relationship management, etc. There can be a danger in any of our teaching, that we ourselves are simply checking the box. Our answer to the question about human nature has implications for their future careers as well: when they are marketing in the future, will they assume that their customers are finite, and that their happiness can be fulfilled with finite goods and services? Or, will they see their customers as aspiring to the infinite, and that the products and services they market cannot completely fulfill their customers, but might help them on the way? What degree of happiness will they try to sell them?

In an age of peta-data, there can be a danger that we focus too much on the quantitative side of marketing. Yes, there are many jobs available, and many insights to be mined, but if we have our head in a spreadsheet all the time, there is a danger that we can lose sight of the Beautiful, and perhaps we already have. Perhaps in their experience of beauty, our students attempt to express the inexpressible, to reach beyond the limits of the obvious. This habit can serve them well in their careers – both in visual beauty and in narrative beauty. How can we help our students to recognize true Beauty, to appreciate Beauty, and ultimately to foster or create Beauty? Sometimes it is with our own modeling of that behavior; other times, it will be found in their liberal arts electives with our colleagues in the Art or Music or Drama departments; and at times it can happen in extra-curricular events with local artists or museums or workshops in design thinking.

Engaging through Truth: Another challenge our students face is that their major is ordered not only towards knowing, but also towards doing and making; not only truth in the mind, but truth in actions. Distinct from their peers in chemistry or philosophy or history, who study the nature of ‘what is’ or ‘what has been,’ our business students focus on the nature of ‘what could be,’ and they need to prepare to make decisions to shape that future. We need to help form not only their intellect, but also their will. When they become leaders in business, they need to make prudent decisions based on limited knowledge. Beyond merely giving them information, what can we do to help form in them this habit of effective decision-making? The case study method has a number of advantages to help form this ability to make good judgments, but first the disadvantages: many critics would claim that our students often lack the business experience required to understand the cases they would read, and also that the case study method is not very efficient in transferring information. In terms of experience, most of our students have (for

better or for worse) been immersed in a marketing culture for many years, so they do have some understanding of marketing, from their experience of being *marketed to*. This can serve as an intuitive basis for the more formal concepts they will soon be learning, from the inside out. And although the case study method may not be efficient in terms of the velocity of information conveyed, that is all right, because information is only one goal, and perhaps not the primary goal: the case study method goes beyond intellectual learning, to the process of prudent decision-making, helping students form good habits of the will. As an important side benefit, it can also make the learning more memorable, both because the learning is embedded in a narrative and because the students come to the insights themselves, rather than being told the right answer. (And if we are bombarding our students with bullet point after bullet point on slides, we must admit, with the research, that Death by PowerPoint™ is not the most effective mode of teaching (Mayer, 2001).) With the case study method, although it often takes longer for the light bulb to go on, the light bulb tends to stay on much longer than with other modes of learning. Finally, we all face the danger of teacher-centered pedagogy (“the sage on the stage”), but the case study method pivots the role, so that the student is the driving principle of the process. Teaching by the case study method is an art and a risk, but it is a wonderful and a worthwhile risk.

Engaging through Goodness: Imagine one of your students goes on to start a company and make millions of dollars, but he cheats and lies in order to achieve his goals. Would you be proud of him? Would you consider him a successful human being? ... What can we do now, in our curriculum, to help prevent that scenario from happening? How can we unleash their potential, without unbridling their greed? In forming the intellect to see the Truth, we also need to form the will to choose the Good. It seems that virtue ethics presents the best path, because it relies not on rules but upon character, on the stable habits of a person in action. Recent history in business is full of bad examples, of people doing the wrong thing, which ultimately destroys their wealth and the wealth of countless others. Business leaders now tell us more and more often, that they are looking to hire graduates who can be trusted. We cannot *make* our students good; but we can show them examples of “goods that are truly good, and services that truly serve” (Turkson, 2012, p. 3). Even more important than showing our students the examples of people who did the wrong thing for the wrong reason, we need to show them the success stories of people who do the right thing for the right reason – and how they make a profit. If our students have a vision of the common good, it will help guide them in making business decisions that not only produce a profit, but also foster that common good.

Of all the virtues that help lead to success in business (justice, temperance, fortitude, etc.), we can look at one for our purposes here, and that is prudence. In the full, classical sense, prudence does not mean mere cleverness, nor enlightened self-interest. Prudence includes the ability to see the good goal, and the ability to determine the proper steps to achieve that goal. As future marketers and business leaders, our students will serve their customers and their companies effectively to the degree that they develop prudence: they will be able not only strategically to discern the best goal at a given time, but also tactically to figure out the best path to arrive at that goal.

Our students have a calling to business, which is a noble vocation (Pope Francis, 2013, para. 203). Will they accept their calling, to use business as a force for the good? We can help them, if we embrace our calling, to help form the leaders of the coming generations, as they begin to write the history of the next millennium.

REFERENCES

Mayer, Richard E. (2001). *Multi-Media Learning*. Cambridge, UK: Cambridge University Press.

Turkson, Peter Cardinal (2012). *The Vocation of the Business Leader: A Reflection*. Vatican City: The Pontifical Council for Justice and Peace.

Pope Francis (2013). *Evangelii Gaudium (The Joy of the Gospel)*. Vatican City: Libreria Editrice Vaticana.

For further information contact:

Paul Radich

The Busch School of Business and Economics / The Catholic University of America

315 McMahon Hall, 620 Michigan Avenue, NE

Washington, DC 20064

(240) 671-2808, radich@cua.edu

INTRODUCTION TO MARKETING: THE CENTER OF THE BUSINESS UNIVERSE

Ric Sweeney, University of Cincinnati
Anuradha Sivaraman, University of Delaware

UNLEASHING STUDENTS' INNER-MARKETER: EFFECTIVE STRATEGIES FOR TEACHING INTRODUCTION TO MARKETING PANEL POSITION PAPER

If you were to ask a recent College graduate or early-career marketer “What was the most essential marketing course you took during college?” you would probably get a variety of answers. Young advertising executives might say “Advertising Management” or “Branding,” while Assistant Product Managers may offer “Product Management” or “Innovation,” and those in marketing insights would suggest “Marketing Research” or “Consumer Behavior.”

Chances are – and this is open to debate – they’d all be wrong.

Before we learn to run, we walk. Learning to walk is necessary because it gets us moving forward, helps our young, developing minds understand the importance of coordination and balance, and the necessity of getting down the basic thinking: Left foot. Right foot. Left foot. Right foot. In marketing, we need to learn to walk before we learn to run. We need the coordination, the balance, and the thought processes. Introductory marketing courses teach us to “walk” within the marketing discipline. It provides us with the marketing literacy necessary to dig deeper and apply basic concepts to something requiring deeper thought and application.

This does not mean to suggest that introductory marketing courses are easy; rather, introductory marketing courses are perhaps the most essential course a student can take in developing their knowledge foundation of business, and need to be approached with an attention both to rigor and detail encompassing the full breadth of marketing.

While this makes it essential for marketing majors, a course on the principles of marketing is also often required of all business students, regardless of their interests or selected major/minor field of study. And for good reason: Marketing, it can be argued, is the center of the business universe. No other discipline is so connected with and integral to success in other areas of business. And these introductory marketing courses should be taught by educators with corporate knowledge and experiences, where real-world insight and relevancy can provide the added value and context to a principles-oriented class.

When done well, a marketing professor has the ability to inspire, motivate, and encourage problem solving through an effective classroom experience. It’s not an easy job; it requires great preparation and a focus on adapting to the changing world surrounding marketing as well as the changing needs of our students in the classroom.

In order to be truly effective, introductory marketing professors must face and overcome a variety of challenges. Among them:

- They must continually add relevancy to marketing concepts: Marketing is not a staid, static profession. It evolves constantly to adapt to the needs of society. As marketing evolves, companies evolve in their approaches to gathering insights, developing products, and promoting their brand. Students enjoy hearing relevant examples that illustrate the application of marketing principles. It makes the concept “real.”
- They must utilize technology to engage student learning: Technology changes daily. Often hourly. Technology changes the way we think and act. And students, as digital natives, assume technology will play a role in their learning, just as it does in their daily lives. Technology can be used effectively, both inside and outside the classroom, to increase student learning.
- They must foster discussion and interaction: Marketing is not a backroom, isolated function. It requires interaction and engagement on a variety of levels, both within the marketing department and throughout the enterprise. Lectures will not keep students engaged. Students need – and want – to express opinions, provide insights, and share experiences relevant to topics and concepts.

The principles course of yesterday is not the principles course of today. When approached carefully and thoughtfully, principles of marketing courses can – as they should – reign supreme among all core business courses.

For further information contact:

Ric Sweeney
Lindner College of Business / University of Cincinnati
421 Carl H. Lindner Hall
Cincinnati, OH 45221
(513) 556-3561
ric.sweeney@uc.edu

EFFECTIVE STRATEGIES FOR TEACHING INTRODUCTORY MARKETING

Monica D. Guillory, Winston Salem State University

Lauren Beitelspacher, Babson College

Jay Page, University of Cincinnati

Bill Wellington, University of Windsor

EFFECTIVE STRATEGIES FOR TEACHING INTRODUCTORY MARKETING PANEL POSITION PAPER

Introductory marketing is a staple course in community colleges, business schools and universities both domestically and internationally. It is included in the curriculum of schools with AACSB, ACBSP or other accreditations. Some courses are taught in a large lecture format, while others teach it as part of a pod system, in which it is combined with other business courses. For most marketing programs, the class is a required course for marketing students, while in many business schools it is a business core course and required of all business majors. No matter the location, the accreditation, the format or the student composition, the learning objectives remain similar - set students up to develop integrative thinking about marketing and to prepare and motivate students to take upper level marketing courses. The challenges of teaching this course vary, but generally include the standard challenges of teaching a non-elective course: engaging all students, getting them excited about marketing, applying broad concepts to specific examples, helping them understand the practical implications, etc. With a mix of content learning approaches like lectures, text readings, case studies, class discussions, and quizzes, as well as, experiential learning approaches like marketing simulation games, consulting for actual businesses and case assignments we all strive to overcome the challenges. Following are personal observations and practical strategies from four seasoned marketing professors who bring a unique perspective to their teaching of introductory marketing.

Perspective #1 - Students learn by doing. While we have to lecture and teach them the concepts, putting them into action is what really generates those “a-ha” moments and gives us the opportunity to prove to them that we do in fact know what we’re talking about! 1) To facilitate engagement and class participation, we use the online learning tools that come with the textbook. Using Connect is another way to encourage participation and ensure that students are at least somewhat familiar with the content before class and before the tests. We have also found that LearnSmart is a great supplementary tool to assist with study review. 2) We use the simulation that comes with McGraw Hill. The simulation is very helpful because it allows the students to see the impact of their decisions in real time in a simulated business environment. The friendly competition among teams seems to be a big motivator of our students. Students have to write a reflection paper at the end of the simulation summarizing their overall strategy, support for the decisions that they made, and their key learnings overall. Fortunately, the key learnings are usually very insightful and aligned with our learning objectives. 3) To facilitate integration with our IT partners (the course is taught in conjunction with Introduction to Information Technology), our students are challenged with a digital brand strategy assignment that is assessed by both the IT instructor and Marketing instructor. Students have to choose a cause (e.g. “save the elephants,” “reduce plastic consumption,” etc.) and create a t-shirt for that cause to sell. They have to design a website (IT component) and then develop a promotional strategy to drive traffic to their website and sell their t-shirts (Marketing component).

Perspective #2 – It is important to make the concepts “real” for students. They will get some of this from sharing your own business experiences, but we need to go beyond this in order to truly reach them. This is particularly true for our first generation college students who often come to us with no business experience. Practical application of the theories with a small local business real brings the concepts home. Small local businesses are recruited to work with student business consulting teams of 4 – 6 students each semester. In addition to giving the students practical experience with the problems and challenges of a real world business, the experience gives small businesses a new perspective on their marketing and deepens their interaction and commitment to the marketing program at your school. Business participants have included consignment shops, spas, massage therapists, personal trainers, restaurants, lighting shops, printers, and non-profit service organizations. Working with the small business, student consulting teams choose two marketing project papers to write based on the 4 P’s of marketing – product or price; place or promotion. Every paper requires extensive primary and/or secondary research, which the business’ value. Each project paper also requires specific and practical recommendations with

detailed plans for implementation. At the end of the semester, students make a 20-minute presentation highlighting their research, target market, understanding of the business and local industry, and final recommendations. The presentations are attended by representatives from each local business as well as university faculty and administration. Generally, what students may lack in expertise, they make up for with creativity and passion. This experiential experience has resulted in internship offers, new marketing majors and minors, and most importantly students who understand and appreciate the importance of marketing.

Perspective #3 – “Bringing textbooks to life” is essential in today’s academic setting. It is essential in learning that students are able to hear a concept, develop a cursory understanding of the concept and then be able to apply it to real world business scenarios. A great way to accomplish this in the introduction to marketing classroom is to incorporate these concepts into relevant television shows such as Shark Tank and CNBC The Originals. These are great examples of taking a concept learned in the classroom and applying it to real world business scenarios. 4 P discussions, target markets, brand name concepts fit well with these series. These discussions take place in groups and then students are required to comment to the class as well. Other examples include bringing in existing or new products into the class and talk about product positioning, Ansoffs Growth Matrix and more. Relating these terms and concepts to real world scenarios and tangible products are essential in “bringing textbooks to life” in the classroom. Antidotal evidence shows an improvement in understanding, recall and performance on quizzes and tests.

Perspective #4 – In a large lecture class environment I encourage diligence, discourage short-term cramming, and create long term retention of knowledge through redundancy, novelty and intensity. Always be enthusiastic (intensity), if you do not really live what you do and care about it, why should anyone else? Give the student’s their money’s worth by starting class on time and ending class on time (diligence). Schedule a brief break – I do a 3-minute talk, text and surf break in my 80 minute classes and then a long break in a three-hour class. Chunk your topics into “mini-lectures” or discussions – use pop up questions or breakout discussions as parts of your presentations (novelty). Provide lecture notes in advance but do not feel a need to provide unrestricted access – time value them to reward engagement and organization and to discourage cramming (redundancy). Give students a reward for showing up – I offer a series of in class exercises cumulatively worth 5 to 10% (diligence and redundancy). Give students an incentive to keep up their reading and to come to class – series of online quizzes worth between 1 to 2% each. Encourage marketing decision making skill development with simulation, cases or projects but insist on theory application through these learning vehicles (novelty and intensity). Acknowledge and measure teamwork where it is used. Space out your scheduling of work and assessments – do not backload your course too much – e.g. project and final exam worth 80% at the end is overwhelming. Finally, be prepared for constant change and assess what you do and why you do it consistently to remain contemporary and relevant but keep your eye on the prize – preparing students to be successful business people in today’s world.

An introductory marketing class may be one of the most important marketing classes we teach as marketing professors. For most students, it will be their first exposure to marketing. This is the class that will recruit new marketing majors and minors, motivate students to take additional marketing classes, and provide a firm foundational understanding and appreciation of marketing for students of other majors. As marketing professors it is our opportunity to share our passion for this foundational and dynamic field of study. As we share our excitement about marketing, we provide our students with a sound theoretical basis on which to explore their creativity and inspire their imaginations. We are the first stage in creating the future marketers of tomorrow. We all must strive to overcome the challenges of teaching this class and continue to find ways to do it better.

For further information contact:

Monica D. Guillory
Winston Salem State University
601 S. Martin Luther King Jr. Drive
R.J. Reynolds Center, Room 127C
Winston Salem, NC 27110
(336) 750-2359
guillorymd@wssu.edu

ENRICHING THE EDUCATIONAL EXPERIENCE FOR STUDENTS THROUGH FACULTY-STUDENT RESEARCH COLLABORATIONS

*William F Crittenden, Northeastern University
Stacey Hills, Southern Vermont College
Karen L Koza, Western Connecticut State University
Doreen Sams, Georgia College & State University
Hannah Walters, Northern State University*

ENRICHING THE EDUCATIONAL EXPERIENCE FOR STUDENTS THROUGH FACULTY-STUDENT RESEARCH COLLABORATIONS PANEL POSITION PAPER

Introduction

A recent Lumina-Gallup study of U.S. business leaders highlighted that only 11% of polled business leaders strongly agreed that graduating college students have the necessary skill-sets and competencies to support their business needs (Lumina Foundation & Gallup, 2014). In addition, this report found that business leaders seek out college graduates with real-world experience, emphasizing the need for such skills as effective communication, critical thinking and problem solving, productivity and accountability skills, and collaboration skills as keys to success in the workforce. As educators, we have the responsibility and ability to close this gap by engaging our students in more hands-on experiential learning activities, as faculty-student research collaborations.

Faculty-Student Research Collaborations

Faculty-Student Research Collaborations can vary across different colleges/universities. However, there are inherent characteristics that most have in common. Panel members will address the later in hopes of inspiring those who have not been involved in such collaborations in the past to become involved, as well as passing along ‘lessons learned’ from our experience and involvement with faculty-student collaborations within our colleges/universities.

Understanding the need for real ‘take aways’ from faculty-student research collaborations is key for long-term success in running such time intensive research collaborations. Research supports the view that participation in faculty-student research collaborations has positive benefits for student as well as advantages for faculty who serve as mentors to students (Schmitz, Heather Johnson. 2013). Panel members will speak to the many opportunities and benefits for students and faculty engaging in substantive collaborative research projects. Working side-by-side to discover/create new knowledge expands the student learning process beyond the classroom, and transcends the traditional role of faculty/student relationships, helping students grow intellectually, professionally, and personally (Christensen E., 2010; Hunter, A., Laursen, S., & Seymour, E., 2006).

Panel members will also share how many of these collaborative research projects result in the opportunity for students to present their findings at regional/national conferences and/or for students to publish their results. Research supports that students engaged in such opportunities take away from this experience an increased interest and knowledge for academic research and scholarship. It also provides a means to recognize and reward academic excellence. Further, such venues provide students a valuable opportunity to experience the conference format of academic inquiry, and to improve valued skill-sets as critical thinking, writing, and presentation skills in a formal professional setting (Council on Undergraduate Research, http://www.cur.org/about_cur/fact_sheet/).

Panel members will emphasize the importance of advising and mentoring students before, during and after the research collaboration. One of the biggest challenges for both faculty and students in collaborative research is how to get the job done. Structuring the research project into milestones or activities to clarify goals and expectations is important. However, perhaps more important, is the mentoring relationship that can develop through such collaborative research activities that benefit students and faculty. Panel members will address the importance of mentoring and the need for universities to be more strategic in developing such relationships (Long et. al., 2010).

Finally, this panel would be grossly remiss in its presentation of faculty-student research collaborations if it did not address some of the disasters (ugly) with the successes (good). Panel members will share barriers and hazards that can hinder successful and rewarding collaborative experiences and outcomes.

In Conclusion

A study on alumni feedback on skills developed in college, and of the benefits of those skills to them in the workplace, highlighted educational value was enhanced by faculty-student research experiences during their undergraduate years (Bauer, K. & Bennett, J., 2003). As educators, we can provide such opportunities to our students that build valued skill-sets and lasting relationships, and as a planned consequence, increase the educational value they take away from our universities upon graduation.

REFERENCES

Bauer, K. & Bennett, J. (2003). Alumni perceptions used to assess undergraduate research experiences. *Journal of Higher Education: 74*(2), 210-230.

Christensen E. (2010). Student Marketing Presentations In A Symposium Format: A Value-Added Resume Builder For Tough Economic Times. *2010 Proceedings Of The Marketing Management Association*, 110-111.

Hunter, A., Laursen, S., & Seymour, E. (2006). Becoming a scientist: The role of undergraduate research in students' cognitive, personal, and professional development. *Science Education 91*(1), 36-74.

Long, Edgar, Jessical Fish, Lee Kuhn and John Sowders (2010). Mentoring Undergraduates: Professors Strategically Guiding the Next Generation of Professionals. *Michigan Family Review*, 14(1), 11-27.

Lumina Foundation & Gallup. (2014, February 24). *The 2013 Lumina study of the American public's opinion on higher education and U.S. business leaders poll on higher education: What America needs to know about higher education redesign*. Retrieved from [https:// www.luminafoundation.org/files/resources/2013-gallup-lumina-foundation-report.pdf](https://www.luminafoundation.org/files/resources/2013-gallup-lumina-foundation-report.pdf)

For further information contact:

Hannah Walters
Northern State University
1200 S. Jay St., Lincoln Hall 123A
Aberdeen, S.D. 57401
(605) 626-7721
hannah.walters@northern.edu

HERE, THERE, AND EVERYWHERE: CONSISTENCY OF PERSONAL BRANDING ACROSS PLATFORMS

Rebecca Dingus, Central Michigan University

BRAND YOU: HELPING STUDENTS DEVELOP A POWERFUL PROFESSIONAL BRAND PANEL POSITION PAPER

As we teach our students about corporate branding, we emphasize the importance of creating and maintaining a strong and consistent brand. We talk about having a logo, message, promotion plan, and even a voice of the company that all consistently complement each other. In this panel, we discuss these same topics and suggest best practices for addressing them when discussing creation, preservation, and maintenance of students' personal brands.

In recent years, clear and consistent personal branding was an exception where business students could really stand out. Now, especially with the advances in technology and amount of information that's available at one's fingertips, it is much more "the rule" and we, as educators, all need to embrace that to help our students stand out. We should frequently ask students the following questions: What is a student's personal brand image? How do they dress, how do they speak? How do they carry themselves and communicate nonverbally? Do they come off as a smooth talker, rough around the edges, an eternal optimist, or a person who gets the job done? Are these attributes consistent with their resume, the look of their business card, the tone of their cover letter, and the pages that are generated when their name is searched in google?

As marketing educators, we frequently encourage our students to create strong LinkedIn profiles that will impress recruiters, but we often don't talk in detail about aligning that profile with other social media accounts. As the advantages and disadvantages of various privacy settings across media platforms regularly come into discussion, we should encourage students to consider the "big picture" brand that they are presenting. Because more instructors are likely familiar with the nuances of Facebook than with Instagram or twitter, discussions can become biased toward one platform and falsely suffice as the "social media talk." Yet, this is not sufficient. Additionally, personal blogs and online portfolios should be addressed. Each of these components can provide value to a student's brand; but, consequently, they can be detrimental to a student's job-search success, since first impressions are made quickly with long-lasting effects. This panel provides a call to action for instructors to stay current and familiarize themselves with the trending social media platforms so they can best advise students on promoting themselves in a professional manner within each respective medium.

For further information contact:

Rebecca Dingus
Central Michigan University
Department of Marketing and Hospitality Services Administration
Smith Hall 100
Mt. Pleasant, MI 48859
(989) 774-3649
rebecca.dingus@cmich.edu

A BRAND IS WORTH A THOUSAND WORDS: TEACHING STUDENTS TO CREATE A PERSONAL VISUAL BRAND IDENTITY

Adriane Grumbein, University of Kentucky

BRAND YOU: HELPING STUDENTS DEVELOP A POWERFUL PROFESSIONAL BRAND PANEL POSITION PAPER

What do Nike, Coca-Cola and your students have in common? All of them are brands. And, hopefully, after this panel, all of them have logos.

In the late 90s, Tom Peters coined the term “personal branding” (Peters, 1997; Shepherd, 2005). Today, the notion of people – particularly celebrities – as brands is the norm. Tiger Woods? Beyonce? Obama? Of course they are brands. But, what about the students that darken the door your classroom and office? Well, it’s a brand new world. And, those students are brand new brands, preparing to launch into a very crowded marketplace.

Brands – whether for a product or a person – are complex. But, at their heart, brands differentiate one product (or student) from the next. A brand also embodies a product’s (or student’s) promise to the consumer (or employer). And, to clearly communicate the promise, a successful brand must have a solid strategy “uniting all your planning for every visual and verbal expression. The brand strategy defines your personality and promise. Who are you? What value do you promise to deliver?” (Landa, 2015).

And while a brand is composed of much more than just visuals, scholars agree that most successful brands have compelling visual components that consumers learn to automatically associate with a company and its personality (e.g., Batra, Lehmann & Singh, 1993; Biel, 1993; D. Aaker, 1996; Henderson & Cote, 1998). In other words, a brand’s aesthetic components provide a visual shortcut, allowing consumers to connect a brand with its promises in a single glance. For example, in consumers’ minds, Nike’s *swoosh* is now synonymous with its no-nonsense attitude toward achieving your athletic goals. Similarly, students who create strong, meaningful visuals provide a means for potential employers to associate their promises with their brand marks.

Consider this scenario. A student, Jane, emails a potential employer her resume with a well-designed personal logo in the corner. Then, during an in-person interview, Jane presents the interviewer with a business card bearing the same mark. Finally, the same mark appears in Jane’s email footer when she sends a thank you note after the interview. Just as a consumer learns to associate Nike’s athletic promise with the *swoosh* over time, with repetition, a potential employer can begin to associate learned qualities with the Jane’s mark. The employer may remember that Jane was prepared, gave thoughtful answers and had great leadership experience. Soon, whenever Jane’s mark appears – perhaps on a follow up email or a physical thank you card – the employer also remembers something about Jane’s suitability as a job candidate. Of course, students should be wary that it is not only positive attributes that can be associated with a visual identity – but that is a conversation worthy of its own panel entirely.

Indeed, in his seminal article on personal branding, Peters (1997) agrees that style matters. According to Peters, “It even gets down to the level of your brand You business card: Have you designed a cool-looking logo for your own card? Are you demonstrating an appreciation for design that shows you understand that packaging counts – a lot – in a crowded world?” (para 30). It is exactly this appreciation for design and importance of packaging that I attempt to teach my students in their final Graphic Design for ISC project. I want them to understand that first (and second and third) impressions matter. That, in fact, employers often do judge a book by its cover. And, that a well-designed, beautifully executed, visually cohesive design solution could be the difference between getting their dream job and dreaming of getting a job. Because packaging absolutely matters.

This assignment (available in full with a grading rubric) requires students to identify themselves as brands, define their strategies (Who am I and what value do I promise to deliver?), and, ultimately, express those promises through a cohesive visual aesthetic. The project itself is composed of two major deliverables – a personal logo and a

visual brand identity package. First, each student must create and submit a personal logo. The logo has its own, earlier due date, and, once submitted, it may not be altered (partly so students spend a portion of their time focused solely on their logos and partly to mimic real life where a company's logo can't be adjusted as it is applied to collateral pieces). Second, students must create personalized visual brand identity packages that flow out of their personal logos. Each visual brand identity package includes a business card, resume, letterhead, and thank you card. The ultimate goal is for students to create cohesive visual brand identity packages that represent them and their brand promises.

The final component of the assignment requires students to submit two short, written pieces. First, the brand explanation, which I strongly recommend be completed before their personal logo design, requires students to reflect on their brand promises – How are they unique? What do they offer? What are their goals? This brand explanation helps them define and communicate the strategy underpinning their design choices (Landa, 2015). Second, the design explanation, which should be completed at the end of the project, reflects their design thinking and cites their image and typeface sources. Students must also explain their images/typefaces choices, their use of design elements/principles and their use of the Adobe Suite. They are also required to use correct vocabulary from the class lectures and demonstrate their mastery of the design theory and concepts. This is my glimpse inside their heads during the design process.

At the end of the project, my hope is that students walk away with both a better understanding of the design strategy behind personal branding and a practical design solution that they can use to apply for internships and jobs. This project has also received overwhelmingly positive feedback. Students regularly comment that they begin this project thinking it will be the easiest of the semester because of its personal nature (read: I won't have to do much research). But, they soon discover that it is often the hardest because it is difficult to really know yourself and, then, even more difficult to translate that newfound knowledge into a visual design. What they expect to be a mere graphic representation of their name instead frequently leads to a deep examination of their inner selves, their strengths and their dreams.

This is also a fun project for me as a professor because it allows me to learn about my students and their goals for the future. And, as an added bonus, it is rewarding to see my fledgling brands take their first, tentative steps into the crowded market place packaged just a little bit better than they might have been.

REFERENCES

Aaker, D. (1996). *Building strong brands*. New York, NY: Free Press.

Batra, R., Lehmann, D.R., & Sinh, D. (1993). The brand personality component of brand goodwill: Some antecedents and consequences. In D.A. Aaker & A.L. Biel (Eds.), *Brand Equity & advertising: Advertising's role in building strong brands* (83-96). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.

Biel, A. L. (1993). Converting image into equity. In D. A. Aaker & A. L. Biel (Eds.), *Brand equity and advertising: Advertising's role in building strong brands* (pp. 67-82). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.

Henderson, P.W., & Cote, J.A. (1998). Guidelines for selecting or modifying logos. *Journal of Marketing*, 62,14-30.

Landa, R. (2015, June 21). Your Personal Branding Strategy and Visual Identity. *HOW*. Retrieved from <http://www.howdesign.com/featured/personal-branding/>

Peters, T. (1997, August 8). The brand called you. *FastCompany*. Retrieved from <http://www.fastcompany.com/28905/brand-called-you>

Shepherd, I.D.H. (2005). From cattle and Coke to Charlie: Meeting the challenge of self marketing and personal branding. *Journal of Marketing Management*, 21, 589-606.

For further information contact:

Adriane Grumbein
University of Kentucky
118 Grehan Building
Lexington, KY 40506-0042
(859) 218-3748
agrumbein@uky.edu

EFFECTIVELY COMMUNICATING ONE'S PERSONAL BRAND

Lisa D. Spiller, Christopher Newport University

BRAND YOU: HELPING STUDENTS DEVELOP A POWERFUL PROFESSIONAL BRAND PANEL POSITION PAPER

For the past five years I've been teaching a Personal Marketing course at my university. The course explores the basic marketing concepts and strategies used by people who brand, promote and market themselves to the greater public. In addition, and most importantly, students learn how they can personally use proven marketing strategies and techniques to achieve some desired outcome of "outbound" success. The course is extremely popular and student enrollment in the course hits the capacity limit within two minutes of the open registration period.

The semester-long course is divided into two halves. During the first half of the course students learn basic marketing concepts and listen to a variety of guest speakers who have utilized personal marketing to achieve professional success. In the second half of the course, students cultivate their personal brand strategies in the form of a personal marketing plan. Each student must not only create his/her personal brand strategies, but deliver an oral presentation to communicate them as part of their respective personal marketing plan presentation.

Although students are clamoring to enroll in the course, many students later find speaking about themselves proves to be more of a challenge than they had imagined. I've noticed that about half of the students enrolled in the class literally cringe when the time comes to share their personal brand strategies with their fellow students via their oral presentations to the class. It appears that some students feel as if they are bragging about themselves, which doesn't bode well with them. In fact, academic research supports that self-promotion often entails a trade-off between conveying one's positive attributes and being seen as bragging (Scopelliti, Loewenstein and Vosgerau, 2015). Other research investigating the perceptions of braggart's pro-social behavior concludes that although people often want to know about the generous behavior of others, they also want to know if the good deeds being communicated were performed for the right reasons (Berman, Levine, Barasch, and Small, 2015). These researchers dubbed this "The Braggart's Dilemma" which seems to be real and sincerely experienced by many of my personal marketing students.

This braggart's dilemma led me to assess and revise my teaching methods to encourage each student to more effectively communicate his/her personal brand with greater passion and confidence. The key was to determine the right pedagogy to overcome the braggart dilemma, while still upholding the integrity of the personal marketing plan assignment. This led me to embrace the time-tested technique of storytelling. Storytelling has been around for centuries, dating back to the pioneer days before books and movies were in existence.

For marketers, storytelling seems to be the latest and greatest thing—with many marketers embracing the new buzzword "content marketing" when referring to the concept of storytelling for persuasive communication. After all, we marketing educators teach our students that a brand is a promise, a persona and a story, so embracing all three and applying it to one's personal professional brand works well. Students project much greater energy and passion when telling a story than they do when speaking directly about their credentials and accomplishments.

The key to effectively communicating the student's personal brand is to ensure that the story aligns with the student's mission and projects his/her unique selling proposition, while resonating with the intended audience. To help students compose powerful and memorable personal branding stories, I have students review blogs of successful personal marketers which works to spark ideas for story topics. Then, the students get busy writing a series of their own personal brand stories in the form of brief web blogs. Most of the blog story topics have centered on volunteer service activities, athletic accomplishments, study abroad trips, or leadership roles. The student's personal brand message is authentically portrayed via his/her written story—which is the starting point for

effectively communicating one's personal brand. Once written, the student needs to craft a powerful oral delivery of his/her brand story. That leads us to reviewing the tips for effective speaking. Teaching basic communication techniques will help empower students to be more confident when they speak and tell their brand story. Preparation goes a long way to help students reduce the filler words, such as "um, ah, hmm, like, and you know." Student preparation includes having them think about what they are trying to pitch and the desired persuasive impact they want their brand message to make. The pitch must be prepared, but communicated in a passionate manner that does not appear to be canned or memorized. Effectively communicating one's personal brand requires both practice and persistence.

Communication entails verbal, non-verbal and vocal cues. Verbal cues (the words you use) represent the smallest impact on effective interpersonal communication, yet students tend to focus most of their effort on ensuring each and every word is right-on target. Students need to be reminded that there is much more to effective communication beyond their message. Much more important is the non-verbal or body language aspects of communication. Teaching students to use their body language is critical to effectively communicating one's personal brand. Having good posture, employing facial expressions—such as a smile, frown, or wink, establishing and maintaining eye contact, nodding to show understanding or agreement, using hand gestures, etc. are critical to any effective communication. Lastly, vocal cues, which include the rate, pitch, tone and articulation of one's speech, are also crucial to effective communication. Using voice inflection to add emphasis naturally sparks better understanding and interest. Thus, to communicate memorable brand stories, students need to vary their tone, pace, and volume to create a synergistic vocal effect that connects with and energizes their audience. Videotaping student oral presentations and having them both view and complete self-critiques is one surefire way to enhance their communication effectiveness.

In the end, what good is it if students have a powerful self-brand message if they cannot effectively communicate their personal brand?

REFERENCES

- Berman, J., Levine, E., Barasch, A., & Small, D. (2015). The Braggart's Dilemma: On the Social Rewards and Penalties of Advertising Prosocial Behavior. *Journal of Marketing Research*, 52(1), 90-104.
- Scopelliti, I., Loewenstein, G., & Vosgerau, J. (2015). You Call It "Self-Exuberance"; I Call It "Bragging": Miscalibrated Predictions of Emotional Responses to Self-Promotion. *Psychological Science*, 26(6), 903-914.

For further information contact:

Lisa Spiller
Joseph W. Luter, III School of Business
Christopher Newport University
1 Avenue of the Arts
Newport News, VA 23606
(757) 594-7184
lspiller@cnu.edu

INNOVATIONS IN TEACHING ADVERTISING

Mark DeFanti, Providence College
Ashley Kilburn, University of Tennessee at Martin
Karen Mishra, East Carolina University
Cheryl Veronda, Centenary University

INNOVATIONS IN TEACHING ADVERTISING PANEL POSITION PAPER

Advanced Advertising, Marketing Research and Principles of Marketing students at a northeastern liberal arts college collaborated across classes to participate in AMA's integrated marketing plan competition for Hershey's *Ice Breakers Cool Blasts* chews. This was done through a strong social media presence, exciting promotions, and creative advertising targeted primarily at ages 18 to 24 and secondarily at ages 45 to 54. The students recommended expressing the excitement of Cool Blasts through the year-long campaign *break into the moment*, conducting a year-long campaign centered around *break into the moment* slogan, utilizing two sub-campaigns, *break into the night* and *break into your wild side*, characterized by strategic partnerships with Uber and EF College Break, incorporating sampling strategies to increase product awareness, and advertising through print, digital, and transit channels. Their objectives were related to increasing awareness, product knowledge, trial, and loyalty. Current awareness of the product was low; of the sample surveyed, 62.3% were unfamiliar with the product. Through the *break into the moment* campaign, the students hoped to increase overall familiarity from 37.7% to 45%. Not only do consumers need to be aware of *Ice Breakers Cool Blasts* chews, but their product knowledge needs to be exhaustive and accurate to drive trial. As such, the students' objective was to clarify the (1) benefits, (2) purpose, and (3) the competitive advantage of the product. Through the achievement of their awareness and product knowledge objectives, the students hoped to increase trial. The students' aim was to see a 25% increase in new product users over the course of the campaign. Although first-time users were a main emphasis of their campaign, repeat purchasing was another important goal to build brand loyalty. With the incorporation of the students' campaign, *Ice Breakers Cool Blasts* can expect repeat purchases to take place every 3 months with the customers who enjoy the product.

Project Promo is an integrative experiential learning competition designed based on the hit television show Project Runway©. Project Promo leverages creativity, design and oral presentation skills over 8 small projects throughout the semester using current design technologies of Adobe InDesign and Photoshop. The focus is on (1) tight deadlines—students are typically given 24-48 hours for design and presentation to hone their time-management and efficiency skills, as well as (2) visual and oral presentation conditioning—students make 8 2-minute presentations across the semester presenting and explaining their work with other students, while also sharing tips and tricks with others on technical aspects. Project Promo is a series of exercises employed to reinforce concepts learned in class (placement, design, illustration, layout, spokesperson selection, radio production, etc.) by individuals as well as groups. Creativity, time-management and basic understanding of course concepts are assessed. Examples of Project Promo tasks include print ad creation for our college Career Day, website banner ad design, 1960-70's ad re-designing, logo design for area businesses, and 15-second radio ad copy/music/voiceover, as well as the unconventional materials challenge.

In response to student feedback, the advertising course at a small liberal arts AACSB school was redesigned to be more hands-on and in tune with what employers expect from graduates. To supplement the textbook, an advertising tool kit was created. Each Friday for twelve weeks, students were taught specific advertising tools that they might need for a job in advertising based on employer input. Students were taught a range of tools, including social media, that they might use in an advertising career. Students incorporated these new tools into a semester-long project for two clients: a local educational start-up company and the school's MBA program. Each client spent one day in class as well, teaching the students about the client and their needs. The advertising tool kit was comprised of WordPress blogging basics, creating personas, Lego creativity, infographics, logo design (TailorBrands), creating a print ad (Canva), writing a social media news release, conducting focus groups, attending social media guru day, using HootSuite, advertising ethics, and the students' choice: learning to create their online portfolio. Most sessions were taught by the professor; the session on HootSuite was taught by a student and the

session on creating an online portfolio was taught by a local marketing professional. Overall, both the clients and students agreed that the advertising tool kit was a useful addition both personally and professionally.

An effective collaboration that affords additional experiential learning opportunities, advertising management students at a northeastern liberal arts college work with graphic art students to provide even more value to real world clients. In addition to planning, developing creative strategy, and creating copy, student assignments now include several graphic projects such as logo, web, and brochure design, giving advertising students practice working with and directing creatives. Additionally, clients are more satisfied with the scope of the project.

For further information contact:

Mark DeFanti
Providence College
1 Cunningham Square
Providence, RI 02918
(401) 865-2481
mdefanti@providence.edu

INSIGHTS FOR TEACHING WITH SIMULATIONS

Savita Hanspal, College of Saint Rose
Robert Allen King, West Texas A&M University
Daniel Rajaratnam, The University of Texas at Dallas
Srdan Zdravkovic, Bryant University

INSIGHTS FOR TEACHING WITH SIMULATIONS PANEL POSITION PAPER

As technology continues to improve, more realistic teaching tools can be utilized in the classroom and provide a richer learning experience for the students. Students are gaining the ability to learn and develop in situations that are almost as real-world as those situations they will all inevitably face in the future. In this session, there will be four different types of simulations presented that will give a snapshot of what is currently available, what the benefits and drawbacks are, and some thoughts on their use in different courses and with different students.

To begin the session, Daniel Rajaratnam will be discussing the metrics to use for evaluating student performance in simulations, as well as the use of simulations to teach Marketing Management and Global Marketing using the Pharmsim and Country Manager simulations. There will be a discussion on the pros and the cons of using simulations in graduate courses based on an extensive history of their use in the classroom setting.

Next, Savita Hanspal will discuss experiences on teaching international marketing with Country Manager with a specific emphasis on how international vs domestic students performed on the simulation.

Following this, Robert King will discuss the use of Interpretive Simulations' *Stratsim Marketing* in teaching Seminar in Marketing Strategy at the graduate level. In the discussion, there will be information on how different MBA students fared in the simulation based on their prior work experience, their prior background in business education, and other general differences in student makeup. The performance measures used in this discussion are learning objectives of the course, of the college of business as a whole, and those provided by the simulation. In general, the simulations were beneficial to students overall, but specific differences did exist for some types of students taking the course.

Finally, Srdan Zdravkovic will discuss connecting finance, accounting, marketing, and management through a coordinated project across all four disciplines. The simulation used in this collaboration is a common project in all courses that are a part of the recently launched Bachelor of Science in International Business (BSIB) program that was designed to provide opportunities for students to develop the global perspective, technical skills, and conceptual understanding necessary for success in addressing issues and problems faced by managers of businesses operating in the global arena.

For further information contact:

Robert Allen King, Ph.D.
West Texas A&M University
WTAMU Box 60809
Canyon, Texas 79016
806.651.4002
raking@wtamu.edu

INTEGRATING SOCIAL MEDIA INTO THE MARKETING CURRICULUM

Richard Hanna, Babson College

Heidi Rottier, Bradley University

Jim Rogers, Saint Marys College

Chris Snider, Drake University

INTEGRATING SOCIAL MEDIA INTO THE MARKETING CURRICULUM PANEL POSITION PAPER

Social Media Networks (SMN) have become a one stop shop for personal communication, news, community, and marketing information. It is no surprise then that the integration of SMN and tools into marketing curriculum provides students a level of comfort and familiarity. For faculty, integrating social media can deepen the connection to students, and aid in developing student skills for the professional world. The following examples of assignments, projects, and teaching methods, cover the spectrum from course-long activities to small assignments, and are all designed to maximize and enhance student experiential learning.

Scheduling Tweets with “tips and tricks”, sample test questions, or ancillary materials engages students outside the classroom setting. It may also encourage them to look for their own materials to share with the class. In a Marketing Presentations class this is done by scheduling public speaking tips via Twitter the days leading up to student presentations.

LinkedIn is often a forgotten network. Most people start to visit when a job search becomes paramount. True value from LinkedIn comes in visiting regularly, and developing contacts and networks on the platform. Two different assignments that can build this understanding include having students create a 500 word blog post providing personal views on a topic discussed in class as related to something that is currently in the news or relate it to a personal topic of interest. For example, a student wrote about use of social media and Taylor Swift and another wrote about how email marketing was like managing a cooking recipe. A second assignment that brings the point of regular usage home is having students must use LinkedIn on a weekly basis and track the interactions and views of their public profiles.

In a world that craves visual representation of information, marketing professionals are often tasked with translating text into picture. The challenge is not only successfully translating information, but also learning to use tools that create professional visuals without having a design background. Students can be tasked with the creation of an infographic from one of a handful of selected articles, which teaches them about sorting through information for the most pertinent parts, as well as gives hands on experience with online tools they may find useful in their careers. For a bigger team assignment of this vein, and for students to learn more about the many SMNs and identifying customer types within these networks, student teams must focus on one network and create an infographic providing history, demographic breakdown, key attributes, etiquette issues or unique aspects, etc. and then present to the class. Students also have to identify what types of businesses would benefit the most from using their social network. Emphasis is not on the big players, such as Facebook and Twitter, but exploring Instagram, Snapchat, Reddit, Tumblr, and other social networks.

Students can apply beginning knowledge of retailing, and have fun at the same time while using SnapChat to analyze a shopping environment. Students must “snap” certain elements and identify the concepts discussed in class—merchandising or pricing strategies, store atmosphere, etc. This works well for principles discussed in an introductory marketing course.

Personal branding through social networks is evident throughout pop culture and celebrity. Students can get a taste of the power of a personal brand by being asked to use Hootsuite and manage at least two social networks (e.g., Twitter and Facebook) to manage their personal brand. The students need to raise their own Klout scores by posting frequently and creating a theme for their content.

Helping students understand professional attire can sometimes be difficult. Social media tools, and the visuals that go along with it, make that task easier. Polyvore and Pinterest provide endless examples of both professional and business casual attire. By tasking students to create a look using the tools, they were challenged to demonstrate their understanding of appropriate attire, and employ tools normally used for fun in an academic setting.

A team approach to social media networks as integral and invaluable to reaching business and organizational marketing objectives can also be used. This particular assignment is unique and highly practical, but best used in the mid to latter part of the term once foundational information regarding digital marketing has been offered. For this assignment small groups are assigned as selling teams to present the accountable, quantitative advantages of a specifically assigned SMN, in a limited timeframe, usually 10 minutes, in front of the class. Presentations are intended to be competitive with other known social media networks seeking marketing investment from the firm. The desired result from this assignment is to deliver a practical, salable and clear commercial value proposition for each SMN beyond its common usage, while giving all a sense of the competitive nature of marketing sales. This exercise forces each group to have a more objective viewpoint on all SMNs being presented. The winning sales team earns up to 1% extra credit.

Another team project that combines several elements of digital and social media marketing requires that students form teams and create a blog, drive traffic to the site using email and social media, and then assess the performance of the site using google analytics. The goal of this project is twofold. First, it provides students firsthand experience trying to write content that is on point regarding a specific subject. Since students have to be “experts,” it requires them to read news and find other sources of information to further their knowledge and then repurpose that information into a succinct and interesting blog. Second it provides the students technical skills in using a blog site (e.g., Word press), applying outreach marketing using social media and email, and most importantly, analytical skills as they have to make sense of google analytics and tell a compelling story using the data of how they performed.

Social media analytics that are built into Twitter and Facebook are a great teaching tool. Students assume that they are already experts on social media because they know how to use it personally. Using it as a company or brand is a different story. For one assignment, students use a social media brand that has been built up through previous classes on Twitter and Facebook. At first they post what assume think will work - links, memes, etc. They can then look at the analytics to see how well they did - and they never do well at first. As they are taught more about what is working in social media, they are able to improve the reach and the engagement on their posts.

Another great assignment that is simple and effective is to make a list of what real people natively post on a certain social network (for example, on Instagram it’s normal to see photos of pets and food). Then you talk about which of these things tie to a particular business or brand. This allows you to come up with a list of items that a brand can post to that network without looking too much like it is “marketing” to consumers.

The common theme with all of these assignments and projects is the hands-on nature of each. There is no substitute for direct experience for students studying digital and social media marketing. The more faculty are able to incorporate these “real world” assignments, the better prepared students are for professional careers.

For further information contact:

Heidi Rottier
Bradley University
1501 W. Bradley Avenue
Peoria, IL 61625
(309) 677-2275
hrottier@bradley.edu

INTEGRATING SOCIAL MEDIA INTO THE MARKETING CURRICULUM

Sharmin Attaran, Bryant University
William F. Humphrey, Jr., Ithaca College
Lyle R. Wetsch, Memorial University of Newfoundland

INTEGRATING SOCIAL MEDIA INTO THE MARKETING CURRICULUM PANEL POSITION PAPER

Social Media (SM) provides a strategic and timely set of tools for any marketer. SM is not a stand alone topic or new, passing trend that can be ignored. Instead, SM is a set of tools that can be used in an effort to strategically nurture and enhance traditional marketing efforts. Integration of SM topics is essential to any robust marketing strategy and therefore, must find its way into university marketing curriculum at all phases in an effort to prepare students for the demands of industry. Universities are starting to incorporate SM tools within traditional marketing courses, but also via stand alone courses and certification programs. This paper will discuss three university's use of SM in the classroom as well as more immediate ways for educators to incorporate SM tools.

At Bryant University, SM topics are incorporated throughout all courses within the Marketing curriculum in courses such as Introduction to Marketing, Consumer Behavior and Sales Management. For example, in Sales Management students learn how to use SM tools for professional personal branding as well as how to incorporate SM tools for lead generation. In a Digital Marketing course students work with individual clients (from SMEs to nonprofits) to create a social media strategy and begin implementing that strategy throughout the semester. Students post on behalf of the client on up to three platforms, such as Twitter, Facebook, and LinkedIn. Students posts daily based on goals and objectives set forth by the client. During this project, students learn how to curate, create and post content based on market segmentation. They learn how to analyze market research via a listening campaign and implement an engagement strategy based on their findings. They learn how to create and launch advertising on platforms, such as Facebook, using different client objectives. They monitor and analyze key marketing metrics to provide weekly report updates on their progress and renew posting strategies based on these metrics. The course concludes with a social media strategy handbook for each client, which includes not only data and strategies that have been implemented, but also strategies and recommendations for the future. Students conclude the course with a Hootsuite Certification. This course not only prepares students for digital marketing roles, but also teaches them how to work and communicate with clients in the real world.

At Ithaca College, social media is integrated across classes and in a module in digital marketing. Introduction to Marketing classes use the textbook by Grewal & Levy, which has social media topics in every chapter. In the capstone course, students complete a Harvard case on justifying social media budgets and a service-learning project. In a Digital Marketing course, SM is a core component taught from a customer journey/IMC perspective. An SM focused textbook on building brand community through social media and white papers are incorporated for the latest and greatest developments in the field. Finally, the Digital Marketing course includes 8 certifications from Google, Hubspot, Hootsuite, and Lynda. Students complete Hootsuite and Lynda's content marketing certification programs. SM is both deeply integrated in the digital course but covered as an essential IMC element through the entire curriculum.

At Memorial University of Newfoundland, SM has been taught for about eight years and has evolved through a variety of iterations. Initially SM was a component of an upper year Marketing Elective on Internet Marketing. As the variety of digital and social media tools emerged and their utilization became more important, the scope of the content became unmanageable in a single course. At this point in time, the content was separated into two courses. The 'Digital Marketing Course' focuses on topics including website design, search engine optimization, search engine marketing and digital analytics. As an upper year marketing elective, this course includes students participating in the Google Online Marketing Challenge (GOMC) working with clients on a real paid advertising campaign and students complete certification in Google AdWords and Google Analytics prior to working with the actual clients. The SM components were migrated to the 'Personal and Business Branding with Social Media Course', which covers a wide variety of social media channels (Twitter, Google+, LinkedIn, Infographics, and

YouTube) from both a personal branding perspective as well as business utilization. The students final project involves creating and deploying a two-minute personal branding video pitch that is deployed on their YouTube channel and embedded into their LinkedIn profile. Originally this course was also an upper year marketing elective, but has been offered over the last 3 years as an entry level program with no prerequisites and open to any student, in any year of their degree, from any faculty on campus. This move was made as the assignments in the class are focused on improving an individual's personal branding on social media which is a key skill for all students. Additionally, guest presentations have taken place in a variety of marketing courses as well as other disciplines such as HR on the use of social media.

The wide scope of the applicability of social media as a tool means that it should be covered in a wider range of courses where the content would benefit from the involvement of social media. To this end, programs and processes are being implemented to provide education of existing faculty as well as recorded tutorials on the use of social media tools in courses. As a broader range of educators become comfortable with social media tools and their applicability, a more integrated approach would evolve. For example, rather than having a traditional Advertising Course and a Digital Marketing Course, offering a course that presents and balances the traditional and digital (like the real world) would create a more realistic experience for students and prepare them more effectively for their utilization in the real world.

While incorporating SM in the classroom can involve the methods used above, it is also possible to slowly integrate SM within current courses using more simple methods. Some methods include having students use SM platforms, such as Twitter, to post and discuss classroom topics. Another method is to have student teams blog on specific topics during study abroad courses to communicate what they are learning. Student events and competitions are a great place to incorporate live feeds using Twitter, Snapchat, or Facebook Livefeeds to increase engagement with those at the event and even those not present. Social media can provide educators with the opportunity to connect with students in a manner that continues to provoke thought and discussion in and out of the classroom.

In this day and age, it is imminent that educators incorporate SM at some level in the marketing curriculum. With more and more demand for digital marketing as an important skillset for any business and/or marketing department, students must be prepared to tackle such topics while still integrating digital tools in traditional marketing strategies and considerations.

For further information contact:
Sharmin Attaran
College of Business / Bryant University
1150 Douglas Rd
Smithfield, RI 02917
(401) 232-6964
sattaran@bryant.edu

STUDENT CHOICE IN PROJECT SELECTION

Les Hollingsworth, School of Business / University of Wisconsin-Platteville

MANAGING GROUP PROJECTS AND PRESENTATIONS PANEL POSITION PAPER

Group projects continue to be a popular learning tool in schools of business around the USA. Scholarly evidence shows valuable benefits to soft skill development on the way to reinforcing course content (Curtis, 2002). One important faculty consideration in group projects is how much control to give to students in project selection. For example, should advertising student teams be allowed to pick the brand for the project, provided a list of brands to choose from, or should faculty prescribe a specific brand? This paper asks if the scholarly literature offers guidance on how much freedom of choice students should have in project selection.

The first theory that comes to mind is the paradox of choice (Schwartz, 2004). The POC has suggested a relationship between an increasing number of choices and decreasing post-choice satisfaction in a multitude of contexts. If the POC applies in student projects, an unrestricted model would lead to less satisfaction with the project and this would be exacerbated by the within-team negotiation that must occur to finalize project selection. Conceivably, a team of five students would have five different ideas for the context that should be selected and, at most, one student would get his or her top choice. This would lead to some level of dissatisfaction with the selected context by the majority of the team and POC would argue that the students' dissatisfaction would be even higher than in a semi-restricted model because the students would feel like they had substantial initial freedom of choice, i.e. "We could have chosen any brand and we ended up with ____". A meta-analysis of student choice in various classroom decisions by Pattall, Cooper, and Robinson (2008) suggests that the POC may apply in student projects.

On the other hand, various learning theories (Dewey, 1916; Vygotsky, 1987) argue for personalized and student-centered learning. More choice increases the opportunity for students to pursue a specific area of interest, increases learner engagement and buy-in, and encourages opportunities for creativity in the project. These three attributes suggest that satisfaction and motivation with the resulting project would be high. Additionally, more choice aligns well with the democratic ideals of western society. Learning theory's arguments begin to break down when considering the within-team negotiations that occur during project selection. Most students on a team will not get their first choice in project selection so the personalization and buy-in arguments likely will not persist. Additionally, it is worthwhile to note that Michels' iron law of oligarchy (1911) likely manifests in the process where an initially unrestricted democratic process ultimately results in decision making by a smaller few. Lastly, Schwartz (2004) notes that choice is only valuable when the chooser has sufficient capability to choose wisely. Due to most project selections occurring early in the semester, students may not possess sufficient background knowledge to intelligently choose the context of the project and take full advantage of the freedom given to them.

A restricted-choice approach seems to balance the increased motivation and satisfaction of offering choice with the potentially deleterious effects of offering unrestricted choice. In a restricted-choice approach, the faculty provides a list of contexts from which to choose. The instructional goal for the project is the same regardless of the context but the options allow students to choose the context that is of most interest or express their individuality. If the instructional goal is the same, this type of choice might follow Pattel et al.'s (2008) construct of an instructionally irrelevant choice. In such cases, the authors found three to five options to be ideal (2008).

REFERENCES

- Curtis, D. (2002). The power of projects. *Educational Leadership*, 60(1), 50-53.
- Dewey, J. (1916). *Democracy and education: An introduction to philosophy of education*. New York: Macmillan.
- Michels, R. (1911). *Political parties: A sociological study of the oligarchical tendencies of modern democracies*. New York: The Free Press.
- Pattall, E., Cooper, H., & Robinson, J. (2008). The effects of choice on intrinsic motivation and related outcomes: A

meta-analysis of research findings. *Psychological Bulletin*, 134(2), 270-300.

Schwartz, B. (2004). *The paradox of choice: Why more is less*. New York: Ecco.

Vygotsky, L. S. (1987). *The collected works of L.S. Vygotsky*. New York: Plenum Press.

For further information contact:

Les Hollingsworth
School of Business / University of Wisconsin-Platteville
1 University Plaza
Platteville, WI 53818
(608) 342-6109
hollingsworl@uwplatt.edu

GENERATION ZZZZ: KEEPING STUDENTS ENGAGED IN THE CLASSROOM (BEYOND THEIR PHONES!)

Lori L. Lohman, Augsburg College

MANAGING MILLENNIAL EXPECTATIONS: PANEL POSITION PAPER

What qualifies me to write a paper about Generation Z and its expectations? I probably have the best qualifications: I am the parent of two such students, who are currently 17 and 15 years old. Aside from our differences in phone preferences (they prefer iPhones; I prefer Samsung), we have other differences in our attitudes about how teachers should handle students in the classroom. I therefore dedicate this position paper to them, and hope they will take the time to read it—on their phones, of course (insert emoji here).

Generation Z students are different than their Millennial predecessors. Beginning with students born in 1998 or later, not only have they never known a time without technology, they epitomize the phrase “digital natives” and are likely to use their phones as an active part of the learning process (Marron, 2015). Darla Rothman of the Maryland Police and Correctional Training Commissions summarized other distinctive aspects of teaching this generation, including the students’ need for immediate gratification; their need to develop core skills in critical thinking, problem solving and communication rather than relying on memorizing information; their desire to work in small groups, and their need to switch tasks frequently (Rothman, 2014). This is a generation accustomed to seeking answers digitally by using social media and online resources as opposed to utilizing the aforementioned core skills that businesses say they need. This creates a challenge for professors who are trying to develop the very skills that students either do not yet possess, or are disinclined to use.

An additional problem that older professors (such as myself) may face is a disconnect between the teaching style they currently use and the ability of students to adapt to it. With shortened attention spans, the use of traditional lecture pedagogy simply doesn’t work anymore, despite Rothman’s observation that Generation Z students tend to be very visual learners. At an absolute minimum, professors must be sure to incorporate what have now become “traditional” learning tools such as PowerPoint slides, YouTube clips, Skype, and Facebook, Twitter, Snapchat, and other digital sources, as well as exploring “flipped classrooms” and the use of online assignments. Although some instructors (again, myself included) might protest that form is superseding function in the classroom, in this instance it has to if professors will stand any chance of keeping students interested in the class session. After listening to me grumble about students being on their phones instead of paying attention to my mini-lectures, my son took to his own phone to find an answer. He found it in what is called a “technology break” (Rosen, 2011). The idea is that students are asked to keep their phones face down during a lecture period of about 15 minutes. At a certain point in the class session, the instructor provides a “technology break,” whereby students are given two minutes or so to get on their phones and check out whatever it is they do on them outside of class. This gives them a chance to legitimately use their phones. I have often asked students in my classes to use their phones to look up information pertaining to whatever we are talking about at the moment, and this might provide the perfect opportunity to segue into such a break (or vice versa).

Another strategy I have used in the past (which is unfortunately becoming less effective) is to do role playing on the first day of class. I have a volunteer student pretend to visit me during my office hours to ask me a question about course material. I then begin to play on my phone, write a text, answer an incoming phone call, and generally multitask while not giving the student my full attention. This activity does get students thinking about the rudeness of what they are doing, but in one hilarious incident the student whipped out his phone and began playing with it as well, which was not the message I was intending to send! In the worst case scenarios, I have simply asked students to meet with me privately after class and then asked them not to use their phones during class. So far, this approach has been effective, but as technology evolves and students become even more addicted to their phones, teaching pedagogy will have to evolve as well. I plan to experiment this fall with a technology break for my incoming first-

year marketing students and will be happy to share what I find out about its success at a later date (insert emoji here!).

REFERENCES

Marron, M. B. (2015). New generations require changes beyond the digital. *Journalism & Mass Communication Educator*, 70(2), 123-124.

Rosen, L. (2011, May 16). The Amazing Power of "Tech Breaks." Retrieved June 30, 2016, from <https://www.psychologytoday.com/blog/rewired-the-psychology-technology/201105/the-amazing-power-tech-breaks>

Rothman, Darla (2014). Applying the Learning Cycle to Generation Z. *Public Safety: A State of Mind Online Journal*, 1(2). Retrieved June 30, 2016, from <http://mdle.net/journal2.htm>

For further information, contact:
Lori L. Lohman
Department of Business Administration
Augsburg College
2211 Riverside Avenue
Minneapolis, MN 55454
Phone: 612.330.1220
E-mail: lohman@augsborg.edu

TEACHING PERSONAL SELLING WITH VOLUNTEER PROFESSIONAL SALES PERSON ROLE PLAY SCENARIOS

Julie Beckel Nelsen, St. Catherine University

METHODS OF TEACHING PERSONAL SELLING PANEL POSITION PAPER

Producing what is often referred to as “career ready” graduates is a challenge that most business department faculty take seriously; after all, we are measured to some extent by the success of our students. As a faculty member with twenty-plus years of experience in competitive sales environments, I believe that it is essential to create role-play personal selling situations for students that simulate what happens in the consultative sales environment. Providing students with realistic situations calls upon the student to perform at a higher level. It is my position that these role-plays provide the best learning outcomes when conducted with professional sales people versus the use of peers or faculty to facilitate the role play.

As educators, we have a luxury that doesn’t exist in most professional settings. That luxury is in our purpose; we are here to develop career-ready business leaders. While this purpose is also true for sales training staff in their respective organizations, they have to do this without exposing their weaknesses. Corporate Sales Trainers cannot, in most cases, bring in one of their top clients and ask them to run role play practices with their new sales trainees. In the collegiate environment, many of those top clients are more than willing to do just that; they volunteer their time to help coach a sales student. Their reasons for doing so are likely quite varied, but regardless of motive, I’ve rarely had difficulty recruiting sales and buying professionals to serve as role-play partners for students. They want to give back; making a contribution is a strong motivator.

While I will readily admit that I don’t use professional volunteer buyers in all of my classroom role play scenarios in my sales and marketing coursework, I have reached the conclusion that professional sales people as volunteers are essential to creating a more realistic role play situation. Mary Ellen Weimer in her book *Learner-Centered Teaching: Five Key Changes to Practice*, states, “(this book) seeks to answer this question: What should teachers do to maximize learning outcomes for their students?” Specifically, as it relates to this topic, I concur with Weimer’s concept that “learner-centered teaching engages students in the hard, messy work of learning.” We need to help our students develop learning skills through personal practice.

This situational instruction requires that the following stipulations be followed for the best possible outcome for student learning. These specifications include: selecting the most appropriate professional sales role-play volunteers, creating a case study that is robust enough, but is still easy to follow, and creating a simulation that closely replicates a consultative sales call.

In the use of role plays, I believe that student learning maximizes by securing the best professional sales role play volunteers. It is important to find a professional sales person that will be generous with his/her time. Sadly, I’ve had some professionals that have wanted to help, but have then not completely “shown up” for the situation; while they may show up for the event, they’ve over extended themselves and spend the time distracted by what is happening in their lives. While this may be realistic for some sales call experiences, it doesn’t maximize the student’s learning. Also, you need a sales professional that is going to provide detailed and prolific feedback both verbally and in writing. Giving and receiving clear feedback is the “messy” part of learning, but individuals will not grow in their sales skills unless they get accurate and honest feedback. Finally, the sales professional needs to be nurturing. I’m not suggesting that they hold back in their feedback, but they need to be able to encourage and mentor the students – not necessarily beyond the role play, but at least for the time they spend with the student. All of these combined attributes of a professional sales role play volunteer provide a positive learning experience for the student.

The second essential element of a strong professional sales role play scenario is to have a robust case study but to not make it overly complex. The important aspects of the case study include having a strong, but not excessively detailed background story. Digging into research to gain product knowledge such as the features, benefits, and

advantages of a product or service is essential learning for students on how to approach a sales call. As a part of the scenario, some conflict needs to be included as well; this can take many different forms as either an objection or a challenge, but this conflict helps students understand that uncovering the client's "pain" will lead them to better understanding how to meet the clients' needs. I have also had success with role play circumstances that are somewhat ambiguous. This ambiguity exists in real life sales situations, so helping students understand that they're not going to have all the answers and that they will need to do some investigation in the form of both research and questions to the client are relevant to the learning outcomes.

Finally, the final essential piece of an effective professional sales role play scenario is the creation of a simulated environment that closely replicates a sales call. There are several elements that I believe are important in this simulated environment. First, it is best if the professional sales person has not met the sales role play student before the role play. Not having a prior introduction creates a dynamic similar to that first sales call and places the responsibility of creating rapport in the hands of the student. Next, I think it's best if no other students are in the room during the role play. It can be videotaped for shared learning later, but having a peer audience changes the dynamic of the situation, and it is a more realistic simulation if an audience is not present. Creating a realistic role play that puts the sales call experience into perspective will help students better understand their strengths and weaknesses as it relates to the sales process.

Ultimately, some will argue that this is too much effort to go through to create a professional sales volunteer role play in each class. To not over tax my volunteers and to better utilize class time, I frequently set up many volunteers for the same class period. Also, I usually don't rely on the same volunteer for more than one class. Following this plan of action puts the pressure on the instructor to develop a strong network of professional sales people. However, I would argue that the effort to present more opportunities for students to practice sales in this way will make a substantial difference in our student's success in a commission-based sales career.

REFERENCES

Weimer, M., 1947, & Ebrary, I. (2013). *Learner-centered teaching: Five key changes to practice* (2nd ed.). San Francisco; Palo Alto, Calif.: Jossey-Bass.

For further information contact:
Julie Beckel Nelsen
Department of Business Administration
St. Catherine University
2004 Randolph Avenue
St. Paul, MN 55105
(651) 895-4448
jbnelsen@stkate.edu

PREPARING FOR TENURE AND PROMOTION, MORE THAN JUST THE PORTFOLIO

Michelle B. Kunz, Morehead State University

PREPARING THE TENURE OR PROMOTION PORTFOLIO PANEL POSITION PAPER

The process of preparing for tenure and promotion entails a multitude of details and activities, and will vary from institution to institution. One thing that is certain, it is stressful. Several strategies and tactics may be employed to reduce the level of stress, and provide a successful journey/result. The tenure and promotion processes really consist of three general areas: engaging support personnel, maintaining documentation, and constructing a well-organized portfolio/dossier. Most institutions have a process in place which establishes the “system” to be used during the. This usually includes an annual review of the portfolio by one or more review committees and administrators. Some institutions may include an assigned mentor to the new faculty member as part of the review process.

It can be said that no man (person) is an island. In the tenure and promotion process nothing could be truer. Even if the institution has a formal mentor as part of the review process, additional mentors that are selected, rather than assigned can be very beneficial. Consider other newly hired faculty, as part of your mentoring cohort. This group of provides a great support system as the junior faculty navigates the initial orientation and development through the tenure review period. Additionally, faculty across the university, not within discipline, but with experience at the university level can provide great insights. It is important to remember that most final tenure decisions are made at the university level, which means it is good to understand the overall university culture and expectations. Solicit input from all these individuals regarding the content and organization of the tenure/promotion portfolio. Those with recent experience on tenure and promotion committees can provide valuable insights regarding content and organization. Those who have recently been tenured and/or promoted can also provide another perspective regarding organization and content of the portfolio, as well as the overall process and procedures.

Documentation is essential for any review process. Initially keeping all documents is a good idea. In addition, being proactive in the process is imperative. Develop a filing system—both physical/paper documents, as well as electronic documents. Be systematic in maintaining and filing everything. Review the school or university documentation on what should be included in the portfolio and establish a categorization process to maintain these records. File things on a regular basis, and update your vita and portfolio at a minimum on a semester basis. Organization, especially attention to detail and regular maintenance and update of materials is the key to a successfully developed portfolio. Leaving things to the end of the annual review period, semester or spring break weeks will in all likelihood lead to errors, omissions and increased stress.

Developing and organizing the portfolio itself would seem to be the overall task. However, the previous discussion will lead to a better-developed and more organized document. Consider input from mentors, both formal and informal regarding what to include, and how to organize the portfolio. Follow the college/university guidelines for the organization of the portfolio, and in addition the expectations regarding contents and documentation. Remember that keeping all the documents through years of review and development does not mean that the kitchen sink approach should be used for the portfolio contents. Rather, be judicious and selective in what it contains. Think about what is essential information and what documents will tell the story most effectively. The portfolio should provide a clear, concise and accurate picture of the candidate’s performance. Therefore, it should be transparent, including examples of the best work, but also reflect challenges and areas for improvement. Not only is the content of the portfolio important, the organization and presentation are all equally important for a successful outcome. Do not make it difficult for reviewers to find specific documents and materials. Different individuals may place importance on different items, so make it easy for them to find what they are looking to review. It should

be quick and simple to locate any specific category of materials and any specific document that an individual wants to see. Therefore, logic and consistency in the organization and labeling of the portfolio will provide reviewers with an efficient and effective document to support tenure or promotion at the conclusion of the review.

Finally, consider input from annual reviews by committees and mentors throughout the tenure review period. Be responsive to suggestions for improvement, changes that should be made, omissions that need to be corrected each year. Include a response in the next year's submission on what changes have been made, based upon the previous review. Also be receptive and aware of any procedural changes that have been made at the department, school, or university levels. Many institutions make changes to the process and procedures on a regular basis. Thus, it is imperative that the candidate adapts to any new requirements in the process. Each institution is individual in its approach to tenure and promotion, and this will change with administrative adjustments, as well as budgetary and regulatory environments. In spite of their uniqueness, there is similarity in the overall approach one can take to the process.

The following considerations should serve an individual well in the process of either tenure or promotion:

1. Mentors, both formal and informal are essential to navigating the process.
2. Work with your cohorts: tenure-track or experienced faculty going for full professor
3. Remember that you “answer to many” in the process: department/discipline, school/college and university
4. Listen to advice with an open mindset. Do not try to explain why it is not relevant or why you do not want to follow it.
5. Don't take criticism personally—as committees are doing their job—as defined by the institution.
6. Rules of the game will always change during the time period under review, and some may be waived, but don't assume the changes won't affect you.
7. Committee membership and makeup may change from year to year, and their expectations and requirements may change with the committee membership too.
8. Do not procrastinate. Start on day one of the tenure appointment, or the first day considering promotion.
9. Save documentation, and file it away on a regular basis. Update materials on a frequent and regular basis.
10. Develop an ongoing file system to save all documentation: teaching, research, service.
11. Many institutions have an electronic portfolio/evaluation system—submit regular updates.
12. Schedule time and dedicate that time to updating materials, organizing the filing system,
13. Follow the stated requirements that may or may not: limit size of portfolio; state specific content to be included, suggested additional support, and suggest the order/organization of the portfolio contents.
14. Read the policies and procedures documentation for your institution/college/department.
15. Be judicious.
16. Be organized, and remember it should not require a roadmap to find individual information/documentation items.
17. Have the portfolio pre-reviewed for content, clarity, and organization.
18. The narrative is essential. Be sure to respond to previous reviews, specifically addressing changes made in response to comments and requests.
19. Be transparent—no one is perfect, so don't try to make out that you are. Admit weaknesses, and/or some failures—i.e. what did you learn, how have you changed to improve or avoid failure in the future?
20. Be transparent. No one is perfect, so do not try to say that you are. Admit weakness, or some failures. Be sure to explain what you learned, and how you change to improve or avoid future failures.

For further information contact:

Michelle B. Kunz
Morehead State University
150 University Blvd., Box 526
Morehead, KY 40351-1689
606-783-5479
m.kunz@moreheadstate.edu

THE EMPLOYABLE STUDENT: BRIDGING THE GAP BETWEEN ACADEMIA AND PRACTICE WITH CLIENT BASED PROJECTS

Camille Abbruscato, Stony Brook University
Darlene Jaffke, Lake Forest College
Leslie Kendrick, Johns Hopkins University
Rick Moran, University of Wisconsin - Superior

THE EMPLOYABLE STUDENT PANEL POSITION PAPER

Using client based projects is an excellent way to provide students with real experience working on real challenges for real clients. In addition to offering students a place gain experience by putting concepts they have learned in class to work, these projects also give them an additional item for their resume and an achievement to discuss in job interviews. The four authors and their institutions all use client based projects in marketing classes or with student activities outside class. Three use the technique for undergraduates and one for graduate students. The three schools that involve undergraduates use client based projects in advertising, PR, integrated marketing communications or design courses. The school that involves graduate students uses an industry project.

Class size can be an important consideration in the logistics of these projects, but the four schools report success with class sizes varying from 15 to 60. The composition of the class can also be an issue, since a variety of skills can be needed for a project. Typically talents from both the creative and business sides are needed. The participating schools all use the projects in classes where there is a mix of business/marketing students along with communications, design, liberal arts or engineering students. In one case diverse talents are brought in by partnering an entrepreneurship class with a graphic design class to work on projects for small businesses. None of the schools reported using the technique in required courses for majors or minors, but three of the four used client projects in electives for majors or minors. There is a clear need to educate students in advance on how to work with clients. The methods vary, including guidelines on professionalism, discussing the nature of the client relationship, learning how to communicate with clients, how help clients identify needs, the creative process, plus methods for communicating within the student team in order to provide good service to the clients.

Recruiting organizations to participate as clients is crucial to the success of client based projects. All reported the use of networking to recruit businesses, illustrating the importance of connections with the business community. Beyond personal networks, the faculty members reported using local business incubators, chambers of commerce, businesses seeking help from the school, alumni, corporate education centers and similar resources. Once clients are recruited an administrative process is required to get them matched with students so their project can get underway. All schools reported some sort of application process. Two used forms and processes they had created, while the other two used existing program forms from the campus Academic Service Learning office, or outside organizations such as EdVenture.

The number of clients participating varied. Three of the four faculty members use multiple companies for each class, allowing small student teams for each client. A fourth faculty member uses a single firm for a class, eliminating any competitive issues between teams. Team formation also varied, with two schools using systems that rely on information about each student's talents and experience to form teams. The others allow students to express preferences for certain clients or, in the case of the school using a one-client system, the "departments" or roles in the project. The implementation of the projects also varied, with one using projects that are vertically integrated from early stage research through planning and creative execution. Another tackles various projects depending on the clients needs, as long as the project is related to the class subject matter – advertising or PR. Another focuses on IMC campaigns, while the fourth has students working on varied large interdisciplinary projects.

Client projects require time on the part of the participants(s) from the client organization and the faculty member. From the client side, the reported timeframes are relatively consistent at 10-18 hours/semester. The amount of time varies depending upon client needs and preference but is generally 3 to 5 face-to-face meetings along with bi-weekly electronic meetings. It was noted that the clients tend to put in more hours than required throughout the duration of the project. Additional faculty time, beyond the normal faculty requirement, varied from 20-40 hours per semester. A need for greater accessibility outside of office hours was noted.

In maintaining sustainability, it is important to manage client expectations to ensure not only their immediate satisfaction with the project but also that they voice positive feelings about their relations with the college/university. All four schools discussed the time commitment, expected deliverables and the fact that they are working with “students” prior to the project beginning. Projects that are not suitable are revised or possibly not accepted into the program. Additionally, professors with a background in working with client projects and/or marketing management increase the level of sustainability for the project.

Ensuring student accountability throughout the project is another necessary component in maintaining this type of project. A variety of approaches are taken to include required weekly or semi-monthly reports submitted to the professor and sometimes to the client summarizing progress from the previous period. In some cases this includes specific students who are held responsible for certain tasks. Team points as well as individual points are awarded. Additionally, students understand that the professor is in contact with the client at various times throughout the semester, and that grading included client input and peer evaluation.

All four schools require final oral presentations with a comprehensive written report delivered to the client and the faculty member. Physical campaign collateral and imprinted promotional items (cups, key chains) are also provided to the client. Loading client deliverables (documents and/or images of physical deliverables), as well as the report and presentation onto a USB drive or uploading to a drop box in the school’s learning management system are required of the students by two of the four faculty members. The client project is worth 25%-100% of the final grade and the degree of integration with text or lecture material is dependent upon whether or not the project is done in conjunction with a class or as a standalone industry endeavor.

There are a number of other considerations. The need for confidentiality and/or confidentiality agreements is client-specific and would be discussed with the client and the class at the outset, when the faculty-client agreement was outlined. Positive word-of-mouth promotion and repeat clients with different projects make these types of programs sustainable. Assessment is important and is based on client feedback, quality of student work and achievement of client objectives. All four programs also incorporate some form of peer evaluation. Key performance indicators (KPI’s) are used by all four programs in connection with client satisfaction and evidence of regular internal and external (client) communication highlighted by two or more schools.

While there are many moving parts in client based projects, the four schools considered here have all developed very workable programs that fit each of their individual needs. They have also found them to be sustainable by the faculty teaching the courses, with little or no additional resources required.

For further information contact:

Rick Moran

University of Wisconsin - Superior

P.O. Box 2000, Erlanson 302-B

Superior, WI 54880

(715) 394-8386

rmoran2@uwsuper.edu

SUCCESSSES AND CHALLENGES WITH CLIENT-BASED PROJECTS

Donna Coelho, Western Connecticut state University
Ronald Drozdenko, Western Connecticut State University
Eva Fast, John Brown University

SUCCESSSES AND CHALLENGES WITH CLIENT BASED PROJECTS PANEL POSITION PAPER

The focus of this panel is to examine the various factors associated with the selection and implementation of client based projects in college courses. While both faculty and students perceive benefits of client-based student projects, to achieve successful outcomes, faculty must invest considerable time and effort to do so (Drozdenko & Coelho, 2011). There is a trade-off between instructional time and active learning exercises. It is also difficult to assess the impact of active learning on declarative knowledge vs procedural knowledge (Michel et al, 2009). Some of the biggest challenges for faculty are the lack of logistical support, training in experiential learning, even discouragement from colleagues (Abes, et al, 2002, DeSwart, 2010). Many of the larger schools push research and publication over teaching. For the many schools that do not have a support system (staff, stipends, etc), faculty have only the intrinsic value derived from consulting projects in their classroom. It does however, give them an in-depth knowledge about the firms and organizations in their community.

The following points are often important considerations for project screening:

- 1) Course objectives vs company objectives - course learning outcomes must be met and not sacrificed for the client's objectives.
- 2) Introductory vs advanced courses - course level is a factor. There are different challenges for faculty depending upon student background. Lower level courses are developing basic marketing knowledge, while upper level courses are applying marketing concepts in a systematic method. Set expectations in the mind of the client – it is important to communicate the class level and limitations of the academic calendar. MBA students in a marketing strategies course will deliver a different caliber of work than sophomore undergraduate students in an introductory level marketing course. In academia there is a rigid time frame for the work to be completed, which creates tension if unexpected setbacks occur as they often do in real world projects.
- 3) Profit vs nonprofit organization- Universities often have a mission to serve the community, however, managers of not for profit organizations often lack business and marketing knowledge. Consequently, it is often difficult for them to clearly express the parameters of the project. Sources for identifying potential clients include: local small business, small business development centers, university alumni, contacts through advisory boards or executives in residence, students' parents, internal departments of the university, international study abroad travel agencies, previous clients, regional industry connections or associations.
- 4) Client's Marketing experience level – small businesses often need marketing assistance. Unfortunately, they are more likely to lack marketing expertise in the organization, and can't afford to employ a marketing person. Often, entrepreneurs have backgrounds in non-marketing areas, which makes it difficult for them to define what their marketing problem really is.
- 5) Client's Commitment to project – even if organizations have marketing experience, they often can't dedicate sufficient time or personnel to the class project. This can impede students' ability to progress if they can't get questions answered in a timely manner. Map out the time commitment the client can expect to experience. This includes any standing meetings (weekly or bi-monthly), class visits, class field trips, and final presentations. Setting dates for each of these events months in advance typically improves the working relationship.
- 6) Data Confidentiality and availability– While larger organizations have more data that can be of value to the project and course objectives, there is also a higher concern for confidentiality, hence established businesses are less likely to release undisguised data to students. It is beneficial to specify which internal documents are useful and when they can be obtained. If non-disclosure agreements are needed, those

should be drawn up immediately and if working with the same client from year to year, develop a standing NDA with the organization so students can sign prior to the first day of class.

- 7) B-B, B-C: - while experience with B-B is certainly relevant in a marketing education, it is often difficult for students to relate to the B-B market. Therefore it is necessary to provide them with substantially more background information.
- 8) Strategic vs tactical projects- often organizational needs are immediate. This puts pressure on faculty to develop tactical plans for a client, when the client really needs a strategic plan to determine what the tactics should be. It is helpful to identify a project of strategic importance to the client and to articulate it in terms of the business challenge that needs to be solved. A project with strategic significance often helps eliminate the technical components of the project which can require inside access to company software and resources and fail to meet course objectives. Strategic projects create stronger support from upper leadership in the organization and thereby greater commitment from company employees to assist. Defining the project as a business challenge and corresponding project deliverables helps to narrow the scope of the project and solicit information from the client required to determine the direction the project should take.
- 9) University Support level- some university have Centers of support and staff that help faculty obtain, screen, and implement projects. Faculty without a support system in place need to expend more effort and time to do projects. Also, some Universities provide release time, or financial support to faculty for doing projects.
- 10) Multi vs single project – there is often an opportunity to integrate more than one project into marketing courses. For example, the capstone course could develop a strategic marketing plan, with assistance from a marketing research course. In subsequent semesters, IMC, Sales, CRM courses could work on implementations of the Strategic marketing plan. There are also cross-disciplinary possibilities; supply chain management, HR, financial planning, etc.

REFERENCES

- Abes, E. S., Jackson, G. & Jones, S. R. (2002). Factors that motivate and deter faculty use of service learning. *Michigan Journal of Community Service Learning*, 9 (1), 5-17.
- Coelho, D. & Drozdenko, R. (2009). Benefits of real-time projects in the business curriculum: a model for implementation and assessment. *International Journal of Education Research*, 4(3), 91-103.
- De Swart, S. M. (2010). A case study of a faculty development program using experiential learning theory to improve college teaching. *Dissertation, Department of Organizational Behavior, Case Western Reserve University*.
- Drozdenko, R. & Coelho, D. (2011). Faculty perspectives on experiential learning: Is it worth the effort? Proceedings of American Marketing Association Collegiate Conference, 2011, New Orleans, LA.
- Drozdenko, R., Coelho, D. & DeBartolomeo, S. (2010). Dimensions of experiential learning: Practical considerations and an initial examination of perceived value. Proceedings of American Marketing Association Collegiate Conference, 2010, New Orleans, LA.
- Lopez, T. B. & Lee, R. G. (2005). Five principles for workable client-based projects: Lessons from the trenches. *Journal of Marketing Education*, 27 (2), 172-188.
- Michel, N., Cater, J. & Varela, O. (2009). Active versus passive teaching styles: An empirical study of student learning outcomes. *Human Resource Development Quarterly*, 20 (4), 397-418.

For further information contact:

Donna Coelho
Ansell School of Business, Western Connecticut State University
181 White Street
Danbury, CT 06810
(203) 837-8653
coelhod@wcsu.edu

FROM CHALLENGE TO OPPORTUNITY: USING CLIENT-BASED PROJECTS AT A SMALL HBCU

Alicia D. Cooper, Dillard University

SUCSESSES AND CHALLENGES WITH CLIENT-BASED PROJECTS PANEL POSITION PAPER

Client-based projects serve as a valuable tool for providing students with real-world experience. However, this experiential learning method can present challenges for faculty and these issues can become heightened within the context of a small Historically Black College or University (HBCU). Specifically, the limited resources, i.e., time, available to faculty at these institutions can make it difficult to engage students in client-based projects across multiple courses. This panel position paper recommends selecting one client per academic year and working with that client across multiple courses and projects. This strategy offers the client the benefits of a full-service marketing experience while the faculty member receives the advantages associated with increased manageability.

For faculty, client-based projects can lend a sense of authenticity to a course that students might otherwise perceive to be missing. While many faculty members might be willing to engage students in these projects, the demands associated with selecting clients, designing projects and scheduling the related activities can be overwhelming. This is especially true for faculty at small universities. These faculty typically have considerable teaching and service loads, often serving on numerous committees and engaging in academic advising. This is in addition to teaching seven to eight preps per academic year. Fulfilling the requirements of these competing demands makes it difficult to incorporate an assortment of client-based projects into multiple courses.

A strategy to overcome this concern is to work with one client for the entire academic year. This client receives the benefit of an array of marketing services, similar to those offered by a full-service marketing organization. This works especially well for small businesses with limited marketing budgets. Services might include: writing marketing plans, conducting focus groups, administering surveys, constructing web storyboards to improve website design, search engine marketing through participation in the Google Online Marketing Challenge, developing creative briefs for ads and creating social media marketing plans. All of the students in a particular course, either individually or in groups, work on the same project for the client. The client then selects the best project in its entirety or is free to select useful elements from the various projects.

The key to successful execution of this strategy begins with the selection of the right client. Students must perceive the client organization and/or its products to be relevant. In the case of an HBCU, it has been the author's experience that students have expressed an interest in working with African American-owned businesses. This desire may stem from the history and mission of the university. When this option isn't available, selecting organizations that have a social entrepreneurship or social marketing orientation has furnished students with meaningful experiences as well. This relevance is especially important because the relationship with the client will span nine months and several projects, and some students may need to remain engaged over the course of the two semesters.

Additionally, the requests of the client must be coordinated with student learning outcomes and course scheduling. Although the client may initially have specific needs, these needs must be evaluated and placed within the context of particular courses and projects. Moreover, the client may not be aware of some of the marketing opportunities available to them and may well appreciate the chance to obtain a variety of marketing services.

While this strategy has proven to work well, challenges still exist. The expectations of clients and students must be managed. Clients may over-estimate the skill level of students and their needs may exceed the scope of student abilities and course content. As well, students may expect their recommendations to be implemented without understanding the client's overall strategy and resource limitations. Correspondingly, the question of whether to expose clients to 'poor' student work is increasingly becoming a concern.

This paper recognizes limited faculty resources as a major challenge associated with utilizing client-based projects at a small HBCU and advocates selecting one client per academic year as a resolution to this situation. The faculty member and students then work with the client across multiple courses and projects. This strategy offers the client the benefits of a full-service marketing experience while the faculty member receives the advantages associated with increased manageability. Above all, the students gain valuable experiential learning related to marketing.

For further information contact:

Alicia D. Cooper
College of Business
Dillard University
2601 Gentilly Boulevard
362K PSB
New Orleans, LA 70122
(504) 816-4201
acooper@dillard.edu

FROM PRACTICE TO THE ACADEMY: WHY IT HAPPENS, LESSONS, TIPS AND LEVERAGING PROFESSIONAL EXPERIENCE

Sandra Bravo, Babson College
Scott Fiene, University of Mississippi
Bradford Hudson, Boston College
Jeffrey Kotz, Providence College
Lisa Lindgren, College of St. Benedict / St. John's University

FROM PRACTICE TO THE ACADEMY: WHY IT HAPPENS, LESSONS, TIPS AND LEVERAGING PROFESSIONAL EXPERIENCE PANEL POSITION PAPER

(Scott Fiene – Why mid-career professionals consider the switch to academia, and what stands in the way.) After 25 years in corporate marketing and consulting roles, and teaching on the side, Fiene transitioned to a full-time academic position four years ago. Since then he's hired nearly two dozen part-time adjuncts – some of who now have their sights on teaching full-time. What drives that desire, how well is the academic arena understood by those seeking to break into it, and what may keep them from taking the plunge? He's been conducting in-depth interviews with part-time faculty at several institutions to find out.

The attraction is almost universally the satisfaction of teaching: It is rewarding, and it feels good to “give back.” Summers off, or perceptions of an easier lifestyle, aren't motivators – these people know teaching is hard work and they're prepared for that. They feel confident in their expertise and teaching ability (learned mostly by trial and error), and know they will likely take a pay cut to pursue their new path. But they have little knowledge of the academic hierarchy, and thus don't know what kind of jobs to look for. Few understand the difference between tenure-track and non-tenure positions. There are misconceptions about the education needed, and they don't know where the jobs are or how to find them. They wish the academy could do a much better job of grooming and guiding them for such a transition.

(Lisa Lindgren – Musing of Corporate Retread.) Lisa spent the first 17 years of her professional life in the corporate world. She decided to teach part-time at a local university in order to “give back”. She was quite nervous at first, but got hooked on teaching in a university. She was fortunate to gain a full-time position. Fifteen years later, she works at a private liberal arts institution.

She learned many lessons along the way. First, there are some vast differences between the professional world of work and academia. In particular, there are differences in the concept of stability of work and differences in the concept of time. Second, her experience is rare. The AAUP indicates that, nationally, 76 percent of classes are taught by “contingent” faculty (full-time not on tenure track, part-time, or graduate students). Tenure-track jobs are shrinking. As the number of tenure-track jobs shrinks, the job requirements rise. For example, a job advertisement may indicate that a master's degree is sufficient but a Ph.D. is preferred. Many professionals attempting to transition have not yet earned a Ph.D., and they are at a serious competitive disadvantage. Finally, faculty governance is completely different than governance in the professional world.

Her best advice to someone transitioning to teaching in higher education is to find good mentors, and understand the explicit and unwritten requirements of the institution.

(Sandra Bravo – From practice to academia: positioning yourself to be successful in the lecturer role) For those business professionals who choose to leave industry and transition to academia, the path to success is challenging. Lecturer positions are hard to come by and require more than simply the ability to teach. According to Anne Roggeveen, Professor of Marketing at Babson College, “In addition to a commitment to great teaching, lecturers must become a part of the community that contributes to the field and must understand the academic world. He/she must have a personality that fits into the culture of the academic institution.”

A good place to start is to show success in adjunct positions while connecting in meaningful ways with other faculty members. Victoria Crittenden, Professor of Marketing and Division Chair at Babson, adds, “A lecturer needs to step up to the plate. He/she needs to deliver in the classroom, provide service to the community, and shape knowledge of the field into some sort of meaningful research.” To be successful, a lecturer must have a deep connection with students, an understanding and appreciation of faculty research efforts along with a contribution in that regard, a commitment to serving the community, and a desire to give 110 percent effort. That said, it is one of the most enlightening and rewarding jobs in the marketplace.

(Bradford Hudson – Using industry experience as a form of knowledge and how to bring that into the classroom and publications.) Experience is an important form of knowledge, especially for disciplines with an applied emphasis, such as business. Faculty members with prior or concurrent industry experience have a detailed and intuitive understanding of the practical aspects of marketing, which provides an essential supplement to the theory and knowledge derived from research. This can be incorporated within pedagogy in three ways: by using examples and stories to help illustrate concepts during lectures, by using the nuances and complexities of real events to challenge simplistic assumptions during discussions, and by adding depth and perspective to the analysis and debriefing of case studies.

In undergraduate programs, such experience is an important substitute for practical understanding among students with little or no work history. In MBA and executive education programs, industry knowledge enhances credibility and represents a critical survival skill when surrounded by students who have significant experience themselves. Practical understanding can also enhance academic scholarship in several ways: by facilitating access to organizations for data and field research, by improving the realism and sophistication of methodological design and the interpretation of results, and by helping to set priorities for research so that funding is more easily obtained and results are more likely to be applied. This idea dovetails with the recently revised AACSB accreditation standards, which place greater emphasis on practical knowledge and outcomes.

(Jeff Kotz – Modeling industry practice in academia: helping new practitioner faculty find the low-hanging fruit when teaching *research*.) Faculty who are experienced in market research have a unique perspective to offer in coaching a team through a research project. Being able to talk to the team about *project management*, *research analytics*, and *client service* roles can provide much needed contextual information for soon-to-be grads who may not have the opportunity to see market research from the perspective of an internship. As well, retention of process knowledge and best practices may be more important to students than contributing to a line of research – all other things being equal. Coming from a program without a legacy of faculty led research or being new to leading student research, teaching with strategic and efficient pedagogical efforts is paramount. A recent case is provided.

Students following their instincts and generating work ‘good enough for critique’ in a not-for-credit setting were able to focus on learning from mistakes in application rather than consequences of assessment. A right-sized research project served as a hands on model for industry market research by: encouraging project management communication using the Slack messaging app; using best practice for questionnaire design with Qualtrics; dialoging with panel providers; drawing parallels between client concerns and grant applications; using SPSS syntax for quality assurance in analysis; and, good data storytelling using Excel and PowerPoint. Actionable faculty recommendations provided.

For further information contact:

Sandra Bravo, Babson College, sbravo2@babson.edu

Scott Fiene, University of Mississippi, safiene@olemiss.edu

Bradford Hudson, Boston College, bradford.hudson@bc.edu

Jeffrey Kotz, Providence College, jkotz@providence.edu

Lisa Lindgren, College of St. Benedict / St. John’s University, llindgren@csbsju.edu

CREATING AN OPTIMUM STUDY ABROAD EXPERIENCE

Pallab Paul, University of Denver
Irfan Ahmed, Sam Houston State University
Kimberly K. Powell, Southern University and A & M College
Dorothy Pisanski, Drake University

CREATING AN OPTIMUM STUDY ABROAD EXPERIENCE PANEL POSITION PAPER

Designing the curricula

In order to deliver an optimum study abroad experience to our students, it is essential to start the process with an effective design of the curricula. One type of study abroad programs where faculty are directly involved is study tours (we define them as academic learning tours led by faculty, spanning four weeks or less). Different scholars have different ideas of what is involved in designing the curricula of these short-term courses, but they can all be categorized into the following areas: Faculty leaders and designers (Womble et al., 2014), Location (McKenzie et al., 2010), Content/Intensity (Koernig, 2007), Eligibility/Audience (Howard & Keller, 2009), Cost (Novotorova, 2015), Duration, and Other factors like emerging market potential, safety, economic conditions, and current political environment (Langlois & Langlois, 2010).

By applying Bloom's taxonomy, we created a typology for these study tours in a previous paper (Paul, 2015): **Category one:** *Learning goal – an exposure to the outside world (knowledge)*, **Category two:** *Learning goal – how to do business there? (comprehension)*, **Category three:** *Learning goal – how to do business there (in a specific industry)? (critical analysis and synthesis)* and finally **Category four:** *Learning goal – helping a business there (evaluation and application)*.

After analyzing 272 online descriptions of study tours, we found only 9% of courses traveling to a developing country were in category one whereas 28% of these courses were in category four. As expected, only 7% of high intensity courses were in category one whereas 50% of these high intensity courses were in category four. 5% of graduate level courses were in category one whereas 40% of these graduate-level courses were in category four. Finally the average duration of category one courses were 20 days as opposed to 10 days for category four.

Based on these findings, for instance (simplistically speaking), someone designing a category four study tour (learning goal of evaluation and application) should develop a high intensity graduate level course, with a developing country as a destination, for a duration of 10 days. We hope these descriptive statistics of the current offerings will help faculty to design curricula for their future travel courses.

Expectations and reality: Changes in beliefs due to study abroad

The workforce of the future needs to be globally aware and not restricted to operating within the familiar environs of national, ethnic and geographical boundaries. Employees need to be able to work with increasingly transnational teammates, and marketing managers need to be aware of and accommodate differing cultural perspectives and practices in their marketing strategies and programs. The preparedness required for this needs, at a minimum, that students in business schools be free from prejudicial and ill-informed stereotyping of people and cultures outside the U.S. Historically, Americans have exhibited levels of ignorance and misconceptions about the countries and people of the Arab Middle East that are inimical to the development of global preparedness, in spite of a substantial amount of U.S. business interests in the region. The United Arab Emirates (U.A.E.) study abroad program at Sam Houston State University was designed as a short, hybrid program to expose marketing and business majors to the business, cultural and religious environment of the leading commercial hub of the Middle East. Pedagogies such as experiential and reflective learning and critical thinking were employed to create enhanced understanding of the environment on the study trip. A qualitative assessment revealed specific changes in beliefs

held by students due to participation in the trip, and the creation of an openness of mind that would be conducive to participants' future global engagements.

Study abroad programs to China – selling and designing a study abroad experience to students who have cultural misgivings about it

Selling study abroad programs in China to students who may have cultural misgivings can present challenges, as students may prefer to travel to a region where the cultural norms and traditions are similar to their own. This is coupled with the fact that students may not be aware of the full value associated with travel to China. When faculty is faced with such issues, they may need to respond by actively selling and marketing this experience. Ways in which faculty can sell a study abroad experience to China are through the message (value added) and the program design.

Selling the value includes reiterating China's presence and role in global business and communicating with students how the experience will provide them with a competitive advantage in the job market and position them as a viable candidate for employment in a global market. In fact, the design of the study abroad experience should focus on places in China that students could actually see themselves working. Other components of a value-based message includes engaging in experiential learning that can be applied to their education and future careers, strengthening their ability to have a general openness to the world, strengthening their ability to work with and effectively communicate with people from diverse backgrounds, and strengthening their ability to easily adapt to different environments.

In designing a study abroad experience for students who have cultural misgivings about China, faculty may want to invest heavily in pre-trip China classes. These classes should be specifically designed to quell the apprehension and anxiety associated with traveling to a region that they may perceive as vastly different to what they are accustomed to. Addressing communication (e.g., strengthening their conversational Mandarin) should also be considered in these courses. Again, the underpinning for developing these classes should be "value-added". Faculty may want to first disseminate a survey that encompasses cultural misgivings and concerns that students may have about travel to China. This can contribute to greater effectiveness in preparing students.

For students who already have cultural misgivings regarding travel to China, faculty should design a short-term study abroad experience. A two-week study abroad to China may be more appealing to students with cultural misgivings and help to diminish some apprehension. Another benefit of short-term study abroad includes greater appeal to different student types (e.g., students who work).

Pre trip and reentry class meetings

A new semester begins. On your campus or your virtual course site, the new semester commences for returning students with faculty distributing the course syllabus, an ice-breaker activity, and an introductory look at the topics to be covered. However, when your new semester is going to be spent abroad, the new semester may require more mental and emotional preparation. Not only do students need an introduction to the course materials, they also need to learn about the culture and geography they will visit, expectations about becoming part of a living/learning community on-the-move, the role of faculty in multiple roles (such as language interpreter, tour leader, residence director, foreign currency officer, and others) and their student cohort. Students who are first generation students or first-time travelers may not even know what to ask and require an added layer of support.

For all these reasons, it is essential to have two or more pre-departure meetings with your short-term study abroad students. As with any class, students are curious about the course syllabus and academic expectations, and one of the pre-departure meetings should focus on these standard elements, along with basic information about travel expectations and an itinerary. You may wish to separate class topics into two meetings, so course content is presented in one and travel-related information is presented in another. Usually, a college or university also wishes to add another pre-departure meeting to address issues related to travel insurance, what happens if someone is sick or hospitalized abroad, laws to be respected in foreign countries, national emergencies, and so on.

During the travel seminar students usually are so immersed in their cultural experience that there is little time for the unbundling of experiences. The re-entry class meeting helps to synthesize experiences and learnings as well

as support the camaraderie built during their togetherness of the short-term travel seminar. This is also a time to address re-entry adjustments such as reconnecting with friends who stayed state-side and re-visiting their majors and career choices to include a new global employment interest or advanced study abroad.

For further information, contact:

Pallab Paul

Department of Marketing, Daniels College of Business, University of Denver
2101 S. University Blvd., Room 497, Denver, CO 80208
(303) 871-4143; ppaul@du.edu

CASES, MINI-CASES, AND VIGNETTES FOR EFFECTIVE CLASS ENGAGEMENT

Mel F. Zuberi, School of Business, St. John Fisher College Rochester, NY
Ron C. Sicker, School of Business, St. John Fisher College Rochester, NY

CASES, MINI-CASES, AND VIGNETTES FOR EFFECTIVE CLASS ENGAGEMENT PANEL POSITION PAPER

In order to inculcate a sense of “learning by example,” mini cases, vignettes, and case studies are assigned as part of student assessment for the upperclassmen’s Marketing Channels and Promotion Management classes. Mini cases, vignettes, and case studies are a vital part of pedagogy.

These teaching methods merge theoretical as well as practical concepts for students in that they engage students and help clarify concepts that have been taught to in class by using real world examples. Mini cases, vignettes, and case studies are an excellent way to engage students in topics, concepts, methods, and theories. Dissecting a case study after introducing the topic within the classroom brings the concepts to life for students and helps in knowledge transfer and improves retention. Mini cases and vignettes are used to bring alive real world examples that are relevant to the subject matter.

For the marketing channels class, mini cases and vignettes are an opportunity for self-directed learning. Students examine real-world, relevant marketing channels issues by engaging themselves in the learning process. In essence, it is learning by doing, and is customized to each concept presented in class.

Typically, during a three credit hour marketing distribution channels course in an ensuing semester, five mini cases and vignettes and three video vignettes account for 50% of the midterm and finals grade for the students. The students are required to work on these mini cases and vignettes that assess their ability to apply principles of marketing channels to their real-world decision scenarios. Each mini case or vignette is evaluated based on the following four criteria: 1) Critical thinking (i.e., submission reflects a thoughtful explication of the critical issue(s)) (25%), 2) Completeness (i.e., completed all portions of the case platform in relating to the issues visited during prior class discussions) (25%), 3) Written presentation (i.e., spelling, grammar, organizational flow) (25%), and 4) Support for position(s) in the mini cases and vignettes (25%). This contributes to a well-rounded learning experience.

Mini cases and vignettes are conducted in individual settings. Each student is assigned to work by herself in this course followed by a class discussion. The students’ assignments are posted to the Blackboard Learn course Website. It is absolutely the students’ responsibility to make a value-added contribution to the class. Failure to do so may result in a grade of zero for the assignment. Merely making the submission is not accepted. If any student encounters any difficulty with any team assignment, it is their responsibility to bring it to the professor’s attention immediately.

Here are some examples of vignettes that were assigned to the students of a recent marketing channels class. The Dell vignette talks about how Dell started off with a successful value chain model of selling customized personal computers online, and then moving, albeit a little late, into the brick and mortar, less-customized personal computer arena, thus moving from a centralized to a decentralized system. Another vignette is about the entry of Nestlé into China by acquiring a controlling stake in Hsu Fu Chi. The vignette about Victoria’s Secret Direct vs. Zara clarifies concepts of multi-channel retailing, fast fashion and high inventory turnover, and near-sourcing.

In the promotion management class, case studies are assigned weekly. Cases from assigned text books as well as other published case studies not offered in the text are used for class. Some self-authored case studies are also used. Case studies are chosen based on the concepts that are discussed during the week in which the case studies are prepared. Each weekly case study is prepared by the entire class for discussion. However, a group of five students

make an in-depth presentation on the case study whereas the rest of the class prepares only a two page individual written analysis of the case. This way everyone has to read the case study and prepare a submission for the case study either in written form or presentation form. This method ensures that everyone reads the case and is prepared for the class discussion. During the ten plus weeks of lecture, with five teams of five students each, each group gets to analyze and present two cases in depth.

The student group presentation consists of a PowerPoint presentation approximately 20-30 minutes in length. Student groups who are preparing the case assignment are expected to not only prepare a case study analysis but also lead the class discussion on the findings of the analysis. Student group presentations are expected to include outside research that pertains to the company involved in the case as well as the industry, market, competition, etc. Other outside research pertaining to the concepts or theories discussed in class is also expected. Outside research is not required on the individual written analysis of the case which is prepared by the rest of the class. Although this case study is graded on a rubric just like the group case presentation, the main reason to have the students prepare individual case study analyses is to ensure that they read and understand the case, and put careful thought into the case analysis, subsequently engaging the class in the ensuing discussion.

The case study analysis is up to 40% of the students' grade. The individual as well as the group case studies are each 15 to 20% of the students' grade. The two case presentations are averaged to calculate the student group case study grade. Both the group presentations and the written case analysis are graded based on a set rubric. The rubric is similar for the individual written analysis and the group presentation analysis, with minor differences. For the group presentation analysis the rubric consists of five categories. The first is the background of the case. This is where the students will pull in a lot of outside research on the company, the market, the competition, and the industry. This will aid in the students' analysis of the case study. The second category of the rubric is the issue at hand. Students are expected to identify the main issue of the case as well as any symptoms of the main issue. The third category of the rubric is class concepts. The students are expected to discuss how concepts, theories, or models discussed in class are related to the issue in the case. This should be the majority of the case analysis as well as the majority of the class discussion. The next category is recommendations and implementation. In this section students are expected to identify recommendations for solving the issue as well as suggest how the recommendations should be implemented. The final category of the rubric is the overall presentation. The students are graded based on how professional and in-depth the presentation was as well as how well the group engaged the rest of the students. The individual case studies are graded on the same rubric except for the presentation skills.

For further information contact:

Mel F. Zuberi
School of Business, St. John Fisher College
3690, East Ave.,
Rochester, NY 14618
(585) 385-7267
mzuberi@sjfc.edu

TRAVEL AND STUDY ABROAD: DESIGN AND EXECUTION INSIGHTS PANEL POSITION PAPER

Eliane Karsaklian, Univ de Paris – Sorbonn
Lou E. Pelton, University of North Texas
Mark Wolters, University of Illinois at Urbana Champaign
Rama Yelkur, St. John Fisher College

TRAVEL AND STUDY ABROAD: DESIGN AND EXECUTION INSIGHTS PANEL POSITION PAPER

A two-week study abroad program collaboration without a MOU between institutions: My own experience in living and working in several countries for my entire life always pushes me to do anything I do with an international perspective. I have been running the Master's Degree in International Negotiation at Sorbonne University in Paris for 16 years and started taking my students abroad for six years now. It is a trilingual program integrating students from all over the world and training future negotiators to face the international trade and global markets' challenges. All students are required to have mastered French and English languages as well as a third one amongst German, Arabic, Chinese, Spanish, Italian, Portuguese, and Russian. Classes of international trade, entrepreneurship, negotiation, marketing, and management in international settings are taught by both practitioners and academics. Thanks to a hands on approach to learning, this Master's Degree produces operational negotiators able to work worldwide. Classes are paralleled with six Entrepreneurship projects, as follow: (1) Horizon 3. Responsible for the promotion of the Master's Program, students update the website, create the students' photo directory, create the bilingual CV book, and organize the graduation ceremony for the former class; (2) Sorbonne Conseil. Carries out a tailor-made market research for a company in order to diagnose their internationalization possibilities (across sectors) and to assist them with the needed actions to be taken to be competitive abroad; (3) Sorbonne Symposium. Organizes the Master's annual colloquium with academic and professional participants. Over 50 companies participate to discuss about a topic relating to international business; (4) Conferences.. Invites professionals from the French Foreign Trade Advisors Group to talk to the class every wee; (5) NCI ALUMN. The main goal of the alumni association is to develop and maintain the network in order to promote the Master's program internationally as most of the graduates work worldwide.

Students put together the two-week trip to the U.S Once the classes are finished in February, I take the students for a two-week trip to the US. We spend our first week in Chicago and while attending classes at Northwestern University and Roosevelt University we visit companies and shops to look into their marketing strategies. We also visit the Federal Reserve Bank Museum and meet with the French Foreign Trade Advisors established in Chicago. Then we fly out to New York City where we visit the UN, the Fed Museum while attending classes at the Manhattan College and at the New School. Students get to know and to work with local students and create a larger network as I coordinate joint exercises with the local professors. Students are always surprised of how welcoming the teachers as well as the students are. They also get familiar with varied teaching methods and use their language skills even more intensively while updating their English vocabulary. Also, students become aware of how varied the definition of services marketing can be across countries and realize more than ever that same brand doesn't mean same marketing strategy internationally. They get a better understanding of different business approaches, measure the importance of local cultural habits and learn how to live together in hostels for two weeks. This trip enables the students to make comparisons with the practices in France and in their own countries. Finally, they really integrate their role as ambassadors of their institution and their responsibility to behave accordingly even after they graduate.

Five things faculty will love & hate about leading a faculty-led study abroad: One of the most rewarding experiences undergraduate students have during their college years is a study abroad experience. It helps them grow personally, expand their cultural understanding, and allows for them to see the world. Faculty on the other hand have a very different perspective on study abroad programs. There is the planning, the organizing, the leading, the babysitting, the parenting and the educating. Below I have come up with the five things that university faculty will love and hate about leading a study abroad program. I begin with the "Hates": (1) The Planning Stage: from deciding on which country or cities to visit to which hotels you should stay at, to getting departmental approval for

student credit, the planning stage is the most daunting part of the faculty led study abroad program; (2) Getting the Best Student to Apply & Deciding on Who Makes the Cut, not to mention enough students to get an okay from your department: Deciding on where students would want to go, as well as where you would like to go can be quite challenging; (3) Hate #3. Safety and Security Concerns Abroad: with the numerous terrorist attacks abroad, as well as general tourist centric problems, pickpockets, losing a passport, etc. safety and security of students is paramount; (4) The Travel Days: Traveling with a group of students in some ways is like herding a group of cats. They will have their iPhone playing, not necessarily listening well to your instructions. The stress of rounding up a group of students for an early morning flight or bus can be stressful enough, however if there are plane or train delays or cancelations this can make things worse; (5) Getting Students to Take the Program Seriously (Babysitting): The students will be one of the best parts of your study abroad program, however sometimes you will feel like you are babysitting them more than educating them. From students under the influence to students who become ill on the trip, you will be the go to “parent.” There are also “The Loves”: (1) The Relationships and Experiences You Build for Your Students: if you speak to students who have been on a study abroad program many will announce with great gusto that study abroad changed their life, it changed their perspective of things, it showed them the world, this is one of the most life changing experiences that some of the students have ever had and you as a faculty member are a part of it. The program helps the students open up in ways they have not before and you as a faculty member are a part of that and it helps build a bond between the student and yourself. You are no longer their Marketing professor, you are their friend and confidant. You become their memory of your university and their time abroad; (2) How Much You Learn While Abroad: the learning is not limited to the students. Faculty as well get a chance to learn about new cultures and new business practices. These experiences can then be integrated into your lectures back on campus. Suggestions: have students and faculty keep track of cultural or business differences they see while abroad. Have the group discuss them at the end of the trip and see how they could be used in your courses back on your home campus; (3) You Get To Eat & Learn About Local Cultures: learning how to make paella in Spain, pizza in Italy, watching a football match in Portugal, there are a number of activities you may not be able to do unless you were in a group; (4) It Helps Expand Your CV: faculty always need to innovate and develop new programs, papers, articles, courses, etc. in order to maintain accreditation, work towards tenure, or just to expand their experiences. Running a study abroad program helps you develop an insight into various parts of the university whether it is administrative or on the student side. Suggestions: use this experience as a way to expand your professional horizons as well as help develop a better overall student experience in order to improve your department’s image; (5) You Get to See the World: Educators are not known to be the highest paid people in the world, so sometimes it is hard to be able to take trips around the world. It gives you the opportunity to see the world and all that it has to offer. Suggestions: Sign up to lead a faculty led study abroad trip and enjoy yourself.

Travel and study abroad – design and execution insights short-term study abroad model: Having taught in at least seven different countries, through three different U.S. Business Schools, I provide my perspective on best practices in study abroad programs’ design and execution. The programs that I have experience with were both short-term and long term in France, Spain, Portugal, India, China, the Czech Republic and Hungary. From a faculty development perspective – faculty who have limited exposure to teaching abroad may benefit more from long term programs, on the other hand, short-term programs (10 days, 2-4 weeks) are a lure to get this group of faculty involved in teaching abroad and a great opportunity for faculty development in international business. For faculty and Business Schools, especially AACSB-accredited ones, short-term faculty-led programs allow both students and faculty to have the experience without impacting graduation timelines (for students) and FTEs (for the School) and time commitment overseas (for faculty). Short-term programs allow junior faculty the opportunity to gain experience leading students on a study abroad and provide their expertise on either the country of travel or the content of the course. Of all the short-term models, including contracted to an outside firm such as ISP or World Strides, the most impactful for me has been one that is a collaboration between two educational institutions that provides an academic, business and social perspective for business students on the program.

The model that I am particularly fond of is one with students from a U.S. Business School traveling to a country over a short period of time, with the design of the program developed in close collaboration in the design of the program with a local Business School. Typically, there is an academic course associated with such a study abroad, with academic and country preparation as part of the credits towards the course as well as post-travel briefing and testing included in the curriculum. The model includes for two faculty members to accompany the students, one of the two in training to lead the following year. This ensures continuity of the program as well as development for faculty members and works particularly well in complex, developing economies such as India. The U.S. School and the host School collaboratively develop the curriculum for the period of the in-country travel,

including visits to businesses in relevant industries including non-profit sectors. Weekends are devoted to historical and cultural visits as well as guided tourism opportunities. The curriculum is delivered by host-faculty and practitioners and each U.S. student is assigned a “buddy” student from the host institution. Also, student teams including U.S. and host country students in each team are formed early upon arrival and each team is assigned a topic for a team presentation towards the end of the in-country program. The length of stay is typically 2-4 weeks in-country with pre and post-travel work in addition to the overseas travel. Typically such a course with a short term study travel would include 3 credits. The cost of the program on the ground is reasonable if accommodations are arranged by the host institution in dormitories or guest houses affiliated with the University. The success of the program depends on a strong relationship between the two Business schools, some in-country knowledge by the lead faculty on the initial trip and limiting the number of students traveling on the program to about 15. Such a program allows to build faculty expertise through continuity, provides students an authentic experience with the comfort of being accompanied by their faculty and makes for an easily transferable model with a large initial investment of expertise and resources, but sustainable in the long-term.

For more information contact:

Lou E. Pelton
University of North Texas
College of Business #311160
Denton, Texas 76203-501 U.S.A.
(940) 565-3124
pelton@unt.edu

SELL, LEARN, SERVE: SOCIAL RESPONSIBILITY AND EXPERIENTIAL LEARNING

Mark McConnell, University of Mount Union

AXCESSCAPON TEACHING INNOVATION COMPETITION TEACHING NOTES

The *pedagogical* problem addressed by this innovation involves a key challenge of teaching personal selling. That is, how might professors incorporate experiential learning into their sales classes? Ideally, all college-level sales courses would require selling a real product to real customers for real money. Yet few organizations are likely to entrust their sales effort to a group of college students, only to have them disappear forever after final exams. This innovation also addresses another problem, unrelated to pedagogy, which deserves the attention of compassionate educators. According to [Clean the World](#) (2015), *pneumonia and diarrheal disease are two of the world's leading causes of death among children under five years old. Millions of lives could be saved with simple bars of soap, and more than two million bars of partially used hotel soap are thrown away every day in the United States.*

SLS360, the brand name used to identify this teaching innovation, was introduced as a semester-long project in a Personal Selling class in fall 2014. With minor modifications, the project was implemented again in fall 2015, and will be part of the fall 2016 course offering. To fully understand SLS360, one must first understand more about the program's primary partner, Clean the World (CTW), a Florida-based non-profit. CTW has a simple mission; collect and recycle the soap and other hygiene products discarded every day by the hospitality industry, and distribute these items to impoverished people.

The majority of CTW's funding comes from partner hotels that pay CTW a monthly subscription fee for administration of a program through which partially used soap and other bathroom amenities are collected, sanitized and recycled. The recycled products are then distributed to people in countries plagued by diarrheal disease. Since 2009, CTW has distributed more than 30 million bars of soap to more than 100 countries (Clean the World, 2015).

To supplement subscription revenue, CTW offers corporations and associations meeting at their partner hotels a team-building, philanthropic activity, known as a CTW Hygiene Kit Build, where meeting attendees assemble hygiene kits (consisting of recycled soap and other bathroom amenities). The assembled kits are then distributed to local non-profits, such as homeless shelters and inner-city preschools. The organization hosting the CTW Hygiene Kit Build pays CTW \$3 per "set" of ingredients, with proceeds supporting CTW's soap recycling mission.

Operationally, SLS360 is identical to a CTW Hygiene Kit Build, except that SLS360 student teams assume the role of the hotel meeting clients. Students obtain customer commitments to fund sets of ingredients, from which they assemble hygiene kits at the end of the semester. As with the CTW Hygiene Kit Build, SLS360-assembled hygiene kits are then distributed to local non-profits.

The SLS360 brand was developed through a branding competition in an IMC class at this same institution. The "SLS" stands for Sell, Learn and Serve, and the "360" represents the recycling nature of the CTW mission. Together, these components create a brand that is reminiscent of a traditional university course code, which distinguishes SLS360 as a unique program designed for university sales students.

Those considering SLS360 adoption should consider the following before making the project part of a sales course. First, share your plans with your institution's development office. Your students will almost certainly be

soliciting individuals and organizations with which this office has relationships, so a “heads up” is advisable. Also ask your institution’s business office to set up a temporary account so money can be held safely until the end-of-semester donation is sent. And finally, contact Clean the World, and expect exceptional cooperation from them.

The next step in implementing SLS360 is managing student expectations through the syllabus. Explain that the class will be broken into teams of 3-4 students each, and describe how the project will be graded. SLS360 seems to work best when the project represents approximately 35% of the final grade. SLS360 grade components might include an initial written assignment (proposing a sales strategy), an end-of-semester reflective paper or presentation, and actual sales results (which are ranked throughout the effort, with final rankings determining total points earned).

In the first class meeting, SLS360 instructors should explain that the complexity of the project, and the product, are among its greatest challenges. This is true in most B-to-B sales situations, and requires that students fully understand the features, advantages and benefits. Students must also understand that there are no assigned markets or territories, and any prospective customer is fair game for any team. Communicate that the project will be run as would a real-world sales organization, and that the professor’s role is also that of the sales manager, coach, boss, trainer and arbitrator. Finally, make it clear that no sale is final until the team has received payment in full from the customer.

Early in the semester, and with student input, establish a class quota, and assign an equal share of that quota to each team. Offer bonuses for each team meeting quota, and another for all students if the class quota is met. Announcing a “fast start bonus” early in the semester helps to minimize procrastination. Throughout the semester, seize every opportunity to appeal to students’ hearts, reinforcing how their sales success can literally save lives. Post or email weekly performance updates (by team) at least once a week. There are countless ways to relate textbook and lecture concepts to SLS360. The project lends itself well to discussions about prospecting, buying centers, objections, closing, and many other course-related concepts.

Finally, capitalize on the prospective career benefits of being among the first educators to adopt SLS360. The project combines several topics currently popular in higher education; including social responsibility, sustainability, and experiential learning. SLS360 also offers opportunities for favorable publicity and inter-disciplinary initiatives.

The most obvious metric of SLS360’s effectiveness and impact is the results of the students’ sales efforts. In its first year, SLS360 resulted in a \$6,143 donation to CTW, followed by a \$7,134 donation in the second year. In these two years, 4,429 hygiene kits were donated to non-profit organizations in the region surrounding the campus.

According to Shawn Seipler, co-founder and CEO of Clean the World, SLS360 represents an incremental revenue source previously unconsidered. “If a once-a-year class at a small university can raise more than \$13,000 in two years to support CTW,” says Seipler, “imagine the impact that adoption at a hundred other institutions might have on addressing today’s global health crisis” (S. Seipler, personal communication, March 3, 2016).

REFERENCE

Clean the World: Health Statistics. (2015, May 18). Retrieved from <https://cleantheworld.org/>

For further information contact:

Mark W. McConnell
University of Mount Union
1972 Clark Avenue, EBB #127
Alliance, OH 44601
(330) 823-3173
mconnmw@mountunion.edu

ENGAGING STUDENT INTEREST: THE KICKSTARTER ACTIVE LEARNING PROJECT

Elliott Manzon, University of Cincinnati

TEACHING NOTES

Students are often looking for opportunities to apply their learning in new, innovative contexts beyond written reports and PowerPoint presentations. Students become disengaged when they cannot see the business application of their knowledge. According to a 2015 survey of college students, 79% of college students rate applying knowledge and skills to real-world settings as important to their education (Hart Research Associates). A major challenge for marketing educators is finding real-world applications for students to apply their knowledge in a setting which can still be easily assessed and taught to students.

Crowdfunding is a recent business phenomenon where new businesses and products are funded through contributions from a large number of people often through the internet. The largest online crowdfunding platform in the world is Kickstarter which has raised over \$2.5 billion dollars and led to over 110,000 successfully funded companies, products, and projects (Kickstarter Stats). Kickstarter websites are created by the new companies and used to market and promote their ideas to potential funders. The websites feature information about the product or company which is pitched directly to funders through text, pictures, rewards for funding the project, and a promotional video. Kickstarter websites are a great format to use to engage students in a project because it is new, involves the use of technology, and allows for the application of knowledge.

In the Kickstarter Active Learning Project, students are first introduced to Kickstarter and crowdfunding. The class studies and evaluates past real world companies and their marketing campaigns to determine why some succeed while others failed. After learning about what makes certain Kickstarter websites successful, students then begin creating Kickstarter websites of their own for a product idea they developed in class. Marketing concepts taught in class are applied directly to improving the websites that the students create which helps make course concepts salient and engaging. Each topic from class becomes real for students as they immediately use the knowledge taught during the class to improve their Kickstarter website within minutes of learning the concept. The project is applied over a series of lessons throughout the semester with each lesson focusing on a new aspect of the website. For example, a lessons on positioning start with the instructor teaching the students how to tailor a message that is relatable to a target audience. The class then goes over some examples of how this is done. Students then go onto their own Kickstarter website and write a short paragraph explaining their product in a way that their target customer will relate to and appreciate.

The Kickstarter Active Learning Project is easy to implement in a classroom. Creating the website is simple and intuitive with an interface similar to that of Microsoft Word. No HTML coding is required and all text, videos, and images can be easily formatted through the web interface. For assessment purposes, students submit a preview link for their Kickstarter website which allows the professor to assess their work without the student launching their website for the rest of the world. Kickstarter websites can then be assessed based on whether they successfully implemented each of the concepts covered such as segmenting, positioning, and consistent branding. The outcome is easy to asses using a rubric similar to one used for grading written reports.

Students find the project enjoyable and helpful to their learning. The application of marketing knowledge from class to a task which is meaningful to students increases their level of engagement in the project. Professors should consider implementing Kickstarter as a project for their classes if they find that their current projects do not feel applied, are out of date, or are not engaging students. The implementation of the project is relatively simple for instructors while the project is significantly more enjoyable and meaningful for both the students and professor.

REFERENCES

Hart Research Associates (2015). *Optimistic About the Future, But How Well Prepared? College Students' Views on College Learning and Career Success*. Washington, DC.

Kickstarter Stats. (2016, August 21). Retrieved from <http://www.kickstarter.com/help/stats>

For further information contact:

Elliott Manzon, Assistant Professor – Educator of Marketing
University of Cincinnati Carl H. Lindner College of Business
2925 Campus Green Drive, 424 Lindner Hall
Cincinnati, OH 45221
(513) 556-7071
Elliott.Manzon@uc.edu

TASKED WITH TEACHING ADAPTIVE SELLING SKILLS

Cindy B. Rippé, Tarleton State University

AXCESSAPON TEACHING INNOVATION COMPETITION TEACHING NOTES

Adaptive selling is a common sales strategy used in personal selling by the “altering of sales behaviors during a customer interaction or across customer interactions based on perceived information about the nature of the selling situation” (Weitz, Sujan, & Sujan, 1986, p. 175). As related to adaptive selling, students learning to sell intuitively understand that customers are different and salespeople, therefore, should adapt their presentation to different customers using different approaches. But, how do students who are just learning how to sell know what kind of adaptations they should make? Additionally, how can sales students recognize differences between customers when they have no experience actually dealing with customers? These questions led to this innovation, TASKED, Teaching Adaptive Selling Knowledge Extending DISC.

TASKED can be adapted to any type or level of a sales course (or marketing type course that covers sales) and has been used across modalities (online, hybrid, and face-to-face) as a tool for teaching adaptive selling. In the first step, the instructor sends out a link for students to take the online DISC profile. DISC style analysis is a statistically validated behavioral classification tool used to analyze and observe behavior. DISC breaks down behavioral styles into four basic categories: (1) “D” styles are direct, firm, forceful and results-oriented, (2) “I” styles are influential, outgoing, enthusiastic, optimistic, and lively, (3) “S” styles are steady, even-tempered, accommodating and tactful, and (4) “C” styles are conscientious, analytical, reserved, precise, and private. DISC relates to adaptive selling by using a communication centered approach as a guide to adaptations. There are complimentary (i.e. <http://discpersonalitytesting.com/discassess/work-free/free-start.php>) and paid-for profiles (i.e. <http://www.extendeddisc.org/disc-products/>).

In the second step, the instructor teaches DISC by helping students understand their own unique style and how others perceive them, as well as how to read others and adapt to various styles. Specific direction is given on observing words, gestures, tone, energy levels, and body language to determine behavioral style and then specific adaptations are provided based upon recognition of profiles. For example, when selling to a: (1) “D”, be concise and direct, let them control, (2) “I”, be positive, match their enthusiasm level, ask them questions because they like to talk, (3) “S”, be friendly and patient in sharing new ideas (they don’t like change), ask questions to draw out their opinions or they will just listen (often nodding which doesn’t mean agreement). (4) “C”, be detail-oriented, set the pacing, but stay on task and do not socialize. Then, in step three, the instructor begins to teach the steps of the sales process and incorporates DISC into this teaching. For example, when going over handling objections, the professor would teach how to handle objections differently for each behavioral style. Table 1 available from the author provides specific examples of how DISC can be applied to the sales process. Finally, in step four students practice adapting the sales process to the different DISC styles through role plays.

TASKED can be applied to other marketing courses. It has been used five times in a Marketing Principles class when teaching the chapter on sales to help students engage with selling and six times in a Marketing Management class. For those courses, the same steps mentioned above are followed with the only change being as follows: (1) the sales process is taught in less of a timeframe and not as much detail and (2) the role plays are focused on only one step of the sales process such as approach (building rapport) or presentation and do not culminate into a final project. TASKED has also been used by the author two times in a Consumer Behavior class to show the differences in people as applied to buying behavior. In implementing TASKED in that capacity, only steps 1 and 2 are utilized. Even in the non-sales classes, the students seem to really enjoy the benefits of learning how to adapt to different people with a majority of students mentioning it in their final course reflections.

REFERENCES

Weitz, B. A., Sujan, H., & Sujan, M. (1986). Knowledge, motivation, and adaptive behavior: A framework for improving selling effectiveness. *The Journal of Marketing*, 50(4), 174-191. doi:10.2307/1251294

For further information contact:

Cindy B. Rippé
College of Business Administration / Tarleton State University
Box T-0170
Stephenville, TX 76401
(254) 968-1700
rippe@tarleton.edu