



The Future of Marketing Education is Now

**2018 Annual Fall Conference
Proceedings**

Editors

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



***23rd Marketing Management Association Fall Conference
September 19-21, 2018, Kansas City, MO***

ACKNOWLEDGEMENTS

The Marketing Management Association is excited to present the 23rd Fall Educators' conference! As we continue our pursuit of Marketing pedagogy excellence, we are motivated by all the excellent submissions that are the foundation of this unique and laudable venue for discussing and presenting the newest and latest ideas within and beyond the discipline.

The Marketing discipline continues to evolve and as educators, we must continue to evolve as well. Artificial Intelligence, the Internet of Things, Virtual Reality: these are just a few examples of the technological innovations that are already impacting consumers' lives as well as our classrooms. Articles by academics from coast to coast are touting the use of AI and other technologies to better manage the diversity of student abilities and knowledge levels to heighten the learning process. Imagine having smart devices in your classroom to serve as teaching assistants with your in-class discussions and activities. Therefore, the theme of the conference is "The Future of Marketing Education is NOW!" This conference has paper and panel topics related to technological enhancements in marketing education and other cutting-edge techniques to ensure marketing students are well-equipped to manage their future careers.

Much gratitude is extended to all the fabulous scholars who submitted position and refereed papers as well as volunteered for special sessions and panels. An even bigger "THANK YOU" goes to Zina Taran, who helped evaluate all the position papers that were submitted; as well as to all the reviewers of the refereed papers (reviewers are listed later in the proceedings). Thanks also goes out to the session chairs, listed separately in this publication, for their smooth coordination of panels and presentations. Special thanks goes to Lisa Lindgren and Leila Samii, Proceedings Co-editors, for assembling this massive volume of material into the superbly organized conference proceedings you find here, and to Lyle Wetsch, MMA Communications Director, for converting it to easily accessible digital content for your convenience.

This year, the conference kicks off with two pre-conference workshops. Thank you to our instructors Lyle Wetsch, Debra Zahay-Blatz, Leila Samii and Holly Syrdal for these timely programs. Thank you to Jeanetta Sims for coordinating another exceptional Doctoral Student Teaching Consortium, and to the Faculty Colleagues listed separately in this publication.

Three teaching competitions were held this year with finalists being selected before the conference. Thank you to Paul Capon and AccessCapon/Wessex, who, once again, sponsored the Teaching Innovation competition, with Theresa B. Clarke taking on the reins as the competition coordinator. The Outstanding Teacher-Scholar Doctoral Student competition also had a change in competition coordinator. Thank you to Vicky Crittenden for her hard work in completing a fantastic competition with excellent finalists; and many thanks are also extended to the judges for all their work. The Master Teacher Award competition was, once again, expertly managed by Chad Milewicz. Thank you, Chad, for your efforts and to the judges for selecting a great group of finalists. All judges and finalists are listed later in these Proceedings.

Interpretive Simulations again sponsored the Journal for Advancement in Marketing Education Outstanding Reviewer Awards as well as the Best Paper Award among published articles. Thank you Interpretive for your continued support and for providing the conference name badges and lanyards. We thank Cengage Learning for sponsoring the Best Conference Refereed Paper Award again this year. Finalists were selected prior to the conference and are listed in these Proceedings. We also thank all the other exhibitors noted below who offer us great ideas, tools and training to improve our effectiveness in the classroom. Without you we could not put on this conference and so we thank you for your participation and welcome you again next year!

And, speaking of next year: the 2019 MMA Fall Educators' Conference will be held September 18-20, 2019 at the Drury Plaza Hotel in Santa Fe, NM. The Plaza's rooftop bar, Bar Alto, was selected as one of the best hotel bars by the Santa Fe reporter! The 2019 MMA Spring Conference will, once again, be held March 27-29, 2019 at the Palmer House in Chicago, IL.

Many thanks to everyone involved with the conference! Deep appreciation goes to Gail Zank and Rebecca Dingus in helping with various aspects of putting on this conference. We also want to thank Debbie DeLong and Brian Vander Schee who helped answer a myriad of questions as we developed the program and set-up all the conference details.

We hope you enjoy your time in Kansas City: learning new ideas, sharing your own knowledge, meeting new folks and getting reacquainted with others! Have fun in the BBQ Capital of the World!!

Pam Kennett-Hensel, Conference Chair
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Samer Sarofim, California State University, Fresno
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Coordinator – Theresa B. Clarke

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Finalists:

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Interpretive Simulations 2018 *Journal for Advancement of Marketing Education*

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Using DISC® to Facilitate Instruction of Adaptive Selling

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MMA Innovative Marketer of the Year Award, 2018

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TABLE OF CONTENTS

| | |
|--|-----------|
| ACKNOWLEDGEMENTS..... | ii |
| EXHIBITORS and SPONSORS..... | iv |
| CONFERENCE COMPETITIONS and AWARDS..... | v |

| | |
|---|------------|
| CONFERENCE PROGRAM COMMITTEE..... | v |
| DOCTORAL STUDENT TEACHING CONSORTIUM..... | vi |
| PRE-CONFERENCE WORKSHOP FACULTY..... | vi |
| CONFERENCE PAPER REVIEWERS..... | vi |
| CONFERENCE SESSION CHAIRS..... | vii |
| MARKETING MANAGEMENT ASSOCIATION OFFICERS..... | ix |
| CONFERENCE ATTENDEES..... | x |
| TABLE OF CONTENTS..... | xiv |
| REFEREED PAPERS..... | 1 |
| POSITION PAPERS..... | 89 |
| PANEL POSITION PAPERS..... | 163 |
| TEACHING NOTES..... | 207 |

EXPLORING THE EFFECT OF PERSONALITY FACTORS ON ENTRY LEVEL MARKETING INTERVIEW PERFORMANCE

*Debbie DeLong, Chatham University
Matt Elbeck, Troy University*

ABSTRACT

This exploratory study focuses on the role of personality on entry-level marketing position interview performance. Marketing professionals with hiring experience conducted pre-course and post-course structured interviews with students in a Principles of Marketing course. Results suggests “conscientiousness” and “agreeableness” trump “extraversion”-oriented qualities in the candidate’s interview performance. Guidance for program curriculum is included.

INTRODUCTION

A decade ago, when unemployment rates were close to 10% (The Balance, 2018), graduating business majors focused on ‘getting a job,’ i.e., *any* job. Today’s unemployment rate of 3.9% (Bureau of Labor Statistics, 2018) allows graduating students greater emphasis in favor of career oriented and desirable employment rather than simply what is available. Despite this shift in job market supply and demand, candidates must still successfully navigate the interview selection process to achieve their career and life goals.

The selection process for many jobs begins with a job interview. A job interview offers the candidate an invaluable opportunity to demonstrate their knowledge and skills, establish rapport with potential employers and positively differentiate from other applicants (Chapman & Rowe, 2002). When successful, the job interview allows the candidate to make a first positive impression on the hiring manager that can either lead to additional stages of the screening process or directly to a hiring decision.

The importance of job interview success for marketing students motivates the purpose of this study: to examine the contribution of personality to entry-level marketing position interview success. Specifically, which facets and to what extent should personality-related skills and abilities receive attention when preparing students for an entry-level job interview?

LITERATURE REVIEW

Decades of personnel selection and management research document the vast array of tools for screening candidates for all types of jobs. A review of this literature exceeds the scope of this paper, however a summary of best practices for entry-level moderate-complexity job selection provides the foundation for this study.

Personnel Selection

There is no one-size-fits-all approach to personnel selection. Managers utilize multiple methods of assessment to improve accuracy, efficiency, cost, personal preference, or other objectives. In addition to interviews, popular techniques include biodata, job samples, professional references, tests and inventories (Cascio, 2018). Each tool has strengths and weaknesses to evaluate requisite knowledge, skills and abilities for a given hiring situation (Barrick & Mount, 1991). Hiring managers must carefully weigh which selection tools to include in the assessment battery to avoid bias (Posthuma, Morgeson, & Campion, 2002) or adverse impact (Cottrell, Newman, & Roisman, 2015).

Interviews

Employers depend upon the interview as a high value assessment tool given its ubiquity at all levels and types of jobs. The interview demonstrates strong predictive validity for future job performance (Robertson & Smith, 2001). Of the various interviewing techniques that are available, the structured interview is the most robust. Its enhanced validity stems from content that is based on a thorough job analysis and is thus more grounded in performance requirements than an unstructured interview (Conway, Jako, & Goodman, 1995).

A given job performance domain tends to include both hard skills (e.g., knowledge and ability to apply concepts) and soft skills (e.g., ability to communicate and work well with others). The job interview format is well suited to exploring both hard and soft skills, especially when structured, underscoring its value to the interviewer as a useful screening device.

Interviews as a measure of personality

How do selection interviews provide useful input to the hiring manager? Cognitive ability tends to score highest for predicting job performance, however this construct typically accounts for less than 20% of the variance in interview ratings (Huffcutt, Roth, & McDaniel, 1996). Further, interviews are found to provide incremental validity beyond a general mental ability test when both are included in a selection battery (Schmidt & Hunter, 1998).

Huffcutt, Conway, Roth, & Stone (2001) suggest personality traits as the most frequent construct assessed by selection interviews (35%). While personality traits can be inferred from other selection methods such as personal references (e.g., Leising, Erbs, & Fritz, 2010), inventories or biodata (e.g., Brown & Campion, 1994), the interview is the technique most often used for this purpose (Caldwell & Burger, 1998). Inferences of applicant personality traits influence interviewer decisions, the number of follow-up interviews and job offers (Tay, Ang, & Van Dyne, 2006). Barrick & Mount (1991) affirm that personality is logically the most frequently assessed construct in an interview as it is observable. However, Funder (1995) warns that some personality traits are more easily expressed in behavior than others and therefore might be more easily judged.

Models of Personality

For years, personality was considered to be a poor predictor of job performance (e.g., Schmitt, Gooding, Noe, & Kirsch, 1984). However, as viable models emerged, personality constructs now figure prominently in the selection literature. The Five Factor Model of Personality (FFM) in particular is well documented (e.g., Digman, 1990) and is defined as: Conscientiousness (responsible, careful, persevering, orderly, hardworking, planful), Agreeableness (good-natured, flexible, cooperative, caring, trusting, tolerant), Extraversion (talkative, assertive, adventurous, energetic), Openness to Experience (intellectual, curious, imaginative, cultured, broad-minded), and Emotional Stability (secure, stable, relaxed, self-sufficient, not anxious, tolerant of stress).

This paper builds upon the evidence to date that the selection interview may derive its predictive power from tapping those personality dimensions most closely associated with successful job performance. For example, Barrick and Mount (1991) report that conscientiousness is the most important personality trait for predicting job performance, regardless of how it is measured (i.e., training success, personnel data) and regardless of occupation (i.e., police, managers, sales). Schmid Mast, Bangerter, Bulliard, & Aerni (2011) find extraversion to be the best predictor of performance in occupations involving social interaction, e.g., sales and management. Mount, Barrick & Stewart (1998) note that agreeableness is positively related to performance in jobs involving interpersonal activity. Personality

inferences can also serve as a negative indicator. Dunn, Mount, Barrick, and Ones (1995) highlight neuroticism as a significant correlate of potential counter-productivity.

In sum, it is proposed that the selection interview can provide useful insights about job performance, derived from measuring personality dimensions associated with requisite soft and hard skills. Examination of how personality factors into interview success may help educators to prepare students to interview successfully in order to secure employment.

MEASURES AND HYPOTHESES

A multimethod soft skills training and assessment program was implemented in a Principles of Marketing course. Robles (2012) identifies the top 10 soft skills of concern to business executives as: integrity, communication, courtesy, responsibility, social skills, positive attitude, professionalism, flexibility, teamwork, and work ethic. Finch, Nadeau & O'Reilly (2013) provide additional operational definition for each of these "meta skills" which helped guide specific content and learning objectives within each soft skill teaching module. Soft skills modules were embedded in the course curriculum throughout the semester. Module teaching methods included assigned readings, in-class activities, exercises, role plays, reflection papers, and class discussion.

Job interview performance is the criterion of interest in this study, operationalized as the likelihood of being invited back for a second interview. For the job description, we reviewed entry level marketing positions in Monster.com and selected an advertisement for the position of assistant brand manager for a cosmetics manufacturer. The position description was distributed to all the candidates at the start of the course and at the end of the course. The interview included a series of behaviorally anchored rating scales (BARS) and observational measures to assess eight dimensions of hard skills marketing knowledge and 10 dimensions of soft skills interpersonal qualities. Each BARS scale included descriptions of behaviors that typify the low, midpoint and high end of each response scale to help standardize scoring across interviewers. The same interview questions, BARS scoring guides and procedure was used in pre- and post-training interviews with the same set of candidates assigned to each interviewer each time.

METHODOLOGY

Students in three sections of a Principles of Marketing course (N=31; 75% female, 3.2 average GPA, 36% upper classmen, 86% business majors) participated in an integrated soft skills training and assessment curriculum. Soft skills were taught using modules designed to address integrity, communication, courtesy, responsibility, social skills, positive attitude, professionalism, flexibility, teamwork, and work ethics.

Each module was structured according to the principles of social learning theory (Bandura, 1971):

- Pre-assessment – preliminary mock interview to assess hard and soft skills performance.
- Conceptual learning – embedded modules of assigned readings, instruction, games and discussion embedded at regular intervals within the course curriculum.
- Modeling – case analysis, videos, vignettes were used to illustrate positive and negative behavioral applications of each soft skill.
- Practice with feedback -- managerial simulations, role plays, team projects, and other individual or group exercises, accompanied by verbal and/or written performance feedback.
- Application – follow-up mock interview to measure change in performance.

Peer feedback served as the direct measure of interpersonal and professionalism soft skills, i.e. “accomplished tasks on time,” “willing to take on difficult tasks,” “aided in the smooth functioning of the team,” and “attitude toward the project.”

The mock interview was conducted prior to and following completion of the soft skills training protocol. Active marketing professionals with hiring experience conducted both pre- and post-training mock interviews

Table 1. Test-Retest Reliability and Convergent-Divergent Validity Indicators

| | Hard Skills pre-training | Hard Skills post-training | Soft Skills pre-training | Soft Skills post-training | Final Exam | Peer Review |
|------------------------------|-----------------------------|------------------------------|-----------------------------|------------------------------|---------------|----------------|
| Hard Skills pre-training | 1 | .56 ** | .59 ** | .52 ** | .29 | .29 |
| | 31 | .001 | .000 | .002 | .109 | .108 |
| Hard Skills post-training | | 31 | .44 * | .67 ** | .59 ** | .32 |
| | | 1 | .014 | .000 | .000 | .083 |
| Soft Skills pre- training | | 31 | .31 | .31 | .31 | .31 |
| | | | 1 | .79 ** | .18 | .38* |
| Soft Skills post-training | | | 31 | .000 | .334 | .034 |
| | | | | 1 | .162 | .47** |
| Final Exam | | | | 31 | .385 | .006 |
| | | | | | 1 | .33 |
| Peer Review | | | | | 31 | .071 |
| | | | | | | 31 |
| | | | | | | 1 |
| | | | | | | 31 |

Personality Constructs

Principal components analysis was conducted to gain insight into which aspects of soft skills proficiency provide the greatest value to the candidate in each interview setting. Small sample size calls for cautious

with the same set of students in order to control for interrater bias. Each interview lasted 20 minutes, and consisted of 10 items rated on 5-point anchored scales: seven verbal soft skills items, three observational soft skills items, and the criterion item of likelihood to invite the interviewee back for a second interview.

Students read the job description prior to each interview. Each interviewer greeted the candidate, read the 8 interview questions as printed on the scoring sheet, and scored each one according to the behavioral anchors on each 5-point scale. Interviewers then scored the three observational items and lastly the likelihood of calling the interviewee back for a second interview.

RESULTS

Data Quality

Pre-post correlations of the soft skills measure ($r(31) = .67, p < .001$) indicate adequate reliability. As reported in Table 1, construct validity of the soft skills measure for tapping interpersonal and professional qualities is indicated by its strong (post-training) positive correlation with peer review scores ($r(31) = .47, p < .008$ or $r(31) = .668, p < .001$ when corrected for attenuation (Nunnally, 1978).

interpretation of these findings (e.g., Hair, Black, Babin & Anderson, 2010; Wilson, VanVoorhis & Morgan, 2007).

Principle components analysis extracted two factors from pre-training soft skills variance and three factors from post-training soft skills variance, based upon

eigenvalues exceeding 1 and < 25 iterations of varimax rotation. Item loadings and variance explained are shown in Table 2. Factors were interpreted in terms of the Five Factor Model (FFM) of personality based upon the conceptual similarity of the soft skill groupings to certain personality dimensions. The labels are not

intended to imply that the individual's actual personality is being measured and modified because of soft skills training, only that patterns of soft skills behaviors and attitudes displayed in the interview resemble certain factors within the FFM model.

Table 2. Soft Skills Factor Loadings and Explained Variance

| | Pre-Training Interview | | | Post-Training Interview | | |
|-------------------|------------------------|----------------|-------------------|-------------------------|----------------|---------------|
| | Conscientious-ness | Agreeable-ness | | Conscientious-ness | Agreeable-ness | Extraver-sion |
| Teamwork | .87 | .11 | Responsibility | .86 | | |
| Work Ethics | .87 | .23 | Teamwork | .76 | .15 | .24 |
| Responsibility | .81 | | Work Ethic | .64 | .55 | |
| Integrity | .69 | .39 | Flexibility | .57 | .21 | |
| Flexibility | .66 | .19 | Courtesy | .27 | .86 | .15 |
| Positive Attitude | | .83 | Positive Attitude | | .84 | .21 |
| Communication | .35 | .75 | Professionalism | .49 | .60 | -.19 |
| Professionalism | | .71 | Social Skills | .40 | .53 | .30 |
| Social Skills | .22 | .70 | Integrity | .20 | | .88 |
| Courtesy | .57 | .69 | Communication | | .30 | .85 |
| Eigenvalue | 3.57 | 2.97 | Eigenvalue | 2.58 | 2.55 | 1.75 |
| R ² | 35.72 | 29.67 | R ² | 25.84 | 25.54 | 17.52 |

In both interviews, the factor accounting for the most variance aligned with the FFM dimension of Conscientiousness (pre-training soft skills performance $R^2 = 35.72\%$; post-training soft skills performance $R^2 = 25.84\%$). In both interviews, the factor accounting for the second highest proportion of variance aligned with the FFM dimension of Agreeableness (pre-training soft skills performance $R^2 = 29.67\%$; post-training soft skills performance $R^2 = 25.54\%$). The third soft skills factor emerging from post-training interview performance aligned best with the FFM dimension of Extraversion (post-training soft skills performance $R^2 = 17.52\%$). To be clear, application of the FFM framework in this study is intended for descriptive illustration only, given the absence of empirical construct validation and minimum sample size requirements.

Model of Interview Success

Exploratory hierarchical regression analysis reveals interesting patterns for soft skills factors above and

beyond hard skills (see Table 3). In the pre-training interview, both Conscientiousness and Agreeableness added significant variance beyond hard skills. Conscientiousness is the strongest predictor ($t(3,27) = 4.98, p < .001; \beta = .54$), followed by Agreeableness ($t(3,27) = 3.85, p < .001; \beta = .38$) and lastly hard skills ($t(3,27) = 2.74, p < .011; \beta = .31$). In the post-training interview, only Agreeableness adds significant variance beyond hard skills. Hard skills and Agreeableness provide similar explained variance but Agreeableness has greater statistical significance ($t(4,26) = 3.09, p < .005; \beta = .38$) as compared with hard skills ($t(4,26) = 2.56, p < .017; \beta = .40$). Conscientiousness ($t(4,26) = 1.81, ns$) and Extraversion ($t(3, 28) = 2.02, ns$) drop out of the solution.

To the extent that the mock interview is a valid predictor of entry-level marketing analyst job performance, these exploratory findings are consistent with personnel psychology research that supports Conscientiousness and Agreeableness as positively

Table 3. Soft Skills Principal Components Analysis

| | | Pre-Training Interview Performance | | | | | |
|---|-------------|------------------------------------|-----------|-------------|----------|-------------|------------|
| | | <i>B</i> | <i>SE</i> | <i>Beta</i> | <i>t</i> | <i>Sig.</i> | ω^2 |
| 1 | (Constant) | 0.93 | 0.50 | | 1.88 | .070 | |
| | Hard Skills | 0.92 | 0.18 | 0.69 | 5.09 | .000 | 0.4450 |
| 2 | (Constant) | 3.32 | 0.12 | | 27.34 | .000 | |

| | | | | | | | |
|---|-------------------|------|------|------|------|------|--------|
| | Conscientiousness | 0.82 | 0.12 | 0.68 | 6.60 | .000 | 0.4405 |
| | Agreeableness | 0.58 | 0.12 | 0.48 | 4.67 | .000 | 0.2014 |
| 3 | (Constant) | 2.24 | 0.41 | | 5.47 | .000 | |
| | Conscientiousness | 0.64 | 0.13 | 0.54 | 4.98 | .000 | |
| | Agreeableness | 0.46 | 0.12 | 0.38 | 3.85 | .001 | |
| | Hard Skills | 0.42 | 0.15 | 0.31 | 2.74 | .011 | |
| <hr/> | | | | | | | |
| Model 1: $F(1,29) = 25.89, p < .000; R^2 = .47; R^2_{adjusted} = .45$ | | | | | | | |
| Model 2: $F(2,28) = 32.70, p < .000; R^2 = .70; R^2_{adjusted} = .68$ | | | | | | | |
| Model 3: $F(3,27) = 29.37, p < .000; R^2 = .77; R^2_{adjusted} = .74$ | | | | | | | |

Post-Training Interview Performance

| | | <i>B</i> | <i>SE</i> | <i>Beta</i> | <i>t</i> | <i>Sig.</i> | ω^2 |
|---|-------------------|----------|-----------|-------------|----------|-------------|------------|
| 1 | (Constant) | -0.27 | 0.69 | | -0.38 | .704 | |
| | Hard Skills | 1.09 | 0.18 | 0.76 | 6.233 | .000 | 0.5497 |
| 2 | (Constant) | 3.97 | 0.12 | | 32.10 | .000 | |
| | Conscientiousness | 0.32 | 0.13 | 0.30 | 2.57 | .016 | 0.0563 |
| | Agreeableness | 0.57 | 0.13 | 0.53 | 4.54 | .000 | 0.2478 |
| | Extraversion | 0.56 | 0.13 | 0.52 | 4.43 | .000 | 0.2349 |
| 3 | (Constant) | 1.73 | 0.88 | | 1.95 | .061 | |
| | Hard Skills | 0.58 | 0.23 | 0.40 | 2.56 | .017 | |
| | Conscientiousness | 0.22 | 0.12 | 0.20 | 1.81 | .082 | |
| | Agreeableness | 0.41 | 0.13 | 0.38 | 3.09 | .005 | |
| | Extraversion | 0.30 | 0.15 | 0.28 | 2.02 | .054 | |
| <hr/> | | | | | | | |
| Model 1: $F(1,29) = 38.85, p < .000; R^2 = .57; R^2_{adjusted} = .56$ | | | | | | | |
| Model 2: $F(3,27) = 15.61, p < .000; R^2 = .63; R^2_{adjusted} = .59$ | | | | | | | |
| Model 3: $F(4,26) = 30.54, p < .000; R^2 = .71; R^2_{adjusted} = .66$ | | | | | | | |

related to performance in jobs involving interpersonal interaction (Mount, Barrick & Stewart, 1998).

DISCUSSION

Exploratory principle components analysis provides insight into the give and take between soft skills and hard skills effects. In the pre-training interview, soft skills performance reduces to two dimensions, Conscientiousness and Agreeableness. Each account for more interview success variance than does hard skills performance, with Conscientiousness as the most significant predictor. It would appear that the need for Conscientiousness as a surrogate measure. The influence of Conscientiousness on interviewer perceptions is diminished though not completely eliminated as shown in the parameter estimate table. In contrast, Agreeableness is not related to credibility or competence, but instead provides unique information about the candidate's interpersonal qualities and positive attitude. This soft skills dimension

Conscientiousness may serve as a surrogate for hard skills when actual marketing knowledge does not exist or is deficient. Credibility and can-do attitude may be sufficient assurance of the candidate's potential competency, even if actual knowledge and skills do not yet exist.

After training, a different pattern emerges. Only "Agreeableness" and hard skills are retained as significantly impacting interview success when all factors are entered together. If Conscientiousness and hard skills convey similar information about the candidate's credibility, actual hard skills would preclude

complements the candidate's hard skills for a complete picture of the candidate.

These results suggest additional course content might be helpful to students who are not naturally gifted with Conscientiousness or Agreeableness, the personality factors most strongly associated with interview success. Targeted training could help deficient candidates to "fake it 'til they make it." Once through the selection process, a new hire can observe, practice

and internalize the attitudes and behaviors that will ensure success over the long term. Soft skills training may help to “nurture” interview success, to complement where “nature” falls short. In contrast to pragmatic Conscientiousness, Agreeableness is the softer side of soft skills for which there is no substitute. Agreeableness is an important aspect of successful performance, in the interview and on the job, with or without hard skills or Conscientiousness aptitude. Conscientiousness is essential under conditions of low marketing knowledge and experience, however Agreeableness is important at all levels of marketing expertise, real or presumed.

CONCLUSION

The substantive contribution of personality to interview success (and perhaps to one’s career) reported in this paper is worthy of reflection and future research. These results are consistent with past personnel research affirming the validity of inferred Conscientiousness and Agreeableness for jobs involving interpersonal activity (Mount, Barrick & Stewart, 1998). This paper suggests a possible source for this validity may arise from soft and hard skill competencies that interviewers infer from these personality traits. Implications of this research suggest prioritizing soft skills as well as hard skills in the typical marketing curriculum to support interview success among our newest graduates.

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BEYOND SINK OR SWIM FOR UNIVERSITY BUSINESS STUDENTS: A SYNTHESIS OF THE RESEARCH ON MAXIMIZING THE EFFECTIVENESS OF GROUP PROJECTS IN HIGHER EDUCATION

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ABSTRACT

Employers know teamwork enhances results. For employers hiring today's business school graduates, one of the most sought after skills is teambuilding. In response, universities have incorporated group projects as a mainstay of their curriculum. An abundance of research exists to guide faculty on ways to manage group projects, but only a few older studies offer a synthesis of best practices. This study looks at the most recent research and offers a comprehensive review, culminating in recommendations on the following: group formation and size, team training methods, assessment techniques, and team charters.

INTRODUCTION

Business organizations require employees to work in teams and, as a result employers screen for these skills (Casner-Lotto & Barrington, 2006; Ghannadian, 2014). A recent survey by Hart Research and Associates (2015) conducted on behalf of the Association of American Colleges and Universities indicates 83% of employers rate the ability to work in teams as highly important. Similarly, the National Association of Colleges and Employers' *2018 Job Outlook Survey* indicates teamwork is tied with problem solving as the number one ability sought by employers. (Edmondson & Nembhard, 2009; Horwitz & Horwitz, 2007; Vivas-López, 2014).

Despite these needs, university business programs fail to deliver (Abraham & Karns, 2009; Chia & Holt, 2008; Varella, Burke, & Michel, 2013). When done well, group projects foster critical thinking, enhance problem solving, and increase collaboration (Cumming, 2010; Easter & Evans, 2014; Tombaugh & Mayfield, 2014; Volkema, 2010). When administered poorly, learning objectives fall short (Bacon, Stewart & Silver, 1999; Hall & Buzwell, 2012).

An abundance of research exists to guide faculty on ways to administer successful group projects, but only a few studies offer a synthesis of practices proven to enhance team performance (Bacon, Stewart & Silver, 1999; Hansen, 2006). Professors frequently fail to use these proven methods, opting instead for a sink or swim approach which undermines effectiveness (Bailey, Barber & Ferguson, 2015; Vik, 2001; Verderber & Serey, 1996; McKendall, 2000).

With the advent of online learning platforms, faculty have more tools than ever to assist with team collaboration. For example, Google offers free file sharing software, Asana provides online project management tools for defining roles and assigning tasks, and Skype allows team meetings to take place among members who are distributed across geographic boundaries. With these advancements and an aging body of research, it is our view that faculty could benefit from an updated analysis of research on teaching group projects. In this paper, the authors reviewed research conducted before 2006, the last time a synthesis was published. The authors then conducted an extensive review of research after 2006 to understand recent developments. While many of the recommendations have held up across time, such as the need for team training and the use of peer assessments, new research studied the importance of team size, the value of team charters and the impact of project management software on team productivity. What follows is our analysis. We start with team formation and then review the need for team training, including the use of charters. We then

review assessment methods. Last, we look at electronic tools to assist with group projects. We conclude with a set of five recommendations.

GROUP FORMATION TECHNIQUES

Generally, teams come together in two ways, professors assign students to teams (randomly or purposefully) or students self-select. A vast majority (96%) of faculty believe students prefer self-selection (Burbach, Matkin, Gambrell & Harding, 2010) and as a result rely on this method (Seethamraju & Borman, 2009). However, students report feeling ambivalent on team selection methods. Burbach et. al. (2010) found just under half (48%) prefer self-selection. Given this ambivalence, a look at more deliberate methods of team selection is warranted.

Research points to several advantages of professor-directed teams (Van Der Laan, Smith & Spindle, 2007; Wang & Lin, 2007; Zhang, Johnson & Gulsen, 2008). First, professors can mix teams to reduce student cliques. Doing so reduces the likelihood of peer rating bias (Zhang, et.al., 2008). Secondly, when teams have at least one student with a high degree of self-efficacy, team performance increases (Wang & Lin, 2007). These students influence others' beliefs in the team's success, which positively affects outcomes. Third, team members with complementary skills perform better (Seethamraju & Borman, 2009). Last, mixed gender teams improve the likelihood of a positive student experience (Scott-Ladd & Chan, 2008). Wang & Lin (2007) suggest professors survey students prior to group formation to assess these considerations. In addition, software exists to match teams for social compatibility and heterogeneity, which enhances creativity and critical thinking (Loughry, Ohland & Woehr, 2014).

Research supports keeping teams to five or fewer members (Aggarwal & O'Brien, 2008, North, Linley & Hargreaves, 2000; Volkema, 2010). Small teams have fewer free-riders and less conflict (Bertucci, Conte, Johnson & Johnson, 2010; Scott-Ladd & Chan, 2008). In addition, larger teams tend to form subgroups, causing disruptions (Sharma & Ghosh, 2007).

SETTING TEAMS UP FOR SUCCESS

Research shows that simply assembling students into groups and hoping for the best is ineffective (Baker, 2008; Burbach, Matkin, Gambrell & Harding, 2010), even so, this occurs frequently (Navarro, 2008). A number of factors are at play. For example, many professors feel they lack the knowledge and skills to teach team building (Murray & Lonne 2006). Faculty report that time constraints preclude them from offering instruction and they cite the lack the institutional

resources to help teams succeed. However, teams that undergo training dramatically improve performance, reduce social loafing, and increase satisfaction (Burbach, Matkin, Gambrell & Harding, 2010, Scott-Ladd & Chan, 2008).

Several training methods prove effective in improving team dynamics and student satisfaction. Kapp (2009) showed dedicating the first class to team building improved student performance. The process included a one-hour lecture followed by three exercises. Students explored differences in work styles, gained an understanding of issues and opportunities that arise in a team setting and completed an exercise in developing a team charter. Exposing students to Tuckman's (1965) four stages of team development: forming, storming, norming and performing, resulted in a high degree (93%) of student satisfaction (Riebe, Roepen, Santarelli & Marchioro, 2010). An alternative method that included ten minutes of team instruction in each of five classes before group formation improved productivity (Scott-Ladd & Chan, 2008). Without training, projects fail because students come to the work with uneven team management skills and a range of expectations regarding teamwork (Hunsaker, Pavett & Hunsaker, 2011).

ASSESSMENT

As faculty work to assess team projects, two goals come to the fore, the need to certify overall achievement and the need for formative learning (Bamford, Karjalainen & Jenavs, 2012). While both are important, only formative assessment facilitates mastery of team skills (Baker, 2008; Bamford et. al., 2012). Regardless of the assessment, informing students early on how they will be measured improves performance (Baker, 2008).

Determining an assessment method that measures achievement and individual contributions poses a challenge, but peer evaluations can help (Gammie & Matson, 2005). First, they are valid in terms of accuracy and reliability (Baker, 2008; Zhang, Johnson & Gulsen, 2008). Best practices include establishing a rubric, sharing it with students at the onset, and training them how to use it (Gueldenzoph & May, 2002; May, 2008). Typically these rubrics include assessments of communication skills, individual contributions, preparation, and collaboration (Baker, 2008). Peer assessments taken formatively reduce social loafing, allow students to correct behavior, and improve learning (Aggarwal & O'Brien, 2008; Baker, 2008; Kapp, 2009).

Over the years, several systems have emerged. Holistic instruments take one global reading and analytical instruments that assess a set of behaviors (Zhang & Ohland, 2009). The most common holistic system asks students to allot a fixed number of points across team members to rate relative contributions. While valuable in identifying comparisons, this method

provides no specific feedback (Baker, 2008; Zhang & Ohland, 2009). In contrast, analytical assessments use a Likert-style rating across a many attributes such as attendance, contributions, collaboration, and communication, to provide detailed feedback for improvement (Gueldenzoph & May, 2002; Wagar & Carroll, 2012). Baker (2008) tested the reliability and validity between a long-form questionnaire and a shorter, five-question assessment. The short-form was easier for students but offered slightly less detailed feedback.

TEAM CHARTERS

Research shows team charters improve student satisfaction and increase output quality (Hunsaker, Pavett & Hunsaker, 2011; Kapp, 2009; McKendall, 2000). Charters clarify expectations and avoid downstream conflicts (McKendall, 2000). However, their effectiveness in reducing conflict and improving team dynamics is contingent on training students how to develop and use them (Willcoxson, 2006). Failure to take this step makes charters nothing more than an obligatory part of the process (Hunsaker, et. al., 2011). The following steps are involved in establishing effective team charters: 1) develop the charter prior to the onset of teamwork (Hunsaker, et. al, 2011; Willcoxson, 2006); 2) ensure all members create the charter together rather than dividing up the work (Hunsaker, et. al, 2011); and, 3) require all students to sign the document to assure commitment (Harris & Bristow, 2016; Hunsaker, et.al, 2011, Willcoxson; 2006).

ELECTRONIC PROJECT MANAGEMENT TOOLS

The advent of learning management systems (LMS) offers faculty promising new tools for regulating group work (Javela, Jarvenoja & Malmberg, 2013). Often LMS include all-in-one packages to assist with team formation, communication, peer assessments, and document management (Loughry, Ohland & Woehr, 2014; Murray & Lonne, 2006). Some universities adopt electronic peer ratings systems for use across a class, which standardizes the process, improving consistency and rater proficiency (Brutus & Donia, 2010). Regardless of the system chosen, faculty need to train students how to use the tool to assure success (Perron, 2011).

RECOMMENDATIONS AND DISCUSSION

In business, teams are measured on final out-comes. In academic settings additional goals exist such as teaching collaboration and mastering course content (Schullery & Schullery, 2006). On the basis of this

literature review, we offer five recommendations for faculty. These recommendations take faculty beyond the sink or swim approach and provide practical steps for helping business students develop the skills needed to succeed on the job.

Recommendations

1. Assemble teams purposefully and keep them small. Research confirms students accept professor-assigned teams (Burbach, Matkin, Gambrell & Harding, 2010) and doing so offers advantages (Zhang, Johnson & Gulsen, 2008; Wang & Lin, 2007; Van Der Laan, Smith & Spindle, 2007). Student-selected teams increase the likelihood of bias in peer ratings (Zhang, et. al.) tend to be homogeneous in terms of ability and mindset. Instructors can use pre-existing knowledge of students' abilities or simple pre-class surveys to formulate teams of mixed ability and gender, which enhances students' learning (Van Der Laan, et. al.). Given the initial positive results seen with team formation software (Loughry, Ohland & Woehr, 2014), we recommend faculty take advantage of such systems. CATME Team-Maker offers a free, cloud-based solution for consideration.

Additionally, a preponderance of research suggests smaller teams perform best, in part because they experience less social loafing (Aggarwal & O'Brien, 2008, North, Linley & Hargreaves, 2000). Moreover, the need for conflict resolution decreases with team size, particularly in teams of four or five (Scott-Ladd & Chan, 2008), Volkema, 2010). Research also indicates pairs perform as well as teams of four (Bertucci, Conte, Johnson & Johnson, 2010). We recommend teams of four students as a goal. In low enrolled classes where the small number of students impacts the number of teams to be assembled, we recommend groups of three or pairs of students in order to have more teams per class.

2. Offer Team Training. Faculty commonly use a sink or swim approach (Navarro, 2008). Yet, research shows the value of team training (Burbach, Matkin, Gambrell & Harding, 2010, Scott-Ladd & Chan, 2008). Dedicating as little as one class session to team building instruction showed improvement in student satisfaction and performance (Kapp, 2009). We recommend incorporating team-building instruction into a least one class module prior to group formation. Training should include exercises or lecture materials on how to communicate in teams, goal setting, building consensus, assigning roles and responsibilities, and setting expectations. Intermittent training offered in class throughout the semester is advised if assessments indicate problems such as social loafing, lack of team cohesion or inability to manage workload.

3. Develop Peer Evaluations Rubrics. Peer ratings are proven to be both valid and reliable (Baker, 2008;

Zhang, Johnson and Gulsen, 2008). Analytical-style instruments offer the best results (Zhang & Ohland, 2009). We recommend using a simple survey with assessments on key skills important to the project, sharing it with students prior to use, and training them how to use it. Important skills include the ability to collaborate, the ability to communicate, the degree to which individual students participate and contribute and the effort students put into preparing for and attending team meetings. Assessments like these reduce rater bias and improve perceptions of fairness (Gueldenzoph & May, 2002; May, 2008; Zhang et.al, 2008).

4. Use Peer Evaluations Formatively. Peer ratings taken at multiple stages throughout a project are proven to reduce social loafing and increase student learning and satisfaction. (Aggarwal & O'Brien, 2008; Baker, 2008; Bamford, Karjalainen & Jenavs, 2012; Kapp, 2009). We recommend taking at least one formative assessment at the project midpoint and where feasible taking additional assessments. Doing so provides students with the feedback they need to succeed.

5. Team Charters. Research on team charters points to a host of benefits (Hunsaker, Pavett & Hunsaker, 2011; Kapp, 2009; McKendall, 2000). Evidence suggests the importance of training students on how to develop charters (Harris & Bristow, 2016; Hunsaker, et. al.; Willcoxson, 2006). We recommend developing a team charter as part of team training in the first class session. Successful charters include a mission statement (why the team exists); a vision (desired outcome); behavior expectations; evaluation methods; and, consequences for failure to adhere to agreements (Hunsaker, et. al., 2011). We further recommend having all students sign the charter to formalize their agreement.

Discussion

The works reviewed here and the recommendations offered provide a basis for future research. Our five recommendations provide a starting point for faculty who use the sink or swim method of managing team projects. Future research might look at the implementation of these recommendations in classes covering different types of business courses, for example marketing classes, strategy classes, and operations management classes to measure the impact course content has on team dynamics. Research to assess the relative value of various methods and frequency of team building instruction would also be welcome. Lastly, more work needs to be done to test the effectiveness of team management software to assess the relative value of the available tools in improving student satisfaction and achieving course learning objectives. CATME Team-Maker is recommended here, however other available software such as the Google suite of products or ASANA might also be tested. As long as

employers continue to seek team-building skills, it is incumbent on university researchers to test the best practices for turning out practice-ready business graduates.

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INTEGRATED MARKETING COMMUNICATIONS: THE PUBLIC RELATIONS PERSPECTIVE – THEN AND NOW

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ABSTRACT

Three decades ago, Integrated Marketing Communications was a new concept. There was a lot of research on the subject – but not much of it considered the public relations perspective. Therefore in 1992, this researcher surveyed public relations professionals across the U.S. to learn their opinions. Twenty-five years later – in 2017 – a similar survey was conducted to see what had changed. Not surprisingly, awareness of IMC has grown. More surprising is that the familiarity and acceptance of IMC is stronger from public relations professionals on the client side of the business, which is a switch from what was seen in 1992.

INTRODUCTION

About three decades ago, a new concept called Integrating Marketing Communications (IMC) began to emerge. Although the idea of syncing public relations, advertising, direct marketing, sales promotion and other communications to convey consistent messages to customers wasn't necessarily revolutionary – some organizations had been doing it for years – the focus on IMC as a strategy and a process was fairly recent.

The time was ripe for IMC to happen. For one thing, mass media was fragmenting, making it more important that messaging from all the various new

sources were integrated well with each other. It was also an era when companies began focusing less on production, and more on customer relationships (Luck & Moffatt 2009). And focusing on customers meant looking at communication from a more holistic, integrated point of view rather than the sometimes siloed approaches that had worked in the past.

The term Integrated Marketing Communications caught on, and in the late 1980s one of the first definitions was coined by the American Association of Advertising Agencies (4As). Many other definitions from academics, practitioners and trade groups soon followed. Northwestern University launched the first

graduate program in IMC in 1991 and professors Don Shultz, Stanley Tannenbaum and Robert Lauterborn published their groundbreaking book *Integrated Marketing Communications*, the first of many works they and other academics and professionals would publish on the topic.

To be sure, IMC appeared to be taking off.

But while it was happening, this researcher noticed that most of the existing IMC research didn't consider much from the public relations perspective. For example, a big Northwestern University study concluded that IMC was the wave of the future and that companies were climbing on the bandwagon to make it happen -- but the researchers only surveyed marketing and advertising executives; they didn't ask what public relations practitioners thought (Caywood, Schultz, Wang, 1991). Another notable study of the era delved into the perceptions of IMC, but did so by surveying an *Advertising Age* subscriber list (Duncan & Everett, 1993). A Golin Harris/Ball State University survey also polled advertising professionals about their views of including public relations in the IMC mix (Harris, 1991). And on and on.

In short, there was little evidence at the time to suggest that public relations was part of a conversation that involved public relations. It was also an era of consolidation -- six of the top ten public relations firms had recently been swallowed up by advertising agencies -- which led some to wonder if the public relations voice might be further diminished. In fact, as some practitioners noted at the time, the very name *Integrated Marketing Communications* presumed that marketing, and not public relations, took the lead.

It was in this context that in 1992 this researcher decided to survey public relations executives across the U.S. Public relations agency and corporate (e.g., client side) practitioners, along with educators, were asked if they bought into the IMC concept, what they thought of it, if their firm practiced it and more. The results were tabulated and presented as part of a Master's thesis.

Through the ensuing years there has been some additional research especially as it relates to the public relations perception of IMC outside the U.S (Kitchen & Tao, 2005) (Kerr & Drennen, 2010), although to this day there's still not been a lot published on IMC from the U.S. public relations perspective.

But 25 years later, and after a career switch into the academy, this researcher wondered what might have changed from one generation to the next. In fall 2017, a survey similar to the 1992 version was conducted in order to compare new results with the old results from 25 years earlier. What follows is a comparison and summary of the findings.

METHODOLOGY

For the 1992 survey, 433 written surveys were mailed to public relations executives working in both the corporate (e.g., client side) and agency arenas, and to public relations educators. Names were selected from the O'Dwyers Directory of Public Relations Executives (1990), the O'Dwyer's Directory of Public Relations Agencies (1990) and the Public Relations Society of America 1989-1990 Register. After initial and follow up mailings, 175 surveys (40 percent) were returned and tabulated.

For the 2017 survey, the researcher contacted the leaders of 122 Public Relations Society of America local chapter leaders by email, and asked if they would please forward a Qualtrics survey link to their membership. Many obliged. Because of the sampling method it is impossible to know exactly how many surveys were actually distributed, however 132 were completed and tabulated. And because the researcher couldn't stratify the list by corporate or agency practitioners or educators, respondents were asked to identify their sector of the profession in the initial questions.

RESULTS

Who Responded?

In 1992, the respondents were about evenly split between agency (35 percent), corporate (35 percent) and education (30 percent) professionals. In 2017, the responses were more oriented toward corporate (61 percent) and agency (30 percent) professionals, with only 9 percent indicating they work in education. This shift likely has more to do with the survey methodology than a change in the makeup of the public relations profession but with this caveat: Research on the IMC job market in general shows that more than half of the jobs are on the corporate side of the profession as opposed to in agencies (Fiene, 2015). In other words, it may be more than coincidence that a random slice of public relations professionals indicates that most work on the client side, because a random slice of the IMC job market shows the same thing. There just may be a larger percentage of client side communication jobs, period, than there were a generation ago. This deserves further study.

One related finding -- something asked in 2017 but not on the 1992 survey -- was that most of the respondents (67 percent) had spent the majority of their career on the corporate side of the profession even if they worked in an agency or in education now. Again, it may well be that most public relations jobs are in the corporate sector although such a conclusion is outside the purview of this study.

Familiarity with IMC

IMC was a newish concept in 1992, so back then the survey asked respondents how familiar they were with it. Answers varied by sector of the profession -- 90 percent of agency practitioners were familiar with it, as were 86 percent of the educators and 73 percent of the corporate practitioners.

In 2017, 100 percent of the educators were familiar with IMC, followed by corporate (88 percent) and agency (81 percent) practitioners. Interestingly, familiarity of the concept climbed for corporate practitioners and those in education but declined slightly for agency practitioners. See Table 1.

A follow up question on the 2017 survey (but not asked in 1992) was this: “If someone you don’t know asked you to explain what *Integrated Marketing Communications* is, how well could you do it?” Again, results varied by sector: Educators (88 percent) said they could explain it exactly or somewhat well, while 84 percent of the corporate and 77 percent of the agency practitioners said they could do so. Twenty-two percent of the agency practitioners said they could not explain it well at all.

Table 1 – Familiarity with IMC (percent)

| | 1992 | 2017 |
|---------------------------------|------|------|
| Agency practitioners: | | |
| Yes, familiar | 90 | 81 |
| Maybe/not sure | 8 | 14 |
| No, not familiar | 2 | 5 |
| Corporate practitioners: | | |
| Yes, familiar | 73 | 88 |
| Maybe/not sure | 15 | 7 |
| No, not familiar | 12 | 5 |
| PR educators: | | |
| Yes, familiar | 86 | 100 |
| Maybe/not sure | 8 | 0 |
| No, not familiar | 6 | 0 |

Should Public Relations be Part of IMC?

Both the 1992 and the 2017 surveys asked practitioners if they thought public relations should be part of the IMC mix. The differences were significant. In 1992, the opinion was divided – 46 percent said yes or probably, but an equal number said no. Eight percent were not sure. In 2017, 87 percent said yes or probably, only 4 percent said no and 9 percent were not sure. A generation later, there is clearly much more acceptance that public relations should play a role in IMC. (Differences between the sectors of the profession were not reported in 1992 because they were not significant, and interestingly, there are also no differences between the sectors in the 2017 study.) See Table 2.

In the 2017 survey, practitioners who indicated public relations should not be integrated were asked why

(via an open-end question). Comments indicate a concern that the very term *Integrated Marketing Communications* is faulty because it assumes marketing is the discipline that drives it, and also that IMC focuses on sales whereas true public relations focuses on things like relationship building, reputation management and crisis communications. Though this was not asked on the 1992 survey, these comments are familiar refrains from other literature at the time.

Table 2 – Should PR be part of IMC? (percent)

| | 1992 | 2017 |
|-----------------|------|------|
| Yes or probably | 46 | 87 |
| Unsure | 8 | 9 |
| No | 46 | 4 |

Table 3 – Is your PR integrated? (percent)

| | 1992 | 2017 |
|---------------------------------|------|------|
| Agency practitioners: | | |
| Always or sometimes | 98 | 88 |
| Unsure | 2 | 3 |
| No | 0 | 9 |
| Corporate practitioners: | | |
| Always or sometimes | 68 | 91 |
| Unsure | 2 | 6 |
| No | 30 | 3 |

Is Public Relations Integrated?

In both surveys, respondents were asked not just if they thought public relations *should* be integrated or not, but whether their own public relations *was* currently integrated. In 1992, 98 percent of the agency practitioners said their communication was always or sometimes integrated, compared to 88 percent who said so in 2017. In 1992, 68 percent of corporate practitioners said their communication was always or sometimes integrated, while in 2017, 91 percent said so. Educators were not asked this. See Table 3.

CONCLUSIONS

There most obvious change from 1992 to 2017 is the acceptance of IMC by public relations practitioners in general. In the earlier survey, respondents were equally divided as to whether public relations should be part of the IMC mix: 46 percent said it should be, 46 percent said it shouldn’t be and the rest were unsure.

But in the 2017 survey, 87 percent indicated public relations should be part of it. That’s up more than 40 percent and nearly double the percentage from the original survey. Of note is that in both the 1992 and 2017 surveys, respondents who thought public relations should not be part of IMC said they felt that way because of concerns that doing so would lessen the effectiveness

of the public relations message itself. So while there has been a sizable increase in the percentage of practitioners who think things should be integrated, the concerns of those who think it shouldn't be integrated remain generally the same.

The other big change from the original survey is the familiarity and practice of IMC by those in the corporate (client side) of the profession. In 1992, agency practitioners were most familiar with the concept, and corporate practitioners were least familiar. In 2017, familiarity among those on the corporate side increased 15 percent, now surpassing that of the agency side which dropped 9 percent. (In 2017, educators were the most familiar group at 100 percent, which is a sizable increase too). But in 2017, corporate practitioners were also nearly as likely as agencies to say their public relations was integrated. This is a change from the 1992 survey, when 30 percent fewer corporate practitioners integrated than their agency counterparts. And one more thing: In the 2017 survey, corporate practitioners were more likely than agency practitioners to say they could explain IMC to someone who didn't know what it was. More than one in five agency practitioners said they wouldn't be able to explain it.

The emergence of the corporate side of the public relations profession being aware of, supportive of and driving integration is significant philosophically too. In the beginning, it seemed like IMC was more of an agency thing, with a lot of industry discussion about the impact that integration would have on agencies. Some felt the only reason agencies wanted in on the IMC action was so they could increase billings with new revenue streams – e.g., advertising firms could move into public relations turf and vice versa. But whether or not that's still a debate, the fact that most practitioners now work on the client side makes the matter less relevant. The client side of public relations appears to be in the driver's seat with respect to IMC now.

This research just scratches the surface of what can be learned, and the 2017 survey was limited by primarily asking what had been asked 25 years earlier in order to make relevant comparisons. There is much more that can be done. Do the answers of agency practitioners vary by the type of firm, the size or the organizational structure (e.g., independent, owned by an ad agency, part of a conglomerate, etc.)? Do corporate public relations practitioners who work for big companies

answer differently than those who work for smaller firms? And what about public relations educators – do they teach public relations as part of an IMC strategy? (That likely depends on where their public relations program is housed, for example, in a school of journalism versus a school of business). And finally, what do public relations practitioners feel their responsibilities really should be with respect to the IMC mix? These are all topics worthy of a much deeper dive.

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A CLASS VIRTUAL CURRENCY AS A PLATFORM FOR EXPERIENTIAL LEARNING AND A TOOL FOR BEHAVIOR MODIFICATION

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EXTENDED ABSTRACT

Introduction

Beginning with Bitcoin in 2009, there has been a proliferation of virtual currencies, particularly cryptocurrencies. But virtual currencies are not necessarily new, and in fact, have been used by marketers since the first frequent flyer program introduced in 1979. Many types of loyalty programs offering a variety of point schemes have followed, all essentially a virtually currency that can be earned and spent.

The inherent interest in virtual currencies in current society presents a unique opportunity to incorporate the concept into the classroom. Beyond the obvious opportunity for students to gain knowledge of the workings of a virtual currency, a variety of other objectives can be achieved. This paper will demonstrate how the creation of a virtual currency within a class demonstrated the concept of value creation, produced a platform for launching experiential learning opportunities, and generated a tool for behavior modification.

A class virtual currency was introduced on the first class of the semester to a single section of a sports marketing class with an enrollment of 195 students. The class was informed that each of them would begin with a balance of 100 units of the currency; that they would be able to earn and invest the currency throughout the semester; and that they could use the currency to buy things they wanted. No other information concerning the currency was provided at that time.

Following a discussion of one of our class goals, which included using lottery tickets as an analogy for creating opportunities within the class for good things to happen, actual lottery tickets with a face value of \$8 were auctioned off using the virtual currency. The winning bid was 9 units. That winning bid was used to provide a valuation for the currency and demonstrate how perceived value can be created through the introduction of a virtual currency. Specifically, the winning bidder traded 9 units for something with a face value of \$8, indicating a valuation for the virtual currency to be $\$8/9 \approx \0.89 per unit. No other student was willing to bid more than 9 units, meaning they all valued the currency at more than \$0.89 per unit. At that point, there were $195 \times 100 - 9 = 19,491$ units in circulation, for a total market capitalization as perceived by the class of $19,491 \times (\$8/9) = \$17,325.23$; or about \$89 per student. The result was a great deal of excitement and anticipation on the first day of class.

Opportunities for experiential learning occurred during the semester through use of the virtual currency; as did opportunities to actually experience, rather than just learn about, key concepts covered in the course.

Expected value and return on investment (ROI). Many opportunities were offered for students to put their currency at risk in the hopes of earning more. Expected value and ROI, key concepts covered in the course as a way to determine marketing resource allocation, provided an approach for students to invest their currency. These opportunities took students through the complete cycle of experiential learning. First, they had a concrete experience. Their perception that the currency had actual value made their investment “real”, i.e. the gains and losses were “felt” by the students. Their investments were tied to actual events and in real-time, e.g. the Super Bowl, Winter Olympics. Therefore, they experienced, post investment, an actual outcome, corresponding to the observation and reflection phase in experiential learning. With each new opportunity, they moved to the next step as they formed generalizations concerning their investments. And finally, they were able to repeatedly test their updated generalizations as new opportunities were presented.

Secondary ticket market. Students put their currency at risk in the role of a secondary market ticket broker through a simulation of the buying and selling of tickets over time. Students experienced the daily gains and losses of their portfolio of tickets as demand fluctuated, as well as seeing what it felt like to have your wealth tied to your business decisions.

Sponsorship. Students used their currency in the role of a brand marketer by sponsoring teams in the NCAA Tournament. They incorporated the concept of expected value to choose which teams to sponsor based on the cost of the sponsorship and the probabilities of success in the tournament, with their earning determined in real-time as their teams progressed through the tournament. They experienced the reality of uncertainty and chance that is inherent in decision guided by expectations of value and return on investment.

The virtual currency proved to be an effective tool in behavior modification, specifically in encouraging behaviors that would either help students succeed in the class or benefit the class in general. Here are three examples.

Attendance. Unannounced opportunities to spend the currency were used throughout the semester. A common occurrence was the auctioning of low value (\$5-\$10) gift cards. These opportunities brought excitement and energy to the classroom and drove attendance through the use of a variable ratio schedule for the auctions.

Engagement. As the semester progressed, new opportunities to spend the currency were introduced. For example, students could bid for the opportunity to attend small group meetings or lunches with guest speakers or bid for giveaways brought by the guest speakers, e.g. signed baseball, T-shirts, and other memorabilia. Students greatly valued these opportunities, bringing enhanced focus to in-class activities that could result in earning more of the currency.

In-class behavior. One objective for our class was to impress our guest speakers in a way that would result in opportunities for students in the class (e.g. internships and jobs). Part of that initiative was to bring energy to the room each time we hosted a speaker and to be engaged. For the first speaker of the semester, the front row of the auditorium was left empty by the students, as is commonly observed. After that, several units of the currency were offered to those sitting in the front row for guest speakers. The first row was always full thereafter.

The value of the currency to the students was real, directly adding to their perception of the value of the course. As described above, the currency was valued, and the total marketing capitalization of the currency was estimated, through gift card auctions at multiple points in the semester.

A virtual currency can be used in the class to produce beneficial outcomes. First, experiential learning opportunities can be created from exercises and simulations because students perceive the currency to have real value, and therefore “feel” the gains and losses associated with their activities and decision making. Second, again because the currency has perceived value, it can be used to modify the behavior of students in ways that help them succeed in the course.

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DISRUPTIVE INNOVATION IN MARKETING EDUCATION: A PERSONALIZED LEARNING DESIGN

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ABSTRACT

This paper showcases an approach to learning design in a foundation Marketing course which leveraged the integration of new technologies in an aligned design, to create disruptive innovation in the marketing classroom. Adaptive personalization strategies using a total activity system enabled a digitally supported learning ecosystem with multiple parties co-creating value. Learning analytics layered with adaptive technologies enabled efficient data-based customization to provide personalization of the learning experience. Early results demonstrated the value of integrating new techniques and technologies to guide course design for improved learning outcomes and a better student experience.

INTRODUCTION

Students often face a challenging learning journey during their time at university (e.g., Wooten & Olabisi, 2014). A recent 10-year review of the first-year experience in Australia (Baik, Naylor, & Arkoudis, 2015) showed that one-third of students experience hardship and anxiety because of the unknown and unclear expectations. The usual challenges facing business school students are compounded for marketing students who appear most likely to face academic difficulties compared to other disciplines (Paladino, 2008). Marketing educators strive to create opportunities to stimulate engaged and collaborative learning for positive educational experiences and outcomes (Taylor, Hunter, Melton, & Goodwin, 2011). In recent years, their efforts have also included implementation of novel technologically supported tools. Application of technologies in the classroom can be categorized into three stages (waves): Wave 1 (technology provides a support function such as a set of slides in MS Powerpoint), Wave 2 (technology enables shifts from the physical classroom to an online environment using Learning Management Systems such as Blackboard or Moodle), and Wave 3 (technology offers unique applications that extend the classroom to more active and interactive learning environments - see Celsi & Wolfinbarger, 2002 for a full discussion). Adoption of technology in higher education courses is driven by the tensions between innovation and

continuity of practice with implementations falling under Waves 1 and 2 (Celsi & Wolfinbarger, 2002). Therefore, research primarily has focused on their impact (e.g., Buzzard et al., 2011). Mixed results however, have offered a piecemeal understanding of the efficacy of these tools (e.g., McCabe & Meuter, 2011; Buzzard et al., 2011), their influence on the student experience (Clarke, Flaherty, & Mottner, 2001), and student learning (McCabe & Meuter, 2011).

For marketing educators, the conditions for inspiring and motivating learning among students are challenging (e.g., Bucic & Robinson 2017). The rapid pace of change in the profession, due at least in part to technological advancements and their impact on marketing strategy, has made it difficult for academics to keep up to date and to then find ways to motivate students to learn without sufficient insights into the role of technology in education (Harrigan & Hulbert, 2011). Nevertheless, recent research shows that marketing students may benefit from learning events that require marketing-specific problem solving, response to a series of deadlines and demonstration of attention to detail (Schlee & Karns, 2017) – all matters related to structural aspects of course design. Yet in the literature, very little attention has been given to appropriate learning design that facilitates learning and enhances the student experience and scarce guidance is available for educators to achieve such a design.

The purpose of this paper is to share an approach to learning design that focused on a clear structural

alignment between content, assessment and the learning experience. Leveraging on the introduction of three new technologies, the aim was to enhance value creation for students and to improve delivery efficiency for the educator. The overarching goal of the course redesign was to create high impact learning experiences and *uplift* aspects of the course known to be pain points in the student learning journey. The new design is a radical departure from the typical approach to teaching large, first year core marketing courses. Adaptive technologies enabled a customized student experience and learning analytics provided a better understanding of the student learning journey which is used to improve the effectiveness of the design for learning. The innovations outlined in this paper are scalable and replicable and may be useful in creating other data-driven, adaptive, technology-enhanced learning ecosystems.

CASE STUDY

Technology enabled personalization - a total activity ecosystem for learning

At UNSW Sydney, Australia, our focus on the first-year experience departs from the traditional transactional model of education delivery. Instead, for Marketing Fundamentals (MARK1012), a large first year undergraduate core course in the Business School, we deployed an innovative delivery model using a total activity system, which includes internal, external and end-user partners who each focus on student experience. Personalized learning pathways and communications are customized using learning analytics and iteratively inform learning design. The total activity system is designed to address critical concerns that are particularly salient for first year students including fault lines in group work, ambiguity in communications, and assessment anxiety. By scaffolding student learning in personalized ways, we uplift the educational experience and improve student effectiveness.

Setting

MARK1012 has about 1000 students from across disciplinary spectrums completing the course each semester. MARK1012 introduces the student to the major concepts and theories of marketing, reflecting the breadth and diversity of the discipline. The course provides insights into where marketing fits within an organisation, its contributions to business in general, and outlines frameworks supporting marketing activities and challenges in the ever-changing marketplace. It utilises a value-based approach that is essential in practice to solve real-life business problems. The key learning objectives of the course are: 1) Describe core marketing concepts; 2) Understand the notion of value creation, value delivery and value capture; 3) Make marketing-based decisions. The delivery format is structured

around 3 contact hours per week (weekly 2-hour lecture and 1-hour tutorial), plus (non-compulsory) online activities.

A student-centred learning journey mapping exercise using qualitative student evaluations of teaching and student interviews revealed several pain points that MARK1012 students commonly experienced. These included group work friction, not understanding what is required or why, and assessment-related anxiety.

Objectives of the 'Digital Uplift'

After a review of the course taught up to 2016, and insights from the student-centred learning journey mapping, four main objectives were identified to guide redesign, with a view to move towards structural efficiency to address the critical pain points of students: Objective 1: To remove group work friction
Objective 2: To eliminate communication ambiguity
Objective 3: To reduce assessment anxiety
Objective 4: To personalise the MARK1012 student experience

By implementing new technologies commensurate with Wave 3 innovations (Celsi and Wolfenbarger, 2002), we focused on creating new means of enhancing logistics to support the new structure of a total activity ecosystem for learning. This included adopting a back-end support system for the purpose of streamlining tutor-led activities and reporting, and assessment and asynchronous learning activities (online via Moodle, with MHCampus); delivering a high impact, personalised experience through (i) customised feedback and (ii) targeted communication; and fostering student self-directed learning and autonomy by leveraging the rich set of data generated in the course and by leveraging continuous feedback (e.g., prompts to stretch and/or nudge, revisit/review).

Course redesign

Given the opportunity provided by the UNSW Sydney Inspired Learning Initiative, the course convener was able to leverage a partnership with the Pro Vice Chancellor (Education) (PVCE) to integrate and deploy several technology-based tools to create the necessary infrastructure for course uplift. The exercise was an experimental approach to course redevelopment which focused on two elements: providing students with multiple engaging avenues for learning (flexibility/adaptability of modes of learning/teaching); and enhancement of feedback through targeted, personalized communications.

The adoption of specific tools required a course redesign. We chose to follow the business model literature to implement a total activity system (Zott & Amit, 2010), including the use of a multi-party system featuring internal, external and end user partners, each

co-creating and adding unique value to the learning ecosystem. Specifically, internal partners included the instructor and teaching team, the Business School and PVCE. Their contribution to the system was in the form of discipline knowledge and content, educational technologies for learning analytics and group formation, and digital support. External partners included learning education company, McGraw Hill, who publish the main textbook and its associated interactive tools enabling asynchronous engagement and outside-of-class assessment. The end user partners were students, whose role it was to consume knowledge by engaging in learning opportunities, both in-class and asynchronously. In rethinking the role of students away from one-way receivers of information to students as active partners in co-creating the learning experience, we were able to systematically build absorptive capacity by scaffolding learning using multiple touchpoints across in-class and asynchronous settings, thereby extending the classroom into an interactive learning environment. Taken together, the redesign permitted effective usage of learning analytics to inform organic within-course design, personalised learning pathways and customised feedback to students.

Suite of technology tools to create the course infrastructure: Moodle™

Moodle™ is the main learning management system used at UNSW Sydney and provides standardised support for all courses including operational efficiency by hosting all course related resources, activities, support and evaluation tools. Moodle also offers a flexible platform permitting integration of external tools via LTI (Learning Tools Interoperability) and enables a relatively seamless experience for students. In the case of MARK1012, three additional tools were selected to augment the standard provision, each with specific pedagogical functions: TM Grouper, SRES and MHCampus from McGraw-Hill.

Optimising team work and collaboration: TMGrouper

Student teams are ubiquitous in high education and feature heavily in marketing courses. Reasons for this include pedagogical effectiveness and the opportunity to develop transferrable teamwork skills (Alberola et al., 2016). However, teamwork can stimulate socially destructive behaviors that critically harm team members' ability to develop (Freeman and Greenacre, 2011). Researchers have identified that diversity in student teams can be beneficial but that surface-level social differences such as gender or age tend to negatively impact effectiveness (Mannix & Neale, 2005). This supports prior work that showed student self-selected teams as reaching poorer knowledge outcomes than for teacher-formed culturally diverse,

randomized groups (Rienties, Alcott & Jindal-Snape, 2014). Instead, research suggests that differences in functional background, education or personality may yield outcomes including enhanced creativity and problem solving, but only under strict control (Mannix & Neale, 2005).

A recent study has trialed more methodical approaches to team formation using artificial intelligence and the Belbin team roles to optimize team composition (Alberola et al., 2016); however, results showed that the inputs lead only to possible improvements in dynamics and satisfaction. Psychometric profiles of students instead, have been suggested to lead to positive team formation in university contexts (e.g., Vigentini & D'Angelo, 2013). Bergey and King (2014) apply psychometric profiling to optimize the formation of maximally diverse student teams. Their results show that machine-optimized teams outperform manually created teams. Additional outcomes are reported as including significant administrative time savings, greater balance of diversity, and improved student and administrator satisfaction.

The TMGrouper tool is based on the principles of Bergey and King (2014) and Vigentini and D'Angelo (2013) and was implemented to achieve the objective of removing group work friction. The tool works to customise the formation of student teams based on instructor determined parameters and individual performance characteristics. For MARK1012, maximum heterogeneity between team members was implemented. The outcomes of tool implementation showed that individual psychometric and performance characteristics lead to effective team formation and improvement in learning outcomes.

Improving communication via personalized feedback: SRES

The Student Relationship Engagement System - SRES is tool developed for the purpose of improving relationships and engagement between teachers and students (Liu, Bartimote-Aufflick, Pardo, & Bridgeman, 2017). The underlying principle is that the efficient delivery of timely, personalized and actionable individual student feedback throughout the course improves the learning experience and maintains a sense of connectedness to the course. Early implementation of the tool across multiple Australian universities shows evidence of the effectiveness of the model (Liu et al., 2017).

The SRES system was integrated as the supporting back-end of the new course structure, pooling learning analytics from all sources to provide one dashboard for the instructor to view and use. The real time view of achievement and engagement across all areas for large student numbers is unique and helpful for informing customized adjustments to teaching materials to ensure learning objectives are effectively met. In addition, the

instructor can segment and target student populations to communicate in personalized ways regarding individual progress and provide extension or nudge directions as needed.

Reducing assessment anxiety: *MHCampus*

MHCampus (including Connect and the LearnSmart platform) offers adaptive learning via self- and summative assessment. It integrates all the digital products offered by McGraw-Hill Education with UNSW's LMS for quick and easy access to a suite of content and learning tools usually packaged with adopted textbooks. This integration allowed us to: seamlessly build an effective digital course grounded in an outcomes-based curriculum; automatically enrol students; design adaptive assessment (enhancing feedback provided to students); and provide an analytical view of student engagement, assessment and asynchronous interactivity that can be used to create a responsive teaching environment grounded on feedback and dialogue. The reports generated from this system allow for calibration of holistic student learning across face-to-face and blended formats. The *MHCampus* tool is positioned in the course ecosystem as adding delivery flexibility.

Tool integration

From the first iteration of the new look course, tools were integrated to streamline data flow between systems enabling a seamless experience for students. Teaching assistants logged student interactions including attendance, class participation and assessment marks. Traditionally the data would be stored in individual spreadsheets collated by the course convener but were automated via the SRES entry forms. SRES is positioned as a conduit, collating all course data in one location to enable the instructor to generate personalised messages to students based on their individual data points. The system also enables a quick-view of the data for each student, each class, and the whole cohort in a time efficient manner.

Early results

The MARK1012 results across two consecutive teaching periods indicated positive outcomes: 100% students subscribed to the MHG platform, and about 85% purchased the LearnSmart e-book upgrade. Personalised messaging and customised learning pathways resulted in an approximately 10% upward shift of academic performance for the whole cohort. The overall results show high student performance, with a high pass rate (above 98%) and a growing number of students classed as high achievers with grades of 70% and above. The success of the course is also marked by a very high level of satisfaction with student valuation

of teaching and course quality. Further, over 60% of students completed the optional weekly consolidation tasks in the MGH platform, which indicated the perceived implicit value of the platform for learning support. Additional evidence from tutors' reports highlighted the positive effects of team optimisation. The two semesters reported the lowest level of complaints with teamwork ever received and tutors indicated their appreciation with the level of preparedness and in-class engagement across most students. Such a high level of engagement is also present in students' interactions with the systems and their engagement with the personalized messages (over 85% open rate across all messages).

CONCLUSION

This paper showcases the implementation of new technologies to create disruptive innovation in the marketing classroom. Adaptive personalization strategies using a total activity system enable a digitally supported learning ecosystem with multiple parties co-creating value. Learning analytics layered with adaptive technologies enable efficient data-based customization to provide personalization of the learning experience. Early results demonstrate the value of integrating new technology tools to guide new course design for improved learning outcomes and a better student experience.

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STUDENTS' USAGE OF AND ATTITUDES TOWARD SOCIAL MEDIA

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EXTENDED ABSTRACT

The recent firestorm in the news about Facebook and Cambridge Analytica led to several interesting discussions in my three Spring 2018 sections of marketing courses. These discussions raised the questions of how frequently current college-aged students use various social media platforms, the reasons they use them, their attitudes toward social media, their understanding of and opinions on privacy issues, and any correlation between usage and privacy concerns,

A survey was created based on one instrument from the Annenberg School for Communication and two from the Pew Research Center; links to these studies are provided in the references. A link to the survey was sent to 384 business majors at a private, liberal arts institution. The response rate was 24.4%, for a total of 94 valid responses.

The first set of questions asked the frequency of usage of the six major social media platforms: Facebook, Twitter, Instagram, Snapchat, Pinterest, and YouTube. Figure 1 depicts the results. It is clear that Instagram and Snapchat have captured a large part of the respondents' lives, with the vast majority engaging in these platforms several times per day. Counter to popular wisdom, Facebook is not dead to this generation. The respondents do engage in Facebook but less frequently than Instagram and Snapchat; the data indicate that they do so for transactional reasons rather than social engagement (e.g., check in with school clubs).

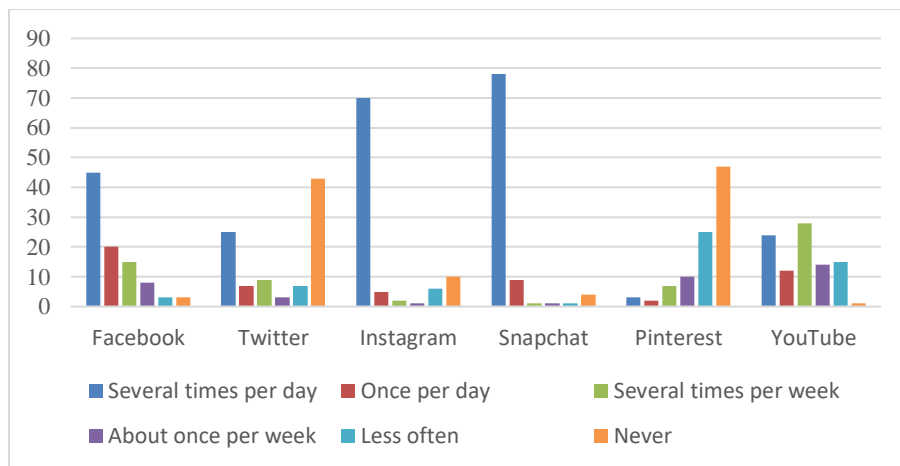
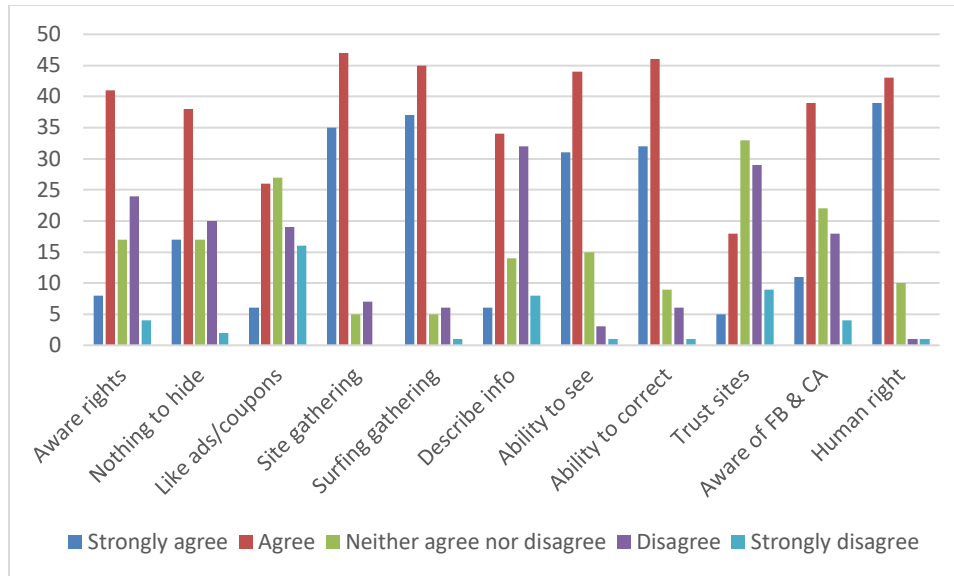


Figure 1: Frequency of usage of social media by platform

The respondents use social media to engage socially, to access interesting or amusing content, and to follow certain celebrities and thought leaders. They do not value personalized deals or offers, which is a problem for the platforms that have based their business models on behavioral advertising. As indicated in Figure 1, social media is a major and daily part of the respondents' lives. A total of 69% of respondents indicated that it would be impossible or hard to eliminate social media from their daily lives. Respondents were asked an open-ended question about how their usage of social media has changed in the past year. Some mentioned that they felt addicted to social media.

The final set of questions asked respondents to agree/disagree on a Likert scale with various statements related to consumer privacy. Figure 2 illustrates the results. In general, respondents are aware that sites they visit gather information about them and that their movement from site to site is tracked. However, less than one quarter of respondents indicate that they trust the sites they visit. Fewer than half believe that they could accurately describe the extent and type of information gathered about them. Approximately three-quarters of the respondents strongly agreed or agreed with the privacy rights statements. First, they agreed that they should be able to see the data that has been collected about them. Second, they should be able to correct any inaccurate information or delete certain facts. Finally, they agree that privacy is a fundamental human right. Collectively, these questions indicate that respondents have some awareness of information gathered while online, most do not like targeted advertising, and there is a low level of trust in social media platforms and other online sites. At the same time, they agree that the consumer should have some privacy rights.

Figure 3: Respondents' level of agreement or disagreement with various privacy statements



The data were examined to determine if there are any correlations between platforms used, level of usage, and agreement with privacy statements. There were only a few Pearson correlation coefficients that were significant. There were some correlations between different platform usage, indicating that someone who is a heavy user of one platform is likely to use one or more of the others. Level of usage did not correlate with agreement of any of the privacy statements.

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STRONG, WEAK, LATENT, AND QUIESCENT TIES: WHAT MARKETING EDUCATORS CAN LEARN FROM INNOVATION DISTRICT CITIES AND THEIR AFFILIATED EDUCATIONAL INSTITUTIONS

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EXTENDED ABSTRACT

Innovation districts represent the hub of interaction and collaboration among cities (Katz, 2007; Katz & Bradley, 2013). This research provides marketing faculty with a greater glimpse of the types of ties among innovation district cities and their affiliated educational institutions. While questioning the future of marketing education is not novel, the consideration of what constitutes readiness in seizing opportunities and stronger ties with innovation district cities is a unique, unexamined area. We argue that an exploration of ties between innovation districts and their affiliated educational institutions can inform the future of marketing education.

This research explores the various levels of engagement through a systematic process of first identifying cities and their affiliated educational institutions through Katz's work and then through a review of website pages for each of the affiliated educational institutions. Results suggest a model depicting the ties between internal innovation and innovation district engagement as either *strong*, *weak*, *latent*, or *quiescent*. Results of the Strong, Weak, Latent, and Quiescent Ties Model show a strong relationship between most of the institutions and their innovation district cities, proving a path for marketing education in the future – growth through stronger ties and through generating greater relevance to the local communities where the institution and marketing department resides. Marketing faculty then must be adaptive, change ready and uniquely poised to reflect the individualism and unique relationship they have with their respective metro areas. Authors encourage marketing educators to better position themselves for the future through greater ties with local communities.

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EXPERIENTIAL LEARNING: EXAMINING THE INFLUENCE OF EXTERNAL REVIEWERS AND ITERATIVE SUBMISSIONS IN THE LEARNING PROCESS

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EXTENDED ABSTRACT

Experiential learning has been a hallmark of business education for more than three decades. Marketing educators are seeking opportunities to incorporate real-world projects into courses to better prepare students for the workforce. As the focus of marketing education shifts toward digital strategies and technical skillsets, certifications and experiential learning projects provide students an ideal avenue to rehearse and refine their skills. As the landscape of marketing continues to shift toward digital marketing, educators must help equip students with the appropriate digital marketing skills to be competitive in their careers (Wymbs 2011). Indeed, it is important for graduates to demonstrate mastery of digital marketing concepts (Honea, Castro, and Peter 2017). A combination of certifications and course-based projects provide an ideal vehicle through which students can develop and demonstrate mastery of digital marketing techniques.

Within the marketing domain, students who possess a technical skillset and knowledge may stand out within a crowded applicant pool (Schlee and Harich 2010). As part of a digital marketing course, students were required to earn eight digital marketing certifications from two online marketing providers. The students also completed a project designed to apply email and marketing content development skills to a real-world client—university graduate programs.

For the application portion of the assignment, each student group was paired with a graduate program coordinator who expressed an interest in growing their program through enhanced marketing communications. Groups worked closely with the program coordinator to ensure marketing materials were aligned with program needs and aligned with the interests of prospective target students. Throughout the semester, each group developed a series of four email communications around the following topics: 1) general program information, 2) graduate successes and outcomes, 3) a current student testimonial, and 4) an alumni profile. The initial email highlighted general program information and each subsequent email built upon this foundation and provided additional context to “sell” the program to prospective students.

Not surprisingly, results suggest that the iterative format of the project enhanced the experiential learning opportunity for the students. Each week, groups sent their email communications to 36 reviewers (all participating graduate coordinators, other university administrators, and students in the course). The feedback from reviewers were used to improve subsequent email communications. The external reviewer component had a positive influence on student effort and was reportedly a driver in students’ willingness to “up their game” in order to impress the reviewers and demonstrate competency.

In the end, the project proved beneficial for all parties involved (students, program coordinators, and the university). Students appreciated working with real clients, receiving feedback, and having a venue to practice multiple times. It was clear that the project’s iterative nature had the most significant impact on with both students and reviewers. As a result of this project, marketing MBA students were offered an internship opportunity on campus. Multiple divisions across campus are exploring options to hire marketing students as interns to help with developing email communications to prospective students. The University Relations office, which oversees marketing and communications for the university, used the student projects to create templates for the university’s new CRM platform. These templates serve as a framework for images, formats, and sample content for graduate program coordinators to use when creating emails. Through this course, students earned certifications in four HubSpot marketing courses, four Google AdWords courses, and can demonstrate proficiency with MailChimp software. Most importantly, the students are better prepared to enter the job market with a demonstrable, high-demand digital skillset.

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Y OR Z? WHAT MARKETERS NEED TO KNOW ABOUT THE UPCOMING WORK FORCE GENERATIONS

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ABSTRACT

When does Generation Y (Millennials) end and Generation Z begin? The cut-off year between these two generations is still in question by many researchers and marketers; however, combining them creates a giant demographic

population with such a large year span and diverse characteristics that it would be inefficient for researchers and markets to make use of the data. This study attempts to ascertain a cut-off year and to test findings from previous literature regarding distinctions between the generations, both demographically and attitudinally. Students at a regional university were surveyed to determine key differences in work-related characteristics of Millennials and Generation Z. The findings indicate that Generation Z is more concerned about income potential and will consider that in selecting a college major. Marketing educators should be prepared to stress practical job concerns with Generation Z and the meaningful nature of marketing and job or career security for Millennials.

RESEARCH OBJECTIVES

The objectives of this study were to (1) identify key demographic and personality characteristics separating the Millennial generation and Generation Z (Gen Z), resulting in a cut-off birth year and (2) compare and contrast the two generations regarding their attitudes about work.

LITERATURE REVIEW

Different researchers have come up with different labels for American generations. Although there has not been a standard nomenclature used to scientifically label these generations (Desai & Lele, 2017), it is widely accepted that there are at least six generations—the Greatest Generation, the Silent Generation, Baby Boomers, Generation X, Millennials (Generation Y), and Generation Z. Not only do names of generations vary, but different sources also define different year spans that encompass these generations. According to the press release CB15-113 by the Census Bureau, Millennials are people born between 1982 and 2000 (Census Bureau, 2015). However, in the 2012 Population Estimate, the Census Bureau stated that Millennials are those born between 1977 and 1994 (Mitchell, 2013). A representative of the Census Bureau stated that the agency does not define different generations, and Baby Boomers (1946 – 1964) is the only generation that has been given a definitive year bracket (Bump, 2014). Table 1 shows that the starting year for Generation Z can go as early as 1990 or as late as 2001.

Some sources have already addressed another generation after Gen Z. The book *American Generations* called the newest generation “the Recession Generation,” including people who were born during the time of the 2009 global financial crisis (Mitchell, 2013). The focus of this study will be on Millennials and Generation Z.

Although there are varying opinions on the year span, by most accounts people born between the late-1980s and mid- or late-1990s are considered Millennials. In 2014, the Census Bureau counted approximately 83.1 million Millennials, making it the largest generational group (Mitchell, 2013). The Pew Research Center also confirmed that Millennials is the largest group but with 75.4 million people instead (Fry, 2016).

Following the Millennials is Generation Z, also known as iGen, Gen Z, Centennials, etc. (“Gen Z Tech Disruption,” 2016). By most accounts, people born between mid-1990 or early 2000s to the present time are considered Gen Z. As of 2018, the Pew Research Center had not adopted an official name for Gen Z although it agreed that there is a generation after the Millennials (Dimock, 2018). Some other names mentioned by the Pew Research Center included Digital Natives, Generation Like and the Selfie Generation, emphasizing this generation’s deep connection to technology; the Rainbow Generation, a nod to their diversity; and Homelanders or the 9/11 Generation, tributes to how the 9/11 attacks and war on terrorism shaped their early lives” (Caumont, 2014).

Table 1. Cut-off Points Between Millennials and Gen Z from Various Sources

| Sources | Millennials | Generation Z |
|---|-------------|----------------|
| The Pew Research Center (Dimock, 2018) | 1981 – 1996 | 1997 – present |
| The Center for Generational Kinetics (“Gen Z Research – 2017 National Study”, 2017) | N/A | 1996 –2015 |
| Collaborata (“Generation Nation,” 2017) | N/A | 1998 –2016 |
| The United States Census Bureau (Census Bureau, 2015) | 1982 – 2000 | N/A |

| | | |
|--|-------------|-------------|
| Robert Half (“Get Ready For Generation Z,” 2015) | 1978 – 1989 | 1990 – 1999 |
| National Public Radio (Raphelson, 2014) | 1980 – 2000 | 2001 – 2013 |
| <i>American Generations: Who They Are and How They Live</i> (Mitchell, 2013) | 1977 – 1994 | 1995 – 2009 |

Generational Differences by Experiences

Regardless of the inconsistency in nomenclature and chronology of generations, most researchers and marketers agree that there are distinguishing generational characteristics (Desai & Lele, 2017). As discussed in the book *The Next America*, written by Paul Taylor and the Pew Research Center, since each generation typically has a span of about 20 years, there are distinct differences between the oldest Millennials and the pre-teens today (Caumont, 2014). The Encyclopedia of Sports Management and Marketing recognized that Millennials included people born between 1982 and 2005, but children who came of age during the late 1990s and early 2000s grew up differently due to “a burgeoning of technology and the advent of the Internet” (Ballouli, 2011). Major events—social movements, wars, economic downturns, breakthroughs in science or technology—affect every generation, but the degree of impact may vary based on each individual’s life cycle (Wang, Christian, Pond, & Clement, 2010). In a 2016 national study, the Center for Generational Kinetics stated that the September 11 attacks was the major event that shaped the Millennials; thus, people who cannot recall the event belong to Gen Z (“Gen Z: Tech,” 2016).

Characteristics of Millennials and Generation Z

Millennials are the largest generational group, accounting for more than one-quarter of the total U.S. population. By 2014, Millennials became the first minority-majority generation with 50.2% percent being part of a minority race or ethnic group (Census Bureau, 2015). Nonetheless, Gen Z will surpass Millennials for being the most diverse and connected birth cohort in history (Mitchell, 2013). More than any preceding generations, Millennial generation voters were inclined to vote for former President Barack Obama, and his victories in the 2008 election and 2012 re-election were seen as a historical breakthrough, in which the United States had the first African-American president (“The Generation Gap,” 2011). In *Social Movement for Good* (2016), Derrick Feldmann called Millennials a “new generation of activists” because 93 percent of Millennials donated to nonprofits in 2010.

On the other hand, most Gen Z people would not remember living in a time before an African-American president (Williams, 2016). This minority-majority demographic trend has several important implications. The racial generational gap is making it difficult for younger generations to achieve their American dream. As many Baby Boomers are retiring, the younger, multi-racial, multi-ethnic population is becoming dominant in central cities and inner suburbs of metropolitan areas and is struggling with rising cost of housing and inequitable investments in social infrastructures and support systems (Accius & Yeh, 2016). Nonetheless, a 2015 study showed that 78% of Gen Z still thinks the American dream is attainable (“Gen Z’s Views and Opinions,” 2015).

Born between late 1980s and mid- or late- 1990s, many Millennials grew up in a booming economy. As a result, they often value personal development and personal satisfaction and live for the now. A study on the Millennial traveler mindset by the Center for Generational Kinetics found that 33% of Millennials would delay a home purchase to take a dream vacation and 12% of Millennials would quit their job for the same reason, or for another activity such as a concert (“Uncovering the Millennial,” 2016). The same study showed that Millennials are fine with shorter employment tenures and would be more likely to quit a job that is not a fit for them. Young adults born in the early 1980s—the older Millennials—held an average of 7.2 jobs in 10 years, from age 18 through age 28 (Bureau of Labor Statistics, 2016). Furthermore, Millennials are almost three times more likely to choose a job based on sustainability considerations, in which their work can have a positively impact on the world (Busso, 2016).

Unlike the Millennials, most Gen Z children have grown up in an era of terrorism and the 2009 global financial crisis (Williams, 2015). Witnessing many Millennials struggle with a shrinking middle-class and rising student loans, Gen Z is said to be more mindful of the future and is conservative in perceptions on saving and debt, as 12% of Gen Z are already saving for retirement and 23% believe in avoiding personal debts (“Gen Z Research,” 2017). Gen Z is said to prioritize money and job security and wants to be mentored in the workplace in order to advance quickly (Comaford, 2017). At the same time, similar to the Millennials, Gen Z also cares about meaningful work and social responsibility. A 2015 Nielsen online global study found that 72% of Gen Z respondents were willing to pay extra

for products or services provided by companies that commit to having a positive social impact (“Green Generation,” 2015).

There are certain personal characteristics shared by both Millennials and Gen Z. Both cohorts spend a larger amount of time online than other generations, engaging in social media and making online purchases (“Gen Z: A Look Inside,” 2016; Desai & Lele, 2017). A 2016 report from Think with Google noted that while Millennials were the first to adopt mobile technology, Gen Z children are mobile natives, having gained access to it at a younger age (“Gen Z: A Look Inside,” 2016). Both Millennials and Gen Z take advantage of technology and the internet to improve their education and work (Desai & Lele, 2017; “Gen Z: Tech,” 2016).

METHODOLOGY

Printed surveys were distributed to 153 students from five first-year seminar classes and eight 400-level classes at a small, private regional Midwestern university. Eighty-one respondents (52.9% of the sample) were first-year students. By choosing these two class-levels, the researchers surveyed the oldest and youngest student groups at that university. Thirty-two percent of respondents were 18; the average age of respondents was 20.3. Non-Caucasian students comprised 47.3% of the sample, reflecting the ethnic diversity of these generations nationally. A slight majority (52.1%) of respondents were female.

For the purposes of this research, Millennials were categorized as people born between 1984 and 1997, and Gen Z born between 1998 and present. This cut-off year means the youngest Millennials will turn 21 in 2018 and was chosen because (1) a majority of Millennials (as defined here) were old enough to understand the historical significance of the 9/11 attack and (2) most of Millennials have had significant work experience, some of which may be career-related. Future studies are recommended in order to use a sample with a larger age span.

DISCUSSION

Attitudes Toward Each Generation

One of the first survey questions addressed attitudes about Millennials and Gen Z. The data showed that Millennials are more likely than Gen Z to have negative associations with their own generation. The number of Gen Z respondents with negative associations about Millennials was also double that of Gen Z respondents with positive association. A possible explanation would be that respondents were younger Millennials and older Gen Z members, both of whom have seen older

Millennials struggle with student loans and the economic downturn.

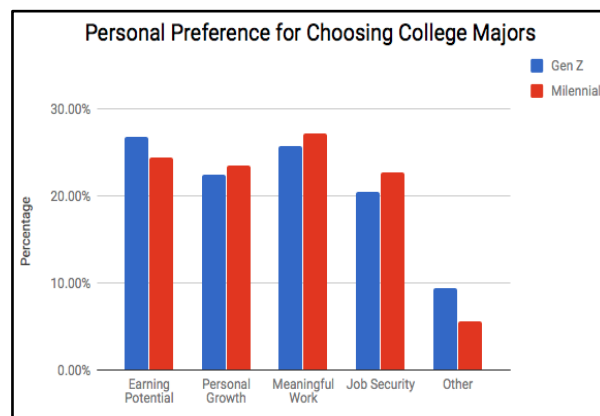
Table 2. Attitude Toward Each Generation from Word-Association Questions (N = 153, n = 150)

| | Positive | Negative |
|-------------------------------|----------|----------|
| Millennials about Millennials | 10.3% | 21.8% |
| Millennials about Gen Z | 4.1% | 6.8% |
| Gen Z about Millennials | 7.1% | 14.3% |
| Gen Z about Gen Z | 6.0% | 7.5% |

Analysis of Motives to Choose College Major

Both generations placed emphasis on meaningful work, but Gen Z showed more concern for income potential (see Figure 1). According to research by Randstad USA, an employment agency, when asked to choose between monetary/cash bonuses and a promotion, the majority of Gen Z and Millennials would choose a money reward over promotion (“Gen Z and Millennials,” 2016). Gen Z also indicated less concern for job security than Millennials.

Figure 1. Reasons for Choosing Major



Analysis of Statements about Work-Related Personal Traits

The researchers asked respondents to place a checkmark next to statements they found to describe themselves. Based on research by the Center for Generational Kinetics, of the 16 statements six are traits of Millennials, eight are traits of Gen Z, and two are common traits between the two (See Appendix) (“2015 Unlocking,” 2015). On average, the two generations placed value almost equally between five of the categories. Both generations emphasized the desire for

work to have meaning; looking for ways to better themselves; opportunities for personal growth, and valuing consistency Two notable differences are that Gen Z included “You are a competitive person” in their top five choices, and Millennials ranked “You value honesty” third, ahead of Gen Z’s fifth rank. Randstad’s research also found that Millennials value career advancement (“Gen Z and Millennials,” 2016).

Analysis of Job Qualities

The researchers identified eight themes that appear most frequently in the respondents’ answers: (1) *Working environment*. This theme encompassed the organizational culture, including phrases such as “good working environment” or “positive environment.” (2) *Personal satisfaction* contained phrases such as “joy” and “makes you content.” (3) *Income*. This theme was about the respondents’ care or demand for money, salary, and wage. (4) *Stability/ Security*. This theme focused on job and income security, including phrases such as “job security,” “stable income,” and “steady.” (5) *Professional growth* reflected how much respondents care about being able to grow and move up in their career. (6). *Meaningful work*. This theme was about the respondents’ vocation or willingness to hold a job that helps other people, containing phrases like “meaningful,” “rewarding,” and “help others.” (8). *Schedule*. This theme included phrases like “good hours,” “flexible hours,” and “schedule.”

Table 4a. Self-Identified Qualities Millennial Respondents Look for in Jobs (N =78, n = 78)

| Theme | Percentage (%) |
|-----------------------|----------------|
| Working Environment | 37.2 |
| Personal satisfaction | 32.8 |
| Income | 21.8 |
| Stability/ Security | 21.8 |
| Professional Growth | 21.8 |
| Meaningful Work | 16.7 |

Table 4b. Self-Identified Qualities Gen Z Respondents Look for in Jobs (N =70, n = 76)

| Theme | Percentage (%) |
|-----------------------|----------------|
| Income | 40.3 |
| Personal satisfaction | 32.8 |
| Working Environment | 26.9 |
| Meaningful Work | 19.4 |
| Flexibility | 16.4 |

According to the data, Gen Z respondents cared more about income than Millennial respondents. Only 21.8% of the Millennials mentioned income in their answers as compared to 40.3% of the Gen Z respondents. The 2017 Center for Generational Kinetics reported similar results, arguing that Gen Z’s are more conservative about money due to the financial recession and witnessing many Millennials who struggled with student debt. The research also showed that both Gen Z and Millennials respondents chose personal satisfaction and meaningful work to be important factors influencing their job decisions. This aligns with findings from previous research from Center for Generational Kinetics (2016) and Nielsen (2015). However, only 16.7% of Millennials and 19.4% of Gen Z said they look for a meaningful job, compared to data from a previous question in which a majority of Millennials said meaningful work is their number one factor for choosing a college major.

The survey found that the Millennials care more about job security than Gen Z. Security/Stability is not one of the top six themes for Gen Z. This finding is different from a Forbes article saying that Gen Z prioritizes job security (Comaford, 2017). The data also showed that 16.4% of Gen Z respondents care about having a good schedule with flexible hours and a good amount of vacation and sick time. This factor was not mentioned in secondary sources used in this study. Furthermore, both generations care about having good co-workers and a collaborative environment. *Working Environment* is the number one factor that Millennials indicated they look for in a job.

CONCLUSION

Although the Millennial generation has been lauded as the largest generation of the last 100 years, sooner or later the generation label must end. This study attempted to provide such a cut-off point, and to reflect prevailing attitudes about work expectations. One interesting finding was that *both* generations indicated some negative associations about Millennials, but not with Gen Z, which the study authors had not anticipated and the literature review had not indicated. While confirming several characteristics that have been studied in previous research, this study also pointed out that both generations highly value having a positive working environment, and Gen Z cares about having good working hours/schedule. These two characteristics were not mentioned in any previous research referenced in this study. Findings from this research may be beneficial for organizations that wish to evaluate their current values and policies to create a more positive and high-

performance workspace and culture. In order to engage the upcoming workforce, organizations must not only provide work with purpose and be socially responsible, but they also must hold values that these diverse groups of employees care about, such as providing adequate technology at work, fair wages, flexible working hours, and an inclusive culture. Likewise, marketing educators need to stress practical job concerns with Gen Z students, such as income and flexibility for different types of marketing positions, and the meaningfulness and security of a marketing career for Millennial students.

APPENDIX

Characteristic Generation Statements (Comaford, 2017)

| Phase/Statement | Generation |
|--|----------------------|
| You want your work to have meaning | Millennial |
| You cannot do one thing for long periods of time | Millennial |
| You are your own boss | Millennial |
| You are constantly looking for ways to better yourself | Millennial |
| You value consistency | Millennial |
| You prefer to work as a team | Millennial |
| You overextend yourself | Gen Z |
| There are clearly people who are successful and those who are not successful | Gen Z |
| You desire to be better than everyone else | Gen Z |
| You are a hands on person | Gen Z |
| You value steady income | Gen Z |
| You prefer to work independently | Gen Z |
| You think honesty is best | Gen Z |
| You are a competitive person | Gen Z |
| You want consistent feedback | Millennial and Gen Z |
| You look for a job that allows for personal growth | Millennial and Gen Z |

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SCHOLASTIC VOYAGE: A STUDY OF ACTIVE LEARNING TECHNIQUES EMPHASIZING STUDENT ENGAGEMENT

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ABSTRACT

The purpose of this research study is to determine what active learning methods are incorporated in the classroom by business administration faculty. The participants were asked to describe how and when they use active learning methods, challenges and successes when using active learning methods, impact on student learning, and recommendations for further research. The results are used to describe how business administration faculty are utilizing active learning methods and for making recommendations for further research to support active learning in a marketing management classroom.

INTRODUCTION

Rote memorization, passive learning, and days of when the instructor was the “sage on the stage” are behind us in the modern day classroom. Student learning must be active and occurs through interactions

with peers and the instructor. Active learning focuses on the development of skills of the learner rather than on transmitting information to the learner. But how does an instructor engage students of different learning styles in the learning process? One might proceed with a “just do it” attitude, but specific actions are needed to engage

the average student. To establish an active learning environment, it is essential that the instructor determines student learning needs, assesses student current level of engagement in the learning process, and sets new instructional goals to increase the level of student engagement (Bain, 2004).

The instructor acts as a facilitator or “guide on the side” by structuring student learning through a coherent and stable framework so that students can engage meaningfully in the learning process (Mikalayeva, 2016). Student structured instruction is a form of active learning where the students learn by doing and experiencing rather than by only observing and passively listening (Ball & Leppington, 2013). Students learn better through varied pedagogical processes with the material through thinking about what they are doing, application, synthesis, and evaluation of ideas (Weigel & Bonica, 2014). The use of active learning methods often produce higher levels of motivation due to the visibility of students’ efforts, competitive collaboration, and greater ownership of the learning process by students (Mikalayeva, 2016).

REVIEW OF LITERATURE

During active learning, the instructor is also viewed as a learner. Technology can be used to change the role of teachers to that of co-learners and contributors to the social and interpersonal development of students (Ball & Leppington, 2013). Learning is enhanced in contexts where students have supportive relationships, and learn together in a safe and trusting environment (Ball & Leppington, 2013). Instructional techniques that promote learning include: review of concepts, facilitation of student accountability, timely feedback, and student reflection on the learning process (Komaraju & Karau, 2008). In short, it has been determined that active learning is useful to engage and motivate students during the learning process. However, there is no clear guidance in determining which learning activities to design and implement during class sessions or instruction on how to optimize active learning in existing assignments and activities (Chi & Wylie, 2014).

Implementing active learning in the classroom does not require an overhaul of the teaching plan. However, the instructor must communicate to the students at the beginning of the course the reasons for using active learning techniques and provide evidence that supports increased learning when students are engaged in the learning process (Doyle, 2008; Prince, 2004). According to Gray and Madson (2007), four simple ways to engage students in their own learning include: maintaining sustained eye contact, ask students what they know before telling them more information, create a structure for notetaking, and let the readings share the lectern. Requesting student feedback throughout the course on the learning process will also promote student

buy-in of the use of active learning methods within the course (Bain, 2004). Active learning can be achieved through a variety of educational activities that focus on engagement of students and rely less on instructor activity. These instructional activities can be problem-solving exercises, role playing, case studies, simulations, small group discussions, and other activities that require students to apply what they are learning (Weigel & Bonica, 2014).

METHODOLOGY

This qualitative study was completed to determine what active learning methods are incorporated in the classroom by business administration faculty in higher education. Consensual Qualitative Research (CQR) is an analysis of domains and begins with concrete themes. The domains are agreed upon themes that emerged from the responses to open ended questions in the interview. Abstract themes are created through axial coding in Grounded Theory (Hill, Knox, Thompson, Williams, Hess & Ladany, 2005). The twelve participants are business administration faculty that utilized active learning methods in the classroom. The number of years of teaching experience ranged from 10 to 40 years, with an average of 25 years.

The twelve participants were asked to provide demographic information and discuss strategies, techniques, and challenges in using active learning techniques in the classroom. During the analysis of the faculty responses, themes were listed to determine active learning teaching techniques employed by faculty in the online, blended, and face-to-face classrooms. The data was analyzed and three major themes were identified. Pseudo names were assigned to protect the identity of the participants in the study and to convey information important to the research results.

RESULTS

The participants described their experiences of structuring the classroom environment and use of active learning methods in the classroom. A comprehensive view of the participants’ experience is best understood through the three distinct themes examined through CQR research. The three themes determined from the responses in the study are (a) establishing student buy-in and a personal relationship, (b) teamwork, and (c) the importance of feedback.

Establishing student buy-in and a personal relationship

Participants reported that to gain student buy-in and engagement in the learning process, time in class was utilized to build rapport and establish a relationship with each student. Building trust, respecting one another, and relating course materials to interests of the students and

real-life experiences facilitated a collaborative learning environment. Participants supported student learning through understanding learning styles and adopting student centered teaching methods.

Building relationships with students was an important component within participants' teaching arsenals. Although connections to real world experiences are facilitators of student engagement and motivation, a majority of participants believed that students benefitted more from learning experiences when there was a positive professional relationship with the instructor in the classroom. Craig strived to learn about everyone on a "personal basis" and personalized the course content to support individual learning and professional development. Sharon reported that it was imperative to get to know students and relate course materials to student interests. She stated that she discussed openly the professional expectations within the career field and developed student professional skills, because she believed that development of student skills was supported through a positive professional relationship.

Kevin echoed the need to build a personal relationship with students when he advocated for a collaborative learning environment. Sara, Jason, and Daniel also reported that they reached out personally to students and made themselves approachable through the establishment of a friendly classroom experience, where ideas were exchanged respectfully and trust between the students and instructor were built. Becky added that it was important to work with students every step of the way and encourage each student throughout the learning process.

Teamwork

Participants reported that active learning methods were used to develop individual, professional, and teamwork skills. Several participants discussed the importance of forming talented teams that were balanced with a variety of levels of student skills. Some teams were created through random assignment while others were formed through use of a questionnaire of student learning styles. The team members were given roles to play and many attempts were made to assess the team performance through feedback from the team members themselves and instructor evaluations of the projects completed.

The types of active learning methods used were based on instructor and peer interactions. Most of the participants explained that the entire process of active learning was through a positive partnership with students. Active learning methods used by business instructors included concept mapping, peer presentations, evidence based discussions and debates, service learning, case scenarios and presentations, and real life experiences from the business world. Teams were asked to work through cases, document ideas

through writing assignments, teach and present ideas to peers, conduct peer reviews, and present ideas orally and in written form to the class. Each learning session conducted required students to actively engage with the course materials and participate within a team environment.

The importance of feedback

The participants described the importance of communicating with student teams, student passion for learning, and the impact of debriefing sessions and constructive feedback. A majority of the participants discussed the need to inspire students to want to learn, set learning goals, and instill a love for lifelong learning. Sean explained that he lead by example and tried to ensure that students were comfortable during the learning process. Sara reported that she discussed with students that it was normal to struggle when learning about a new topic and shared examples of how she struggled with the learning process initially. Several of the participants discussed the need to set a learning goal and take steps to achieve the goal. Alan stated "As a teacher I will do my part to help them but the student needs to be willing to put forth the effort."

All of the participants described the need to debrief students and provided constructive criticism throughout the learning process. There was a variety of methods used by the participants to provide feedback to students and assess student learning. Fred explained that his goal was that students received productive feedback from team members and the instructor, as well as constructive criticism on completed projects. Sara and Sharon described the need to assess the quality of written work and team presentations as well as individual team members' assessment of performance. Sean, Kevin, and Alan described how they structured the debriefing sessions to help team members describe the learning process, how decisions and conclusions were made, and reinforced efforts to transfer key concepts to solve other practical issues in the business environment.

DISCUSSION

Research has shown that students learn more when they construct their own understanding through active engagement with the course content while working with their peers (Davidson & Major, 2014). Active learning methods that involve the cognitive, affective, and psychomotor domains of Bloom's Taxonomy can dramatically improve the quality of the lesson and help students understand and retain the information (Weigel & Bonica, 2014). In today's complex world of business and marketing, the effective use of teams is imperative to maximize outcomes and optimize use of resources (Ulrich & Crider, 2017). Through team efforts, students can enhance their abilities to think collaboratively, educate others, communicate effectively to ensure their

perspectives are considered, and explore alternate viewpoints when solving problems that occur within the business/marketing environment (Whitley, Bell, Eng, Fuentes, Helms, Maki, & Vyas, 2015).

All of the participants discussed challenges when implementing active learning methods. One of the challenges was the organization and structure of course content within realistic timeframes. A majority of the participants took time to establish student buy-in and rapport. The participants explained to students the value of active learning and student accountability for their own learning. A majority of the participants reported that the instructor has to have mastered the course subject, guide the students toward resources available, and have an organized and structured plan for implementation of activities. All of the participants reported that the instructor must engage the student throughout the learning process and have excellent communication skills. In short, an instructor must be willing to take risks, exercise creativity through use of a variety of methods, estimate timeframes appropriately, and continuously collaborate with the students throughout the learning process.

Research clearly has demonstrated that students' prime learning times are at the beginning and end of the class session (Sousa, 2011). The first part of a class session was found to be the most valuable time for learning so engaging students in a new topic, skill, or information establishes an accurate foundation for the class session (Sousa, 2011). During the middle of the class, time should be used to help students deepen and apply learning and practice skills to help organize the information for processing (Sousa, 2011). Building connections between concepts was also found valuable for students. The best time to connect new information to previous concepts was during a summary/closure activity (Gazzinga et al., 2002).

Another challenge that most participants brought up was addressing conflict among team members. Participants provided choices when working in a team to simulate interactions that would occur in the business world. For example, some participants offered team members to resign from the team and work individually, while others engaged the team when issues arose. Team members were expected to find a way to work together, and find ways to communicate with a diverse group of individuals when completing projects. Alan described the instructors' interactions with student teams through a baseball analogy. He stated, "If you want to learn how to do something, you will not learn by watching or listening from the stands. You will learn from your coach and by playing with the team on the field."

The instructor is responsible for the creation of balanced teams and to facilitate collaboration among team members. When creating a team, the instructor should provide a framework and guidance to ensure that the team understands the roles and responsibilities, ensures that each team has diverse talents among its

members, and set clear expectations to obtain learning objectives (Ulrich & Crider, 2017; Whitley et al., 2015). In addition, the instructor must provide resources for the team to succeed, and create a learning culture within a safe environment for the team to accomplish its work and be held accountable (Ulrich & Crider, 2017).

In order to facilitate teamwork effectively, instructors need a clear sense of the challenges students face when negotiating peer authority and managing conflict (Fredrick, 2008). The instructor needs to be neutral when student teams reach consensus and make critical decisions (Whitley et al., 2015). Instructors should allow students to engage in conflict resolution on their own without disrupting others' learning, but when intervention is required, the instructor should discourage personal attacks and refocus the discussion toward learning concepts (Whitley et al., 2015).

All of the participants were pleased with the successful outcomes when active learning methods were implemented in their courses. Daniel reported that, "students remembered the issues and developed expertise to apply to their life." Sean added that, "students grasped ideas, were engaged, and produced thoughtful responses." Sharon stated that "the use of active learning expanded the knowledge base and opportunities to increase learning. Students were able to synthesize and transfer learning to other scenarios in the business field." A majority of the participants reported that students understanding of the subject matter increased, critical thinking skills improved, and students benefitted with the development of useful skills for the workplace environment. All of the participants described how the administration of their organizations supported the use of active learning methods through professional development activities, technology, peer observations, and mentoring programs.

Feedback on instructional methods motivates improvement of teaching practices (Henderson, Beach, & Finkelstein, 2011). Instructors develop more student-centered ideologies through practice, peer observation, mentoring and feedback (Stephens, Battle, Gormally, & Brickman, 2017). In addition, peer mentoring and coaching improve instructor attitudes and knowledge about the utilization of student-centered teaching methods (Stes, Coertjens, & Van Petegem, 2010). According to Finkelstein and Fishbach (2012), instructors were much more receptive to critical feedback when they had shifted toward student-centered teaching beliefs and methods.

CONCLUSION AND RECOMMENDATIONS

This study explored business and marketing instructors' use of active learning method strategies. Challenges to using active learning were addressing conflict within student teams, organizing and structuring course content, and implementing lesson plans within realistic timeframes. The positive impact on student

learning and student success outweighed the challenges that participants experienced. Students understanding of topics increased, critical thinking skills improved and students were able to synthesize and transfer learning to new situations in the business field. Sean described the role of the instructor and impact on the student learning process when he stated, “student centered teaching methods used successfully offer the student practical, interesting information worthy of student engagement. The facilitation of learning by the instructor is comparable to an actor rendering a performance worth remembering.” The successful implementation of active learning techniques occurs when faculty is supported by administration, and professional development activities, technology, and peer mentoring programs are accessible. Further research is needed on how active learning techniques impact student learning outcomes. Additional studies could include a pre-post assessment of critical thinking skills and impact of the use of active learning in online, face-to-face, and blended learning classrooms.

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STUDENTS PREPARE FOR CLASS ONLINE

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ABSTRACT

Several years ago, the author set out on a quest to find a good way to encourage students to use their technology to enhance their understanding of marketing topics. This is a brief history, as well as, some of the helpful evaluative comments by students and changes to the system used today. Getting students to use the technology that they carry to enrich the class experience has taken some time and refinements. Today, students are preparing for class using the Internet and all it has to offer.

INTRODUCTION

How do you engage students in digital media for a marketing class as opposed to a marketing class online that is offered by many universities, including University of Alabama, Cornell, University of Michigan, Phoenix, and many others? There are also many courses about digital marketing for entrepreneurs. This is a different method; it is harnessing the power of the World Wide Web in a face-to-face marketing class.

Watching students on their cell phones in the lobby, on the bus, in the classroom, at the lunch table, in the bathroom etc., leads a marketing professor to wonder how all this technology use could be used to learn about marketing. It is understood that much of cell phone use is about Maslow's (McLeod) needs starting with physiological and working up through safety to social or love and belongingness. That is frequently cell phones may help with getting food, lodging, and a date. Cell phones also help in providing safety, and in connection for social and belongingness needs. It is not clear that surviving a class in marketing

helps with any of the three most basic levels of need but perhaps in the self-esteem area.

Given the goal to engage students on their technology to spend time on marketing, what could be done? How could you make it to their advantage to reach out and look up stuff about marketing on the web? How could you make it fun?

Freedom was a primary early component of the idea. Students should be able to do this when they want to do so. Thus, round one of this trial implementation included two types of freedom: freedom to turn in the assignments when they wanted to do so and freedom of topics related to the class.

The basic idea is a student had to make 10 posts across the semester on a topic related to the class. In each post, the students were to:

- A. Include a link to an article, video, or infographic, etc. that was related to a class topic.
- B. Relate this to in-class material.
- C. Try to distribute the posts evenly across the semester.

D. Enriched class discussion with all this new information.

a. Speak from facts that they had gleaned in their searches.

b. Challenge and discuss online using the interesting insights they had developed online.

E. Investigate the parts of marketing that interested them.

This good dream turns into a nightmare at some point. It seems like about a third of every class is comprised of serious procrastinators. This is apparently a low estimate, according to Brennan Hubbard who suggests it is 95% (Hubbard). Without the immediate threat of losing grading points, they do nothing until the week, day, night, or hour before the deadline. These last minute, late-night posts tended to be of poor quality and not related to any current class material as students reached back over the semester. Furthermore, there were not many class discussions left to have using their newfound knowledge, and there was almost no online discussion as who wants to comment at the 11th hour and 59th minute? For the poor professor, this meant a nightmare in grading at the end of the semester. The student procrastinators did not know where they stood because they had not earned that significant number of points.

There are disciplined and regular students who manage their lives to make regular contributions. Celebrating these people with weekly praise for good posts was instituted to aid the system and structure. Infographics and videos were stressed in class. This did not change the numbers, but it did use up quite a bit of class time for which the students ultimately were not appreciative.

In short, a good idea needed to be reworked substantially.

HALF-AND-HALF – HOW WOULD THAT WORK?

The first rework that was tried was to divide the assignment in half with the semester. Now, the students had to make half of the posts before the midterm, and that got a final grade and the same for the second half of the semester. This, apparently, did nothing for the procrastinators. It did, however, make the professor work very hard at both midterms and final. This was not exactly the higher goal of syllabus design.

Several things were learned at this point. Marketing students who work on these projects regularly tend to do better and seem to be more interested in class. Students could use this assignment to customize the basic marketing class to their area of interest. Anecdotally, students who tried it seemed to like it as a way of learning and applied what they were learning.

Videos, pictures, Ted Talks, YouTubes, infographics, personal experiences, and advertisements all have things to communicate about, in terms of

application. Once you open the class up to the kinds of things that they can look at, either for explanation or for application, it is amazing what they can find searching the web.

It is very important in this exercise that they take a concept and understand it and then apply it or find an application that they think really is a good representation. In looking for the application, students can learn much. They must think about what the concept really means. There are usually a few that are crazy about TED talks, and that is a good source, but reaching out from there are millions if not billions of videos, pictures, infographics, and in-text articles. For example, if the topic is Maslow's Hierarchy of Needs (McLeod) and you want to show a picture to represent each of the need levels that is great with explanation.

Weekly topics?

The next try was a weekly question or prompt. This was a good idea and got better attention from many, but a recalcitrant professor did not want to grade every week. So, what happens if you have a hundred students and you do not grade every week? The task of grading becomes overwhelming and you try to rush through it. This led to giving grades for acceptable posts in full points only without comments. Posts that were deficient received comments and less than full points. It was better, but still not getting the participation at the level wanted for the sort of "flipped classroom" approach where the students were walking in with a basic knowledge of the area of discussion.

The question of the week?

In the last year, a good system seems to have developed built on all the experiences. Every week, including the first week, there is a question posted which is due the night of the last class meeting of the week. For example, if you have a Monday/Wednesday class, it is due on Wednesday. This allows time for students to prepare for class and time for them to ask questions.

The author has learned to grade weekly all 100 posts! In one sense, this is a big job as each one gets a comment, but in another, it is exciting and interesting as students' perspectives on things are very different and there is much to be learned. If you know that your students' limited knowledge on segmentation are demographic based on the class posts, you can then develop an exercise that helps with a change in thinking. A favorite in-class exercise is to try to get them to divide the university students into different groups under the assumption that they share the same demographics.

Another thing I have learned is that students do not check emails and posts, etc. As we move into generation Z, it seems like more and more communication is by text and less and less by the other

systems. In the winter semester of 2018, the author learned that it was important to point out to the students that each person was getting a comment each week. It seemed many were not looking; they thought that grades were just magically appearing. If you stress that, you are commenting on each one, that will encourage the students to go back and read theirs and others' posts, and potentially to look at the Ted Talk, the video, or the article that was posted as well.

Locking the post is an incentive for the professor to grade as soon after they are due as possible. The authors rule is to lock the posting thread as soon as it is graded, once locked no more grading work. Students can work ahead and post as much as the whole term, but procrastinators find that, they do not have much leeway if you lock as soon as you are through commenting.

It is important that the topics fit the weekly class plan. This gives you the opportunity to see what they know, what part of the topic interests your students and the words, or lingo that they use to discuss it. It can help you enrich your class greatly. Remember, if you have a class of 40, you have 40 young people out scouring the internet for interesting things. While not all of them may find creative pieces, it only takes four or five and you have material for a very interesting class.

Specific grading criteria

It is important to have grading criteria that promotes the kind of research on the web and use of technology that you want. In Exhibit 1 below is a sample of the rules and regulations of the coffee shop, the name of the virtual space where the questions are posted, as well as grading points. There was a total of thirteen posts for 40 points. The first one was an introduction of the student for 4 points and then 12 more worth 3 points using the technology at hand to search the web and make an interesting post for a total of 3 points each or 36 more points.

Exhibit 1. Coffee shop Rules and Regulations from Winter 2018

Coffee Shop Rules and Regulations

Both Classes in the Winter of 2018 have the same due date of Wednesday night at 11:59 PM. Try to post before class. Repetitive after-class posters will be docked points.

Posts can be started at any time.

Up to three points for a good post meeting criterion below:

Up to one point for a general comment.

Up to two points are possible for a well-written comment or challenge with additional supportive material or links.

You can submit up to three items for each weekly question to be graded.

You should be regular about your work.

Procrastination is a bad strategy in this class.

You can keep submitting until you earn the full points for the week. Threads will be locked after the due date. Things like snow dates, and your personal crisis do not excuse being late as you can work ahead.

Each post to be graded on the following:

1. Marketing subject. This is a marketing course and you are expected to select attention-grabbing titles to things.

2. Topic relevant to the course subject matter in New Product Development as assigned for the topics of the week. You must make this explicit in your write up.

3. The link and relevancy clearly explained. (Do not post one sentence and the link!)

4. Link that works.

5. Current material.

6. Diversity of sources not all from the same few sources.

7. Not a repeat or repetitive in nature. You can search other posts in the thread to be sure you are not using the same link, or same idea.

8. Professionally presented, written and posted.

9. Not posted during class time!

10. Grading questions should be resolved within two weeks of notification that grades for that week have been posted. Do not be a procrastinator.

Comments graded on:

1. New subject heading.

2. Professionalism.

3. Addressing the person by name.

4. Comments that are relevant to class content.

5. Not a repeat or repetitive in nature.

6. Not posted during class time.

7. Relevant link if link is part of comment.

8. Working link if link is part of comment.

How do you know it has been Graded?

1. Post and Comments that are receiving full points may or may not have a comment. If they do, it will be all complimentary.

2. Post and comments that are receiving less than full points will have a comment that points at the weakness, for example:

1. *Where is the link?*

2. *What is the relationship to the topic of the week?*

3. *How does this relate to the class New Product Development?*

4. *Is there something more recent than a turn of the century Ted Talk?*

5. *A member of the class posted the same link in their reply to another student three days ago or three hours ago, this will be considered a repeat and therefore the maximum grade is that of a comment.*

6. *You have all the ideas down, but they are in snippets. Can you write it out in complete sentences and paragraphs?*

Current Comments Observations

There are several things that have been learned about this exercise through comments in class, in-class group evaluation of the class and formal class evaluations. As you would expect, there are pros and cons.

Cons

1. Students seem to fight creating subjects that are using marketing. This requires students to apply what they are learning and is not easy. It does require some thinking. It is not just a reply to a thread. You must try to come up
 - a. The students are not getting the benefit of trying to apply the concept in their own words or demonstrating their application example.
 - b. You as professor are not learning what the student knows and does not know which is so important for class.
4. Many students have trouble with professionalism in commenting on others in their post. It takes some a while to get the ideas that they should address the person by name and close with a salutation. It also takes some a while to get the idea that, "Hey great post," is not a comment at all.
5. Students are slow to pick up the idea that they can control this and work ahead as much as they want to do so.

Pros

1. Students find very interesting materials.
2. Students sometimes pursue a very interesting thread. Students will build on one another's comments and the thread becomes very interesting as they carry on an intellectual argument.
3. Students ask some good questions. There was one student in the winter semester of 2018 that posed a secondary question that could lead to interesting discussions. He did this for each week.
4. Students seem to have no trouble finding multiple resources to support what they are saying.
5. This tends to reward the engaged and prepared student.
6. You can see if students understand a topic or not.
7. Some students write good and profound comments to one another.
8. Many students realize that they can control their time in this exercise and that freedom is important.

with a creative, engaging, and original title and that can take a few minutes. However, they can think about it strolling across the campus, or waiting at the bus stop.

2. Students who can search the web all night to find a date, to find a movie, to find a cool restaurant, etc. seem to object to the idea of trying to find an original piece. It seems that they do not like to take responsibility for pushing the search button to see if someone else has posted the same article. Of course, the way to avoid this is to post early and often, but this escapes the minds of the procrastinators.
3. Some students have trouble with the write up and application. In the first few posts, there will always be a few who try to put a link and one sentence such as, "this is interesting." This does not work for two reasons:

CONCLUSIONS

This web assignment can be worked on anywhere you have an internet connection. Students can work on

these while commuting between campuses, campus and home, waiting for friends or family, when others are using their phones at meals, when other classes are boring, before or after classes; almost any time there are two or three minutes they can be searching for items to write. They have an engaging exercise that they can control.

Control is a big factor for students with technology. They can work ahead of the current week's assignments if they want when they have time. Some of the better students are almost always one-to-three weeks ahead on these assignments so they have space to get sick, deal with the drama of everyday life, etc.

The professor has grown to look forward to writing better and better questions and learned to use the material that students find to set up a class. The technology the students possess and the web are enriching the class every week.

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THE IMPORTANCE FOR COLLEGES AND UNIVERSITIES TEACHING BOTH MARKETING AND OPERATIONS MANAGEMENT COURSES TO EFFECTIVELY LINK THE MATERIAL WITH A COURSE IN SUPPLY CHAIN MANAGEMENT

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ABSTRACT

In today's globally competitive marketplace, a large number of organizations have adopted the supply chain management philosophy as the foundation to its business practices. Practitioners with responsibilities in the areas of marketing and operations management have become keenly aware of the need to work collaboratively in support of supply chain management. As academics teaching in the areas of marketing and operations management it is important that we recognize the importance for integrating the marketing and operations management curriculums so as to promote a strong interest and understanding of supply chain management to our students. In this paper we examine the integration of the marketing and operations management curriculums in support of providing students with an understanding for the need and importance of the supply chain management philosophy as a means for an organization to

INTRODUCTION

Many organizations today have demonstrated the importance to integrate rather than isolate the functional areas of its businesses. As academics, we are charged to ensure that the academic curricula under our governance is providing students with the same level of importance attached to the linking and integration of the functional areas in the business school curriculum. There are limited programs that are truly global. Traditional supply chain courses have been limited in providing global process and concepts according to Long, Moos, and Radic (2012). In a survey, Fawcett (2009) reports that practitioners' view the establishment of an undergraduate and graduate curriculum as a key factor in building a successful supply chain management program. As organizations increase their adoption and implementation of supply chain management into their overall corporate strategy, it is important that today's students who will become tomorrow's organizational leaders gain a comprehensive understanding of the supply chain management philosophy.

In the revealing survey, Fawcett (2009) reports that practitioners' view the establishment of an undergraduate and graduate curriculum as a key factor in building a successful supply chain management program. We argue that the integration of the marketing and operations management disciplines within the business school environment is critical to attaining a strong and viable supply chain management course and program. The need and importance for cross-functional integration between the marketing and operations management disciplines was first identified in the literature nearly three decades ago. In early papers, both Bagozzi (1975) and Shapiro (1977) examined the rationale for marketing and operations to co-exist in support of the underlying and fundamental premise that *marketing was the exchange of value* among individuals, organizations, society, and all their stakeholders. The historical prominence of logistics, which many view as the origin of modern day supply chain management, within the marketing discipline was also well recognized (see for example, Novack, Rinehart, and Wells 1992). The marketing and operations interface has been discussed from the perspective of coordinated and collaborative planning models for manufacturing and services (see for example Tang, 2010 and Pullman and

Moore, 1998) as well as from the pedagogical perspective of cross-functional team building and integrated decision making using simulation (see for example Darian and Coopersmith, 2001 and Ouardighi, Jorgensen and Pasin 2008). The marketing operations management interface is also a timely research topic as evident by the special issue of the *Journal of Operations Management* (Volume 20, 2002) in which six articles addressed methodologies on how to span the continuum between marketing an operations management.

The above cited literature represents a positive effort to integrate the marketing and operations management disciplines. The need for such integration is intensified by the premise for interdisciplinary planning and decision making which is inherent to the supply chain management philosophy (Larson, Poist, and Halldorsson 2007; Stank, Fugate, and Davis 2005). It is apparent that marketing tends to place a greater focus on customer relationships while operations management tends to focus more on process management and finished goods. This subtle difference can have an important impact on the entire departments in business; hence it is necessary to determine an optimum way to make the important decisions within this area. Several decades ago, an Ohio State University Supply Chain Council (Cooper, Lambert, and Pagh, 1997) emphasized that supply chain management is more comprehensive than logistics, and encompasses the management of multiple business processes including logistics processes. The Ohio State model suggested that supply chain management utilized eight business processes including; customer relationship management, supplier relationship management, customer service management, demand management, order fulfillment, manufacturing, flow management, product development and commercialization, and returns management. A common theme across these definitions is the need for coordination and collaboration among suppliers and customers in conjunction with demand and supply side planning.

Although it is agreed that supply chain is interdisciplinary, we argue that current business school curriculums may not be providing the students with the necessary degree of interdisciplinary study that industry wants and needs. In this paper we raise a series of discussion points for the purpose of stimulating dialogue among business school educators on the importance of providing business school students with a supply chain management curriculum that is based on the integration of the marketing and operations management disciplines.

It is important for both the military and the business sectors, according to Zsidsin, Minor, Davis, and McQuaid (2014) to create efficient and effective supply chains, in which these sectors must develop leaders who have the necessary skills to solve current problems. This further reinforces the importance for the need to provide a consistent integration between marketing and operations management to better develop a clear understanding of the significance of supply chain management in today's economic environment.

Discussion Points

In this section we present a set of discussion points for stimulating and channeling discussion on the integration of marketing and operations management in support of extending the scope of supply chain management education for business students. We make no claim as to the comprehensiveness of the list at this point in the research process. The list as presented is intended to provide a starting point for the important

discussion of ensuring that today's business students leave academia with a knowledge base in supply chain management that meets the expectations of the organizations that will be their future employers.

The list of discussion points for integration of the marketing and operations management disciplines is organized along two themes (see Table 1). The first theme outlines a set of specific issues that have been identified in the literature to be important to the supply chain orientation of an organization. The second theme addresses pedagogical issues in the delivery of courses in marketing and operations management.

In Table 1, the five organizational issues directly address the rising expectations that an organization's supply chain must be managed with minimal negative effect on the environment. In both the academic and industrial settings there is not a clear consensus as to what constitutes a "green/sustainable supply chain strategy."

Table 1. Organizational Issues for Integrating Marketing and Operations Management

| Organizational Issues | Suggested Background Literature |
|--|--|
| 1. Green and Sustainable Supply Chains | Pantelic, D., M. Sakal, and Zehetner (2016), Reppel (2012), Carter and Rogers (2008), Vachon and Klassen (2006), Rao and Holt (2005) |
| 2. Product Design and Development | Calantone, Droge, and Vickery (2002), Singhal and Singhal (2002) |
| 3. Sustainable Sourcing | Walker et al. (2009), Letmathe and Balakrishman (2005) |
| 4. Closed Loop/ Reverse Supply Chains | Wikner and Tang (2008), Blackburn et al. (2004) |
| 5. Multiple Disciplinary Productivity | Arbaugh et al. (2017), Liao-Troth, S., S. P. Thomas, and G. S. Webb (2015) |

Table 2. Pedagogical Issues for Integrating Marketing and Operations Management

| |
|---|
| 1. Can a consensus be drawn among business faculty regarding what constitutes supply chain management? |
| 2. Can marketing departments and management departments deliver a consistent theme regarding supply chain management? |
| 3. Does the delivery of supply chain management differ among large and small colleges and universities as well as public and private schools? |
| 4. Do current textbooks on supply chain management offer an integrated viewpoint of marketing and operations management? |

The pedagogical issues for integrating marketing and operations management are listed in Table 2. Schools that offer majors in management and marketing often cover topics that overlap and reinforce its particular areas. Supply Chain Management, for example, continues to grow in importance in many

organizations today, and it is suggested that faculty addressing this topic must present and provide similar examples of the material. In recent years there has been an effort to teach business topics as being important across all majors such as the need for marketing students to understand financial concepts and management

students to understand economics concepts and so forth, but we question whether supply chain management has achieved the same focus.

When reviewing the curriculum at large and small universities, it is apparent that course selection and variety of majors varies, but it is unclear whether the delivery of the topic in supply chain management is consistent across all schools.

We believe it is also important to review textbooks that are devoted exclusively to supply chain management as well as chapters within books that cover the topic to see if there is a similar theme in the material that encompasses both management and marketing. The expectation should be textbook reviews have input from both marketing and operations faculty. The positive contributions provided can offer a more complete supply chain management textbook experience.

SUMMARY

In this paper we have presented a set of discussion points that may contribute to stimulating views on the need and means for integrating the marketing and operations management disciplines. The outcome of this integration may prove supportive to stated organizational and pedagogical concerns for ensuring that business students enter the workforce with an understanding and appreciation for the importance of the supply chain management philosophy. As a direction for future research we plan to: i) audit the academic current course offerings in marketing and operations management of AACSB accredited institutions to determine the extent to which integrated coursework is available, ii) survey the practitioner community to develop a comprehensive list of topics that it views as necessary for entry level employees to possess, and iii) gather feedback from operations and marketing faculty who teach at colleges and universities that offer marketing and management majors and have a connection to supply chain management in the curriculum.

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A CLOSER LOOK AT THE EFFECT OF JUMBLING MULTIPLE-CHOICE QUESTIONS ON EXAM SCORES

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EXTENDED ABSTRACT

To discourage cheating, instructors may wish to administer multiple-choice examinations where the questions do not appear in the same order for all students. However, the order in which multiple-choice questions appear on an exam may affect student performance on the exam. For the present research specifically, the continuity of subject matter would generally not be the same for different question orderings. This research investigates the effect on exam scores of three different partially continuity-preserving question ordering schemes. Methodologically, the basis for the analysis is not the entire exam, but the less aggregated basis of chapters comprising the exam, i.e., a “closer look” than analyzing the exam *in toto*.

Published banks of multiple-choice examination questions are ubiquitous, accompanying virtually all introductory textbooks in marketing and business generally. Textbooks, of course, are invariably divided into chapters, the respective chapters addressing somewhat different topics. The sequencing of chapters may have some conceptual logic, with the content of one chapter on some basis segueing into the next. Similarly, the sequence of the content within a given chapter may have a coherent basis. On both bases—chapter to chapter and within chapter—the presentation of questions in the accompanying multiple-choice question bank usually follows suit. Questions comprising a test, then, might be ordered to follow that progression. This presumably enhances assimilation of the questions by examinees. That is, while students have in mind a certain topic, contiguous questions have in common that same topic.

Beyond less formal rationales for the continuity effect (Kagundu & Ross 2015; Sue 2009), Balch (1989) invokes the memory theory paradigm of encoding and retrieval. Encoding refers to learning of material as it is presented in class or in the text. Retrieval refers to accessing that previously learning information when answering a test question. In sum, “In the [sequential] ordering of questions, the context of retrieval is most similar to the context of encoding. It follows, then, that test scores should be highest for the [sequential] arrangement of items.” (p. 77) Gruber (1987) adapted the, “...‘recency effect’ in memory-recall studies whereby the last items presented are the easiest items to recall and the most frequently recalled items...[and]...it can be hypothesized that if this ‘recency effect’ carries over to test situations, early exam frustration can be minimized by ordering questions in the reverse order in which the topics were learned.” (p. 79).

For the present research, questions were systematically sampled from published multiple-choice question banks accompanying three editions of a retail management text, two editions of a consumer behavior text, and one edition of a second consumer behavior text. The percents of the published questions in the samples ranged from 39.9 percent to 66.1 percent.

Questions from a given chapter appeared together on exams. Chapters were presented on exams in the same order as in the text. That is, chapter one questions were followed by chapter two questions which were followed by chapter three questions, etc. Question orderings presented in Table 1 were applied to each chapter, the same ordering for all chapters on a given exam. On balance, the rationale of the design here is to discourage cheating while exposing all students to only limited degrees of discontinuity. As the orderings here were all specifically planned to preserve a degree of content congruity any effect of order might be expected to be mild.

The mean number of students per exam ranged from 32.7 to 42.0. Regarding exams taken as a whole, for a given text and given exam, the mean (across students) score for each version was calculated. Then, for that exam the difference between the lowest of these scores and the highest of these scores was calculated; one difference for each exam. Averaging those differences across all the exams for the given text, those mean differences ranged from 4.24 percentage points to 8.39 percentage points across the six question banks.

Table 1. Question orderings

| Published Order | Version One | Version Two | Version Three |
|------------------------|--------------------|--------------------|----------------------|
| 1 | 6 | 5 | 2 |
| 2 | 7 | 4 | 1 |
| 3 | 8 | 3 | 4 |
| 4 | 9 | 2 | 3 |
| 5 | 1 | 1 | 6 |
| 6 | 2 | 9 | 5 |
| 7 | 3 | 8 | 8 |
| 8 | 4 | 7 | 7 |
| 9 | 5 | 6 | 9 |

More to the objective of the present research, though, is whether any single version (ordering) consistently, across the texts, receives higher scores than the other two versions and whether any single version consistently receives lower scores than the other two versions. Student scores, then, were calculated on an exam-chapter basis. For all exam versions, questions from a given text chapter remained grouped together. The different question orderings were applied within a chapter, then the same ordering repeated for the next chapter on the exam, and so on. The unit of analysis, then, is an exam-chapter, i.e., a “closer look” than analyzing the exam *in toto*. The number of exam-chapters ranged from 54 to 120 across the six question banks.

Across the six question banks there is no consistent pattern whereby the percent of exam-chapters tends toward any one of the versions. The highest percent accrues to version 1 for three of the banks, to version 2 for two of the banks, and to version 3 for one bank. The lowest percent accrues to version 1 for one bank, to version 2 for one bank, and to version 3 for four banks.

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PERCEIVED RESEARCH BARRIERS FOR FACULTY AND THE INFLUENCE OF INDIVIDUAL CHARACTERISTICS: THE EXPERIENCE OF A PRIVATE BUSINESS COLLEGE

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ABSTRACT

Knowing the research barriers and the individual characteristics that influence the faculty's perceptions of such barriers in a particular Higher Education (HE) institution is essential to developing effective strategies and policies aimed at improving research productivity. This study investigated research barriers at a small, private, not for profit, business college in the Northeast US. The faculty largely believe that the excessive time spent on teaching and serving on committees, the lack of professional and skills development opportunities, and the nonexistence of a research-supporting culture and resources challenge and impede their research productivity. In addition, the faculty's individual characteristics exert no influence on their perceptions of these research barriers.

INTRODUCTION

Faculty at Higher Education (HE) institutions are expected to be productive in research, teaching, and service (Fairweather, 2002; Khalil, 2018). Greater emphasis, however, has been placed by some researchers on research that results in publications and conference presentations (Hearn, 1999). Policy makers at HE institutions have long been concerned about both achieving maximum research performance of faculty and the effects of context on scientific productivity (Kaplan, 1964); Small, private schools are no exception. It has been shown that the average research productivity of faculty tends to be low, and productivity varies from one discipline to another and from one faculty to another in the same discipline (Wanner et al., 1981; Khalil, 2018). Likewise, average research productivities vary across HE institutions (Fairweather, 2002). In addition, the cultural and policy differences challenge the generalizability of research results across institutions

and national boundaries (Teodorescu, 2000; Hardré et al., 2011, Kwiek, 2014). As such, knowing what factors influence such a productivity in a particular institution is essential to developing effective strategies and policies aiming to improve research productivity in that institution (Creswell, 1985).

Empirically-derived evidence on the factors that impede the faculty's research performance at specific types of schools (public vs. private, school size etc.), is lacking. This study aims to bridge this gap and investigate a number of research barriers that are believed to influence the individual faculty members' research productivity, and analyze the influence of a number of individual (personal and situational) characteristics on the faculty's perceptions of such barriers.

BACKGROUND

In the past two decades growing emphasis has been placed on the scholarly productivity of the faculty at HE institutions (Hearn, 1999). This emphasis exists because scholarly productivity contributes to the scientific literature and brings credibility and acclaim to the individual scholars and their institutions (Plucker, 1988; Hardré et al., 2011). Researchers have long sought explanations for faculty scholarly productivity using a complex set of correlates or determinants. Such correlates may improve or impair productivity (Angaiz, 2015).

Research barriers:

Lack of intrinsic and extrinsic motivations, lack of resources, lack of opportunities for professional development and networking, insufficient library sources, unfit working conditions, lack of contact with colleagues, inappropriate reward systems, and unsupportive general economic and political situations would negatively impact research productivity (e.g., Smolentseva, 2011; Chen et al., 2006; Hardré et al., 2007).

Table 1. Research Barriers

| Number | Research Barrier | Source |
|--------|---|--|
| RB1 | Heavy teaching and advising load | Jung, 2012; Lodhi, 2011; Chen et al., 2006; Hardré et al., 2007; Hardré et al., 2011; Smolentseva, 2011; . Brocato, 2001; Alghanim and Alhamali, 2011; Iqbal and Mahmood, 2011 |
| RB2 | Substantial involvement in committees | Khalil (2018) |
| RB3 | Demanding administrative responsibilities | Alghanim and Alhamali, 2011 |
| RB4 | Lack of research-supporting culture | Hu and Gill. 2000; Hardré et al., 2011; Bland et al., 2004 |
| RB5 | Faculty's disinterest in joint research | White et al., 2012; Hardré et al., 2011 |
| RB6 | Difficulty of attaining research grants | Hardré et al., 2011; Jackson, 2004; Lee and Rhoads, 2004; Stafford, 2011; Okiki, 2013 |
| RB7 | Inadequate funding for conferences | Hardré et al., 2007; Bland et al., 2004; Serow and Demry; 1999 |
| RB8 | No influence of research on job security | Hardré et al., 2011; Chen et al., 2006 |
| RB9 | Lack of extrinsic rewards | White et al., 2012; Hedjazi and Behravan, 2011; Hardre et al., 2011; Stafford, 2011; North et al., 2011; Brocato and Mavis, 2005; Bland et al., 2004 |
| RB10 | Excessive research requirements for promotion | Hardré et al., 2011; Hardré et al., 2007; Serow and Demry; 1999 |
| RB11 | Lack of research assistants | White et al., 2012; Alghanim and Alhamali, 2011; Hardré et al., 2007; Bland et al., 2002, 2004; Serow and Demry; 1999 |
| RB12 | Lack of research skills development | Bland et al., 2002, 2004; Brocato, 2001; Iqbal and Mahmood, 2011 |
| RB13 | Insufficient library resources | Smolentseva, 2011; Lodhi, 2011; Angaiz; 2015 |
| RB14 | Lack of graduate students | White et al., 2012; Hardré et al., 2007; Bland et al., 2002, 2004; Serow and Demry; 1999 |
| RB15 | Lack of after-promotion motives | Hardré et al., 2011; Jackson, 2004; Lee and Rhoads, 2004); Chen et al., 2006; Hu and Gill, 2000 |
| RB16 | Lack of networking opportunities | Albert et al., 2016; Hardré et al., 2011; Smolentseva, 2011; Bland et al., 2002, 2004; Stafford, 2011; Hedjazi and Behravan, 2011; Brocato and Mavis, 2005; Angaiz, 2015; Lu, 2010 |
| BR17 | Rigid rules for dispensing research grants | Khalil, 2018 |
| RB18 | Lack of research laboratories and equipment | Hedjazi and Behravan, 2011; Smolentseva, 2011; Okiki, 2013; Bland et al., 2002, 2004; Hardré et al., 2007; Serow and Demry; 1999 |

| | | |
|------|----------------------------------|---|
| RB19 | Lack of professional development | Hardré et al., 2007; Serow and Demry; 1999; Bland et al., 2004; Lodhi, 2011 |
| RB20 | Heavy family commitments | Aiston and Jung, 2015; Sax et al., 2002; Hardré et al. 2011 |

This study adapted a list of twenty factors (barriers) developed by Khalil and Khalil (2018). It includes contextually-related factors that are believed to impede research productivity. The factors were identified based on a review of the literature, and have been slightly revised to fit the context of this study. A faculty member's perception of such barriers could vary depending on his/her individual characteristics.

The literature suggests a number of individual characteristics (e.g., gender, age, rank, tenure, innate scientific ability, motivation, communication, personality type, tolerance of ambiguity and abstraction, work habits, preference for research, and career stages) that could individually or collectively influence a faculty member's research productivity (Khalil 2018; Khalil and Khalil, 2018; Callaghan, 2017; Brew et al., 2016; Hardré et al. 2007, 2011; Jackson, 2004; Lee and Rhoads, 2004; Sax et al., 2002; Creswell, 1985, p. 32-34). However, the same extant literature is short of studies that explicitly investigated the influence that the individual characteristics could have on the perceived importance of research barriers.

METHODOLOGY

This study adopted the survey approach in a single organization. As a single case study, this approach provides the opportunity to understand the problem being investigated, but the conclusions drawn may be specific to the organization studied and may not be generalizable (Gable, 1994). The research setting is a small, private, not for profit, business college located on a suburban campus in the Northeast US. The school has over 1200 undergraduates, approximately 200 graduate students, 121 full and part faculty and almost 100 staff. The degrees offered include a BSBA with 11 possible concentrations and BA in 7 different majors. On the graduate level the school offers an MBA and 4 MS degrees. The full-time faculty (N=44) who have some level of research expectation were surveyed by putting hard copy surveys into faculty mailboxes. Twenty-four surveys (55%) were filled out and returned over a 45-day period. All of those returned were usable surveys.

The independent variables include the individual characteristics (gender, age, marital status, tenure, academic rank, experience in HE, time spent on research, and time spent on teaching). Each of these variables was measured using a single item. The barriers were rated on a 5-point Likert scale, ranging from strongly agree=1, to strongly disagree= 5).

Table 2. Sample Profile

| Attribute | | Frequency | % | Cumulative % |
|--------------------------------|------------------|-----------|------|--------------|
| Gender | Male | 11 | 50.0 | 50.0 |
| | Female | 11 | 50.0 | 100.0 |
| | Missing | 2 | | |
| Age | 30 years or less | 0 | 0.0 | 0.0 |
| | 31-40 years | 8 | 36.4 | 36.4 |
| | 41-50 years | 7 | 31.8 | 68.2 |
| | 51-60 years | 5 | 22.7 | 90.9 |
| | Above 60 years | 2 | 9.1 | 100.0 |
| | Missing | 2 | | |
| Marital Status | Single | 3 | 13.0 | 13.0 |
| | Married | 20 | 87.0 | 100.0 |
| Tenure | Tenured | 5 | 25.0 | 25.0 |
| | Non-Tenured | 15 | 75.0 | 100.0 |
| | Missing | 4 | | |
| Experience in Higher Education | Less than 1 year | 0 | 0.0 | 0.0 |
| | 1-5 years | 7 | 29.2 | 29.2 |
| | 6-10 years | 5 | 20.8 | 50.0 |
| | 11-15 years | 6 | 25.0 | 75.0 |

| | | | | |
|----------------------|---------------------|----|------|-------|
| | 16-20 | 3 | 12.5 | 87.5 |
| | More than 20 years | 3 | 12.5 | 100.0 |
| Academic Rank | | | | |
| | Visiting Professor | 3 | 12.5 | 12.5 |
| | Assistant Professor | 11 | 45.8 | 58.3 |
| | Associate Professor | 4 | 16.7 | 75.0 |
| | Full Professor | 3 | 12.5 | 87.5 |
| | Others | 3 | 12.5 | 100.0 |
| Course load | | | | |
| | < 3 per semester | 0 | 0.0 | 0.0 |
| | 3 per semester | 3 | 12.5 | 12.5 |
| | 4 per semester | 12 | 50.0 | 62.5 |
| | > 4 per semester | 9 | 37.5 | 100.0 |

Table 3. Time Spent on Academic Commitments

| Time Spent on Activities | Min (%) | Max (%) | Mean (%) | St. Dev (%) |
|--------------------------|---------|---------|----------|-------------|
| Researching | 0 | 25 | 11.75 | 8.70 |
| Teaching | 35 | 100 | 68.13 | 15.66 |
| Serving on Committees | 0 | 40 | 15.42 | 10.52 |
| Training & Consulting | 0 | 25 | 4.29 | 6.14 |

ANALYSIS AND RESULTS

Table 4 presents descriptive statistics for the respondents' agreement/disagreement on whether the identified twenty barriers impede (challenge) their research performance. The t test was performed and the associated P-value was identified for each average score (mean) in order to test the significance of the distance between each mean score above or below the

neutral score (3) on the 5-point Likert scale. The last column of Table 4 shows three findings about respondents' feelings: eight barriers challenge their research performance, eight barriers are perceived as neutral, and four barriers do not challenge their research productivity.

Table 4. Descriptive Statistics for the Research Barriers

| Research Barriers | N | Min | Max | Mean | St. Dev | P-Value | Level of Agreement (based on the means) |
|-------------------|----|-----|-----|------|---------|---------|---|
| RB1 | 24 | 1 | 5 | 4.13 | 1.262 | 0.000* | Agree |
| RB4 | 24 | 2 | 5 | 3.88 | 0.9 | 0.000* | Agree |
| RB2 | 24 | 1 | 5 | 3.75 | 1.225 | 0.003* | Agree |
| RB13 | 24 | 1 | 5 | 3.63 | 1.245 | 0.010* | Agree |
| RB9 | 24 | 1 | 5 | 3.54 | 1.179 | 0.017* | Agree |
| RB6 | 24 | 1 | 5 | 3.38 | 1.135 | 0.057* | Agree |
| RB7 | 24 | 2 | 5 | 3.38 | 1.056 | 0.046* | Agree |
| RB12 | 24 | 1 | 5 | 3.38 | 1.135 | 0.057* | Agree |
| RB3 | 24 | 1 | 5 | 3.33 | 1.204 | 0.096 | Neutral |
| RB8 | 23 | 2 | 5 | 3.26 | 1.01 | 0.115 | Neutral |
| RB19 | 24 | 2 | 5 | 3.25 | 1.113 | 0.141 | Neutral |
| RB11 | 23 | 2 | 5 | 3.17 | 0.984 | 0.208 | Neutral |
| RB20 | 24 | 1 | 5 | 3.08 | 1.501 | 0.398 | Neutral |
| RB14 | 22 | 1 | 5 | 3 | 1.195 | 0.500 | Neutral |

| | | | | | | | |
|------|----|---|---|------|-------|--------|----------|
| RB16 | 24 | 1 | 5 | 2.88 | 1.262 | 0.323 | Neutral |
| RB17 | 23 | 1 | 5 | 2.78 | 1.126 | 0.179 | Neutral |
| RB15 | 22 | 1 | 5 | 2.59 | 1.098 | 0.047* | Disagree |
| RB18 | 22 | 1 | 5 | 2.59 | 1.098 | 0.047* | Disagree |
| RB5 | 24 | 1 | 4 | 2.46 | 0.779 | 0.001* | Disagree |
| RB10 | 24 | 1 | 5 | 2.38 | 1.173 | 0.008* | Disagree |

We next conducted a factor analysis to reduce the research barriers data set to reveal any pattern that may exist between the original barriers that could build up a new concept, to remove redundancy between variables, and to screen the data for further analysis. Although all of the questions in the data collection instrument were used in data collection, only those that satisfied the

following criteria were used for further analysis: reliability coefficients (α) of at least .70, factor loadings of at least .50, extracted variances of at least .50, and communalities of at least .50 (Hair et al., 1998, pp. 111-118, 612). Table 5 presents the factor analysis results.

Table 5. Factor Loadings, Composite Scale Reliability, and Average Variance Extracted for the Research Barriers

| Constructs and Items | Factor Loadings | Composite Scale Reliability | Average Variance Extracted |
|---|-----------------|-----------------------------|----------------------------|
| F1: lack of Motivation & Research Grants (LMRG) | | | |
| RB6 | .757 | .818 | .650 |
| RB14 | .726 | | |
| RB15 | .888 | | |
| RB17 | .747 | | |
| F2: Excessive Teaching & Committees Time (ETCT) | | | |
| RB1 | .929 | .859 | .876 |
| RB2 | .926 | | |
| F3: Lack of Professional Development (LPD) | | | |
| RB7 | .868 | .819 | .847 |
| RB19 | .914 | | |
| F4: Lack of Research Culture (LRC) | | | |
| RB4 | .741 | .250 | .575 |
| RB13 | .705 | | |
| Overall | | .786 | .811 |

Four factors (barriers), including ten of the original twenty items, were produced. The other items were excluded because they either did not load on any of the factors, had low loading coefficients, or loaded on multiple factors.

The effect of the individual characteristics on the four research barriers were tested. Among the individual characteristics, only academic rank ($P = .030$) and tenure ($P = .040$) influence the faculty's perceptions of LMRG ($P = .030$).

LIMITATIONS AND CONCLUSIONS

This study investigated twenty research barriers at a small, private, not for profit business college in the

Northeast US and explored the possible influences that the faculty's individual characteristics might have on their perceptions of these barriers. The faculty largely believe that the excessive time spent on teaching and serving on committees, the lack of professional and skills development opportunities, and the non-existence of a research supporting culture and resources are factors that challenge and impede the achievement of sustainable research performance.

Nevertheless, the findings of this study should be carefully interpreted due to a number of limitations. The findings are based on a single case study and a relatively small sample size, which negatively impacts their validity and reliability. Additionally, the items used in measuring the research productivity barriers

were arbitrarily identified from the relevant literature and are not presented as exhaustive.

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STUDENT PERCEPTION OF INSTRUCTORS: THE EFFECT OF AGE, GENDER, AND POLITICAL LEANINGS

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EXTENDED ABSTRACT

In research currently being conducted, data from RateMyProfessors.com (RMP) compared marketing instructors with other business and nonbusiness instructors. Several unexplained patterns were found. Age appeared to be related to business instructors' evaluations, but not specifically to marketing instructors. Female marketing instructors received lower evaluations than male instructors, even though the effect was not found in other majors. Further, students in more liberal areas of the country gave marketing instructors lower evaluations than did students in more conservative areas. Although it is questionable what RMP actually measures, 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.

The findings were difficult to explain because the foundational research on the effects of these variables is almost entirely missing in the student evaluation of teaching (SET) literature. Although gender effects have been researched, few studies exist in marketing education on the topic. Further, there is almost nothing on how the age of the instructor influences SET, and, in a time when political discussions on campus regularly make the news, there is no discussion of the influence of political views on SET.

Given these unexpected findings, the research question for this study was: *Do marketing students have preferences for instructors that are influenced by age, gender, and political leanings?*

As part of a class assignment, students in a marketing core class (Consumer Behavior) for the last six semesters (2015 through 2018) were asked to rank order (forced choice) 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 a 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.

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. For comparison purposes, another instructor was identified as the instructor you "Learned the most from... in a humanities class." Following the example of RMP, students also rated instructors in business and humanities as "the most helpful." The classes and the eight combinations were counterbalanced.

Usable surveys were completed by 242 students, 131 (54%) of whom were female. A little more than half (56%) were marketing majors and the rest were from the College of Arts & Sciences.

Students thought they would learn the most in a business class from a male, older, conservative (MOC), and the most from a humanity class from a liberal, older, male (LOM). An overall preference measure can be determined by looking at the perceptual distance of the three variables. As an example, for an older/younger distance:

$$\text{Distance} = (\text{OMC} + \text{OML} + \text{OFC} + \text{OFL}) - (\text{YMC} + \text{YML} + \text{YFC} + \text{YFL})$$

This measure can be utilized to look for patterns in the responses. The dominant pattern in an instructor from whom students would learn the most in a business class was gender, followed by age. Political leanings were not significant from zero. For instructors in a humanity class, the most significant pattern was gender (males preferred), followed by political leaning (liberals preferred). Age had only a marginal influence.

The dominant pattern in an instructor from whom students would consider the most helpful in a business class was again gender, followed by age (younger instructors preferred). For instructors in a humanity class, the most significant pattern was political leaning (liberals preferred) followed by gender (women preferred). Age again had only a marginal influence. There were only two major differences by the gender and major of the students, both related to political leanings. Marketing students believed that conservative instructors would facilitate learning, while non-business majors preferred a more liberal instructor ($t(237) = 2.70, p = 0.008$). Male students were more likely to select a conservative instructor than did female students ($t(237) = 2.82, p = 0.005$).

In summary: Based on forced rankings procedure, students perceived that they would learn the most in a business class from older, male instructors. At the same time, they thought that a young, male instructor would be the most “helpful” in a business class. All students, both male and female, and marketing and non-marketing students shared in these perceptions. However, political leanings was the first pattern found in a helpful instructor in a humanities class. In general, students seemed to be associating quality to a business class with older, male instructors. Political leanings were less important, however with the highly significant selection of an older male conservative as the best combination in a business class, and the selection of a helpful liberal instructor in a humanity class, conservatism appears to be associated with business and liberalism with the humanities. Female instructors were not preferred in business classes, either in terms of learning, or being helpful. As counterintuitive as this may sound, it is the same pattern that was found in the RMP data. While much of the other findings may appear to be stereotypical, no known research has addressed the issues raised.

The research question was: Do marketing students have preferences for instructors that are influenced by age, gender, and political leanings? The answer appears to be yes, with the possible caveat that marketing students are no different from other majors, except for a preference for more politically conservative instructors.

Given the almost total lack of research interest, the effects, especially the perception of women and the teaching efficiency of older males, leads 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) Although the data was gathered from over a three-year period, students were recruited from one class at one university. This group of students could have views that differ from a wider national sample. 3) Students could be responding to demand characteristics. Although the students do not know the political orientation of the researcher, age and gender characteristics 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...”

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A NOVEL APPROACH TO BUSINESS CASE STUDY ANALYSIS: THE CREATIVE THINKING TOOLBOX

ABSTRACT

This paper presents a “Toolbox,” or collection of classroom exercises drawn from creativity development research that we’ve found especially useful in developing students’ creative-thinking skills in case study analysis. First, the importance of developing these skills in marketing and management students is discussed. Then the methods or tools are outlined (with accompanying details and implementation recommendations in the appendix). Finally, we conclude with a discussion of our results using the toolbox in a course, including our observations as well as a pre- and post-survey of student perceptions of their creative abilities and their confidence in these skills.

INTRODUCTION

Creativity is generally seen as a precursor to innovation. Creative thinking is the act of generating new ideas or conceiving something original. Innovation is the act of implementing those new ideas. Therefore, innovation is the successful exploitation of creativity in profitable outcomes such as new products, services, and processes that create value. Anderson, Potocnik, and Zhou (2014) proposed an integrative definition where creativity and innovation together are considered the process, outcomes, and products of attempts to develop and introduce new and improved ways of doing things.

One important way organizations can become more innovative is by fostering a culture that supports creative thinking (Hunter, 2013), and there has been an increased interest in creativity in the workplace (Serrat, 2010). Barsh, Capozzi and Davidson (2008) discovered that a large number of managers consider innovation to be a primary determinant of organizational success and promoting workplace creativity increases an organization’s success of being innovative. In fact, creativity is being strongly encouraged by professionals in the workplace, as it is a major factor in creating a distinct competitive advantage, business success and economic growth (Anderson, De Dreu, & Nijstad, 2004; Harvey, 2014; Loo, 2017; West, 2002; Woodman, Sawyer, & Griffin, 1993; Zhou and Hoever, 2014).

Forbes and *Fast Company* name the world’s most innovative companies each year, and many of these companies hire college graduates. For example, Amazon (most recently *Forbes*’ #3 and *Fast Company*’s #5) was the most popular company for recent college graduates (Browley, 2018). Other top-ranked innovative companies that hire college graduates include Walmart, Intuit, and Marriott International. Common entry-level positions include business analyst, marketing coordinator, and account manager. Because innovation is so crucial for success in today’s business world, companies must hire employees who are capable of creative thinking and confident in their creative abilities.

In a recent *Fortune Magazine* article focusing on why creativity is crucial in today’s workplace, Dyer (2015) states that creativity is a discipline that begins with learning how to look at situations from multiple angles, removing blinders, and opening possibilities. We contend that business schools should work to develop students’ creative thinking skills, because it is critical for their success when they enter the workforce. This is especially true for students majoring in management, marketing, and entrepreneurship. A common teaching tool many business schools utilize is case studies. The purpose of our paper is to introduce the Creative Thinking Toolbox, which is a collection of classroom methods instructors can use to enhance the creative thinking skills of students in analyzing cases that require them to demonstrate some level of creative thinking.

The purpose of case studies is to present students with real business situations to develop skills to effectively analyze these situations and generate new ideas and/or solutions. According to Harvard Business School (The HBS Case Method, 2018), when students are presented with a case, they place themselves in the role of decision-maker. When analyzing business case studies, students must utilize *critical* thinking, which is the objective analysis of facts to form a judgement (Glaser, 2017). However, many case studies related to management, marketing, and entrepreneurship, also require *creative* thinking skills. Creative thinking is about how fluently, flexibly, and imaginatively people approach problems (Amabile, 1998; Sullivan and Harper, 2009; Zhou and Shalley, 2011).

When analyzing case studies, students must examine the causes of problems and consider alternative courses of action prior to their recommendations. Some common questions at the end of management, marketing, and entrepreneurship case include, “How would you advise the company?” or “What would you do if you were the manager or business owner?” To help students answer these questions in an in-depth, comprehensive manner that requires them to demonstrate and develop their

creative thinking skills we compiled the Creative Thinking Toolbox.

THE CREATIVE THINKING TOOLBOX

The Creative Thinking Toolbox (CTT) is a collection of ten creative thinking methods or activities to help students become more effective idea-generators and problem-solvers. These methods are briefly summarized in Table 1 below. In addition, we have included an instructor handout in the Appendix with more detail on implementing each technique. One or more of the tools can be chosen for different case studies or other projects depending on situational factors such as the purpose and goals or complexity of

the case/project, time required, and other people involved.

While literally dozens of creative thinking methods exist, these ten were chosen because they can easily be conducted in a college class given number of students, classroom setting and materials available, and time required. These tools are also unique enough from each other that they provide students with different experiences and approaches. Another reason these tools were selected is because each one has one or more real-world business examples to demonstrate success. Kumar (2015) contends that practicing such creative thinking tools allows people to embark on a variety of ideas that help businesses innovate and build the future.

Table 1: The Creative Thinking Toolbox

| | |
|---|--|
| A Fresh View (Heye, 2006; Michalko, 2006) | This tool uses the views of outsiders to provide a fresh perspective on existing issues or situations. It is based on the assumption that the more a person becomes an “expert,” the more he or she tends to narrow or specialize his or her thinking. |
| Attribute Listing (Morgan, 1993; Smolensky and Kleiner, 1995) | This tool takes an existing good, service, process, or system, breaks it into parts, and identifies various ways of achieving each part. In turn, it prompts different ways to modify or improve each attribute and recombine them to identify new forms of the good, service, process or system. |
| Brainstorming (Mindtools, n.d.; Isaksen S.G., 1998) | Brainstorming is a tool designed for developing new ideas by unrestrained and spontaneous participation in discussion. It is designed to generate a large number of ideas on a specific issue. It is great for generating numerous ideas in a short period of time, and it requires few material resources. |
| Circle of Opportunity (Michalko, 2006; VanGundy, A. B., 2005) | Circle of Opportunity is a tool based on the random combination of selective attributes of a problem, opportunity, or situation. By focusing on a select number of attributes, participants process the different combinations of attributes in new and different ways, which allows them to assign meaning to them. This leads to new ideas and insights. |
| Mindmapping (Anderson, J.V., 1993; Michalko, 2006) | Mind Mapping is a tool that redefines or reframes a problem, opportunity, or situation through visual links. The visual nature of this tool helps participants restructure their thoughts. It can be considered “visual brainstorming”. The visual diagram represents words, ideas, tasks, or other items linked around a central word or theme. It is similar to a semantic network, but it is not restricted on the kinds of links used. |
| Reversal (Mattimore, 1995; McFadzean, 1999) | Reversal allows participants to see a challenge very differently. The assumptions behind the problem, opportunity, or situation are stated in the opposite form to gain a completely different view. Assumptions structure social reality. When assumptions change, so does the reality |

| | |
|---|--|
| | of the situation. This helps participants produce different consequences. |
| Rich Pictures (McFadzean, 1998; Proctor, Hua Tan, and Fuse, 2004) | Rich Pictures is ideal for problems, opportunities, or situations that are complex. Drawings and pictures are created by the participants to describe the challenge, which allows their intuitive consciousness to communicate. The process brings forth contextual issues that may go unnoticed. This leads to new insight, a better understanding of the complex issue(s), and new patterns of thinking, which foster more ideas to emerge. |
| Six Hat Thinking (Bono, 1995) | The Six Hat Thinking tool allows participants to view a problem, opportunity, or situation from six different perspectives called “hats”: 1) White – data, information, facts; 2) Red – hunches, intuition, emotions; 3) Black – problems, dangers, difficulties; 4) Yellow – positives, optimism, benefits; 5) Green – ideas, possibilities, alternatives; 6.) Blue – containment, management, control. It promotes a comprehensive, well-thought out process |
| Wishful Thinking (Couger, Higgins, and McIntyre, 1993; McFadzean, 1998) | Wishful Thinking engages intrinsic motivation. Participants discuss the problem, opportunity, or situation by beginning each sentence with the words, “I wish”. As each participant completes the sentence, issues that are intrinsically important to the group are revealed. When experiences become more widely known, more insight is gained. This leads to more ideas that are central to everyone’s true desires. |
| What if Analysis (Michalko, 2006; Sloane, 2006) | The What If Analysis tool approaches problems, opportunities, and situations from a question and answer approach. It is a systematic, but loosely structured assessment of the issues. It allows participants to reflect on existing practices, procedures, or rules and helps them see possible alternatives and changes. This leads to the improvement of existing practices as well as the invention of new ones. |

STUDENT RESULTS

Next, we will discuss our observation of student outcomes using the tools, as well as pre and post survey results of students in one of our courses. First, we have seen several benefits of having our students use these tools. They help students:

- Broaden their mindsets
- Identify more opportunities and solutions
- Organize and refine ideas
- Reveal patterns and relationships between variables
- See abstract ideas in a more concrete way
- Deepen their understanding of problems and situations
- Improve collaboration with each other

- Develop more comprehensive analyses to cases
- Challenge common assumptions
- Improve self-perceptions of their creative thinking ability
- Recognize external motivation factors that increase creative thinking

The last two benefits were measured with a pre and post-survey. The ten tools in the Creative Thinking Toolbox (CTT) were used throughout the fall 2017 semester in a Creativity & Innovation course at a small Midwestern university. Thirteen students participated in the study. Five of the participants were male and eight were female. Their ages ranged from 18-54 years old. Three of the participants were international students. There were four seniors, three juniors, four sophomores, and two freshmen. The students were given twelve projects and case studies

throughout the semester that required some level of creative thinking. Ten of the cases and projects were conducted in teams of three-four students. The members of the teams rotated with each new project, so they all worked with each other multiple times during the semester. One project was conducted as an entire class, and one project was conducted individually.

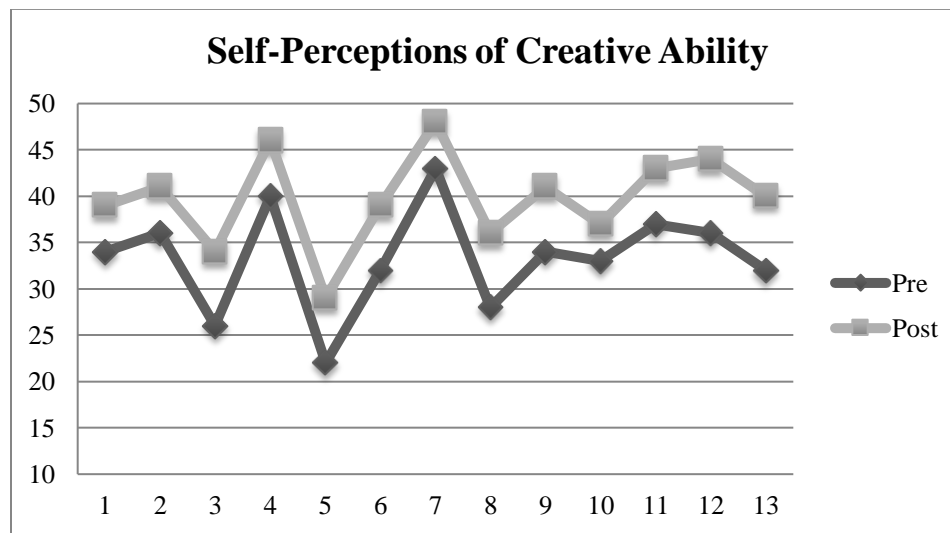
The survey included two sections: 1) Self-Perception of Creative Ability (ten statements) – how creative students believe they are capable of demonstrating in the course; and 2) Perceptions of Extrinsic Motivating Factors (15 statements) – external factors that may influence how much they are likely to be creative in the course. Each statement required students to provide an answer on a Likert scale from 1= strongly agree to 5 = strongly disagree.

An example statement from the self-perception survey is, “I feel confident I can perform creatively throughout this course.” An example statement from the external motivation survey is, “The opinions of my

instructor will have a positive impact on my creativity in this course.” The survey was given before and after the CTT was utilized to determine if the tools had a positive influence.

The highest score possible on the self-perception survey was 50 and the lowest was 10. The average pre-CTT score 33.3, which is considered on the high end of “average.” It is important to note that this was an elective course open to any major and any classification across campus. So, it is reasonable to assume that the students who elected to take the course believed they were already somewhat creative in order to do well in the course. The average post-CTT score was 39.8, which falls in middle of the “above average” category. The students’ self-perception scores rose by 6.5 points or 19.4% from pre to post-CTT. While there are not enough participants to conduct any meaningful statistical analysis, an increase of almost 20% is notable in addition to the fact that 100% of the participants saw an increase in their self-perception to be creative thinkers in this course (see Figure 1).

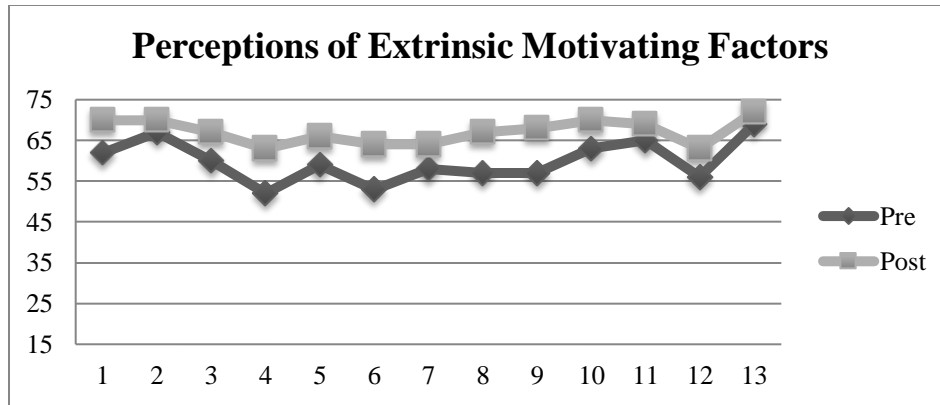
Figure 1: Pre and Post-CTT on Self-Perceptions of Creative Ability



The extrinsic motivation survey contained 15 questions. The highest score possible was 75 and the lowest score was 15. The average pre-CTT score was a 59.8, which is in the mid-range of “above average.” Again, it is important to note that this was an elective course open to any major and any classification across campus. So, it is reasonable to assume that the students who elected to take the course were pretty well motivated to take the course. The average post-

CTT score for the extrinsic motivation survey was 67.2, which falls at the very low end of the “highly motivated” category. The students’ extrinsic motivation scores rose by 7.3 points or 12.2% from pre to post. While there are not enough participants to conduct any meaningful statistical analysis, this is notable to report mainly because 100% of the participants saw an increase in their perceptions of extrinsic motivating factors (see Figure 2).

Figure 2: Perceptions of Extrinsic Motivating Factors



APPENDIX

Below are instructor notes for the ten techniques in the Creative Thinking Toolbox, including steps for implementation and recommended practice exercises.

Table 1. A Fresh View

| A FRESH VIEW |
|---|
| <p>Description: This tool uses the views of outsiders to provide a fresh perspective on existing issues or situations. It is based on the assumption that the more a person becomes an “expert”, the more he or she tends to narrow or specialize his or her thinking.</p> |
| <p>Steps for Implementation:</p> <ol style="list-style-type: none"> 1. State the challenge in a very simple way so that outsiders can understand it. 2. Have students present the challenge to one or more outsiders. An outsider should have little to no knowledge or experience with the challenge statement under analysis. 3. Instruct students to carefully listen to and record all outsiders’ ideas. They should ask for clarification when necessary. They are not to judge outsiders’ ideas as good or bad or dismiss any idea that is offered. 4. Have students then review ideas offered by the outsiders. Each idea should be openly considered, because one outsider’s view may spark more of the participants’ ideas. Even the use of a single word by an outsider may help reframe previous ideas or solutions. 5. Have participants revise their original ideas or solutions by taking the “fresh view” of the outsiders |
| <p>Practice Exercise: As part of a short assignment in a business course, have students seek the opinions of non-business majors. The assignment is best done in small teams. First, have students conduct the assignment without the “fresh view” of outsiders and turn in the results. Then, hand back the assignment and instruct them to revise their answers after implementing the steps of A Fresh View. Many students will be surprised by how their answers changed when seeking and implementing the input from students majoring in fields such as engineering, psychology, education, biology, or any other non-business major.</p> |
| <p>Citations: Heye, (2006) Michalko, (2006)</p> |

Table 2. Attribute Listing

| ATTRIBUTE LISTING |
|--------------------------|
|--------------------------|

Description:

This tool takes an existing good, service, process, or system, breaks it into parts, and identifies various ways of achieving each part. In turn, it prompts different ways to modify or improve each attribute and recombine them to identify new forms of the good, service, process or system.

Steps for Implementation:

1. Clearly state the challenge to participants. For example, you might identify a good that could be changed or improved.
2. Have participants generate a detailed list of all of its attributes (size, weight, function, design, material, color, style, durability, etc.)
3. Instruct them to generate multiple variations of each attribute.
4. If relevant to the case, have participants combine new variations on the attributes listed to identify unique approaches to redesign the good, service, process, or system in the challenge statement.
5. Ask participants to discuss the feasibility of implementing the alternatives identified and choose the most feasible idea(s).

Practice Exercise:

Have students identify ways to improve the textbook used for the class to practice Attribute Listing. They will create a list that contains attributes such as the book's format, number of chapters, number of pages, chapter titles, how the book is organized, and contents of chapters such as discussion questions, exercises, and case studies. Students then generate variations on many of these attributes, with some being fairly easy to combine. After a significant amount of time is dedicated to the creative thinking part of Attribute Listing, the students should discuss the most feasible idea(s).

Citations:

Morgan (1993); Smolensky and Kleiner (1995)

Table 3. Brainstorming

| BRAINSTORMING |
|--|
| <p>Description: Brainstorming is a tool designed for developing new ideas by unrestrained and spontaneous participation in discussion. It is designed to generate a large number of ideas on a specific issue. It is great for generating numerous ideas in a short period of time, and it requires few material resources.</p> |

Steps for Implementation:

1. Clearly and concisely define the challenge. It should be phrased as a question.
2. Determine group sizes. Groups of 10 participants or fewer are generally more effective.
3. Nominate or appoint a facilitator in each group to manage the process. The facilitator should be someone who can manage time and be inclusive of and sensitive to all participants in the group.
4. Set a time limit. Normally, 15-25 minutes is adequate. Larger groups generally require more time. You can also set a limit on the number of ideas each group is allowed to generate.
5. Have the facilitator(s) begin the session. To begin, the facilitator might offer the first one or two ideas. All ideas are recorded on a flipchart or screen where everyone can see the progress.
6. Ask the groups to discuss the ideas by combining similar ones, eliminating unworkable ones, and then ranking the remaining ones.

Practice Exercise:

A good practice exercise for the Brainstorming tool is to focus on fundraising ideas for student scholarships or student clubs. You can even select one specific student scholarship for a particular major club. Students generate as many ideas as they can within a given time period. During the idea generation phase, convergent thinking is encouraged. Then in step six, students can combine similar ideas, eliminate ones that do not seem workable, and rank their top three ideas. If time permits, groups can share their top three ideas and discuss which ones are similar, more feasible, and conclude with an overall top-three ranking for the class.

Citations:

Mindtools (n.d.); Isaksen S.G. (1998)

Table 4. Circle of Opportunity

| CIRCLE OF OPPORTUNITY |
|--|
| <p>Description: Circle of Opportunity is a tool based on the random combination of selective attributes of a problem, opportunity, or situation. By focusing on a select number of attributes, participants process the different combinations of attributes in new and different ways, which allows them to assign meaning to them. This leads to new ideas and insights.</p> |
| <p>Steps for Implementation:</p> <ol style="list-style-type: none"> 1. On a flipchart or white/blackboard, draw a circular clock with the numbers in the correct places of a standard analog clock. 2. Clearly state the challenge to participants. 3. Have the participants generate six common attributes. These should be things that are very common to almost all problems, opportunities, or situations. Examples are time, cost, and quality. 4. Have the participants generate six attributes specifically related to the challenge. Examples related to academic advising and registration for students include the number of open classes, adviser availability, and access to academic records. 5. Randomly place the 12 attributes generated on the 12 numbers on the clock. Then, roll a pair of dice to select six of them. If a number is rolled twice, roll again until six unique attributes are selected. 6. Have participants engage in “free association”, which is finding connections between pairs of attributes. Looking at two attributes combined tends to generate new ideas. 7. Write down all paired associations and then begin combining them. This helps participants generate ideas and solutions that include all important attributes of the challenge statement. |

Practice Exercise:

Begin by asking students if they know the university's slogan or tagline. Most students will know it or get it almost correct. Let them engage in a short discussion about their opinions of the current slogan without discussing suggestions for a new slogan. Then place students in groups (if needed) to begin the steps of Circle of Opportunity. The challenge statement is to generate ideas for a new university slogan. The attributes identified in step three should be general, and the ones generated in step four should be directly related to the university. After the free association step, students must generate at least one idea for a new slogan.

Citations:

Michalko (2006); VanGundy, A. B. (2005)

Table 5. Mind Mapping**MIND MAPPING****Description:**

Mind Mapping is a tool that redefines or reframes a problem, opportunity, or situation through visual links. The visual nature of this tool helps participants restructure their thoughts. It can be considered "visual brainstorming". The visual diagram represents words, ideas, tasks, or other items linked around a central word or theme. It is similar to a semantic network, but it is not restricted on the kinds of links used.

Steps for Implementation:

1. Using a flipchart or whiteboard, write the challenge statement in as few words as possible and circle it.
2. Using at least three different colors, draw lines outward from the center circle.
3. Generate the same number of attributes as you have lines that are related to the challenge. For example, if the word in the center is "transportation", you may have "vehicles", "roads", and "signage" on the lines.
4. Draw at least three lines from the new attributes listed and generate more attributes. For example, from the word "vehicles", you may have "trucks", "cars", and "bikes". Each new branch triggers more branches so that you have a visual map of all the attributes involved in your problem, opportunity, or situation. This process and the results help participants identify the most important attributes as well as connections between attributes. This leads to deeper insights and more ideas.

Practice Exercise:

To practice Mind Mapping, have students tackle the issue of how to better recruit students to your university. Divide students into groups (if required), and have each group write the words "student recruiting" in the center and circle it. Then each group identifies three major attributes related to recruiting to put on separate lines from the central theme. Each group can choose different attributes (e.g. marketing materials, use of social media, personal interactions). Monitor the progress of each group by making sure they are adding more branches to each major attribute for a well-rounded visual map of the important issues. Once a good visual Mind Map is in place, students can begin generating ideas for how the university can better recruit students.

Citations:

Anderson, J.V. (1993); Michalko, M. (2006)

Table 6. Reversal

| REVERSAL |
|--|
| <p>Description: Reversal allows participants to see a challenge very differently. The assumptions behind the problem, opportunity, or situation are stated in the opposite form to gain a completely different view. Assumptions structure social reality. When assumptions change, so does the reality of the situation. This helps participants produce different consequences.</p> |
| <p>Steps for Implementation:</p> <ol style="list-style-type: none">1. State the challenge and list all the relevant assumptions related to it.2. Have students reverse all the assumption statements. Most statements can be changed by assigning the opposite verb or adjective. For example, a common assumption regarding restaurants is that “Waiters/waitresses must be friendly.” The reversal could be, “Waiters/ waitresses must be rude.”3. Have participants use the reversal statement to generate novel ideas and concepts. Initially, the ideas do not come forward easily because Reversal completely “flips-the-script” and forces people to think opposite of what they believe is good or right.4. Have participants select at least one Reversal statement and completely develop a workable idea around it. For example, Dick’s Last Resort is a restaurant with seven locations. Their claim to success is their rude and obnoxious wait staff. Customers view them as fun and entertaining. |
| <p>Practice Exercise: Most college classrooms look very much the same. Very common assumptions include that each classroom has desks, chairs, a white/blackboard, a computer with a projection screen and other technology. Use Reversal to have students generate ideas on how to redesign a college classroom. You can use the specific classroom you are in or have them focus on classrooms in general. One example Reversal statement would be, “Classrooms do not have chairs and desks”. In step four, students must develop a workable classroom idea about how a classroom can be effective without chairs and desks.</p> |
| <p>Citations: Mattimore (1995); McFadzean (1999)</p> |

Table 7. Rich Pictures

| RICH PICTURES |
|--|
| <p>Description: Rich Pictures is ideal for problems, opportunities, or situations that are complex. Drawings and pictures are created by the participants to describe the challenge, which allows their intuitive consciousness to communicate. The process brings forth contextual issues that may go unnoticed. This leads to new insight, a better understanding of the complex issue(s), and new patterns of thinking, which foster more ideas to emerge.</p> |
| <p>Steps for Implementation:</p> <ol style="list-style-type: none"> 1. As a group, have participants state the challenge in their own words and write it on a flip chart or white/blackboard. 2. Have individuals draw a picture of the current state of the challenge. Pictures can be metaphors such as animals or vehicles. Individuals should not share their pictures at this point. 3. Have individuals draw a picture of how they would like to see the challenge or situation in the future. 4. Ask individuals to share their two pictures with the rest of the participants. Ask them to describe each picture including the properties of each, the relationships between the two pictures, and reason(s) the behind the images. 5. As the descriptions emerge, encourage participants to generate new ideas and solutions. This reveals patterns, relationships, and perceptions that may not have emerged without visuals. It also provides more information on “what is” versus “what is desired”. |
| <p>Practice Exercise: Campus social life is a good practice topic for The Rich Pictures tool. Students can talk about the social life in general, or focus on one aspect of social life such as student clubs. A good challenge statement is to simply have them address how social life can be improved at the university. Individuals draw a picture of how they currently perceive social life and then a picture of how they would like to see it in the future. This process encourages students to share their personal experiences and deepens understanding among all students about how social life is perceived by their peers. New ideas for social events and clubs emerge as a result.</p> |
| <p>Citations: McFadzean (1998); Proctor, Hua Tan, and Fuse (2004)</p> |

Table 8. Six Hat Thinking

| SIX HAT THINKING |
|---|
| <p>Description: The Six Hat Thinking tool allows participants to view a problem, opportunity, or situation from six different perspectives called “hats”: 1) White – data, information, facts; 2) Red – hunches, intuition, emotions; 3) Black – problems, dangers, difficulties; 4) Yellow – positives, optimism, benefits; 5) Green – ideas, possibilities, alternatives; 6.) Blue – containment, management, control. It promotes a comprehensive, well-thought out process.</p> |

Steps for Implementation:

1. Clearly state the challenge to participants and let them know they will be thinking about it from a variety of perspectives.
2. Describe the perspective of each hat color to students. They must all be wearing the same hat at the same time when discussing the challenge. For example, if they are discussing the benefits and positive perspectives (yellow hat), no one is allowed to bring forth any problems or difficulties (black hat).
3. Have a facilitator begin the discussion by choosing one of the hats. Generally, it is best to begin with white hat thinking (basic facts). When a certain amount of time has passed, or when participants begin to repeat the same information or opinions, the facilitator calls out a different hat color. All participants must switch their discussion to the perspectives of the new hat.
4. All hat colors must be utilized to generate a well-rounded discussion of the challenge. This tool works very well with complex problems, opportunities, and situations, as well as ones where participants have very different opinions.

Practice Exercise:

Academic advising and registration is a good process to address for Six Hat Thinking. It is a complex issue that involves several people and offices, time management issues, and finances for many students. Most students have some issue to contend with whether it is access to their academic advisor, holds on their accounts, timing of financial aid, and the availability of courses they need to keep on track with their intended graduation date. Students are able to discuss this complex process in a comprehensive manner before generating ideas on how to improve the overall process.

Citations:

Bono (1995)

Table 9. Wishful Thinking

| WISHFUL THINKING |
|--|
| <p>Description: Wishful Thinking engages intrinsic motivation. Participants discuss the problem, opportunity, or situation by beginning each sentence with the words, “I wish”. As each participant completes the sentence, issues that are intrinsically important to the group are revealed. When experiences become more widely known, more insight is gained. This leads to more ideas that are central to everyone’s true desires.</p> |

Steps for Implementation:

1. Clearly state the challenge for participants and let them know the goal of the exercise is to paint a picture of an idealistic or “perfect future”.
2. Encourage participants to form “I wish” statements around the challenge. Statements can also be with things like, “If I were in charge” or “It would be great if”. For example, “If I were in charge, everyone would get a raise.”
3. Have students extract practical issues from the more “wishful” statements. For example, “It seems that people are concerned with compensation, job security, and workload.”
4. Move the discussion “back to reality” and ask more practical questions. For example, “How can we redistribute the workload in a more fair way?” This process unveils what is really on the minds of participants by having them state things in a more positive “I wish” manner than in a negative way by complaining or arguing. Then, steps three and four bring the discussion back to more practical issues that can actually be addressed and resolved.

Practice Exercise:

A good exercise for Wishful Thinking is to allow students to take on the role of dean in your college or even president of the university. Remember, Wishful Thinking begins in a very idealistic manner. In step two, students can begin their statements with, “If I were dean (president)”. By doing this, more practical issues that students deeply care about are revealed (step three). A discussion can then take place that is more reality-based about issues brought to light in step four, leading to many possible ideas and solutions to come forth in step five.

Citations:

Couger, Higgins, and McIntyre (1993); McFazdean (1998)

Table 10. What If Analysis

| WHAT IF ANALYSIS |
|---|
| <p>Description: The What If Analysis tool approaches problems, opportunities, and situations from a question and answer approach. It is a systematic, but loosely structured assessment of the issues. It allows participants to reflect on existing practices, procedures, or rules and helps them see possible alternatives and changes. This leads to the improvement of existing practices as well as the invention of new ones.</p> |

Steps for Implementation:

1. Clearly state the challenge and identify its major elements. For example, common elements to most challenges involve people, time, and money.
2. Have participants select one major element at a time and generate What If questions. These are hypothetical scenarios that can be brought forth by any of the participants.
3. Have students with the most knowledge and experience with each major element help answer the What If questions posed in step number two.
4. As each major element is addressed, ask participants to develop new ideas and solutions for improvement.
5. Have participants combine the new ideas/solutions to address the original challenge stated in step one. By breaking down the challenge statement into smaller elements, more ideas and solutions are generated, and the issues are addressed in a more comprehensive manner.

Practice Exercise:

One common student complaint on many university campuses is the parking. They often complain about the cost of parking, distance between parking lots and buildings on campus, and the lack of available parking spots. The parking situation on your campus is likely a good practice exercise for What If Analysis. Commuters are the ones who contribute most to step three, however, students who live on campus are close enough to the situation that they can understand the problem and participate fully in the discussion. If parking is not a problem for students on your campus, have students identify another campus situation or process that they believe can be improved.

Citations:

Michalko (2006); Sloane (2006)

CONCLUSION

We have presented our Creative Thinking Toolbox, a collection of classroom exercises drawn from creativity development research that we've found especially useful in enhancing students' creative-thinking skills in business case study analysis. First, the importance of developing these skills in marketing and management students was discussed. Then we outlined the tools themselves, with accompanying details and implementation recommendations in the appendix. Finally, the student results we found using the toolbox in one of our

courses was discussed. Students reported a positive impact on perceptions of their creative abilities as well as in their confidence with these skills. While these are self-reported, descriptive results, they are an important first step in developing creative thinking skills in students. The workplace is demanding graduates from business schools be fluent in creative thinking skills. Thus, it is incumbent on instructors in disciplines such as marketing, management and entrepreneurship to develop such skills. We hope our efforts in curating the CTT may be useful in helping our colleagues do just that.

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INTEGRATING THE PERSONAL SELLING AND SALES MANAGEMENT COURSES THROUGH EXPERIENTIAL LEARNING: A SALES MANAGEMENT COACHING EXERCISE

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ABSTRACT

A study was conducted to illustrate the impact of student-to-student sales coaching on the skills and delivery of student sales role plays. Each sales management student was assigned a group of professional sales students with the purpose of coaching (i.e., observing, evaluating, and providing feedback) them prior to their class sales call role plays. Feedback

gathered from participants suggests that the coaching exercise provides useful benefits to both sales management and personal selling students, as well as to the personal selling course instructor.

INTRODUCTION

According to the *Occupational Outlook Handbook* (2018), sales and related occupations are projected to grow three percent from 2016 to 2026. The U.S. Bureau of Labor Statistics (2018) reports that in May of 2017 there were more than 14.5 million people in the U.S. employed in the sales profession. Nearly two out of every three college graduates (not just business graduates) will take a sales position upon graduation (“The New Selling of America,” 2008 PBS broadcast). The demand for *effective* salespeople is even greater, as buyers look to salespeople as the differentiating factor when choosing among competing suppliers, and new salespeople often lack the appropriate training necessary to be effective (Stevens and Kinni, 2007). Proper training is key as companies expect entry-level salespeople to be prepared to sell upon hiring (Dixon & Tanner, 2012).

As the demand for salespeople continues to grow, so does the demand for sales managers to lead them. According to the *Occupational Outlook Handbook* (2018), growth in sales management positions is expected to grow seven percent from 2016 to 2026. One of the most critical tasks for sales managers, especially those in the field, is coaching (Badrinarayanan, Dixon, West, & Zank, 2015; Ingram, LaForge, Avila, Schwepker, & Williams, 2015). Sales coaching has been found to improve sales performance (Dahling, Taylor, Chau, & Dwight, 2016). As such, those in industry have called for developing innovative approaches to improve the effectiveness of sales coaching (*Selling Power*, 2010).

With the demand for both salespeople and sales managers on the rise, there is a need to effectively educate students to fill these roles. Therefore, the purpose of this paper is to provide an exercise to improve the coaching skills of students in the sales management course, while simultaneously helping to develop the sales presentation skills of students in the personal selling course. Before

explaining the coaching exercise, this paper begins by briefly discussing sales role-plays and the concept of sales coaching. This is followed by student feedback regarding the effectiveness of the exercise. Finally, implications are provided for sales educators.

EXPERIENTIAL LEARNING THROUGH ROLE PLAY

Role play has long been recognized as an effective method for teaching both personal selling and sales management and may be one of the best sales training methods short of on-the-job experience (cf. Widmier, Loe, & Selden, 2007). In fact, the sales call role play exercise is one of the key tools used to teach sales students (Sojka

& Fish, 2008). As an experiential learning method, it helps students to practice the skills necessary to be a successful salesperson (Inks & Avila 2008; Widmier et al., 2007). Using activity, reflection and application, experiential learning aids a student in acquiring knowledge, skills, and abilities (Kolb, Lublin, Spoth, & Baker, 1986). The role play could thus likewise be useful in developing sales management skills, in particular coaching skills.

Sales coaching involves working with salespeople, often one-on-one, to provide feedback, behavioral modeling and goal setting (Dahling et al., 2016). Continual guidance and feedback by sales managers is believed to help salespeople reach their full potential (Rich, 1998). Sales organizations often have sales managers spend time in the field with salespeople conducting sales calls. Upon completing a sales call, the sales manager spends time coaching (i.e., providing feedback) the salesperson to help improve future performance. When providing feedback to salespeople, sales managers should go beyond simply providing outcome feedback (i.e., information about whether a desired outcome was achieved), but also should provide cognitive feedback (i.e., information about how and why the outcome is or is not achieved) (Ingram et al., 2015). Sales management students can benefit from the opportunity to practice at least one aspect of sales coaching (i.e., providing feedback) prior to being thrust into a coaching situation.

While the sales call role play provides an effective mechanism for providing immediate performance feedback to sales students, large class sizes often make detailed feedback difficult for educators (Carroll, 2006). As such, Carroll (2006) suggests that peer evaluation can provide students with supplemental instruction. Furthermore, research on peer coaching suggests that both individuals are learners in the process (Parker, Hall and Kram 2008). Given the need and desire to provide additional feedback to sales students, coupled with the need and desire to help develop the coaching skills of sales management students, a role play solution that meets the needs of both was developed.

THE SALES COACHING EXERCISE

This exercise requires the use of both the sales management and personal selling courses. Ideally the sales management students will have already taken the personal selling course. However, there may be sales management students who are currently enrolled in the personal selling course. This makes it a little more challenging for these students to complete the coaching assignment and forces them to clearly understand the sales call process (even if they are not proficient at it).

For this exercise, students in the sales management course are tasked with observing and evaluating student sales call role plays conducted by students taking the

personal selling course. The number of students who are assigned to each sales management student depends upon the number of students in both the sales management and personal selling courses. Sales management students (i.e., sales coaches) are provided the names of the personal selling students (i.e., salespeople) they must coach and are instructed to contact the sales students to arrange a time to meet and be coached. There are two options for sales coaches to view the sales students' role plays. One is to view the role play between two sales students live and evaluate it at that time. Another alternative is to have the sales students record their role play and provide it to the sales coach to evaluate prior to meeting the salesperson for the coaching session. In either case, the sales coach is provided the same sales role play evaluation form (see Exhibit 1) used in the personal selling course to evaluate the sales role play and is required to complete the form when viewing each student's sales role play. In addition, a section on coaching is covered in the sales management class prior to the exercise. Furthermore, students are provided with directions and the grading rubric to be used for this exercise (see Exhibit 2). Coaches are instructed to video record their feedback (e.g., what the student did well, what needs improvement, suggestions for how to improve) to the student salesperson with the intent of helping this individual improve his or her personal selling skills. Coaches must provide constructive cognitive feedback, as well as gain agreement with the salesperson on a plan for improvement. Coaches are asked to submit their coaching session videos and evaluation notes taken during the role plays on the assigned due date.

Exhibit 1: Sales Role Play Evaluation Form

| | |
|--|-----------------|
| Role Play Evaluation Form | |
| Presenter Name: | Evaluator Name: |
| APPROACH: 15 points <ul style="list-style-type: none"> Professional introduction Effectively built rapport Provided company value-proposition Smooth transition into needs identification (set agenda and asked if 15 min. is okay) | Comments: |
| NEEDS IDENTIFICATION: 20 Points <ul style="list-style-type: none"> Effectively uncovered needs of the buyer (3 SPIN) Asked effective questions that brought to the buyers' attention what happens to the | |

| | |
|--|--|
| <ul style="list-style-type: none"> company or the buyer when problems continue Provided needs summary and gained pre-commitment to show product/service | |
| PRODUCT/SERVICE PRESENTATION: 20 points <ul style="list-style-type: none"> Presented features and benefits based upon needs of buyer Used appropriate/professional visual aids Effectively demonstrated product/services Effectively involved the buyer in the demonstration Effective use of trial closes | |
| OVERCOMING OBJECTIONS: 10 points <ul style="list-style-type: none"> Initially attempted to gain a better understanding of the objection (clarified objection) Effectively overcame objections Confirmed the objection is no longer a concern for the buyer | |
| CLOSE: 10 points <ul style="list-style-type: none"> Provided an overview of pricing Effective use of a closing method | |
| COMMUNICATION SKILLS: 15 points <ul style="list-style-type: none"> Effective verbal communication skills (active listening; restated, rephrased, clarified, probed for better understanding) Appropriate non-verbal communication Verbiage (clear, concise, professional) | |

| | |
|--|--|
| <p>LIKEABLE AND TRUSTWORTHY: 10 points</p> <ul style="list-style-type: none"> • Enthusiasm and confidence • Product knowledge • Flowing conversation (not-scripted) | |
|--|--|

There is flexibility in grading the exercise. The number of points for the assignment may vary, with 10 points for each coaching session being previously used for this exercise (students in the sales class have also received up to 10 points for participating). From the personal selling instructor’s viewpoint, participation in the activity, in preparation for the student’s final role play, is the main objective. When it comes to grading each coaching video, the rubric makes it easy to check off what was accomplished. Most coaching videos average about four to five minutes. It is certainly the instructor’s discretion regarding how closely he or she wants to evaluate each dimension listed on the rubric. The important thing is that the sales management student has an opportunity to practice at least one, albeit important, aspect of coaching.

The exercise is not without challenges. First, it requires cooperation and coordination between the personal selling and sales management instructors. Schedules must be coordinated, and communication provided to the sales instructor if a sales student does not cooperate. Related, the timing of the exercise can be an issue. Before sales students can be coached, they must be prepared enough to conduct their final sales call role play in the personal selling class. This usually occurs toward the end of the semester. The issue involves having enough time to get the sales students coached so that they can

Exhibit 2: Sales Coaching Assignment

| |
|--|
| <p>Coaching Assignment Instructions and Evaluation Form</p> <ol style="list-style-type: none"> 1. Read the section in our textbook on coaching – pages 213-215. 2. Video record each sales presentation and subsequent coaching session (you will submit to me a recording of each coaching session). Make sure that the coaching portion of the video includes both you and the student you are coaching on screen. I would like to see your face (not your back) when coaching, so arrange to tape accordingly (e.g., you may want to sit where the buyer sat during the role play). Also, coach each salesperson individually after their presentation (i.e., do not coach both at once). 3. Observe the salesperson and use the sales presentation evaluation guide in the “course documents” file on Blackboard to assess the presentation (you will submit this evaluation with any notes you take along with your recording to me). Do not sit right next to the |
|--|

buyer and seller as they conduct their role play (preferably be in the observation room or behind the camera observing). Also, your task as a sales coach will be much easier if you do not serve as the buyer.

| | |
|--|-------------------|
| I will be looking for and evaluating the following in your recorded coaching session with the salesperson: | |
| Coach Name: | Salesperson Name: |
| Asked the salesperson to self-critique. | Comments: |
| Provided positive reinforcement. | |
| Provided constructive cognitive feedback. (and knew what you were talking about) | |
| Asked salesperson if he/she had any questions | |
| Developed and agreed on a plan for Improvement | |
| Made eye contact and spoke in a helpful demeanor | |
| Included written evaluation. | |
| Other: | |

incorporate what they learned before they give their final sales presentation. Given that this takes each sales coach coordinating schedules with several sales students, this can be a challenge. An alternative (which has not been tried) might be to have the sales management students only coach a particular section of the sales role play (e.g., the approach; needs identification). This might allow for earlier start and finish times prior to the sales student’s final sales role play. Another issue deals with the recordings. While schools fortunate to have a sales lab may conduct the recording sessions there, it is not necessary. Most students have a means for recording their role plays and coaching sessions. The challenge here is making sure that students include both the salesperson and the coach in the

recording. Also, sometimes the recordings are difficult to hear.

EFFECTIVENESS OF THE COACHING EXERCISE

Short questionnaires were administered to both the sales management and personal selling students upon completing the coaching assignment to solicit their feedback (see Tables 1 and 2). Of the 17 sales management students in the course, 14 completed the survey for an 82.4% response rate. A total of 40 out of 60 sales students responded for a 66.7% response rate. Students were asked to provide their level of agreement to five questions using a five-point Likert-type scale ranging from (1) “strongly disagree” to (5) “strongly agree.”

Table 1. Sales Management Students’ Survey Results

| Survey Question | Disagree or Strongly Disagree | Neither Agree nor Disagree | Agree or Strongly Agree | Mean |
|---|-------------------------------|----------------------------|-------------------------|------|
| I believe that the coaching exercise was beneficial for me. | 28.6% | 35.7% | 35.7% | 3.0 |
| The coaching exercise helped me to feel more confident in providing constructive feedback. | 14.3% | 21.4% | 64.3% | 3.6 |
| I believe that the coaching exercise was beneficial for the students that I coached. | 0.0% | 7.1% | 92.9% | 3.9 |
| Having completed the coaching exercise, I feel I am better prepared to coach a salesperson if I had to do so. | 14.3% | 42.9% | 42.9% | 3.4 |
| I believe that the coaching exercise was a valuable part of the sales management course. | 14.3% | 28.6% | 57.1% | 3.5 |

With regards to the sales management students, while 37.5% of the students felt the coaching exercise was

beneficial to them, only 14.3% believed it was not. The coaching exercise did, however, tend to make the sales management students feel more confident in providing constructive feedback (64.3% agreed). Almost ninety three percent (92.9%) of the student sales coaches felt that this exercise was beneficial to the students being coached. However, after only coaching a few sales students, the student coaches were not highly confident that they were prepared to coach a salesperson if they had to do so (42.9% agreed, while the same percent was not sure). A majority of the sales management students (57.1%) were inclined to believe that the coaching exercise was a valuable part of the sales management course, whereas only 14.3% did not.

Sales management students were also asked to provide qualitative feedback regarding the positives and negatives of the exercise. Several reiterated that they found it helpful to other students, while others suggested that it made them revisit what was learned in the personal selling class. As for negatives, the most prevalent issue was the sales management students’ difficulty in setting appointments with the sales students (e.g., some were nonresponsive; some were not clear on the assignment; finding a good time both could meet). It should be noted that the results for the sales management students may have been affected by the fact that one of the students was simultaneously taking the personal selling course, another was a MBA student working in sales, and one was an Asian exchange student who was reserved and did not have good command of the English language.

Table 2. Personal Selling Students’ Survey Results

| Survey Question | Disagree or Strongly disagree | Neither agree nor disagree | Agree or Strongly Agree | Mean |
|---|-------------------------------|----------------------------|-------------------------|------|
| The coaching exercise was beneficial for developing my role-play skills. | 16.2% | 25.8% | 58.1% | 3.5 |
| The coaching exercise helped me to feel more confident in delivering my sales presentation. | 18.3% | 29% | 51.6% | 3.5 |
| The coaching exercise was beneficial for developing my interpersonal skills. | 19.4% | 35.5% | 45.2% | 3.4 |

| | | | | |
|---|------|-------|-------|-----|
| The sales role-play and coaching exercise prepared me to enter a career in sales. | 6.5% | 19.4% | 74.2% | 4.0 |
| The sales role-play and coaching exercise prepared me to present myself, ideas, and my future employer's products/services. | 0% | 9.4% | 90.3% | 4.1 |
| The sales role-play and coaching exercise prepared me to better engage and interact with others in a professional setting, whether in sales or otherwise. | 0% | 6.5% | 93.5% | 4.2 |

As for the personal selling students, 58% of respondents believe that the coaching exercise was beneficial for developing their sales role play skills. When asked whether respondents felt more confident delivering a sales presentation after receiving coaching, 52% agreed. Lastly, 45% felt as though the coaching exercise was beneficial in developing strong interpersonal skills. The remaining three questions gathered insights on the effectiveness of *both* the coaching exercise and sales role-play assignment. After completing the sales role-play and having been coached by sales management students, 74% of respondents believe that they are better prepared to enter a career in sales. Ninety percent agree that they are better prepared to present themselves, their ideas, or their future employer's products/services, while 94% believe that they are better prepared to engage and interact with others in any professional setting, whether in sales or otherwise.

The personal selling students also provided qualitative feedback. Students felt as though the coaching exercise instilled confidence in their abilities while also identifying useful areas of improvement. Multiple respondents believed receiving feedback from peers, who have completed the role-play assignment in the past, created a sense of trust and credibility. Interestingly, respondents

noted that simply interacting with the coaches helped them become more conversational, comfortable receiving feedback, and knowledgeable on how to provide coaching and feedback to others.

With regards to completing the role play, students noted the realistic experience of delivering a personalized sales presentation provided a huge confidence boost. It allowed students to get out of their comfort zones and test their skills under pressure. Students felt as though the assignment was unique compared to assignments in other courses, due to their ability to directly apply the skills learned in the classroom to a real-world situation. Respondents also mentioned the assignment provided insight on the importance of pre-call research for identifying potential needs of prospects and internal research specific to addressing the prospect's needs.

The responses highlighting the negatives of both the coaching exercise and sales role-play provide useful insight into where and how students believe the assignment can improve. Like the sales management students, for the coaching exercise the most prevalent negatives were its timing and scheduling. Some students were not able complete the coaching exercise before the sales role-play, which prevented them from receiving useful feedback prior to presenting in class. Much of the negatives were due to the difficulty in scheduling. Students felt that arranging a meeting with students who have different schedules was an inconvenience and difficult to accomplish. Outside of timing and scheduling, a few respondents felt as though they received generic feedback, which focused mainly on their strengths, rather than identifying specific weaknesses to improve upon.

Regarding the sales role play assignment, the feedback was mostly specific to timing and scheduling. Due to the nature of the assignment and length of role plays, a significant amount of class time is required. While the students are required to watch their peers' role plays, they felt the length of the assignment took valuable time from learning in class. Regarding scheduling, the students also felt it was difficult to meet with their partner outside of class to ensure their partner was educated and prepared to be a buyer in the role-play.

DISCUSSION AND IMPLICATIONS

The research indicates student-to-student sales coaching has a positive impact on learning both sales management and professional sales skills. The coaching exercise allows sales management students to practice giving constructive feedback to peers while sharpening their own interpersonal skills. For professional sales students, the coaching and feedback aided in their preparation, confidence, and overall delivery of sales call role plays. For sales educators, it appears the sales management coaching exercise may improve students' quality of work and confidence in future sales situations.

The sales coaching exercise ensures additional practice and preparation from personal selling students. It

was abundantly clear that sales students appreciated having a second set of eyes to provide different perspectives on their strengths and weaknesses. For sales educators, the coaching exercise provides value by providing students personalized attention and feedback educators may otherwise not have time to provide.

The data exemplified both the coaching exercise and sales role play helped students develop and hone their interpersonal skills. Interestingly, when asked what skills the students believe are most crucial to their career success, interpersonal and communication skills were listed by most students. In multiple cases, students were far more specific, indicating skills such as building rapport, connecting with people, public speaking, asking the right questions, communicating value, active listening, and trustworthiness. This data was quite reassuring, in that it aligned directly with the anticipated positives of both the coaching exercise and sales role play. The skills that students believe will be most crucial to their career success are the very skills the two assignments help them improve.

Timing and scheduling of coaching exercises appear to have a clear impact on the effectiveness of the experience. When integrating similar exercises into the classroom, providing class time or a clear/organized method of scheduling can lead to higher student satisfaction. If the purpose of the coaching exercise is to aid in the preparation of the personal selling students' in-class graded sales call role plays, it is also crucial the students are coached prior to the delivery of these role plays.

The fact that sales management students did not clearly see the coaching exercise as beneficial to them (mean = 3.0) may be because most of the students in the sales management course indicated little interest in a career in sales, much less sales management (many simply needed an elective to graduate). Thus, it makes sense that several of them neither agreed nor disagreed regarding the benefit of the exercise since they believe that they will not be coaching any time soon, if ever. For sales educators, it is critical to communicate the benefits of coaching, using empathy, and providing quality feedback to others, whether in sales or otherwise. Altering students' perception of the exercise by discussing the different areas and career paths these skills can be applied can be crucial to increase student involvement and learning.

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THE RISE OF STANDARDIZED RANKINGS IN HIGHER EDUCATION: EXAMINING THE VALUE PROPOSITION FOR ADULT LEARNERS

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ABSTRACT

The way students “shop” for their higher education is changing. Through advances in technology, a variety of ranking tools now allow students to readily compare institutions. The purpose of this paper is to share findings from a review of ranking systems available to students, particularly adult learners (AL’s), as well as data gathered through two surveys of our AL population. We found that convenience, program selection, and university reputation are particularly important to the majority of our ALs. In an environment where students have the flexibility to choose among numerous institutions, universities must work to understand their value proposition.

INTRODUCTION

The decision-making process and student expectations about the value proposition of higher

education are in a significant state of change due to advances in technology. These advances spurred changes that, in turn, made higher education metrics and analysis tools comparing the value of higher education across institutions more transparent. As

these tools become more prevalent and their ability to organize and categorize information for the consumer increases, prospective students become better-informed shoppers of higher education and thus select higher education institutions with distinct definitions of value and expectations of a return on their investment. This data access has significant implications for higher education institutions that increasingly face a risk of closure or acquisition due to inability to attract students. Institutions that serve adult learners (ALs) should be aware of how their institutions stack up and consider strategies to assess their value proposition. The focus of this research is to report findings from a limited review of traditional and adult ranking systems available to students and to share insights gathered through feedback from our AL population about their priorities and decision-making process.

THE HIGHER EDUCATION VALUE PROPOSITION FOR ADULT LEARNERS

Value propositions help persuade a potential consumer that one particular product or service will add more value or better solve a problem than other similar solutions (Baldock, 2011; Horn, 2010; Lederman, 2011; McGuire, 2016). To sustain a competitive advantage, successful organizations must offer exceptional value to their prospective and current customers. For the value proposition to resonate in higher education, it is crucial to understand the market segments served and how to target each sector successfully.

The customer profile in higher education is shifting as an increasing adult population is arriving on college campuses, both physically and in the online environment (National Center for Educational Statistics [NCES], 2017). Unlike traditional-aged college students, ALs are defined as 25 years old or older (Glastris, 2017). They comprise greater than 40% of the more than 20 million students attending colleges and universities in the United States. According to the National Center for Educational Statistics (2017), enrollment of ALs increased by more than 40% between 2000 and 2011. With this influx of the adult-student population, institutions need to strategize how best to attract and retain these students. Many of these students are returning to college after receiving credits at other institutions. Many higher education institutions have failed to develop a deep understanding of ALs' needs and challenges, such as complex work commitments, lack of access to financial resources, family responsibilities, course scheduling conflicts, and difficulty navigating the institutional system (Osam, Bergman, & Cumberland, 2017).

THE RISE OF STANDARDIZED RANKINGS AND REVIEWS IN HIGHER EDUCATION

Advances in technology have incited a variety of metrics and analysis tools to assist prospective students in the decision-making process of choosing a higher education institution. They do so by providing users with search capabilities to determine value across institutions in standardized ways. These systems are becoming more prevalent, and their accuracy in organizing and categorizing information is increasing. Some of the most common measurements are cost, retention rates, graduation rates, employment rates, student and alumni satisfaction, and average debt. Alter and Reback (2014) studied the relationship between college ratings from *U.S. News & World Report* and Princeton Review; they found that both the academic and quality of life reputation ratings significantly impact the number of applications received and overall diversity and competitiveness of the applicant pool. As these tools become more commonplace in the decision-making process, institutions may face increased scrutiny by consumers and governing organizations.

Up until now, publications that rank the value of colleges and universities have mainly focused on high school students and their parents. The College Scorecard, *U.S. News & World Report*, and Princeton Review are some of the most popular references that serve this traditional student body. Created by the Obama administration in 2015, the College Scorecard, an online tool, helps prospective students understand the cost and value of colleges and universities in the United States (Mitchell, 2015). The website and search capabilities enable users to assess and compare data on costs, graduation rates, employment rates, average amount borrowed, and loan default rate (NCES, 2017). Unlike other popular ranking systems such as those of *U.S. News & World Report* or Princeton Review, the College Scorecard does not rank institutions; rather, it provides users with existing data collected and categorized by the U.S. Department of Education. Supporters of the College Scorecard argue that there should be public access to accurate information about the benefits and costs of higher education. Those opposed agree with the need for reliable information to be available, but they challenge the Scorecard's accuracy and comprehensiveness (Kreighbaum, 2017). The U.S. Department of Education continues to work on improving the information available and hopes that success outcomes will evolve.

The Scorecard's target market is evolving and now includes information on part-time and transfer students. The Scorecard's metrics do not currently tie to any Department of Education

accountability measures that could negatively affect institutions, i.e., the potential loss of federal funding. However, the government intends for it to inform students' choices. The Federal Student Aid website offers a link to the Scorecard and plans to build methods encouraging its use (Kreighbaum, 2017). According to recent assessments by the U.S. Department of Education, over one million unique users have visited the College Scorecard website, yet it remains unclear how students used this data or if it influences their choices (EAB, 2016). When looking at how data affected students' patterns to send test scores to various schools for admission purposes, the Department of Education found that costs and graduation rates had no effect, but earnings after graduation data did increase the likelihood that students would engage with a school (EAB, 2016). However, the researchers discovered that not all students appeared influenced by the data. Students from more privileged backgrounds were more likely to change their decision making as a result (EAB, 2016).

The *U.S. News & World Report Best Colleges* publication exists as a nationally recognized system of evaluating and ranking schools (U.S. News & World Report, 2018). To calculate the rankings, *U.S. News & World Report* gathers data from colleges and universities on up to 15 indicators of academic excellence. According to *U.S. News & World Report*: The indicators are scored, normalized and assigned weights that reflect U.S. News' judgment about how much the measures matter. Next, the weighted values are summed and transformed so that each eligible school receives an overall score between 0 and 100, with the top school(s) in each category scoring 100. Finally, colleges and universities are ranked against their peers in descending order of their overall scores. (Morse, Brooks, & Mason, 2017, para. 6)

U.S. News accurately captures high-level reputation scores, but these are reportedly easy to manipulate if organizations are willing and able (Kutner, 2014). Since the first ranking systems developed, schools have argued that the classifications are subjective. Northeastern University's President Freeland made it his mission to crack the *U.S. News* university ranking-code to improve their numbers. "There's no question that the system invites gaming. We made a systematic effort to influence [the outcome]." Northeastern University sprang from 160 up to 49 in the rankings (Kutner, 2014). Defenders of the rankings maintain that the system exposes students to more schools and helps the consumer to compare them.

The Princeton Review (2018) uses consensus-based assessment to create their list of Best Colleges. The Princeton Review's 62 college

ranking lists cover nine general areas: academics/administration, quality of life, politics, campus life, town life, social life, extracurriculars, social scene, and schools by type (Princeton Review, 2018). Each college receives a score for its own students' responses to survey questions. Top 20 lists generate based on strong positive opinions coming from students at that college or university. The Princeton Review reports on the top 20 schools out of 382 schools reviewed in their annual publication. No rankings are associated with the Princeton Review's opinion or rating of a school. The organization also creates rating scores based on eight categories, including selectivity, financial aid, and safety. The ratings compiled come from data provided by school administrators and feedback from students (Princeton Review, 2018).

THE RISE OF RANKING SYSTEMS FOR ADULT LEARNERS

Publications and ranking systems that focus on the holistic needs of the AL are beginning to emerge. In contrast to traditional ranking systems, the best schools for adults are often far down the list or not ranked at all in existing publications; this provides an opportunity for organizations that are successfully serving the needs of adult students to position themselves for consideration in these rankings and reviews. In conducting an online search for ranking systems that focus on ALs, we identified three publications, including *Washington Monthly's* annual list of America's Best Colleges for Adult Learners (Glastris, 2017), *College Factual's* Best Colleges for Non-Traditional Students (College Factual, 2015), and *LendEDU's* Top Colleges in the U.S. for Adult Learners (Gitlen, 2017).

In August of 2016, *Washington Monthly* announced what they described as the first ranking list that focuses on the best colleges and universities for ALs (Glastris, 2017). *Washington Monthly* looked at 1,133 four-year colleges and 1,292 two-year colleges. Seven key metrics were reviewed to create this list: ease of transfer/enrollment, the flexibility of program, the percentage of adult students, mean earnings of students 10 years after entering college, loan repayment rates 5 years after entering college, and tuition/fees. Information from the U.S. Department of Education and College Board determined ease of transfer rankings as well as whether students can transfer in upper-level courses and if there are specific orientation programs for transfer students. Colleges that allow students to receive credit for prior learning/work experience and the frequency and variety of course offerings factored into the flexibility rating. Services for adult students evaluated included financial aid, counseling,

childcare, and job placement. Data from the College Scorecard examined average earnings for adult students a decade after they enrolled regardless of graduation rate. The metric does not consider students' earnings before they entered. The College Scorecard also determined what percentage of students were able to pay down their student loans 5 years after entering the repayment phase. To measure affordability, they collected data on tuition and fees for in-district students. No Ivy League university or elite private school made the top 10 on *Washington Monthly's* list, and you may not have heard of many of the top-ranked schools (Glastris, 2017). San Francisco's Golden Gate University topped the list in 2016 with high rankings across most of the measures (Glastris, 2017). The opportunities for recognizing academic institutions for their focus on older adults are still evolving, and universities must identify a business model that works for them and their students.

College Factual developed a list of Best Colleges for Non-Traditional Students. The rankings were first released in 2015 to address the needs of students over the age of 25 (College Factual, 2015). Revised in 2018, the ranking system broadened to include more detailed information on graduation rates, by incorporating data from the U.S. Department of Education. The rankings target students returning to school, attending part-time while often working full-time, and professionals seeking college credit for their professional work experience. The ranking factors are based equally on financial factors (price per credit, post-graduate earnings, and loan repayment rates), degree completion rates (graduation rates of adult students), student composition (percentage of ALs), and quality (measured by Quality Matters).

LendEDU, an organization that helps students access education financing, recognized the need to help its customers find information about institutions serving the needs of ALs (Gitlen, 2017). The company prepared a report that focuses on the top colleges in the United States for ALs. The report includes measures such as the breadth of evening and online courses, continuing learning/professional learning programs, on-campus childcare, flex scheduling options to include hybrid, 6-, 9-, and 12-week courses, and breadth of weekend classes (Gitlen, 2017). New models that focus on relationships between cost and return are also available.

PRIMARY RESEARCH ON THE PRIORITIES AND DECISION MAKING PROCESS FOR OUR ADULT LEARNERS

In addition to gathering secondary research on this topic, we invited our undergraduate ALs to participate in an anonymous survey so that we could gain a better understanding of what was important to them in choosing a higher education institution. We also wanted to determine if what we were learning through the ranking systems was consistent with what our students value. We created a brief online survey using Qualtrics Survey Software and distributed it to 105 ALs taking undergraduate business courses in Fall 2017. The survey was available for one week, and a reminder email was sent the day before it closed. Sixteen students completed the five-question survey, a response rate of just over 15%. The questions focused on the level of importance of various factors that influenced their decision to attend and how students heard about our programs. Findings showed that the top three factors ALs identified as extremely important in their decision to choose an institution were: #1 convenience/flexibility (62.5%), #2 reputation of the institution (50%), and #3 specific programs offered (43.5%). The next highest priorities were significantly lower: price (18.75%), and time to complete the program (18.75%). We also reviewed a university-wide 2017 student survey, further analyzing ALs' perspectives on what is important to them in choosing an institution. This survey, distributed to students currently enrolled in undergraduate programs for ALs, went to more than 1,200 students; 432 responded, a response rate of more than 30%. Results from the Annual Student Survey showed that the top three reasons students chose our institution were consistent with the findings from the survey of business students, with a slightly different order in priority: #1 university reputation (51.9%), #2 specific program of study or major (49.4%), and #3 convenience/flexible course delivery options (40.7%). Price was also a factor, but less so regarding the making of the initial decision. In separate questions, students were asked what would prevent them from continuing their education and what more our institutions could do to attract and retain students. Nearly half of the responders expressed concern about accessing financial resources to sustain their education over time.

When asked what our institutions could do to improve their experience, the majority of students recommended more online (51.5%), hybrid (60.3%), and weekend (55.1%) offerings to attract and retain students. ALs also noted their desire for customized support from faculty and staff to help them define and reach their goals. Results from this primary research indicate that the reputation of our institutions is an important decision-making factor in our marketplace. The authors found that inclusion of reputation to be an interesting finding because many of the AL rankings do not emphasize the importance

of reputation. Our pricing in the market is currently higher in comparison to alternatives, so it is affirming to see that students choosing our program do recognize the value of reputation and appear to be willing to pay higher tuition as a result.

CONCLUSION

New rating systems are emerging to address the needs of ALs, and institutions that serve ALs should consider strategies to assess their value proposition. This research focused on a review of traditional and adult ranking systems available to students and findings from feedback gathered from our AL population. Results affirmed that a variety of programs, course offerings, and flexibility are valued most. Also, institutional reputation was found to be important to our students. In an environment where ALs have flexibility to choose across any number of programs and institutions, we recommend that organizations explore how their programs stack up in the current ranking systems. We also recommend that institutions reach out to their student populations to understand what differentiates their program from others. This research sets the foundation for future research at our institutions on the meaning of reputation as part of our value proposition.

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SIMULATIONS IN MARKETING: A MISSING PIECE OR A BUILDING BLOCK?

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POSITION PAPER

Simulations occur in a tech-generated environment where student teams compete and periodically take strategic actions that generate information such as sales, profit and rank (Vos & Brennan, 2010). According to recent studies, the simulation software market is expected to grow from \$6.26 billion in 2017 to \$13.45 billion in 2022, with education being the fastest growing segment. Advancements in technology and the push towards more realistic high impact practices are driving growth in marketing education simulations. Popular simulations include Stukent Mimic, MarketShare, Simbound and Markstrat.

In the marketing discipline, simulations have grown in popularity among Marketing professors. They offer several advantages. Simulations increase social interaction (Xu & Yang, 2010), teach students how to work as a team (Gillentine & Schulz, 2001), increase involvement, engagement and perceived realism (Johnson, Johnson & Golden, 1996), heighten curiosity and enjoyment and offer a dynamic environment requiring adaptation and creativity (Vos & Brennan, 2010). Additionally, simulations require students to use conceptual abilities, analyze data and use information for problem-solving (Jenning, 2002).

Students perceive the simulation game to be highly effective learning method, developing knowledge and skills expected of marketers (Vos & Brennan, 2010). Jennings (2002) found that students preferred simulations over the case method and “live” consultancy projects.

Elliott and Shin (2002, p. 198) describe student satisfaction as “the favorability of a student’s subjective evaluation of the various outcomes and experiences associated with education.” Several variables influence satisfaction. Researchers have found that instructor teaching methodology, support materials, quality of instruction, clearly set expectations by faculty, student’s expectations, promptness of feedback, gender, preferred learning style, interaction with classmates and instructor, and class size all influence satisfaction (Brokaw, Kennedy & Merz, 2004; Gefen & Straub, 1997; Hansen, 2008).

Little research has been conducted on simulations and satisfaction. Caruana, La Rocca and Snehota (2016) found that performance expectancy and effort expectancy drive learner satisfaction. Therefore, the purpose of this study is threefold:

- a) Identify factors that affect course satisfaction;
- b) Test which factors significantly impact course satisfaction;
- c) Compare the factor means across three different pedagogies: Simulations, class lectures and class projects.

This research is critical as increased satisfaction can enhance positive learning outcomes (Eom, Wen & Ashill, 2006), loyalty (Fornell, 1992) and retention (Schertzer & Schertzer, 2004).

Based upon past research, several factors influencing satisfaction were identified. Pre-existing scales were used to measure each of these factors, as well as satisfaction. Students were asked to rate their overall satisfaction with a course. They were then asked to rate their satisfaction across several of the different factors and for three different pedagogical tools (traditional class projects, regular classroom lectures and simulations). The sample consisted of 216 students from a large (and mysterious) Western University.

A factor analysis yielded a 6-factor solution that captured 67% of the variance. For each factor, Cronbach’s Alpha was higher than the norm of .7. The factors identified were Applied, Data Analysis, Understand Concept, Work with Others, Enjoy, Decision and Creative. We then ran a regression of these factors on overall satisfaction, Applied and

Understand Concepts were significant. Looking at means across the different pedagogies, simulations did better than traditional marketing projects, across all factors.

Additional research may help identify why that may be, and what may be the optimal mix of pedagogical resources.

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BRINGING LIFE TO A MARKETING RESEARCH COURSE USING VITA COLLABORATION AND DATA ANALYTICS: AN OVERVIEW

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POSITION PAPER

Marketing faculty who teach analytics-based courses often face the challenge of developing meaningful and realistic course projects that can be completed over a time-constrained semester. Such challenges may include thorough survey development, data collection, and the IRB approval process. This proposal describes a pedagogical tool developed for and used in a Marketing Research course to provide students the opportunity to complete an analytics-based service learning project using real-time data with a local non-profit organization. This project format is unique because 1) completion of the typical time-consuming IRB approval process is not required, 2) student participation in VITA events is not required for survey data collection because VITA program employees and volunteers administer the surveys, 3) students who do participate in VITA events get the opportunity to help diverse socioeconomic groups, and 4) new external community and service learning relationships may not need to be established with the local VITA provider because many schools in the United States already have such relationships established through their accounting programs.

The Volunteer Income Tax Assistance (VITA) program, administered by the Stakeholder Partnerships Education and Communications (SPEC) department within the IRS, provides “free income tax preparation and filing services for low- and moderate-income households. Demand for these services is high, and volunteers and partners often find that participation is a rewarding, and sometimes life-changing, experience” (Palmer & Reilley, n.d.). Accounting students from multiple universities across the country have assisted with providing tax preparation services. United Way of Greater Stark County (UWGSC) is the local VITA administrator for the said university with whom a working relationship has been established to develop and implement a successful marketing research-based project to benefit the organization. While the university accounting students complete tax preparation for VITA clients, the program has been expanded to include marketing research students completing data collection, analysis, and reporting to assist VITA representatives in better planning community outreach initiatives for the organization. This proposal provides a general explanation of how the project has been implemented over the past three years and suggestions for future direction.

The objective of the VITA program is to provide tax assistance services to those in the community by increasing the number of tax payers who file for free and increase claimed tax credits—ultimately increasing the amount of tax monies returned to the community. The lead faculty member for the Marketing Research course worked with UWGSC VITA administrators to develop and implement a class project for students to provide research assistance in better understanding their clients—essentially their customers. The project has been the primary project for the Marketing Research course the past three spring semesters. Note: The Marketing Research course is only offered during the Spring semester at the said university.

The class project consists of seven phases, which are outlined as follows:

Phase 1: The faculty member confirms the details of the VITA class project with UWGSC VITA administrators (late Fall). These details include survey format, IRS requirements to address with students, sites/dates for students to volunteer as “greeters” at tax preparation sites, the date when administrators will forward data file to the faculty member, and the final presentation date.

Phase 2: In-Class completion of the IRS Volunteer Standards of Conduct Agreement Form 13615 (mid-January). Students and faculty complete this agreement to ensure understanding of the responsibilities entailed with volunteering at VITA events. This is an ideal time to address the importance of “privacy issues” in data collection with students in the marketing research course (Peltier, Milne, Phelps, & Barrett, 2010).

Phase 3: Survey Development and Finalization (mid-January). During the first year of the project (2016), students worked with UWGSC VITA to develop a survey instrument to better understand how to target current and future clients and to determine what additional services they would like to have provided by the organization. During consecutive years, this survey has been modified with minimal changes as VITA representatives are satisfied with the current survey format. One of the class activities is to re-evaluate and discuss the survey prior to yearly use.

Phase 4: Administer Survey/Collect Data (mid-Jan through mid-April). Data is collected when VITA clients are greeted at the tax preparation site. Students from the Marketing Research course have the opportunity to volunteer as greeters at one VITA site to gain an understanding of the program and assist with the data collection process, although typically VITA employees and volunteers administer the surveys. Greeters administer the paper surveys to clients and survey data is entered in a spreadsheet by a VITA employee following each tax event.

Phase 5: Data Analysis (mid-March through April). The faculty member receives the data file from VITA, confirms the data is de-identified, and forwards to students for analysis. Student groups are responsible for “cleaning” the data and using Excel/SPSS to address the following: “Who uses VITA and in what zip code do they live?, Which VITA site do they use?, What types of services would they like to have provided in the future?, How did they hear about VITA?, How effective are current VITA marketing communication tools? Additional findings?”

Phase 6: Presentation to VITA Representatives (last week of the semester). Students present professional presentations to the VITA representatives during the last week of the course. Students present professional presentations to the VITA representatives during the last week of the course, which further develops their knowledge, skills, and personal attributes in the job market (Schlee & Karns, 2017).

Phase 7: Grading by Faculty Member. Grading is based on the following criteria: Group research paper (content and writing rubric), group research presentation (content and oral presentation rubric), group peer grade, and participation in at least one VITA income tax clinic.

Project feedback from VITA representatives and supporting data from students has been overwhelmingly positive. Although students have limited time to analyze and report on the VITA data, this project is characteristic of a real-world project but with fewer data collection and collaboration constraints. A suggestion for future work is to disseminate the project idea to other universities in the United States such that other VITA organizations and marketing students may reap similar benefits.

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MAKING A LIST: TEACHING PROSPECTING IN SALES COURSES

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POSITION PAPER

One of the most important skills a sales representative can learn is how to effectively prospect. In a 2015 HubSpot report, salespeople reported that prospecting was the hardest part of the sales process – 42% recognizing it as the hardest step, followed by closing (36%) and qualifying (22%) (HubSpot, 2016). This paper provides an in-class assignment to demonstrate the value of prospecting as well as a method of teaching prospecting that can build student confidence in this vital step of the selling process.

The prospecting exercise described below is completed in-class following a brief explanation of prospecting, lead qualification, and pipeline development. In this phase, it is important for the professor to build a strong foundational knowledge of the relationship process that moves leads (contact information) into prospects (leads who show strong signs of becoming customers) and how this process helps fill a salesperson's pipeline, a vital measurement that determines a salesperson's success over time (Yan, Gong, Sun, Huang, & Chu, 2015).

The proposed 40-minute, in-class activity helps students gain firsthand experience at prospecting. Following a guided discussion, students are provided with a sample company and selling scenario, along with example prospects. Students are encouraged to then come up with their own variation. Emphasis is placed on understanding a value proposition so students identify the right companies to target as well as individuals who should be good points of contact. Identifying areas of rapport can help students understand the importance of easing into a sales call; students often find prospects that went to their institution, making it easy for them to find a commonality in a potential discussion of experiences shared while in university. Developing multiple unique talking points shows how a sales representative should change their initial messages to not bore the prospect and will also increase the likelihood that the prospect will find one of the messages interesting enough to warrant a return call (Barrows, 2016).

At the conclusion of this exercise, students reflect on what they've done through guided questions. This single-class project is ideally completed prior to the chapter on prospecting. Faculty may wish to use this project after going over what makes a "good prospect" when building the list, as they may better understand what makes a good prospect – things such as an ability to pay, to be approached, and a prospect that is in a salesperson's territory (Castleberry & Tanner, 2013). Faculty may also be able to use this exercise as part of a larger, full semester project, where they begin by developing a value proposition, move on to developing a prospect list, and proceed with either a mock or real sales call. This can lead to a more true-to-life project that students can take with them to a future sales role.

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ACADEMIC SOURCING IN MARKETING EDUCATION

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POSITION PAPER

The focus of traditional teaching methodologies has remained the same with classroom lectures, group discussions, homework assignments, textbook suggestions, quizzes or exams for a long period of time. Certainly, technological developments advanced flexible and efficient options in teaching, homework submissions, grading, providing feedback etc. Academicians have embraced the technologies without hesitation to support the best practices in enhancing student learning. Both educators and students well versed with technologies find that the traditional drive down formats of content delivery may not sustain in the realm of self-learning promoted by institutions like Khan Academy (Roghoff, K. 2018) and several open source materials. Besides, contributions from online enthusiasts with varied backgrounds lead to conflicting information being presented to consumers of such information. Studies on well-regarded marketing educators indicate that marketing faculty are working harder than before in creating value for students (Smart, D, Kelley C., and Conant, J., 1999). With expanding knowledge of marketing theories, abundance of new industry practices, and increased emphasis on innovation in teaching, marketing educators can ‘source’ from successful experiences of academic professionals, in a fashion similar to crowdsourcing to enhance marketing courses’ value to students. Crowd sourcing was first coined by Howe in 2006 based on open source principles, and is defined as “the act of taking a job traditionally performed by a designated agent (usually an employee) and outsourcing to an undefined, generally large group of people in the form of an open call,” (Howe J., 2010). “Academic sourcing” of marketing educator’s knowledge would be a new form leading to several advantages to marketing educators.

Crowd sourcing in several disciplines such as medicine, engineering, language translation, process development etc. has been proven to yield substantive benefits (Dunlap, J., & Lowenthal, P. 2018). With regard to the field of marketing education, several online resources such as YouTube, academic institutions, and individual domain experts made their content available. However, the nature of content presentation based on popularity appears to be the norm of access, pointing a need to curation by an established organizational entity with expertise in education in marketing. Current business case and open text book providers originating in academic institutions are first movers with (non)profit oriented agenda and are exemplary in providing teaching resources. Apart from business cases and open text books, there appears to be a big gap in supporting current or new themes of marketing education materials from an accredited entity, thus creating an opportunity for academic sourcing.

A noteworthy resource as pointed out by an anonymous reviewer is Merlot (merlot.org), established to create “communities engaged in building and shared knowledge bases of learning materials.” With support from NSF, Merlot has been providing services to a variety of disciplines including marketing. A feature of interest is the rating system by users, peers and editors. While Merlot presents a variety of academic resources such as free and premium books, classroom activities, Youtube videos based on content, syllabi etc., academic sourcing specific to marketing can offer several benefits. One important characteristic of academic sourcing different from Merlot is that the contributions are made by academicians who have experienced success with their teaching practices. If a variety of sources such as publishers, product promoters etc. participate in contribution, the content may be biased in some instances or true content may be lost in the noise. Another benefit of academic sourcing is that marketing academicians can create modular structures of knowledge and request contributions from experts in their domains. Academicians can build modules in a progressive sequence, based on their teaching experience and they can facilitate options in creating courses structure. Many a time, sources alternative to academic sourcing provide postings listed by titles under a discipline, and in such cases, trying to identify useful items may consume time and effort. Instead, content curated by marketing educators provides a structure and enriches the disciplines in marketing.

Academic sourcing can have positive influence on marketing educators. It may create a strong community of academics sharing each other’s creative resources backed by teaching experiences. One can imagine the time and effort saved in creating modularized or units of materials from other academics and reusing them without reinventing the wheel. It can enhance the productivity of research in the community. Access to common pool of industry resources can be a great benefit to those academicians lacking the reach to practitioners. Unlike a survey instrument where homogeneity of the group is important, academic sourcing will contribute valuable, and unique heterogeneous pieces of knowledge to educators. Organizations as well as confident educators appear to share their intellectual property

for academic purposes and go beyond boundaries of classrooms. Hence, collective intelligence on the ever changing needs of education, and strategies to create active learning environment via academic sourcing of expert educators in the pedagogue may lead to superior educational experience to educators, and in turn students.

Several models of learning are in practice by marketing educators. In the context of academic sourcing, one of the initial challenges can be the problem of integrating content delivered in a variety of styles. The heterogeneity, which is a positive characteristic of academic sourcing can be a hurdle in creating smooth transitions among sourced units. Further, legality of intellectual property requires strong attention and models such as institutionalized case studies or articles for free academic use may shed light on related issues. Another challenge is to understand “buy-in” by marketing educators and possible impediments to their contributions, sharing or use. Thus, study of academic sourcing may reveal substantial benefits, possible issues and thus solutions.

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FROM QUIZZES TO VIRTUAL REALITY: INTEGRATING TECHNOLOGY INTO THE CLASSROOM

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POSITION PAPER

Research indicates that technology integration in the classroom improves students' learning processes and outcomes. Additionally, today's students need and expect 21st Century skills, including knowing how and when to use technology and choosing the most appropriate tool for the task ("Why," 2007). The challenge for today's faculty is to apply practical and effective applications of blended technological and traditional methodologies. Pedagogies and teaching styles in the classroom are relatively new and hard to find. In particular, the initial considerations and conversations of deciding how (and whether) to incorporate digital tools into and beyond the classroom can be complex and confusing. Unbalanced benefits, required time in and out of the classroom, costs, and the stress of adoption often prove to be insurmountable conflicts, building resentment and restrictive barriers to innovation.

In 1993, "Challenges" cited that the challenges teachers face when using technology in the classroom include 1) learning how to use a variety of technology applications, 2) using, adapting, and designing technology-enhanced curricula to meet students' needs, 3) expanding content knowledge, 4) taking on new roles, and 5) responding to individual students. These challenges are still present today with the additional challenge of the continual introduction of new technologies that are available for use. Before incorporating technology in the classroom, one basic mistake must be avoided. Kemp (2015) states that the biggest mistake is that technology is often used without consideration of pedagogy; a technology is used without regard to how it enhances learning. Thus, the process for considering the inclusion of technology must first focus on the benefit the technology provides. Does it enhance learning (intellectual content and course goals; learning styles)? Does it enhance the experience (community, commitment, excitement)? Does it enhance relevance (translatability, focus vs. distraction)? Another consideration that is often cited when discussing technology is the cost. Cost not only includes the monetary cost, such as determining who will pay for the technology, but also the time cost for the faculty member. Time cost not only includes opportunity cost, but also the assessment of whether or not the cost in time is reasonable. Time costs include, but are not limited to, the time needed for the faculty to learn the technology, the time needed to adjust the class to include the technology, and the time needed to teach the students how to use the technology. Suggestions for teachers to explore the possibilities and potential of innovative technologies in the classroom by balancing them with comfortable and accessible opportunities for the instructor are proposed.

Puentedura (2012) proposes that there are four levels of incorporating technology in the classroom. These levels, known as the acronym SAMR, are divided into enhancement and transformation levels. The enhancement level includes Substitution and Augmentation. Substitution occurs when technology acts as a direct tool substitute, with no functional change. Augmentation occurs when technology acts as a direct tool substitute, with functional improvement. The transformation level includes Modification and Redefinition. Modification allow technology to provide significant task redesign. Redefinition is when technology allows for the creation of new tasks, previously inconceivable. This paper proposes several innovative approaches to incorporating technology into the classroom at the various levels, including a Traditional Only Approach (Substitution), such as a quiz, a Digital Approach (Augmentation), such as an interactive assignment, and a Hybrid Approach (Modification and/or Redefinition), such as Virtual Reality.

Fluidity is key. A key element is the fluidity of both traditional and digital mediums and applications. Fluidity, in this context, indicates a digitally-focused class could fluidly incorporate traditional methodology and a traditional method might similarly incorporate digital initiatives in an organic approach as needed. Practice with materials in the digital realm can and will influence traditional methodology and vice versa. For example, though a faculty member may learn about Virtual Reality and chose not integrate it in class, it may influence or spark a new

idea when using a more traditional method. Also, there might be circumstances for which a purely traditional or digital initiative would be ideal, but only in one or a few instances, so incorporating technology should never come down to an all-or-nothing decision.

Digital elements should be considered at least a primary option for the classroom. Faculty may begin using Substitution methods by opening their minds to possibilities and, thus, alleviating some stress. Many faculty are open to change and growth but have limited time availability and lack of financial resources if monetary costs are involved. Again, fluidity is the key. By trying and adjusting the use of digital initiatives in the classroom can provide benefit to student learning. The organic flow between traditional and digital methodologies means that one influences and inspires the other.

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IMPROVING LEARNING THROUGH INFOGRAPHICS & OTHER VISUAL LEARNING TOOLS

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POSITION PAPER

This study looks at the effect of visual learning tools and how they enhance learning in the classroom as well as how they help students retain information better. Part one of the study includes a survey with more than 180 students across Principles of Marketing classes at an undergraduate business school where students were asked about their preferences regarding visual learning. Each student was given a written passage and an infographic on key product concepts in marketing. Students were randomly given the written passage or the infographic followed by the other tool and then asked to rate each of the tools on its level of engagement, how it helped them better understand the material and recall information. Finally, students were asked to provide two key points they learned from both of the tools. Part two of the study incorporated the use of infographics and other visual learning tools in an upper level marketing elective throughout the semester and then asked students to create their own infographic as part of the learning experience for their social media marketing plan.

Researchers and educators agree that the use of infographics and other visual learning tools encourage deeper thinking and richer engagement in the classroom. Bicen et al. explored the effectiveness of infographics with undergraduate education students and found learning with infographics to be 80% more engaging than learning with textual information or other traditional methods because it illustrates complex information in a compact form. A second study by Lyra et al. with engineering students concluded use of infographics in the classroom supports more robust learning. Lyra's study found students retained information longer when presented similar information with an infographic than a combination of graphics plus text.

The old adage "a picture is worth a thousand words" seems to be increasingly true for students today. While many teachers are adapting their teaching styles, the question is, are they adapting fast enough? Classes today are delivered in a variety of ways with the primary ways being a combination of lecture, writing on the board and powerpoint. When asked which learning styles students prefer that their professor use, visual learning tools like full color infographics, charts and YouTube videos combined with lecture are seen as important to students. More than 80% of the students in my entry level course classified themselves as visual learners. In addition, more than one-third of students ranked visual learning as a "10" the top of the scale agreeing with the statements that visual learning heightens their senses and makes them more engaged, helps them better understand materials and helps them recall information better after the learning process.

When asked to assess the visual and written learning tools regarding the product element for marketing on these same factors, nearly 70% of students rated the tool as a 7 or higher for all three factors for the visual learning tool compared to less than 50% for two out of three factors for the written learning tool. Additional key findings were that students recalled more key details with the visual learning tool, and two, they explained their rationale for preferring the visual learning tool to the written learning tool.

In a separate follow on study, 35 senior marketing students were asked what they thought about the use of visual learning through charts, graphics and other tools as well as how visual learning tools had effected their learning in the course. Response to these questions was overwhelmingly positive. After incorporating several infographics tied to the course learning objectives, students created their own infographic for a social media marketing plan.

This study supports findings from other researchers that there is a strong preference for visual learning and that students appear to recall more information when infographics are used as part of the learning process. While there were a few students that indicated a preference for written learning tools, this could be due to age. Nearly half of the students in the larger study were traditional students (age 18-21) with another third slightly older (age 22-25) and almost 20% non-traditional (age 26+). Age may explain outlier responses found in the subjective portion of the survey. Potential demographic differences warrant further study.

In addition, new research could incorporate use of multiple infographics and written text along with multiple choice style questions to further assess the degree to which these tools actually help further understanding of key concepts and lead to better recall of information following presentation of the information.

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PERSONALITY MEDIATION ON STUDENT LEARNING APPROACHES IN A EXPERIENTIAL LEARNING PROJECT

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POSITION PAPER

Experiential learning has gained wide acceptance in academia, and it is thought that students engaged in experiential learning activities gain a deep meaningful learning experience. Research has shown that marketing simulations provide an experiential learning experience that can provide transformational learning and significant intellectual experiences and engagement. While this stream of literature outlines the benefits of using experiential learning, it is surprisingly silent on the learning processes and specifically the role personality plays in the learning approach adopted by the student. Extensive research in psychology has identified personality as an important factor in learning. The problem this research addresses is the mediating effects of personality on the relationships between experiential learning experience and the learning approach taken by the student relationship.

This research extends the work by Young, Caudill & Murphy (2008) by incorporating the influence of a student's personality in determining whether the student uses a deep or surface learning approach in an experiential learning activity. It combines three prominent theories: Kolb's Experiential Learning Theory (1984), Student Approaches to Learning Theory (Briggs, 1987), and the Big Five Personality Traits (Goldberg, 1992).

To understand the mediation effect of personality traits on learning approaches taken by students in an experiential learning project, two surveys will be administered to students in a Principles of Marketing class that is using a marketing simulation in a small, private, Southwestern University in the Fall 2018 and Spring 2019 semesters. The first survey, administered at the beginning of the semester, uses the Big Five Personality Traits survey developed by Goldberg (1992). The second survey, administered after completion of the simulation, focuses on individual student perceptions of whether the simulation met the criteria for experiential learning a) concrete experience, b) active experimentation, c) abstract conceptualization, and d) reflective observation) and student's own learning approach (Young et al. 2008).. The research will be conducted with the Big Five Personality Traits as mediators between experiential learning and learning approach (see Figure), we offer the following five propositions:

P1: Openness to experience positively mediates the relationship between a) concrete experience, b) active experimentation, c) abstract conceptualization, and d) reflective observation and learning approach leading to deep learning.

P2: Conscientiousness positively mediates the relationship between a) concrete experience, b) active experimentation, c) abstract conceptualization, and d) reflective observation and learning approach leading to deep learning.

P3: Extraversion positively mediates the relationship between a) concrete experience, b) active experimentation, c) abstract conceptualization, and d) reflective observation and learning approach leading to deep learning.

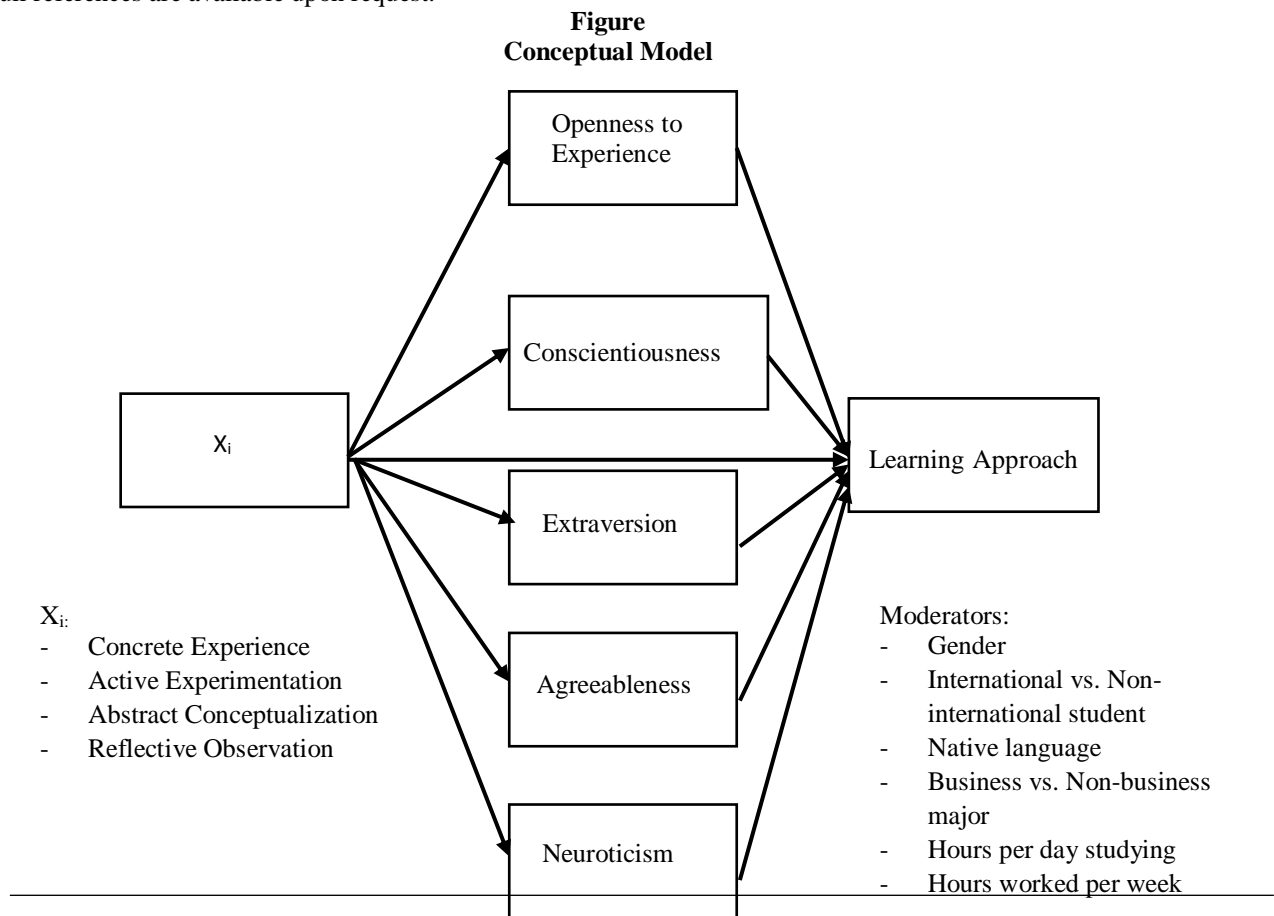
P4: Agreeableness negatively mediates the relationship between a) concrete experience, b) active experimentation, c) abstract conceptualization, and d) reflective observation and learning approach leading to surface learning.

P5: Neuroticism negatively mediates the relationship between a) concrete experience, b) active experimentation, c) abstract conceptualization, and d) reflective observation and learning approach leading to surface learning.

Two challenges exist due to using a retrospective survey. The first challenge, inherent in all retrospective surveys, is the ability of the respondents to recall the necessary information. The second challenge, regarding learning approaches, is whether the student respondents are providing misleading responses trying to guess what the researcher wants or provide responses that hold them in the best light. In addition, an alternative perspective that could influence the learning approach taken is the student's course load and work schedule. These time constraints could cause a student to take a superficial approach due to time constraints rather than a deep learning approach that is consistent with their personality. A variable has been added to control for time constraints.

Data will be gathered in Fall 2018 and Spring 2019 semesters.

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STUDENTS TEACHING STUDENTS FOR A MORE UP-TO-DATE SOCIAL MEDIA MARKETING COURSE

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POSITION PAPER

Social media continues to grow worldwide. Research by Hootsuite and We Are Social UK (2018) reveals that of the 4.087 billion internet users in the world, 43% are active users of social media. This represents a 13% growth of social media users since April 2017. Along with this continued and substantial growth of social media users has followed the interest and use of social media marketing by marketers, students, and professors. While many marketing and communications programs (and textbooks) at universities in the U.S have added courses or integrated social media topics, some professionals have described a digital and social media work skills gap between what is needed in industry and what is taught at universities (Newman, 2018).

Schaefer (2018), a well-respected digital marketing professional (and adjunct professor) is but one practitioner who has identified the problem of marketing professors being behind the times and not keeping up with the rapid changes in digital and social media marketing. HubSpot began HubSpot Academy to assist professors with sample syllabi, teaching resources, and best professor practices to assist marketing and communications professors develop industry-relevant digital and social media courses and course materials (HubSpot, 2017). However, as things continue to quickly advance with the social media platforms, the time and commitment to keep up with these changes can discourage those designing and teaching digital and social media marketing courses.

An author of this paper has noted that in almost every recent year of teaching social media, there were major platform changes requiring additions to the course content, often while in the middle of the semester. For example, in 2017 Twitter changed from allowing 140 to 280 characters in a tweet. Since Microsoft bought LinkedIn in 2016, there was a major overhaul in LinkedIn's graphical user interface, and they continue to add new features. Facebook continues to lower the organic reach of social shares, thus requiring more paid social. And, many new features involving live video on Facebook, Instagram, and Snapchat have occurred in 2018.

The primary problem, then, is: How can marketing professors keep current with the rapid changes in social media so that students can graduate with the current skills expected by potential employers?

For the past three years of teaching an undergraduate senior-level marketing elective in social media marketing, an author of this paper has required a social media marketing platform team assignment. With this, self-selected teams of three to five students are assigned a social media platform to make a 15-20-minute formal presentation followed by 5-10 minutes of required questions from each of the other teams.

In recent semesters, the assignment has included: (1) Twitter, Lists & Chats (2) Blogging & WordPress, (3) LinkedIn, Groups & Company/Showcase Pages, (4) Facebook Like Business Pages, Live & Groups, (5) Business Instagram & Stories, (6) Business Pinterest & Boards, (7) YouTube, Channels & Playlists, and (8) Snapchat & Stories.

For standardization and completeness of each team platform presentation, several topics were required and weighted equally for grading (75 points; 14% of total course points). These included: (1) overview of platform (stats, growth, new features); (2) 10 key terms/definitions concerning your platform (glossary); (3) most unusual/unexpected fact, stat, or usage; (4) strengths and weaknesses of using platform; (5) best 10 tips for using platform; (6) top 5 best practice examples for company/product branding and individual personal branding (real-time demo for two examples); (7) top 5 essential readings list about using platform; (8) 5 most important metrics for monitoring and measuring results; and (9) platform options for paid advertising or sponsorship. All content required APA citation from sources within one year. Each team was also required to submit five medium/difficult level quiz questions for potential use in the class weekly lab quizzes.

At the end of the most recent semester and several weeks after the last team presentation, 25 of 26 students completed an online survey. On a scale of 1 = strongly disagree to 7 = strongly agree), the preliminary results showed that the Team SMM Platform Presentation provided an opportunity to: (1) improve my social media platform knowledge (from my team) 6.48; (2) better understand how to use my team's social media platform 6.40; (3) improve my social media platform knowledge (from the other teams) 6.36; (4) better understand the importance of my team's social media platform 6.28; and (5) improve the course 6.28. Students also found improvement in the following skills: creativity 6.20; presentation 6.12; teamwork 6.08; and marketing research 6.00. Additional results will be presented at the conference.

Feedback from the students showed that the assignment was worthwhile for their increased understanding of social media and improvement of important transferable skills. From the perspective of the professor, this assignment keeps the social media class more current than what is found in textbooks, while providing more time to develop and update other supporting content for the course.

Literature and data are needed to provide theoretical support for peer to peer teaching, co-creation (student created course content) and collaboration (using teamwork) in experiential learning classroom environments.

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RIGHT UP THEIR ALLEY: ENHANCING STUDENT LEARNING THROUGH AN EXPERIENTIAL SALES PROJECT FOR A PROFESSIONAL BOWLING EVENT

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POSITION PAPER

An important part of learning the sales process is the understanding of the complexity involved in implementing or completing the process (Rippé, 2015). Employers often cite a problem with new sales graduates is their inability to work through the sales process, provide accurate sales forecasts and deal with rejection. The Experiential Learning literature speaks to the value of learning through interaction with one's environment (Dewey 1938), and students benefit when they get out of their passive recipient roles and take control and responsibility of their learning (Kolb and Kolb 2005). Experiential learning departs from the typical lecture-based classroom environment and puts them into situations where they are forced to deal with rejection in a sales setting. An important component of teaching engagement with upper-level sales students is to identify, construct, and implement a comprehensive, real world, sales project, conducted by university juniors and seniors enrolled in the Professional Selling class.

The first step was to find a corporate partner who had a product that could be realistically sold by college students and also one that captured their interest. The University where this course took place is a comprehensive public University located in the southeastern United States with approximately 14,000 students. The city where the University is located has a population of approximately 80,000 and has limited history hosting professional sporting events. The city is home to a recently renovated bowling center that bid to host a Professional Bowlers Association (PBA) tournament. For the event to be successful, a minimum of \$50,000 needed to be generated by the local organizers with the majority of this money coming from sponsorships.

While league bowling isn't what it once was, it's still popular, with more than 67 million people bowling at least once per year (Witsill 2015). The majority of students in the class had bowled, but were not familiar with the PBA or any of its events. The students could choose to sell individually or work as a team of two. The students met with the bowling center management and PBA tournament organizers to understand the different levels of sponsorship opportunities which ranged from \$250 to \$5,000. The students went through the entire sales process developing prospect lists, producing weekly sales forecasts and making sales calls.

This project provides a fun, real-world experience that helped a professional event in the student's community be successful. When the sales reporting period ended, my 30 sales students had generated over \$10,000 in sponsorships for the PBA event in our community. In an effort to improve forecasting skills, each sales student had to produce a weekly forecast for the sponsorship revenue they expected to generate. The students were told that their final sponsorship total had to be within 25% of the 30 day projected forecast amount for the entire class. This created a positive peer pressure or professional control that is often exhibited in an actual sales force environment. The students provided detailed forecasts and the final 30 day report was within 11% of the final amount of sponsorship revenue closed.

It is sometimes difficult to illustrate to students how sales and marketing can have a powerful positive impact on society. Students often enter my sales class for the first time with very negative connotations of salespeople that they have picked up through movies or anecdotal stories they have heard over the years. Because of the students success in generating sponsorship revenue, the event surpassed its targeted goal. In addition, the bowling center management shared that they were being considered by the PBA to host a larger, nationally televised tournament the following year because of the many new sponsors bringing exposure and revenue to the community. Even though not all perceptions of the project were positive, participants of this study overwhelmingly reported value gained from this type of learning experience.

The results of this study suggest that revenue-generating experiential learning opportunities benefit students in terms of skill development and offering a realistic career preview. Drawbacks included a significant time commitment

outside the normal class hours, as well as feelings associated with rejection. However, the rejection that every student encountered provided them with valuable experience as a salesperson that cannot be simulated in a traditional classroom setting.

Varying methods and study scopes across programs and courses that incorporate similar projects would contribute to a better understanding of the strengths and weaknesses of this particular pedagogical approach involving students as revenue generators. The research study took place at a southeastern public University whose program emphasizes gaining experience before graduation. Student perceptions of learning may be different across different programs.

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BECOMING A BUSINESS PROFESSIONAL: EMBEDDING EXPERIENTIAL LEARNING OPPORTUNITIES TO IMPROVE CONNECTIONS, CONFIDENCE AND COLLEGE SUCCESS

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POSITION PAPER

Although marketing educators are experts in incorporating experiential learning into their courses, a key problem is how to coordinate experiential co-curricular learning opportunities to help prepare students for success in the workplace. As more students and parents are focused on job preparation, it is important faculty create a more coordinated developmental experience. As marketers, we can use experiential learning theory as a guide.

Gray, Peltier, and Scibrowsky found “experiential learning is a cornerstone of marketing education and a signature pedagogy for the discipline. Although experiential learning exercises have changed over time, offering real-world educational experiences are vital for preparing students to compete in an ever-changing and increasingly competitive job market” (Gray et al., 2012, p. 233). Experiential learning theory emphasizes customized, interactive, non-linear learning in which the student is an active participant in the learning process. Well-designed experiential learning experiences should result in a more engaging student experience with high student involvement, personal commitment, and high self-perceptions of learning (Frontczak, 1998).

As small colleges search for ways to differentiate themselves and attract students, one small, private mid-western college has applied the theory of experiential learning to career preparation through a Professionalism in the Discipline (PID) program. The PID program utilizes both the structure and reward mechanisms (i.e. attendance monitoring, grades) available through a traditional classroom setting, and well-designed, department-wide experiential learning opportunities outside the classroom to engage students in the learning process.

The program begins with the Second Year Experience (SYE) which has three primary goals: To help students *examine* their purpose, *explore* potential careers, and *engage* with students and faculty in the major. These goals were designed based on Heier’s (2012) research. Heier views the “sophomore slump” as a “multidimensional phenomenon” which may include academic disengagement, dissatisfaction with the collegiate experience, major and career indecision, and/or developmental confusion. The multidimensional nature of the sophomore slump means that to meaningfully affect change, institutions must create experiences that are multidimensional and cohesive. The department planned specific activities related to each SYE objective and incentivized students.

| Learning Objective | Sample Experiential Learning Activity | Campus Resources | Completion Incentive(s) |
|---------------------------|---|-------------------------|--|
| Examine Purpose | Personal Brand Development, Interview, Reflection | Marketing Faculty | Required in Principles of Marketing Course |
| Explore Careers | Alumni Career Panel and Networking Event | Alumni, Career Center | Held during campus day off |
| Engage with Major | Social Events (i.e. dinners, lunches, coffee) | Peer Mentors | Free food, coffee, peer mentors |

This intentional approach, implemented in the fall of 2016, is assessed at the end of each year with a survey of second year students. As Table 1 indicates, results indicate improvements in second year students’ connections to students and faculty, understanding of their strengths, interests, and career choices, and confidence level.

Table 1 SYE Student Survey Results – 4 years

| | Fall 2016* | Spring 2016 | Spring 2017 | Spring 2018 |
|--|------------|-------------|-------------|-------------|
| | N=38 | N=19 | N=29 | N=53 |
| I feel connected to other students within my major | 3.58 | 3.84 | 3.86 | 3.85 |
| I feel connected to the faculty who teach in my major | 3.74 | 4.00 | 3.79 | 4.21 |
| I understand how my strengths relate to my choice of a major | 3.84 | 4.16 | 3.97 | 4.02 |
| I understand how my interests relate to my choice of a major | 3.84 | 4.11 | 3.93 | 4.09 |
| I understand the career choices available to graduates | 3.68 | 3.89 | 4.07 | 3.92 |
| I feel confident about my ability to succeed in life | 4.05 | 4.05 | 4.24 | 4.32 |

Mean rating on a 5 point Likert Scale where 5 is strongly agree and 1 is strongly disagree.

(*) Fall 2016 represents the control group measured before SYE program was implemented

In addition to the SYE program, coordinated PID experiences are designed to help business students prepare for future employment. These PID’s are focused on three primary objectives: Increasing student internships, improving professionalism, and building professional networks and networking skills. These programs are planned and coordinated with the career center, and are often included as either a required, or low stakes extra credit option in business, accounting, and economics courses offered in the department. Attendance at these key activities in 2017-2018 academic year has increased over time, as 96% of students indicate attending events during the past year. In addition, by graduation, 74% of students have completed at least one internship, and many have completed multiple internships.

A key learning from the first two years of the PID program is the need to link the PID’s to the specific experiential learning goals both on a course and programmatic level and to assess learning at each level. Therefore, future actions include the mapping of specific PID ‘s to each required course in the major and to programmatic learning outcomes. This map will help departmental faculty focus on, and assess, specific PID objectives and learning outcomes in each course. Overall, the PID program leverages experiential learning theory to enhance students’ college success through a coordinated series of curricular and co-curricular opportunities linked to course and programmatic outcomes.

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VIRTUAL REALITY APPLICATIONS IN AN IMC CLASS

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POSITION PAPER

Companies are looking into Virtual Reality (VR) to enhance customer experience. Many recent marketing job postings show that the companies are looking for a creative director of VR to envision the future of the company's VR solutions. If we integrate VR innovative technology to our curriculum and campus life, our students may be more prepared for the job market.

Integrated Marketing Communications (IMC) class is one of the required classes for marketing major students. Incorporating VR technology in the classroom will be something new to the students. We had an i3 grant available on campus. The i3 grant stands for Ignite, Innovate, and Inspire. We obtained the grant and started working on incorporating VR in the IMC class. The class was assigned with one of the Educational Technology Coordinator/Researchers on multiple client-based IMC projects. She provided guidance on using and applying this innovative technology inside and outside the classroom. She provided step-by-step demonstration on using the VR technology. We worked on providing learning opportunities for internal (students and faculty) and external constituents (local businesses). The students were given a detailed tour in the Information Technology department at the beginning of the semester. They had an opportunity to try out the VR technology during the tour. Local businesses were contacted by the instructor to ascertain if they were willing to work with the students on marketing campaign projects incorporating a virtual tour with a VR application. The businesses' responses were positive. Several businesses came to the classroom and gave a brief presentation on their business operation. After all the businesses presented their marketing needs, student groups got to choose the business that they wanted to work with. All the student teams were paired with businesses on the VR marketing projects.

VR is a unique tool. Students found the technology interesting but challenging. Our Educational Technology Coordinator/Researcher was very helpful in working with students on trouble shooting. The final projects, virtual tours for businesses in particular, turned out well.

Edscoop picked up our VR story. "At Emporia State University in Emporia, Kansas, student-generated VR projects are providing educational value to students right now. **Professor Joyce Zhou** leads marketing students in Emporia State's business school as they research and develop their capstone projects. Those students are currently building mobile and web VR applications to highlight local businesses such as the Flinthills Mall, an art nonprofit called Kansas Free for Arts and the Emporia Presbyterian Manor Nursing Home. Throughout these projects, students utilize a number of different skills as they pitch the businesses on the value of VR, carry out creative 360-degree photography and audio capture, and manage distribution and promotion. As VR becomes a more integral part of businesses overall, these students will be equipped to show future employers their unique skills in this emerging field."

The students really enjoyed the VR experience. Here are a few examples from students' reflection. "IMC project was one of the most valuable projects I have done in this school. It's been a pleasure taking this course. I learned in a very interactive way which I enjoyed a lot." "I learned the importance of understanding and implementing technology through the creation of virtual reality, QR codes, website platform, and social media. Utilizing these different technologies open the door for growth exponentially." An example of the class projects is for Kansas Free for Arts, a non-profit organization. The client was very satisfied with the project. Here is the link to the VR tour https://cdn.instavr.co/html/TIKvdRiER98eik02fLjF_app.html?bust=vaecxth6g59

In the future, we want to see more VR usage for our campus recruiting activities, class teaching learning activities, Registered Student Organization activities, Makerspace tool, summer camps, and many others. From the

class observation and student reflection, the students did learn a great deal about VR and some of them even applied VR in their internship and job duties.

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EXPLORING RELATIONSHIPS BETWEEN DELIVERY MODE, STUDENT PERCEPTIONS OF CLASS GOAL STRUCTURES, AND CLASS ENGAGEMENT

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POSITION PAPER

Teaching in an online environment requires different organization and communication skills and techniques than teaching face-to-face, and the many factors influencing student perceptions of an online class tend to be interdependent (Peltier, Schibrowsky, & Drago, 2007). Because of this, many instructors face a difficult challenge when adapting a face-to-face class design to an online class design. In the current research, we explore the extent to which class goal structure may influence the effective design of online marketing classes.

According to Meece, Anderman, and Anderman (2006), a class with a mastery goal structure focuses on developing students' abilities and accomplishing something challenging. In such a class structure, success is measured in terms of self-improvement and "students derive satisfaction from the inherent qualities of the task, such as its interest and challenge" (Meece, Anderman, & Anderman, 2006, p. 490). In contrast, a performance goal structure focusses on demonstrating high ability relative to others. In that class structure, student success is based on surpassing normative performance standards (Meece, Anderman, & Anderman, 2006).

One motivating factor for designing a class with a mastery goal structure is that it can contribute to students adopting a personal mastery goal orientation (Skaalvik & Federici, 2016), and a mastery goal orientation can enhance performance (Cerasoli & Ford, 2014). Of course, successfully designing a class with a mastery goal structure involves creating ways to help students channel their own orientation towards and thoughts about the class and its work. This requires organizing and communicating a set of practices for "recognizing effort, goal attainment, and individual improvement when evaluating students work" (Skaalvik & Federici, 2016, p. 136). As Peltier, Schibrowsky, & Drago (2007) discuss, this is challenging because the success of student-instructor communications, course content, and mentoring practices are interdependent on one another in an online class context. When one is weak, it weakens the entire combination of practices.

Based on the above reasoning, we propose that it is particularly important to consider a class's goal structure when developing online classes. To explore this proposition empirically, we piloted an in-class assessment that measured student perceptions of class goal structure, collaborative learning, the quality of student-student and instructor-student relationships, and student intrinsic motivation. We selected each of these constructs for the pilot study based on their relationship to either online learning or goal orientation in extant literature. This assessment instrument was utilized in two sections of an entry-level marketing and two sections of an upper-level marketing class. Each class had a mastery goal structure. In each case, one section of the class was face-to-face and the other section was online. Additionally, while different instructors taught each class, the same instructor taught each section of a given class. The pilot survey response rates across classes are under 20 students in some instances, so statistical tests are not appropriate, but the results do tend to warrant further examination of the relationship between delivery mode and class goal structure.

Using a 7-points scale, results indicate a 1-point lower average perceived mastery goal structure score between the face-to-face and online sections of the upper level class, with the face-to-face class reporting the higher score. However, there is almost no difference across sections in the perceived goal structure score for the lower-level class. Similarly, results show a notably higher average intrinsic motivation score in the face-to-face section of the upper-level class than in its online section. The average intrinsic motivation score across the face-to-face and online sections of the lower-level class were nearly identical, though. While the sample sizes are too small for statistical inferences, the trends in the data indicate a potential value in exploring what may have caused these differences.

The data does not indicate that the differences are due only to student-student or student-professor interaction. In both classes, results show a large difference in the collaborative learning scores across sections. Students in the online section of each class report an average collaborative learning score that is over a full point lower than the face-to-face section. Similarly, the average ratings of the quality of student-student and student-instructor relationships are generally more than a point higher in the face-to-face sections compared to their online counterparts.

While both classes used similar quiz formats and online learning tools, a main difference between the two classes is that the upper-level class sections required significantly more writing and critical thinking work throughout the semester. In contrast, the lower-level class built up to a single written critical thinking assignment at the end of the semester. It may be that differences in the type and timing of assignments influenced differences in student perceptions of class mastery goal structure. It would be interesting to further research how these perceptions interact with intrinsic motivation, collaborative learning perceptions, and relationship quality perceptions to determine objective and subjective performance. Future research will be to take the findings of these pilot studies and do more robust statistical examinations of these relationships.

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A TWIST ON CLIENT-BASED LEARNING PROJECTS: UTILIZE ON-CAMPUS CLIENTS

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POSITION PAPER

The undergraduate marketing capstone course is where marketing students assimilate knowledge gained from a variety of required and elective courses, and professors have a portfolio of pedagogical approaches from which to draw from when designing the course (Crittenden & Crittenden, 2006). There is tremendous value to client-based projects in the classroom, particularly for a capstone course such as Marketing Management. “First, it can assist faculty in educating students about the core marketing concepts being reviewed in class. Second, the project can help students provide evidence of the specific skill sets that employers/researchers say are critical to employment success. Lastly, employers would ultimately receive better prepared, more street-ready employees for the workforce” (McCale, 2008, p. 51). However, there are inherent challenges to managing client-based projects in the classroom, such as finding external clients, scheduling in-class meetings, and managing client expectations. Given these challenges, there is an opportunity to create a client-based learning project where the “client” is an organization within the college itself.

A private college in New England owns a professional theatre company that had a low student attendance rate for on-campus performances. Students in Marketing Management, the college’s required capstone course, were tasked with creating a marketing plan to increase student attendance. Eight teams of five were formed; half the teams were responsible for developing marketing plans for the play *Old Money*, the other half for *Death and the Maiden*. The plans had to be turnkey for the Director of Marketing of the theatre company. Events had to be explained in detail, tweets had to be written out, all creative efforts such as posters, ads, and taglines needed prototypes. All costs and a detailed timeline had to be established.

The project began when students met the client, the Director of Marketing for the theatre company, who described the organization, provided copies of the plays, set the plan objective (i.e. increase student attendance at each play by 20%), and answered questions. The client came back 10 days into the project to answer additional questions, and was also available throughout the project on campus or via email. After one month, the client received a marketing plan from each group and had one week to read through the reports before watching 10-15 minute presentations and choosing the “winner”. Each of the two winning teams was given an Amazon gift card and earned an “A” for the project. The client then executed the plan according to the established timeline. Student teams were invited to attend the plays for free to see the results of their efforts. After the first play’s run, the client said, “There was a huge uptick in student attendance and I was thrilled with the results.”

There is a lot of research on the benefits of using an external client for capstone courses, and those are still true. However, there are additional benefits when using an on-campus client:

- Student motivation is increased. “Students will work under the assumption that their output will have to be represented to the manager in charge and will also be used in a ‘real-life’ situation. This assumption is likely to have a positive effect on student motivation to do an outstanding job” (Braunsberger, 2007, p.23). Students are particularly motivated to succeed and are proud of their work because the entire college, including their peers, can see the results of their talent and marketing efforts. This visibility taps into the competitive spirit to win.
- Students benefit from working on behalf of a client that is cognizant of the competing demands of a student’s time.
- Students become more aware of organizations across campus.
- For professors, on-campus clients are familiar with student life and therefore the expectations for performance are more realistic. It is relatively easy to find projects on campus and manage questions, issues, and meetings due to the proximity of the client.
- Because these projects are highly visible, the Marketing Division gains exposure and goodwill across campus.

- The on-campus organization receives a free marketing plan and can utilize the creative ideas presented by all teams, not just the winning team.
- The client gains insight into the life of the student. In the theatre company example, the Director had a front row seat to her target market by working closely with them.

Further exploration may include investigating the value-added of interdisciplinary projects across campus (i.e. working on projects involving other divisions such as IT, finance, management, etc.). Another possibility is to evaluate the time spent by the professor which may be significantly less by using an on-campus client rather than an external organization.

In summation, utilizing an on-campus client to develop a marketing plan in a capstone course creates synergy across campus. The on-campus client will benefit from the talent and hard work of the students, while faculty can utilize experiential learning to help students prepare for the real-world challenges they will face upon entering the workforce.

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EXAMINING THE ROLE OF RELATIONSHIP PATTERNS IN STRATEGIC ALLIANCE TERMINATIONS

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POSITION PAPER

Students in business classes learn of strategic alliances as an organizational form that allows firms to access markets, technologies and products that they otherwise would not have access to. However, most classroom conversations pertaining to alliances i) examine them as being stand-alone dyadic entities as opposed to being a part of a network of relationships, and ii) usually ignore their negative outcomes, especially termination.

In this research, we expand this framework to examine the network of relationships maintained by a firm, and examine how the characteristics of these networks influence alliance termination decisions.

In 2014, the United States spent over \$465 billion dollars on the research and development of new technologies. Much of this spending either goes directly toward the development of new technologies and/or products OR toward the development of new knowledge that subsequently is applied to the development of new technologies and/or products. While some R&D activities occur within a firm's boundaries, increasingly, firms find that the financial and technological resources needed to develop and commercialize ground breaking innovations are not available in house. Market inefficiencies, knowledge deficiencies, and financial constraints are some of the most frequently stated reasons for firms to access resources from external entities, usually other firms. The contractual relationships that are developed amongst/between these firms are commonly referred to as strategic alliances. Frequently, strategic alliances fail to deliver on the partners' expectations (the successful development of a new technology or product), which may result in the termination of the relationship and a loss of investments that had been made.

It is also a known fact that firms simultaneously engage in multiple strategic alliances, each with the intent of satisfying differing goals. The resulting pattern of relationships is referred to as a network. As a result of their positions and roles within networks and/or because of the number of strategic alliances they are involved in, firms build social capital (defined as the collective or economic benefits derived from a firm's position within a network). Theory suggests that social capital of a firm 'may' have an effect on firm strategies. To date, however, there have been no major empirical or analytical studies that examine the role of a firm's social capital on the decisions pertaining to the terminations of its strategic alliances.

We set out to answer the question: *Does a firm's pattern of relationships with other firms have an effect on its decision to terminate a strategic alliance?* We posit that that strategic alliances involving firms that possess greater social capital are less likely to be terminated.

The context for this research is the bio-pharmaceutical industry. This industry is R&D intensive, and rife with instances where no single firm has the resources or knowledge to develop new technologies. As a result, it is characterized by an extremely high incidence of strategic alliances. Yet, a sizable number of new product alliances in the industry result in termination.

The data for this project is from a unique dataset/database that we have assembled, cleaned, and updated. As a result, in addition to more commonly measured variables, the unique nature of the data allows us to measure and model interesting variables such as the economic value assigned to strategic alliances, measures of economic expectations held by managers, and a firm's networks of strategic alliances over multiple years. The data has been collected from multiple sources.

Our analysis is conducted in two parts. In the first part, we use the UCINET 6 software to analyze network data and develop measures of social capital. Second, we combine the social capital measures with the firm and industry

level, and execute a series of proportional hazard models to answer our research question. The effects of partner specific variables on the incidence of terminations are controlled for.

This research expands the discussion of strategic alliances. By examining alliances within the broader context of the network of relationships a firm is involved in, we argue that the characteristics of these networks influence alliance termination decisions. In doing so, we develop and present a model that adds clarity to the decisions pertaining to the structure of relationships a firm chooses to maintain. Such a model allows educators to present a model that we believe is more explanatory of termination decisions than existing models.

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I DID THE RIGHT (WRONG) THING! **TOWARDS A TAXONOMY OF BUSINESS STUDENTS’ ETHICS-RELATED CHALLENGES, DECISIONS AND ACTIONS**

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POSITION PAPER

Empirical results show business students’ ethical decision making lags behind that of 1) business professionals and 2) college students in other disciplines (Smyth et al. 2009). How can ethics instructors help business students gain the knowledge and skills needed to be prepared in challenging professional situations? Insights into the types of ethical challenges students already encounter and into factors that influence their (un)ethical responses may help instructors design effective learning experiences. Treviño and Nelson’s (2017, p.21) three-step model—ethical awareness, ethical judgement, ethical actions—provides a helpful framework.

First, the types of ethics-related events business students are aware of can be found by collecting students’ self-reports (i.e., incidents) of their own (un)ethical behavior. Second, examining the unethical incidents may reveal factors that influenced actions to veer off course and alternatively, when and how business students rose to meet an ethical challenge. Third, student preparation may be advanced by linking incidents they already experience with future professional challenges. For example, the knowledge and skills needed to refuse a ‘friend’s’ request to copy one’s homework could strengthen one’s ability to refuse future requests for insider information. Linkages between students’ current ethical challenges (many likely perceived as trivial) could be used to help students see the types of pressures they need to prepare for, and help them learn ways to behave ethically—now and in the future. Finally, research shows making appropriate judgements and implementing ethical actions are more likely when alternatives and their likely consequences have already been thought through (Gentile 2010). Working through alternative actions and mindfully choosing a specific solution to an ethical challenge are meant to help students develop needed knowledge and skills.

The purpose of our study is to identify and categorize (1) contexts in daily life where working business undergraduates routinely face ethics challenges, and (2) students’ typical actions. We are looking for commonalities when students do the ‘right thing,’ and when they do not. We hope that analysis will reveal categories of contexts, categories of actions, and factors relevant for ethical and unethical responses. Our goal is to provide insights that:

- 1) familiarize working business undergraduates with ethical issues commonly faced.
- 2) provide realistic mini-case studies to develop skills for successfully handling ethical problems: identify the problem and alternative responses, evaluate alternatives with a focus on stakeholders and positive long-term consequences, making ethical decisions, and implementing ethical actions.
- 3) facilitate the examination of circumstances, events and decisions that create ethical challenges in a workplace, so these future managers are aware of the need for policies and procedures that minimize unethical workplace behavior.

A critical incident technique was used to collect data from 205 undergraduate business majors in one moderately-sized university in the Midwest. Each respondent described an experience when s/he recognized the option to do or not do ‘the right thing,’ and did ‘the right thing’. These same students described a second experience when they faced the option to do or not do ‘the right thing,’ and did not do ‘the right thing’. Data are respondents’ written descriptions, including the circumstances, events leading up to their actions, their actions, and their explanation for their actions. Results will be the categories of students’ ethical contexts and actions, and findings will be the observations and

interpretations about the emergent categories and how they can be used to help prepare business students for ethical decision making over their careers.

This narrow sample of incidents from business students enrolled in one university has precedence in the marketing pedagogical literature (e.g., Houston and Bettencourt 1999), but a broader sample may widen the scope of incidents collected. Further research may reveal additional types of ethical incidents that require additional categories of contexts and/or actions. Recommendations for the future include eliciting incidents 1) from diverse business student populations (non-working, international, and so on) and 2) from professionals.

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IMPROVING STUDENTS' UNDERSTANDING OF CORE MARKETING CONCEPTS THROUGH THE USE OF BUYER PERSONA WORKSHOPS

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POSITION PAPER

A challenge for marketing educators is to ensure students have a solid understanding of fundamental marketing concepts before they enter the job market. Many students struggle with the concept of target markets, the process of effective market segmentation, and the role of each in overall marketing strategy. This research demonstrates how buyer persona workshops can be utilized as teaching aids for helping students grasp the concepts of segmentation and targeting. In our presentation we also provide examples of materials that can be used in these workshops.

“Target market” is a broad term used to describe the group of people or businesses that a firm intends to direct its marketing efforts towards. Segmentation is the process by which the marketer classifies the target market individuals into meaningful and manageable groups for which a marketing mix can be designed (Lamb, Hair, and McDaniel, 2017). For students lacking hands-on experience with developing formal marketing strategy, the processes of segmentation and strategically targeting segments to pursue can seem daunting. However, virtually every marketing task involves understanding target markets and the effect they have on marketing strategy (Walker and Mullins, 2014).

Buyer persona workshops provide an engaging means of effectively teaching the concepts of segmentation and targeting. Buyer personas, or a descriptive, semi-fictional representation of an ideal customer, can be created to help brands and organizations understand current and potential customers. Creating personas can help marketers tailor their content strategy, products and services to specific needs and interests (Hubspot, 2018). Strong buyer personas are based on insights gathered from current customers through surveys or interviews, but can also be based on market research (Revella, 2015). Buyer persona workshops can be adapted to complement the concepts of segmentation and targeting taught in many marketing courses including consumer behavior, digital and social media, integrated marketing communications, marketing management/strategy, personal selling, sales management, and principles of marketing.

The workshop structure we outline in our presentation has been successfully utilized in the context of client-based projects, but it could also be used to create fictitious personas for imaginary clients. The first step involves providing students with information on the client’s business or organization and bringing the client into the classroom to be interviewed by the students. Students are encouraged to ask questions concerning the client’s perceptions of ideal potential customers. Students then use the information gathered through the client interview, as well as independent research, to build personas of specific, ideal customers for that business.

Completed buyer personas include:

- A descriptive name (i.e., “Paleo Paul” for a potential grass-fed beef buyer)
- Demographic information (job, family, income, geographic location, marital status, age, education level, etc.)
- Psychographic information (component lifestyles, motivations, personality traits, family lifecycle stage, etc.)
- Response to the product (objections to purchasing, primary and secondary goals for purchasing, preferred method of purchasing)
- Tailored messaging (unique value proposition, call-to-action)

Students work in small groups to discuss the components of each buyer persona. At the end of the workshop, a group discussion allows students to discuss some of their favorite personas and learn from the other groups as well. Additionally, the personas created from the workshop can be used as a precursor for additional exercises, such as developing advertising campaigns or targeted social media content. At the end of the semester, the students are able to present their personas to the client as part of their overall marketing strategy.

We have conducted persona workshops in numerous courses, as both stand-alone exercises and as a part of larger projects, and have found them to be instrumental in engaging students and helping them to grasp important marketing concepts. Students enthusiastically participate in the workshops and consistently offer very positive informal feedback. It would be interesting to formally collect data to assess the impact of the workshops on students' understanding of the central roles of segmentation and targeting in marketing. Another avenue for future research would be to examine the effectiveness of the exercise from the client perspective. "Real world" clients who participate in workshops could be surveyed to evaluate the quality of buyer personas created by students and the value of the personas to their organizations.

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STUDENT, SING YOUR SONG: THE CHIRP PROGRAM

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POSITION PAPER

Students may have trouble getting to know each other, may feel isolated, and not know how much they have in common with their classmates, even in small classes. This motivated an instructor to develop a program called “Slice of Life,” compelling selected students to start each class by standing in front of their classmates to introduce themselves. The program evolved into a more structured, more visual, *pecha kucha*-style introductory presentation called CHIRP.

To help students get to know each other better and develop their presentation skills, an instructor at a small private masters-level university in the Midwest required students to offer an autobiographical introduction to classmates. Visual support such as PowerPoint was optional. Students would share their “slice of life” and introduce themselves to the class, with two or three students starting class sessions until all students had presented. Depending on the class size, these scheduled introductions would often continue well past the middle of the semester.

With few constraints or requirements, some students would make their presentation with little or no preparation. Often, students would essentially state their name, say “hello” and be back in their seats within seconds. On the other hand, some students would have to be led back to their seats by the instructor after ten minutes or more. With so much variance in presentation content and quality, the value of the Slice of Life program was unclear at best. The program was seen by the instructor as providing insufficient information to students and a missed opportunity to help students improve not only their presentation skills, but also their personal branding repertoire.

At a teacher development program, the instructor learned of a presentation delivery model known by the Japanese term *pecha kucha*, which means “chit chat” in English. *Pecha kucha* demands that presentations are made using PowerPoint, with exactly 20 slides and each slide appearing for exactly 20 seconds, changed using an automatic timer. This is a low-tech approach still received as a new experience by students. This model also compels students to consider their presentation resources as being scarce, to be used wisely. The instructor made several other concrete changes in revising this program. Each of the 20 slides was required to include a slide number as well as the student’s name, better to help students learn who else is in their class. Each student was asked to include their *ikigai*, another Japanese word meaning “reason for being.” The task of developing a 20-slide presentation was daunting to many students and while the instructor would start the semester by presenting his own *pecha kucha* and would share other examples, many students were still challenged by this assignment.

The next evolution of the program added a helpful level of structure in terms of content. The instructor changed Slice of Life to CHIRP, an acronym with similar meaning for undergraduates and for graduate students. Undergraduates were asked to share their introductory story in terms of career goals, high school memories, interests, relatives, and other personal information of interest, spelling out CHIRP. For graduate students, “interests” was replaced with “hobbies” and “high school” replaced with “institution.” This maintained the CHIRP acronym. Now, a program that had been created to facilitate student introduction and interaction offered enough structure to develop personal branding skills and improve presentation quality (Beyer, 2011). The challenge of students returning to their seats seemingly before they had started speaking, and the opposite challenge of students holding court for ten minutes or more were resolved. All *pecha kucha* presentations lasted six minutes and forty seconds. To reduce set up and transition time, the instructor required all students to submit their *pecha kucha* presentations via the Canvas learning management system early in the semester.

There remain challenges in the CHIRP program and in attaining the instructor’s goals. Some students do not use the PowerPoint timer. Some students do not use all 20 slides, and some neglect to include their name or slide number on each slide.

The value of the program is not clear to all students. In particular, one student admonished the instructor with a detailed breakdown of how many of her tuition dollars were being wasted by watching her 15 classmates (and herself) take up nearly 2 hours of class time during the semester, in a manner deemed by her to be less than educational. The

instructor strives to communicate his goals in developing this program, not to mention the networking benefits of learning how to tell one's own story.

For larger classes, though, a program using *pecha kucha* can indeed take up substantial time during the semester. One remedy would be to reduce the number of slides used or the number of seconds each slide is presented. Another alternative would be to have students record their presentations, posting them online for others to watch. There is also the challenge of using such a program for an online class. The instructor teaches graduate-level classes online and instead of asking students to record their CHIRP presentations, as suggested above, he instead has student address the same areas of interest using a written interview format, similar to that used on the IdeaMensch website (ideamensch.com), a database of interviews with entrepreneurs and creative professionals.

A program of systematic research would have to be approached thoughtfully, offering students an alternative means to develop their presentation and self-branding skills in order to draw any meaningful comparisons to the CHIRP presentations. It is worth measuring how the CHIRP program increases student presentation skills as well as their ability to manage and communicate their desired personal image. The benefits of the CHIRP program on student interaction and in the development of a classroom community is also worth further study, as well as the impact this program has on group work and team projects.

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TRADITIONAL, HYBRID, AND ONLINE: EXPERIENCES WITH TEACHING THE SAME COURSE IN THREE DIFFERENT FORMATS

Archana Kumar, Montclair State University

POSITION PAPER

Without doubt, there is a transformation happening with respect to discourse of information to students. Educators are catering to an increased number of time-poor and attention-poor students who are actively seeking the most convenient way to take courses. There is an increased demand for online courses from students and several universities are catering to this demand (Babson Study, 2016). If an online course is not available for the students to enroll, students are happier to take hybrid courses in comparison to face-to-face courses. Increasingly, instructors are noticing that online courses are the first to fill followed by hybrid and traditional course formats. There may be a valid reason for this phenomenon because online courses offer several advantages to students. The most obvious advantage in an online course is that students can set their own learning pace in an online learning environment giving them the flexibility to manage their course and work schedule. Though online courses offer several advantages, some students may still prefer to have a physical interaction with instructors. Hybrid courses incorporate the best of both online and face-to-face courses by providing a flexible learning environment along with the ability to connect with the instructor when needed. This is not to say that face-to-face courses will fade away in the future. Traditional courses have its own followership and will remain a core medium of instruction delivery (Black, 2002). Given that each medium has its advantages and disadvantages, this study sets out to understand the impact of the medium of learning (i.e., online, hybrid, and face-to-face) on student performance (based on evaluations and scores) and instructor preference for the medium by comparing the same course (a 300 level Introduction to Retailing course) across the three media.

The Introduction to Retailing course is a required course for business majors concentrating in ‘Retail Marketing’ and ‘Sports Marketing’ and is frequently taken by students concentrating in ‘Marketing’ and ‘Fashion Merchandising’. The course is offered in Fall, Spring, and Summer sessions and has a capacity of 38. I had the opportunity to teach this course via the three media over three different semesters (Spring 2018, Fall 2017, and Spring 2017). For all three media, the textbook (the latest edition authored by Grewal and Levy), instructor materials, tests, quizzes, and final project remained mostly similar to provide comparable learning objectives and materials across the three media. In the case of the online medium, materials were posted in advance but the students had to take quizzes each week pertaining to that week’s chapter. In the case of the hybrid medium, students were expected to read the chapter content on their own and start the class session by taking a quiz (to test if they read through the chapters or not). In the face-to-face medium, quizzes were taken after the chapter was discussed in class. To compare the three media, the averages of the mid-term exam, final exam, class total, and the overall course ratings were compared.

Table 1 shows the scores across the three media. The table shows that students in the online medium had the highest average class total and scored higher in the exams compared to students in the hybrid and face-to-face courses. However, the overall course rating for online medium was less than that of hybrid medium and slightly higher than that of face-to-face medium. This could lead to instructors to ponder why students have lower overall course ratings despite getting good scores.

| Medium | Total class average | Mid-term exam average | Final exam average | Overall Course Rating |
|--------------|---------------------|-----------------------|--------------------|-----------------------|
| Online | 88.72 | 90.5 | 89.56 | 4.1 |
| Hybrid | 87.59 | 83 | 82 | 4.5 |
| Face-to-face | 80.24 | 75 | 85 | 4.0 |

Table 1. Scores for online, hybrid, and face-to-face course

Subjective student evaluations submitted at the end of the semester indicated that students preferred the hybrid medium the most followed by online and face-to-face medium. Some of the comments indicated the obvious advantage of hybrid course such as flexibility and interactivity. In terms of instructor satisfaction, at the end of this experience, the instructor personally enjoyed the hybrid medium the best as they are not using the class time to teach the basics that students can learn on their own. Most of the class time was used to discuss concepts from the chapter, current retail industry scenario, and to conduct small group activities that reinforced the concepts.

At the end of this experiment to understand the effectiveness of the medium for the 'Introduction to Retailing' course, the instructor for this course concludes that similar testing mechanisms for the three media will not be appropriate. The online course would need an individual and group project-based testing while the face-to-face course would need traditional testing mechanisms (such as the in-class mid-term and final exam). Further, there was no interaction component in the online medium of this course. This is an essential component of an online course and needs to be incorporated in the future in order to keep them motivated and create a sense of community within the course. Based on these experiences and the learnings associated with it, significant changes will be made in the future.

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ENHANCING STUDENT LEARNING IN ONLINE COURSES THROUGH EXPERIENTIAL LEARNING PROJECTS

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POSITION PAPER

It is generally accepted that experiential learning projects or client projects help students to communicate effectively, perform well in teams and solve problems. These benefits are critical to succeed in a business environment. Hence many business schools have incorporated experiential learning projects in their curriculum. However, these client projects have their share of limitations as well, particularly in an online environment. I have outlined below a few of the key limitations:

1. Despite their commitment to regular contacts with students, clients may fail to interact with students on a regular basis. This can happen for a number of reasons. The contact persons may get busy with important assignments, may be on tour on a prolonged period, or simply lose interest in the project.

2. The final recommendations by the student group are not implemented regularly, in full or in part. As a result, the project becomes simply an academic exercise, which defeats the very purpose of the project.

3. The student groups generally get any chance to implement a plan (in this case a social media marketing plan) for a client. As a result, they do not get the opportunity to demonstrate critical managerial skills such as project management, leadership, teamwork, interpersonal communication etc.

I believe the limitations outlined above leave a significant gap in the experiential learning process of our students. Thus I have been looking for a new experiential learning model that address these limitations.

In 2016, I developed a new fully online course on Social Media Marketing. The purpose of the course was to acquaint the students with the popular social media sites, and highlight how businesses are using social media for communication, branding, marketing, customer service, and market research. Students also learnt quick, easy ways to use popular social network sites to engage and retain customers. One of the unique features of this course was a major group project wherein student groups develop an implementable Social Media Marketing (SMM) plan for a number of local clients who need help in developing an implementable SMM plan. Several clients incorporated students' suggestion. For example, a couple of clients created their LinkedIn profiles, started twitting more often about their activities. The project is designed to train students in the basics of social media marketing plan including situation analysis, marketing research, teamwork, client relations, oral and written communication, project management, and organizational skills. Students manage the marketing project independently. The professor does not get involved in the planning and execution of the project.

Students interacted with their designated client to learn out their products or services, target markets, and current social media marketing strategies. Based on the feedback, student groups analyzed the current social media strategy of the clients, suggested changes to the overall plan, and finally helped them improve their Facebook and LinkedIn pages.

The activity offers a number of learning outcomes for students enrolled in fully online classes. In this activity, students enrolled in a fully online class are able to work in groups to execute a real-life client project. To be specific, the activity will help students enrolled in online classes to:

- learn experientially from client projects
- execute projects in group environments
- complete the projects within a specific time

As an instructor, I learnt many important lessons from this project. First of all, it is difficult to get students enrolled in a fully online class to work smoothly on a group experiential learning project. Students do not meet in class regularly. Some students in a group do not know one another well. Hence, the chance of friction between students is probable in such a situation. It did happen. Most of the issues were minor, and students were able to manage them

without my intervention. Second, the level of motivation varied from one student to another, thus the potential of dysfunctional departments was present. Since students chose to form their own groups, we did not have a thoroughly demotivated student in any group.

From the perspective of the instructors, I believe there are a number of key success factors for this innovation. First, the preparation should start well ahead (at least 1 month) of the semester. A short list of potential clients should be selected after duly vetting the clients. The right clients should have a genuine problem related to the course topic, and the problem could be solved by the students during the semester. Also, the client should not have undue expectation about the deliverables. After all, these are student projects and they should not be compared with projects executed by professional consultants. In 2 years, I have been fortunate to face only one situation when the client's expectation was more than what the students could deliver.

I believe this method has enormous potential for improving student learning in an online environment. However, this potential can be ascertained through the application of this method across many business classes. After its introduction in my Social Media Marketing class in 2016, I have successfully incorporated experiential learning projects in my online Digital Marketing class. This Fall semester, I am going to use similar experiential learning projects in my Consumer Behavior class. Since I have taught Consumer Behavior in the face-to-face format earlier, I will have the opportunity to compare and contrast the student performance on several critical learning outcomes (e.g., teamwork, critical thinking, and content knowledge) in similar experiential learning projects.

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MARKETING & LIBRARY

A CASE STUDY OF AN ACADEMIC LIBRARY IN A MID-WEST UNIVERSITY

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POSITION PAPER

Why some libraries are more market-oriented than others? In our study, we will explore several factors in shaping the marketing culture in an academic library.

We investigate library visitors' demographics and usage patterns, how visitors learn about the services provided by the library, current marketing efforts made by the library in order to motivate people to visit the library, and if the library marketing plan is aligned with the university strategic plan.

Top management of the library will be interviewed for this purpose. Examples of the interview questions may include the following: 1) Do you think that strategic marketing is undervalued by libraries generally? 2) Is the first step to creating a marketing strategy understanding your own library or understanding the market your library is in? 3) Tell me about the importance of the library brand fitting into the user's lifestyle. 4) Any tips for quick wins in library marketing?

We also would like to interview library personnel for some of the following questions. In terms of "Gathering Information and Assessing Your Environment", we will ask the following questions: (1) How do you elicit feedback from students about their library needs? (2) How does your campus culture influence whether or not students use the library? (3) Does your library have an advisory committee? Who serves on it? (4) How often does your library engage in marketing activities? (5) How could you launch a more systematic marketing campaign to faculty which would meet the needs of various faculty communication preferences (e.g. print-based, electronic, and face-to-face communication)? For the questions regarding "Collaborating with Faculty", we will ask the following questions: (1) Do librarians at your institution have input on student research assignments? What are some examples of successful collaborations? (2) Do you ever have to help a student interpret an assignment? What strategies have you used to decode what the student tells you? (3) What tools can the library provide to faculty that will help them become library advocates? Regarding the library "Instruction and Outreach" aspect, we will ask the following questions: (1) What means do you use to announce new library resources, such as new books or databases, to students and faculty? Do your outreach efforts extend beyond the library walls? Do you use any Web 2.0 technologies, such as social media or RSS feeds to transmit updates on services and resources? (2) What role does your library play in new student orientation? (3) Does your library offer instructional services within or outside of classroom hours? What methods have been most successful for getting faculty onboard and participating? (4) How do you communicate with faculty about library services and resources? New faculty orientations? Workshops that support faculty research activities? Visits to departmental meetings? (5) Does your library have a liaison program or a system in place for communicating with individual departments about library instruction and services? If so, what are the major objectives and activities of your departmental liaisons?

We will discuss the implications for marketing library services and resources based on the research results. The importance of library marketing culture and relational marketing will be addressed. Community consultations, events and opportunities, the design of the library, outreach programs, and other related library marketing efforts which will increase the library awareness will also be presented.

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CAN ONLINE CLASSES BE BETTER THAN FACE-TO-FACE CLASSES FOR STUDENT SUCCESS?

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POSITION PAPER

Academic institutions have been exploring alternative methods of delivery beyond an in-class, face-to-face delivery. Geographically dispersed students, older students with additional family and work obligations and students unable to be accommodated in an in-class session have utilized some form of distance education for years. Historically, distance education was completed through the use of mailed printed materials and student assignments submitted via regular postal mail.

The advent of the internet opened up alternative technologies to deliver classes through an online delivery mechanism with digital assignments and completion of work through electronic submissions. Most recently, the incorporation of Massively Open Online Courses (MOOCs) have explored significantly larger class sizes for classes, many of which are offered for free.

Despite the expanded delivery opportunities that recent digital learning tools at an instructors disposal, in many situations the teaching pedagogy used in the historical distances courses delivered by mail are still being used, although through a digital medium, without taking full advantage of the digital learning tools and pedagogy available today (Karambelas, 2013).

These delivery techniques have led to both anecdotal evidence and studies that have been conducted at several institutions globally that would suggest that course completion and program retention rates for online students are lower by distance than face-to-face contact and that the lack of face-to-face contact is not effective with some learning styles (Carr, 2000).

At a mid-size North American Business School, research was conducted over multiple sections of an Introduction to Marketing Tactics course. The same instructor, course outline, and assignment structure was utilized to ensure consistency and two mechanisms for delivery were conducted for the online courses on different semesters. Student grade point averages (GPA) were analyzed to determine similarity of course sections. During the course, student attendance and participation were tracked for both the online and face-to-face courses and comparisons were made of each graded assignment as well as the final course grades.

Overall GPAs at the beginning of the semester had no statistical significance between courses allowing for ease of course comparison. As the course under study was the second core marketing course, student performance on the first required marketing course were also evaluated and similarly, there was no statistical significance between course sections.

The authors experiences with online courses prior to this study indicated that typical online delivery techniques may have followed the historical distance model. Student comments on Course Evaluation Questionnaires (CEQs) includes comments like, “this instructor should never be allowed to teach online courses because he expects us to do as much work as a face-to-face class, there is a reason why we take online courses”, and “the instructor expected up to do the work each week, in all my previous online classes I just read the textbook and took the exams and I did fine, but I have failed this course”. The author undertook to explore the necessary mechanisms for both improving the online delivery as well as changing student behaviour and expectations to improve student learning and performance.

The author initiated several techniques in an attempt to replicate the face-to-face class environment in the online course including: identical schedules and course content, recording face-to-face classes to provide weekly content for the online sections, education on virtual team management for both classes, and synchronous online office hours weekly for the online classes. The results were highly unexpected, with the online class students performing considerably higher with a class average 15% higher. The utilization of the resources were higher for the online class

than the face-to-face class which likely contributed to the findings. Detailed findings will be provided during the conference presentation.

Conducting online classes to replicate face-to-face classes requires instructor competence in technical course delivery with the tools to execute (video recording, synchronous sessions, etc), and some of the advantages such as larger class sizes may not be able to be used easily with the replicated pedagogy and so may not fit with school needs.

The author will continue to explore alternative delivery methods in future years and track and compare results across multiple sessions as well as relying on student feedback to determine best practices.

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CONVERGENCE OF TECHNOLOGY WITH MARKETING EDUCATION - A DIGITAL MARKETING & BI APPLICATION

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POSITION PAPER

The fast pace of adoption of digital practices in marketing is increasingly widening the gap between the skills marketing industry needs and what marketing education provides to the students. To ensure future student success, it is important to keep pace with industry and incorporate innovative strategies in the design of marketing education. This paper takes an applied perspective on how technology can be integrated into the marketing curriculum for courses which addresses digital skills as “Digital and Social Media marketing” and “Market and Business Intelligence”. This paper discusses education strategies which can be used to develop key quantitative and qualitative skills in students in alignment with industry needs. By integrating key insights from industry practitioners and feedback from students, this research provides course content recommendations for marketing educators.

The fast rise of the digital and social media world has fundamentally changed the way in we as consumers behave and respond. Adoption of technologies as voice-enabled consumer searches and the upcoming big revolution of “internet of things” have merged the field of technology and marketing for years to come. Marketers need to quickly acquire new digital technological skills to adapt and keep pace with this “technologically dominated era”. As academicians who mold the next generation of marketers, this issue is of high significance and influences how we train “skill enabled” marketers who can meet the industry expectations. Research shows a widening gap between what businesses need and what education provides (Mourshed, Farrell, and Barton, 2013). The overarching reliance on “text-book” based courses which are traditionally lecture-driven may not apply in the fast changing digital marketing area. The relevance of a textbook by the time it is published and adopted is very less when compared to the ongoing industry practices. This leads us to the importance of devising new strategies as “Adoption of Technologies” to facilitate the development of relevant skills in students. Basic adoption of learning technologies as Blackboard or Lynda.com helps in only facilitating better learning environments (Clark, 2018) but may not be sufficient to match the industry needs.

In this research, I proceeded to compile a list of key skills for marketing students as is required by the industry through LinkedIn postings, job postings on major job portals and interviews with marketing practitioners. The analysis showed that some of the key skills included “Digital analytics”, “Content Planning”, “BI Visualization” etc. (Details provided in Table 1). The next step was to address how to train the students for the key skills. One of the key factors which differentiates the domains of digital marketing and business intelligence is the high level of technology usage in industry. For example, business intelligence platforms are advancing to cloud based, machine learning enabled technologies. Website usage analysis is done through Google Analytics tool. It is relatively impossible to theoretically approach these valuable skills without a hands-on or “vocational” approach (Bixby 2018). These technologies can be incorporated into the curriculum and in a manner in which marketing problems are addressed and solved. I showcase a combination of Access to Key Technology resources + Cases + Simulations to ensure marketing issues are understood and solved through use of technology. With the level of advancement inherent in these technologies, it is important to enable industry partnerships to get access to such technologies and provide real time hands-on training to students. Table 1 provides a compilation of required industry skills mapped on to key technologies. These resources can be accessed through academic- industry collaborations with suggested partners and incorporated into the course content as detailed in Table 1.

One of the main points to note for the marketing educator is how these can be leveraged to ensure “marketing” concepts are focused on. The combination of technology access with marketing data and supplementing it with marketing cases help to develop quantitative skills as digital analytics and qualitative skills as visualization. An integral mix of these skills can help the student achieve a better chance at jobs in the market. Another strategy is to have tangible digital badges or completion certificates which the students can showcase as a validation of their attaining the skill. One of the key challenges faced in the deployment of the above mentioned education strategies is ensuring students understand the key marketing concepts and apply it step by step using these technologies for a

holistic learning experience and not just learn a tool. It is important to also highlight the need for ethical practices in the use of technology in marketing to ensure the students have the right value base.

| Industry Skill | Technologies for Course Content | Technology Partner | Details |
|---|---------------------------------|-----------------------------------|---|
| Digital Analytics | Google Analytics | Google | Free Resource. Website analysis on Google Merchandise store. Hands-on practice on Marketing Data/Get Digital Certificate |
| Digital Advertising | Google AdWords | Google | Get Digital Certificate |
| | Stukent Mimic Intro | Stukent | Simulates Google AdWords for Digital Advertising . Hands-on practice on Marketing Case/Data/ Get completion certificate |
| Digital & Social Media Content Planning | Stukent Mimic Social | Stukent | Simulation for social media content planning and deployment. Hands-on practice on Marketing Case/Data/ Get completion certificate |
| | Digital Cases | Knowledge Matters | Simulation for social media content planning and deployment. Visually rich Marketing Case Problem and solution method. |
| Digital & Social Media Strategy | Hub Spot Methodology | Hub Spot | Digital framework for digital marketing strategy |
| Business Analysis/ Reporting | IBM Watson Analytics | IBM | Hands-on practice on Marketing Data from IBM / Get Digital Badge |
| Business Analysis/ Reporting | Microsoft Dynamics | Microsoft | Hands-on practice on Marketing Data |
| Social media analysis | IBM Watson Analytics | IBM | Hands-on practice on Marketing Data with real time social media data |
| Business Visualization & Reporting | Tableau | Tableau | Trial version available for students. Critical skill for industry now |
| | SAS Visual Analytics | SAS | Available through TUN or directly from SAS |
| | Micro Strategy | Micro Strategy | Available through TUN |
| Big Data Analysis / Data Scientist | SQL for Database Access | Teradata University Network(TUN) | Hands-on practice with Database Access and SQL enabled front end. |

Table 1 : Skill and Technology Mapping with Course Content Recommendations

Based on implementation of the above practices in a Midwest US University over a span of 3 years, feedback has been collected from students. Overall, sentiments analysis and content analysis of the feedback shows that learning experience is enhanced by the use of the technology. The development of the qualitative and quantitative skills is finding resonance and success in initial job placements and advancements in career. This research is in progress with collection of feedback from students and career center stakeholders to understand the effectiveness and impact on student success over a larger span of time. Future research in this line can also help us identify how to establish more industry partnerships at a University level and how this model can be scalable and flexible to accommodate new market needs.

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THE NOT SO PASSÉ MBA: UTILIZING ACTIVE LEARNING AND PODCASTS

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EXTENDED ABSTRACT

The traditional MBA case method has been accused of being passé, with claims suggesting that “cases selected are often out of date — sometimes more than 10 years old — and are irrelevant to the current business environment” (Yeaple 2012). Note, however, it is not that case analysis is ineffective, rather it is that content and traditional delivery methods are often dated. Considering that enrollments are projected to increase (NCES 2015) and the Association to Advance Collegiate Schools of Business (AACSB) standards have shifted now is the time to realign the value proposition of the MBA to produce a new generation of students able to implement up-to-date business knowledge. This research presents a new approach to case analysis that is innovative, well received by students, readily accessible, and effective at delivering course content. Podcasts are presented as a tool to modernize case analysis, a pillar of MBA education. Moreover, this new approach to case analysis can be applied across disciplines and to any level of student.

The development of this approach was motivated by numerous factors. Changes to accreditation standards take traditional experiential learning a step further, focusing on engagement, innovation, and impact (based on upcoming 2018 AACSB standards). AACSB advocates for the need to create classroom experiences that are both innovative and beneficial, incorporating: 1) the latest standards for accreditation, 2) employers demand, and 3) technology. This means faculty are expected to create dynamic, impactful, and progressive classrooms.

The required shifts in approach also arise from students and employers. By aligning curriculum with current material and resources, business programs can bridge the knowledge gap. This enables students to perform successfully on the job by implementing knowledge in the workplace and thinking critically about issues the company is facing. The Association of American Colleges & Universities (2013) reported hiring employers are heavily weighting critical thinking, communication, and problem-solving skills – all skills that are activated when students participate in a case analysis. Utilizing case studies in the classroom allows students to gain proficiencies needed to address real-world business solutions, thus improving their chance to find a job, or receive a promotion for their ability to meet, and overcome, the job’s challenges.

In addition to the proposed AACSB changes and employer demands, the business environment is experiencing changes initiated by technology. This shift is also being felt in the classroom, where pedagogy is adapting to incorporate technology for innovative instruction. “In bridging the digital gaps among students, educators, and industry practitioners, higher educational institutions throughout the world are grappling with how best to accommodate new platforms of learning using digital technologies... However, in order for pedagogy to successfully use these technologies, teaching and learning need to be explored from the tripartite perspectives of the student, the educator, and the industry practitioner” (Duffy and Ney 2015). Given the demand from within the universities and from the external environment, it is time to embrace these technological and accreditation changes.

This research adds to the educational scholarship of the past two decades by highlighting the need for technology to appropriately and innovatively be built into the pedagogical design for MBA courses. This need arises from shifts in accreditation standards, industry demands, and technological innovation. This research demonstrates that using podcast technology and real-world examples in a case-based course provides more meaningful engagement with students and evokes deeper learning.

Podcasting, an automated technology broadcasting recorded audio shows, brings case analysis into the 21st century. Podcasts provide students with a format that fits easily into their busy lives, increasing the likelihood they will come to class prepared. Additionally, most podcasts are free of charge, which is a positive feature when compared to costs of textbooks and printed case studies. To integrate technology, engage students, and provide relevant content, podcast mini-cases were incorporated into an MBA Marketing Management course. Prior to class, students were

assigned content from the text, completed a quiz for each chapter, and were asked to listen to a podcast from National Public Radio (NPR) called How I Built This, with Guy Raz. The podcasts were a fresh, easily accessible technological tool to support weekly course content. Each podcast's topic provided context for interactive conversation and brought to life the text's material. The primary challenge of this teaching approach is ensuring that students can connect the week's textbook content clearly to the podcast case example. Additionally, most business or marketing related podcasts are not from an academic perspective, thus the onus is on the instructor to highlight the theories involved with the case.

This integrated approach to teaching a case-based course delivers the marketing content in a context that is contemporary and engaging to a new generation of students. Part of the attraction of using podcasts is the relevance of the material presented, which provides a consistent way to connect the ever-evolving world with the unchanging basic tenants of marketing. Future research should investigate how effective this particular technique performs compared to traditional lectures and cases.

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BASIC MARKETING CONCEPT APPLIED TO HIGHER EDUCATION: HOW THE 4 PS PLAY A ROLE FOR

THOSE TEACHING AT THEIR ALMA MATER AND THE MARKETING OF THEIR INSTITUTION

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POSITION PAPER

A well-known conceptual framework in the marketing industry—the Marketing Mix or 4 Ps—can, in fact, be applied to the higher education arena. Furthermore, when those applying the conceptual framework have more of a vested interest in their institution as it is their alma mater, it potentially becomes even more impactful. Inherently, those teaching in the business field, specifically in marketing, understand how this concept applies to their profession. These individuals know the importance of the “brand” or institutional promises made by the 4 Ps and how the actual experience should align with these promises (Maue, 2015). Essentially, alumni who return to their alma mater to teach are educating spokespersons for the institution of higher education, and the administration could utilize this to their advantage in their own marketing of campus. As Maloney (2015) indicates, the passion that alumni have for their alma mater is a tremendous asset as there is a level of loyalty that is often unmatched. Being “homegrown” produces quite an opportunity to make lasting impressions to those they teach and showcases success stories of graduates who return to their alma mater to give back.

Upon completion of a basic literature review, the argument stands that it is important for those in higher education to understand the basic tenants of marketing. While somewhat theoretical in nature, utilizing the 4 Ps in higher education will allow institutions to fulfill aspects within the college’s marketing plan which are necessary for a successful future (Rudd & Mills, 2008). In fact, faculty are now often involved in marketing efforts because what is drawing students in currently is a more personal connection—stories and relationships (Elrick, 2017).

The general marketing model that Kotler popularized is related to the Marketing Mix or 4 Ps concept; it states that the target market is central to the Product, Place, Price, and Promotion (Pride & Farrell, 1987). Many additional models have been postulated, but they all maintain the target market being the central constituency surrounded by various aspects.

The following excerpts briefly provide examples how two homegrown marketing faculty at one institution can apply and exploit the 4 Ps while educating and how the institution could, in turn, highlight aspects as well:

- 1) Product (Service) – Those in higher education can stress the quality of education the students are receiving—making use of the value concept. Highlight the exceptional features and benefits that the institution offers. What programs differentiate the institution from others? Fully describe and encourage students to become involved and benefit from various student engagement experiences.
- 2) Price – Higher education professionals can discuss different pricing levels or terms and how potential payment plans provide flexibility. Our institution is a public-school price with a private-school feel. Financial aid and scholarship awareness are critical for this component. Additional income opportunities can be discussed to help offset sticker shock (on-campus work study/stipend, paid internships, etc.).
- 3) Place – Focus on the quaint location for the on-campus setting. The extensive campus renovations to keep things up-to-date allow this rural campus to meet the ever-changing needs of students. Additionally, ensure online courses are highlighted due to their flexibility and ability for anyone to enroll from anywhere at any time.
- 4) Promotion – Share the success stories to ensure others can envision themselves having the same positive experiences. Post videos of faculty working with students on social media. Intentional efforts made by faculty will likely bring about positive word-of-mouth as well. Promotion is not just the role of the marketing department, but rather a concept for all employees to embrace. Communication plays a key role here so that a consistent message is shared and spread.

As often described in marketing textbooks, the 4 Ps must work together. If one is out of sorts, it makes the likelihood of success on behalf of all other components to be much less. Working in concert with one another, faculty teaching at their alma mater can be proud to utilize and apply the 4 Ps in their profession to demonstrate their belief and passion about not only their subject matter, but also where the students are obtaining their degree. Giving back to one’s alma mater in an employment capacity is an extraordinary privilege. The institution’s marketing department can

take advantage of such positive stories and utilize them in their own marketing efforts. These stories to tell may make a very favorable impression on a prospective student, reporter sharing news with the community, or donor.

Of course challenges may exist. Funding issues likely pose the biggest concern when talking about the ability of higher education institutions to keep their prices at a reasonable level or to be able to offer a variety of programs and amenities to attract students. Ultimately, those in higher education must stress the value concept that benefits exceed the costs providing the students some form of value. Which, this is all relative depending upon each student's perspective and perception as well.

Without question, those in higher education who are employed by an institution which is not their alma mater can also naturally espouse the 4 Ps concept and apply it to those they are teaching. As such, marketing departments can share the success stories of their faculty no matter their background in an effort to use the more personal approach in their recruitment and overall marketing efforts. However, there is much to be said about knowing an institution at a deeper level from multiple perspectives and experiences and truly understanding the culture. This would be more of a challenge for others to appreciate and/or overcome.

With a better understanding and appreciation of how the 4 Ps can be applied to one's place of employment, whether it is an alma mater or not, the higher education institution could reap rewards. Understanding that educators are essentially marketing their institution on a daily basis, not only to current students, but also to prospective students, the community, and the general public, a more positive outcome should occur as the institution employs this in their marketing efforts as well. An opportunity exists to share this assertion with educators in a variety of disciplines rather than speaking from the perspective individuals who teach marketing courses. Additionally, a more qualitative research study addressing successes and/or areas for improvement in applying the 4 Ps to the higher education arena could be addressed for future research.

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USING VIDEO TO INTEGRATE ONLINE AND FACE-TO-FACE CLASSES IN MULTI-SECTION COURSE DELIVERY

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POSITION PAPER

Video consumption is at an all time high and its use in education is growing, although the impact and format for optimally incorporating video into education is still unclear. Students are actively engaging with video in their current educational activities. 68% of students watch videos in their classes and 79% voluntarily watch videos to enhance their learning or understanding of the course content (Leonard 2015). The utilization of video has the potential to improve student learning, assist in the recruitment and retention of quality students, increase faculty accessibility, and increase instructor's effectiveness (Barbier, Cevenini, & Crawford, 2012). Video has also been shown to increase students classroom engagement and performance (Bravo, Amante, Simo, Enache, & Fernandez, 2011).

Greenberg and Zanetis (2012) identified three factors that video in education can impact: (1) interactivity with content, (2) engagement, and (3) knowledge transfer and memory. This project allowed students to not only view the videos in their own time, but they can watch the videos more frequently as necessary for them to achieve the necessary level of understanding. This can be seen as empowering students (Fernandez, Sino, Castillo, & Sallan, 2014).

There is also some disconnection between online (distance education) courses and their face-to-face counterparts. In-class students may benefit from more enhanced explanations from the instructor, or may have access to guest presenters that can enhance the student's learning experience which are not available to the online students. Guest presenters may be limited in their available time which might restrict their presenting only during a single section of a course. The benefit of their presentation is not only restricted to the online students, but also to the face-to-face students in other sections of the course. Through the recording of guest presentations (with their permission), more students will be able to benefit from the additional insight provided.

The author evaluated the use of video over multiple semester with an Introduction to Marketing Course at a mid-size North American Business School. Over multiple semesters various video delivery mechanisms were utilized including recorded slide presentations without instructor visually deployed, and recorded slide presentation with instructor visually deployed and recorded face-to-face class presentations, with be formats under review. Several students completed the first required marketing course with the same instructor testing the recorded presentation formats and then took the second core marketing course with the recorded face-to-face classes. Student performance and feedback were used to evaluate best practice.

The best performance and student feedback was obtained by recording the face-to-face class section and using that video for the recorded presentations for the online section. In many ways this provides a consistency between course sections that is never achieved. Multiple sections, even with the same instructor may have different content delivered, content delivered a different way, or greater emphasis put on different course elements. The recordings were available to both the online and face-to-face course. This allowed face-to-face students who a class due to circumstances beyond their control to review the recorded course content. It also provided for unprecedented consistency and review for AACSB accreditation processes.

For international students, video provided the ability to review presentations multiple times to ensure that complete understanding is obtained versus a single delivery of the content in a face-to-face classroom. Video can also provide a more effective delivery of course content to a more diverse student base accommodating student needs. Within about 2 hours following the upload of the video (even if uploaded privately or unlisted), a video on YouTube is close captioned and translated into over 65 different languages. This will provide greater access to courses content for those who may have hearing challenges or for those students whose primary language is not English.

There may be multiple reasons for the lack of adoption of video technology into existing courses including: lack of access technological tools, uncertainty of impact and value to student learning, difficulty in accessing assistance in a timely manner, lack of education of how to deploy video technology tools into classes to achieve different objectives, and time to explore the potential opportunities.

The author will continue to explore additional video delivery methods in future years including live streaming of classes and track and compare results across multiple sessions as well as relying on student feedback to determine best practices.

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DIPLOMACY LAB: OFFERING CLIENT-BASED RESEARCH-LEARNING OPPORTUNITIES FOR MARKETING CLASSES

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POSITION PAPER

In response to calls for more activity-based learning activities to improve student learning (Bridges, 1999) many interactive (e.g. the use of simulations – see Voss, 2015), hands-on (e.g. experiential learning opportunities – see Charlebois and Giberson, 2010), and real-world (e.g. client-based learning by consulting projects – see Rand, 2014) initiatives were integrated into marketing curricula. Often client-based learning projects imply research and are naturally incorporated into marketing research classes (see Geissler, 2014; Rand, 2014). Client-based projects unfortunately tend to suffer from a range of mismatched expectations (Reifenberg & Long, 2017). The form, scope and timing of deliverables associated with the project represent some of the common problems specifically related to client-based projects. Private and public clients alike are looking for implementation ready recommendations without due regard for the academic journey faculty need to take students on to arrive at such recommendations. Clients generally also need recommendations much more urgently than what the academic calendar allows faculty and students to deliver.

The purpose of this paper is to indicate how Diplomacy Lab, as a U.S. Department of State public-private partnership started in 2013 (U.S. Department of State, Nd), offers unique client-based research-learning opportunities to marketing educators. Diplomacy Lab allows the Department of State to broaden its research base by “course-sourcing” research and innovation related to foreign policy. This is accomplished by engaging students and faculty at U.S. universities in diplomacy responses to complex real-world global challenges (Diplomacy Lab, 2018a).

The Department of State shares proposed project requests with Diplomacy Lab partner universities in advance. Universities internally identify faculty members to lead student project teams. Based on bid proposals formulated by faculty leads, partner universities bid on projects six months prior to the start of the semester. For awarded projects, faculty members, over the course of a semester, guides student project teams to develop final deliverables that accomplish the goals outlined in the project requests. Project teams have throughout the semester opportunities to discuss their projects with Department officials via video- or teleconferences for additional context, direction and guidance (Diplomacy Lab, 2018a).

The format of the final deliverable depends on the nature of the project. Most deliverables include short policy memos with supporting research and data attached. Longer research reports, statistical analysis or data sets can also be required, but the expected form and scope of the final deliverable is defined in the initial project request and in subsequent communication with Department of State officials (Diplomacy Lab, 2018a).

Because Diplomacy Lab takes a “whole-of-university” approach (Diplomacy Lab, 2018b) projects cover subject matter from many different schools or colleges on campus. From the listed total of 453 project requests between the Spring 2014 and Spring 2018 semesters, 56 were business related, with six exclusively related to marketing (Diplomacy Lab, 2018c). The multidisciplinary nature of many project requests, however, offer more opportunities to marketing faculty than merely six marketing project requests suggest. A good example of this was during the Spring 2017 semester when a project request titled “Economic Benefits of the African Growth and Opportunities Act” was used in the University of Oklahoma International Marketing class. The project allowed students to explore the international marketing environment and how tariffs influence marketing opportunities for businesses in diverse industries. All 28 students enrolled in the class participated in the project. Students were surprised with the level and volume of research and analysis the project required, but the following quote from the end of semester student evaluation summarize the experience of students well: “I am really proud of participating in this government program since I felt like being a worker and not a student anymore” (Anon, 2017).

The Diplomacy Lab program therefore preempts two sets of mismatched expectations encountered when incorporating client-based research-learning projects into marketing classes, namely: the time expectation as projects are structured to run through the course of a semester with ample preparation time allowed before the start of the semester; and the deliverable expectation as the form and scope of the final deliverable is clearly described in the project request and sufficient opportunities exist to clarify and refine expectations. Additionally, Diplomacy Lab projects present by their nature the opportunity for students to research and learn from real-world problems in an international context thereby also serving as a vehicle for schools and colleges of business to make marketing education more practically relevant in a globalized context.

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EMOTIONAL INTELLIGENCE IN THE CLASSROOM: THE APPLICATION OF EMOTIONAL INTELLIGENCE CONCEPTS IN INTRODUCTORY AND ADVANCED MARKETING COURSES

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POSITION PAPER

This paper and presentation explores the development and implementation of a set of emotional intelligence modules that were integrated into introductory and advanced marketing courses. These modules resulted from the outcomes of a first-year professionalism and communications course required of all business students which demonstrated that students were lacking in certain aspects of emotional intelligence and required assistance in developing the skills necessary to apply and integrate emotional intelligence into their own lives. In the principles and advanced courses, students were first required to complete the EQ-i2.0, an emotional intelligence assessment, and engage with the results through a series of activities. Students then participated in a series of modules. These modules consisted of individual and group activities, assignments that linked specific emotional intelligence attributes (based off of the 15 sub-scales in the EQ-i 2.0 model) to various projects and tasks throughout the semester, and a final emotional intelligence project that occurred parallel to an overall course-related capstone project. Results demonstrated statistically significant increases in emotional intelligence scores (measured pre-post), capstone project outcomes (overall project quality, based on an external grading rubric, and student satisfaction, self-reported), satisfaction with the course and instructor (self-reported), and perception of their own ability to comprehend and apply emotional intelligence.

Five years ago the department of business instituted a set of new courses that would focus on professionalism, soft skills, and communication. In one of these courses, which was designed for all first year business students, a variety of personality, strengths, and emotional intelligence assessments were utilized. With respect to emotional intelligence, the assessment chosen was EQ-i 2.0, a product of Multi-Health Systems (MHS) which is offered in a higher education version that is both cost effective and perfectly suited for an introduction to emotional intelligence concepts. The EQ-i 2.0 model consists of five composite scales – Self-Perception, Self-Expression, Interpersonal, Decision Making, and Stress Management – and 15 subscales (five subscales for each composite scale). While students demonstrated various levels of proficiency in these sub-scales, some trends became apparent, with specific sub-scales problematic for a large number of students. These included Self-Regard (Self-Perception composite scale), Assertiveness and Emotional Expression (Self-Expression composite scale), Interpersonal Relationships and Empathy (Interpersonal composite scale), Impulse Control (Decision Making composite scale), and Stress Tolerance (Stress Management composite scale).

While a variety of in-class lectures and outside assignments to address emotional intelligence were incorporated into the first year class, it was clear that additional training would be beneficial, especially for marketing students, where a strong understanding of emotional intelligence would not only benefit them personally but also in their understanding of consumer behavior. As such, an emotional intelligence component was designed to be utilized in both the principles of marketing course (open to all business students) and a promotions course (for advanced marketing students). This component consisted of three parts:

- Training in the overall EQ-i 2.0 model and its application to individual student results.
- Individual and group activities where students were required to apply specific emotional intelligence concepts (tied to each sub-scale) while completing tasks for case studies and marketing problems, analyzing current marketing-related news topics, and engaging with concepts specific to chapter content (including readings, online activities, and discussion). Examples of activities included a CB-related field assignment where students observed/analyzed emotional intelligence (for consumers, employees, and themselves), an advertising assignment requiring students to connect behavior in ads to emotional intelligence concepts, and a product development/research exercise.

- A capstone project (marketing plan or promotional campaign) where students were required to incorporate emotional intelligence concepts in their research, strategy work, and final execution, as well as fulfill various tasks where they analyzed their own and their group member's emotional intelligence usage. Both a traditional final paper and presentation were required, as well as a separate parallel paper focused on their engagement with and takeaways from the emotional intelligence component.

Results have been promising, with statistically significant increases in overall emotional intelligence measures, course outcomes, attitude scores, and measures pertaining to student recognition of and ability to engage with emotional intelligence concepts. Moving forward, the goal is to further develop the program and expand its usage to additional courses.

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INTERPERSONAL COMMUNICATION, EMPATHY AND MANAGING SOCIAL INTERACTIONS AMONG GENERATION Z STUDENTS

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POSITION PAPER

With generation Z mostly replacing Millennials in the classroom, a host of new concerns has appeared. This paper is focusing on the concern with interpersonal skills and empathy of the new college students.

At least part of the effectiveness of commonly used pedagogical approaches in college hinges on the ability of the students to interact and communicate with their professors and other students. Group work requires that team members organize and work together. Discussions require interactions and conversation with other students and the professor. If this ability to interact, communicate and organize is lessened, we as educators will be faced with difficulties. And there is some reasoning suggesting that such difficulties are indeed emerging (Igel & Urquhart 2012).

Students who enter college now grew up with smart devices and had their formative childhood years form with online interactions instead of face-to face ones (Kick 2015). They spent a lot more time hunched over their devices, and a lot less time playing and talking with fellow human beings. Popular belief, echoed in the media (see, for example, Tulgan 2015) as well as private conversations is that these students are less adept at interacting with other humans, less capable of showing empathy, less able to coordinate group work, etc. (Igel & Urquhart 2012). Emotional intelligence classes are introduced in some K-12 schools and colleges. However, for now much of this conversation appears to be based more on speculation than empirical evidence. There are two parts to this problem (whatever its extent is): actual interpersonal skills and educators' perception of them as well as their ability to manage any problems the faculty perceive.

As the first stage in this investigation, a survey of college professors regarding their perceptions of generation Z's problems in interpersonal communications and the impact of such problems on students' ability to successfully complete course requirements and be well prepared to enter work force are ascertained. Additionally, any solutions/workarounds that professors found effective are surveyed. The survey is supplemented with a series of depth interviews with educators. The results of the survey will be shared in the presentation.

There are two major approaches to dealing with students' lack of interpersonal skills (ignoring the option of 'doing nothing'): (1) attempt to teach these skills to the students (Igel & Urquhart 2012). or (2) de-emphasize assignments that require such skills. As long as we believe that interpersonal communication skills are essential for the students' careers, we cannot in good conscience pursue option (2). What are our options as far as (1)? Will we be seeing a surge in team building activities and exercises aiming at modeling for the students how to ask questions, talk, organize groups? Will we be seeing new introductions into the curriculum akin to current business communication classes, or redesign of business communication classes?

An alternative perspective is that the students are not much less capable of interacting with others, it's just they are better at doing it over smart phones. Perhaps we are simply looking at a change in the set of tools akin to moving away from writing postal letters? The same reasoning of 'too much time spent on cell phones' might predict that they would be a great deal more efficient in managing groups of people. Where some prior generation students couldn't do a group assignment because they could not find any time to meet face to face, perhaps generation Z would quickly and efficiently deal with it over their smart devices?

Future research involves a survey of the generation Z students themselves to gauge if indeed their ability to relate to other people, organize and manage groups is diminished relative to previous generations. Another direction

of further research is investigating the interaction between the students' communication skills and professors' generational traits and technology use habits.

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ENHANCING LEARNING OUTCOMES IN SALES EDUCATION THROUGH VARIETY AND AUTHENTICITY

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POSITION PAPER

Sales education programs are undergoing rapid growth and dynamic change as more business and other undergraduate students pursue sales jobs as desirable career entry points. Research confirms sales education programs prepare students well for ever increasing market demand for skilled sales people.

Current trends indicate experiential learning and career development are two of the most commonly discussed topics found in a critical review of 107 articles published in the top four journals that cover sales education according to Cummins et al. (2013). Sales educators expose students to working world conditions to achieve goals including: building sales knowledge and skills and elevating sales-based self-efficacy. Self-efficacy, which is defined as a person's judgments or expectations about his/her own capabilities to perform a given task, is routinely found to impact sales performance positively (Barling & Beattie, 1983; Fu, Richards, Hughes, & Jones, 2010) particularly in early stage salespeople.

Sales educators are becoming more innovative in the design and delivery of experiential learning exercises although role-plays are generally the primary experiential learning tool employed by most collegiate sales programs. In fact, dozens of new regional and national sales role play competitions sponsored and judged by major corporations have evolved over recent decades.

When the players are familiar with one another, as in the case of classmates and instructors, the role-play does not always offer an authentic experience to accomplish what is necessary for students to be successful (Pullins et al, 2017). In response, some sales instructors have attempted to enrich experiential learning to provide greater authenticity with a wide variety of exercises including presentations and exercises led by industry professionals, "ride-alongs" and job shadowing and simulations designed to better replicate real life selling situations. Research on the impact of these types of exercises is less developed. However, one important component of Kolb's experiential learning theory (Kolb and Kolb, 2005) that may help guide sales education researchers is that individuals differ in their preferred learning styles. This may suggest that a wider variety of authentic experiential exercises is important to maximizing learning outcomes in sales education.

Knight et al. (2014) examined several controllable and uncontrollable variables in the classroom environment which encourage sales related self-efficacy in sales students. Over 500 students at 18 schools responded to an 82-item questionnaire. Prior collection of this data provided the researchers with a recent opportunity to benchmark the impact of the various types of experiential exercises provided in a sales certificate program at a small Midwestern public university versus the larger national 2014 sample. The purpose of the questionnaire was to relate career related self-efficacy (using the same 10 item scale as the 2014 national study) to student ratings of the various experiential exercises. The responses of 312 of the students from the national study who had taken two or more sales classes (like the sales certificate cohort) were compared. 89% of the national sample had completed a role play in their studies while 40% had done a job shadowing and 62% had engaged with industry speakers in class. All three of these types experiential exercises are required extensively as well as two different sales simulation programs in the sales certificate program. Few programs surveyed when the initial data was collected in 2014 likely had the variety of experiential exercises that the sales certificate currently requires but this could not be verified. Both samples were also very similar in prior sales experience though jobs or internships.

Independent sample T-tests indicated that the sales certificate cohort reported a significantly higher level of sales career related self-efficacy than the national sample initially confirming the notion that a wider variety of experiential exercises leads to higher sales career related self-efficacy. A principal component analysis was also employed on the sales certificate data only to determine whether all students significantly gained increased self-efficacy through all learning methods. The largest component explaining 62% of the variance, indicated that most students reported that each of the types of learning exercises contributed significantly to self-efficacy. However, a second component explaining 16% of variance showed that primarily face-to-face types of exercises with industry, such as role-plays with potential employers and job shadowing, were most important to developing self-efficacy for others.

This pilot study clearly has some limitations due to incomplete information on the programs of the 18 schools that participated in the 2014 study. Additionally, the research is not cross sectional as the data was collected from the 2 cohorts at least 4 years apart. The two samples are also very different in size. Nonetheless the pilot study provided some interesting results and these limitations can and will be addressed through another national study which the researchers plan as a part of a future agenda.

Some of the key research questions to be addressed in this agenda designed to help inform sales educators to design exercises that improve career readiness and success include:

- What are the most relevant predictive measures of sales career success for sales educators? (i.e sales related self-efficacy, confidence, knowledge or emotional intelligence)
- Which categories and characteristics of exercises best enhance these measures?
- What role does variety in learning methods play?

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THE ETHOS OF BRANDING AND INTEGRATED MARKETING COMMUNICATION

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POSTION PAPER

IMC has emerged as a contemporary genre of epideictic rhetoric with ethical obligations to our postmodern polis. Through the redefining of the branding metaphor within an ethical, grounded and narrative framework, the focus on ethos and connection to the audience through Calvin Schrag's "fitting response" may combat the previous challenges of narrative and marketing and its deconstructive effects. IMC as communicative praxis engages branding discourse in action with texture as the bonding agent between the brand and audience, thereby, opening a dialogue to teach and conduct IMC within an ethical framework in a dynamic global marketplace.

Working from a constructive view of IMC as a form of epideictic rhetoric, rather than the more traditional deliberative perspectives, this project will explore ways to conduct epideictic IMC and branding within an ethical framework – strategizing an ethos of branding. IMC has by this nature a rhetorical calling forth of more than just a target audience; the ethical and rhetorical embeddedness demands attention to a truly pivotal role that IMC plays in society. Among rhetorical theorists, particularly Aristotle and Heidegger, rhetoric is "something that can 'move,' and thereby advance, the moral consciousness and conduct of people. The marketing messages are not just promoting a product; the persuasiveness and lure are appeals to deeper lifestyle, cultural and socio-political messages and a "who are we" picture. IMC functions as a type of evocation that demonstrates a "showing forth" (epideixis). The rhetorical characteristics are existential connections into everyday life, where human life is impacted. Rhetorical appeals to the foundations and dimensions of human experience in terms of truth, beauty, goodness and unity are commonly embedded metaphors.

According to Schrag, "discourse and action are about something, by someone, and for someone" (*Communicative Praxis* xii). He continues, "Communicative praxis thus displays a referential moment (about a world of human concerns and social practices), a moment of self-implicature (by a speaker, author or actor), and a rhetorical moment (directedness to the other) (*Communicative Praxis* xii). IMC engages discourse and action through about, by and for through an integrated marketing philosophy that originates with a corporate or brand narrative.

As explained in *Kellogg on Integrated Marketing*, IMC's three major components are: "integrating the marketing effort over more finely tuned segments; integrating over time and other dimensions of consumer behavior; and, thirdly, integrating over measured media and other communication opportunities" (Iacobucci & Calder 9). IMC becomes part of the cultural traditions over time with connection through epideictic commonplaces and sensitivity to the historical moment. IMC is about corporate narrative, by the practitioners and for the internal and external publics. The communicative praxis of IMC engages the for through both referential and rhetorical moments.

Scholars, such as Proctor and Kitchen (2002), argue that marketing and postmodernism are already interwoven, especially in terms of the consumer. "One of the central tenets of postmodernism as applied to marketing and communication relates to the nature of consumer behavior" (Proctor & Kitchen 2002). Successful marketing strategies are challenged to execute the most integrated creative strategies through all communication touch points as a personalized approach.

Unlike their modern counterparts who are defined by occupation, social class, and other like-demographics, postmodern consumers are defined as decentered subjects with focus on psychographics and life style studies, and they are on the move. In order to appeal to these decentered subjects, juxtaposition of opposites is a marketing attempt to attract and engage this "fleeting" postmodern consumer. Marketers must execute an approach that leaves an open palate for creative and interactive consumer dialogue with an overall emphasis on form and style. Brand image must be consistent, fresh and exciting, and meaningful.

The traditional elements of the metanarrative of modernity, such as industry and technology, have been challenged by consumers' loss of trust and credibility. This is a time of competing narratives, and marketers must learn to engage this "chaos." "Marketing strategies and communication that provide the possibilities for critical play with chaos and disorder will empower contemporary consumers, give them greater control over the order they wish to see in their lives, and simultaneously benefit marketing organizations" (Procter & Kitchen 2002). Brown (1993) further outlines the postmodern marketing framework with focus on three tendencies of the postmodern consumer: readiness for living a perpetual present; emphasis on form/style; and greater acceptance of or resignation to states of disorder and chaos.

In contemporary IMC, branding becomes a long-term metaphor within IMC. The brand value and brand equity are not simply situated in the visual components of the brand such as a logo or a tagline, or the positioning of the brand promise, but must exist in the heart of the brand and organization itself. MacIntyre's work offers grounding and a potential philosophical foundation to ethics within IMC to guide practice and implementation of strategies. Within this approach, the ethos of branding finds a place of importance and thus forming a greater commitment and responsibility to the effects on consumers and society as a whole. The ethos of rhetoric makes use of our inventive and symbolic capacity to construct dwelling places that are stimulating and aesthetically, psychologically, and socially.

IMC provides a foundation for the metaphor of branding to exist within an ethical framework that influences overall marketing strategy. Hyde elevates the ethos of rhetoric to a structural component of communication; therefore describing the ethos of rhetoric as the "architectural" function of the art. Situating the ethos of rhetoric within IMC is a pivotal aspect in forming effective branding and creating brand value that holds integrity, strategy and sustainability in a postmodern marketplace.

Narrative is a philosophical response to post-modernity. Informed by the rhetoric and philosophy of communication, a narrative approach to branding, would offer a redefining moment of this branding metaphor. IMC and narrative walk hand-in-hand. An IMC strategy must fit within the given narrative. At the heart of the narrative is the mission. An ethical branding campaign must be grounded and guided by the mission of the narrative that it is representing.

The difference between grounded and groundless marketing is the lack of understanding of narrative and mission. IMC that extends the mission of an organization, while strategically communicating its narrative across consumer contact points in the marketplace is effective, grounded branding. IMC can be conducted ethically and well through this understanding and appreciation of narrative and mission. Grounded IMC must also answer to the call of responsibility and duty. Thus following Schrag's notion of "fitting response." Through the interpretive perspectives of Schrag, Fisher and MacIntyre, narrative may be explored with foundational substance to assist in the redefining of a postmodern branding metaphor within an ethical framework of IMC.

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EXPERIENTIAL LEARNING IN RETAIL MANAGEMENT

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POSITION PAPER

Teaching retail management extends beyond just textbook learning. Many students are interested in careers in retail and lecturing to them about retailing is not going to engage them. According to V. Kumar, a leading marketing professor, “practitioners and their companies benefit because students exposed to real-world issues in the classroom are better prepared to contribute to their organizations, and experiential learning gives students a definitive edge in the job market” (www.targetmarketingmag.com/article/how-academic-business-partnerships-elevate-student-learning.all/). This project is designed to provide students with an opportunity for industry specific learning. Retailing encompasses all the major business functions (marketing, accounting, finance, operations, supply chain management, human resources, entrepreneurship, etc.). These critical areas have to all work together in order for a retail business to thrive.

The purpose of this project is to develop an experiential, industry specific learning project for retail management. Experiential learning results from students having both hands-on, active involvement with the activity, but also the opportunity to reflect and advance their knowledge and thought processes (Kolb 1984). Experiential learning involves “effective learning that results from students being actively involved with an experience and reflecting on that experience” (Elam and Spotts 2004, p.50). According to Kolb (1984), experiential learning consists of four learning modes, with two continuums. The first continuum is anchored by Abstract Conceptualization (thinking) and Concrete Experience (experiencing). The second continuum is anchored by Active Experimentation (doing) and Reflective Observation (reflecting). This 2 x 2 matrix offers students the opportunity to use different learning styles throughout the learning process as well as integrate both reflective and active behaviors. Examples of experiential learning activities could include student teaching, internships, and consulting projects. The purpose of EL is to position students in conditions where they are encouraged to learn and apply concepts to see what changes occur. EL encourages students to draw on previous knowledge and experiences to apply to current learning situations, allowing a more robust learning experience. The project presented was developed considering the tenets of experiential learning.

Live cases are a valuable tool for promoting experiential learning because they provide an opportunity for a memorable experience and more durable learning. The traditional case method is a frequently employed pedagogical approach used in a variety of disciplines. The traditional case method blends course content by providing specific application to a real organizational challenge. Live cases, however, use “students as consultants” (Roth and Smith, 2009). Live cases use a “current problem or issue that a company is investigating where the company provides information regarding the problem/issue seeking input to assist in managerial decisions” (Simpkins 2001, p.1). The learning goals for this project are: to understand the challenges that many retailers face in today’s competitive landscape, to learn how retailers effectively manage scarce resources to achieve sustainable competitive advantage, to practice identifying retailers that are changing the face of the industry, to enhance students’ professional development skills, and to provide industry specific learning contexts.

The CEO of the company I used is a graduate of the MBA program at my university. I met with him several times over the summer to craft the project. Instead of doing several live cases on different companies, I decided to do mini live cases on the business units within one company. This ended up giving students a comprehensive view of the firm and allowed students to see how all of the functional areas of a company worked together. The CEO gave us access to all of his executive team. Before the project launched at the beginning of the semester, he had buy-in from his entire executive team.

The retailer was divided into categories of Supply Chain, Vendor Management, Corporate Social Responsibility, Merchandising, Finance, Consumer Behavior, and Store Management. Each team was allowed to rank their first three choices. All teams were given one of their first three business units to study. In order to not give any team a time advantage, students were given the contact information for their executive 2 weeks before their

live case study was due. During this meeting, students were required to learn a little bit about the executive's perspective of the retailer and what their role was within the company. More importantly, though, students were required to determine a CURRENT challenge that executive was facing. They were then charged with explaining the challenge to the rest of the class and leading a class discussion on suggestions for this challenge.

The deliverable for each team was a one-page case write-up. This case write up was due one week before the class discussion. All class discussions and topics were intended to align with current lessons in the class. The case write-up included a description of the functional area and the challenge that functional area was facing. The case write-up also included discussion questions for students to consider before coming to class.

Finally, one of the most powerful moments of this experience was when the CEO came to the class at the end of the semester. For the entire semester, we had been learning about this retailer. We had studied it from seven different angles and really felt like we knew as much as we could know about the company. The CEO came in and gave us all (myself included) incredible insights about the company and challenged quite a few of the preconceptions that we had about the company based on our own research.

There were challenges associated with this project. First, sometimes the executives were difficult to get in touch with and students would have to turn their projects around quickly. Second, the students definitely imposed their own biases into their cases. While this was something that I worked heavily on throughout the course, it still occurred. Since this was not a retailer the students would frequent often, they often dismissed the power of the retailer. And finally, having a project run throughout the course of the semester did lend itself to some project fatigue, for both the students and the professor.

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MAKING MARKETING RESEARCH MATTER THROUGH SLACK

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POSITION PAPER

Historically, marketing research has been a required course in ninety percent of schools that offer the marketing major (Nonis and Hudson, 1999), yet marketing educators have not adequately investigated how to innovate this course. Bridges (1999) points to the marketing research course as “one where substantial improvement is desirable” (p. 51). Accordingly, exploring relevant ways to teach the marketing research course requires review of industry demands versus classroom practices. Stern and Tseng (2002) point to a pattern of misalignment between practitioners and classrooms in regards to “teaching versus research, curricular structure, and course content” (p. 226). In addition to the proliferation of technology in today’s classrooms, the question also shifts to which technology fosters the most relevant industry-focused dialogue.

Further, experiential learning pedagogies have sought to address challenges in the marketing research curriculum. Experiential learning typically requires students to form consultative teams that serve a community-based partner, or client (Cadwallader, Atwong, and Lebard, 2013). Designing curriculum to integrate client experiences mirrors industry practice, yet Bove and Davies (2009) remind that this may not lead to effective outcomes for either students or clients. Staying vulnerable to the “dangerous” moments (Gardner, Calderwood, and Torosyan, 2007) innate to real world projects is necessary, particularly when neither the instructor nor students know when uncertainty may occur. Combining high-impact ways to design client projects with the aforementioned needed dialogue between industry and classroom implied that a teaching innovation must intentionally bring industry leaders into the students’ experiences with marketing research.

I innovated my undergraduate marketing research course to more deeply engage students in what I perceive to be the course’s unique power to transform career choices. I have taught this course for ten consecutive academic years: this decade includes two to three sections of forty students for fifteen week Fall and Spring semesters. During this span, I sustained meaningful relationships with course alumni who purposely established their career paths in marketing research. Their paths are particularly admirable during a time when a career in marketing research might feel like an afterthought compared to the appeal of digital, interactive, and big data analytics roles. Yet, these young professionals have experienced a range of responsibilities to represent the essentialism of the marketing research field. They work in both client- and supply-side capacity. They articulate insights based on both qualitative and quantitative data. They commission deliverables for both local and global markets. Per Kolvenbach (2008), “The real measure of our universities lies in who our students become” (p. 158). Therefore, the alumni of the marketing research course hold influential positions to demonstrate to current students how and why careers in marketing research matter.

There had to be an active way to engage students with alumni in the marketing research industry. I wanted to help students know that marketing research not only counts as a career but that it is highly desirable. More specifically, I was motivated to explore the questions (a) How can undergraduates in marketing research actively engage with the marketing research industry through relevant classroom experiences?; and (b) In what ways can students and alumni reciprocally engage through Slack, a collaboration app?

Slack, the collaboration tool “where work flows” (slack.com), provided the virtual app for student-alumni interactions. Although Slack supports more than six million daily users, it has not gained traction in educational settings. Given Slack’s collaboration function to serve as a fully integrated project management site, student-alumni interactions engaged an experience that more closely resembled project management in industry and streamlined communication in one compartmentalized app.

For the 2017-2018 academic year, I emailed forty alumni working in marketing research to ask them to join a Slack site called “Alumni Allstars.” I prompted two tasks: (1) actively interact in a Slack site – with membership limited to me as the instructor and invited alumni “allstars” – to coordinate student/team interactions and (2) actively

interact in one team's Slack site each semester, allowing for scheduled interactions prior to teams' deliverable deadlines and ad hoc questions natural to experiential client projects. Each alumnus met two criteria: (1) they were alumni of my institution, having completed my undergraduate marketing research course and (2) they were actively employed in a professional marketing research role.

As the year progressed, the student-alumni Slack interactions buoyed how the class navigated the marketing research process. My activity included preparing alumni to receive questions from their teams, particularly when I observed frustration or confusion emerge. I periodically "slacked" alumni to be on the lookout for questions about (a) how to write high-quality online surveys; (b) how to manage multiple deadlines for multiple client stakeholders; (c) how to react when the data reveals "bad news"; and (4) how to respond to a disengaged client contact. Then, during class time, I invited teams to use Slack for alumni expertise and perspective. Real time responses were projected for all teams to view.

Slack provided a relevant application to connect students and alumni in the context of undergraduate marketing research. Because students positively appraised the experience through a final reflection prompt, this initial attempt to explain how students can vicariously experience the marketing research industry through alumni connections readies a stronger endeavor during forthcoming semesters. I next aim to secure IRB approval for action research, allowing data collection from both student and alumni stakeholders. Querying perceptions of this pedagogy innovation will pursue continuous improvement for a course that has weathered the "slack" of "second course" (Nonis and Hudson, 1999) standing for far too long.

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MARKETING IMPLICATIONS OF VIRTUAL ORGANIZATIONS

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POSITION PAPER

In the early-to-mid 1990's, the rise of information technologies that allowed a seamless flow of information across disparate firms gave rise to a robust literature regarding virtual organizations. The literature described different forms of organizing these unique entities, along with their advantages and disadvantages. The concept of virtual organizations, although developed largely within the management literatures, has clear marketing implications. The flexibility of virtual firms, particularly in turbulent marketing environments, allows them to rapidly develop and bring to market innovative products more quickly than traditionally-structured organizations. Interestingly, research activity in this area significantly subsided by the early 2000's. This paper briefly describes the literature along with its marketing implications.

In general, the virtual organization was seen as a "collection of several companies organized to behave as if it were a larger, multifaceted organization (Shao, Liao, & Wang 1998 p. 305). It may be ephemeral, lasting only as long as the specific project for which they were formed (Christie & Levary 1998). It may change membership as needs arise. Often there is a focal firm at the center of the alliance. Virtuality represents a continuum depending on the extent of processes outsourced, rather than performed in-house (Kraut *et. al.* 1999).

Virtual organizations can provide important marketing advantages. Both the marketing concept and market orientation require identifying market intelligence, disseminating that intelligence throughout the firm, and responsively developing offerings that satisfy customer needs (Kohli & Jaworski 1990). Major advantages of virtual organizations include flexibility, rapid communication, speed, and combined capabilities. (Christie & Levary 1998; Snow, Lipnack & Stamps 1999).

Virtual organizations are composed of lateral rather than hierarchical relationships, combining the core competencies of each member firm. Their collective core competencies, coordinated and facilitated through information technology (IT), allow them to more rapidly detect and respond to changing customer needs. They can quickly develop and market a superior value proposition relative to any individual firm. As IT allows information and expertise to flow where needed regardless of geographical or temporal boundaries (Bakos 1993), a virtual team with members on three continents can achieve a twenty-four-hour workday (Snow, Lipnack, & Stamps 1999). As turbulent market conditions create changing customer needs, the flexibility of these alliances mean that new firms can join, bringing with them requisite core competencies.

Examples of virtual firms include movie production, where actors, directors, and supporting firms work together until a film is complete; another might be buying groups, where a group of businesses from the same industry join forces in order to increase their purchasing power. Shao, Liao & Wang (1998) describe World Cup USA Inc., a partnership between computer and telecommunication firms that handled information technology for the World Cup. By the late 1990's, however, there was a growing recognition regarding the scarcity of actual organizations that were entirely or highly virtual (Dutton 1999); at about the same time, there appears to have been a corresponding reduction in scholarship on the topic.

Virtual organizations require speed and flexibility to be effective, leaving little time for drawn out contract negotiations. Thus to be successful, they require high levels of trust and mutually cooperative relationships. Unfortunately, the fleeting and transient nature of the organization makes it difficult to develop such relationships (Jones & Bowie 1998). Along the same lines, Chesbrough & Teece (1996) argued that every firm in the partnership operates in its own self-interest. If a partner's insights or capabilities prove to be particularly valuable, there are strong incentives for that partner to opportunistically exploit these to its own advantage rather than sharing them within the fold. Finally, at its core, the notion of the virtual organization is about the boundary of the firm. Transaction Cost Economics (Williamson 1985) delineates what processes should be performed in-house, and what

can be provided by organizations outside the firm. Where external firms are more capable of performing certain activities, such that the resulting efficiencies and other benefits outweigh transaction costs, functions should be outsourced. When maintaining and monitoring inter-firm activities result in high transaction costs, those activities are more efficiently performed in house.

It was recognized by the late 1990's that degree of virtuality exists on a continuum, and that extreme virtuality is rare. Firms that outsource everything provide nothing uniquely of value to their customers and rarely survive (Chesbrough & Teece 1996), while successful firms keenly guard their core competencies (Kraut *et. al.* 1999). Effective outsourcing involves managing a network of suppliers to better utilize one's own core competencies, thereby empowering the firm to better satisfy customer needs. It may be that the recognition of this continuum, with most firms integrating at least core processes, along with the paucity of completely virtual firms, led by the early 2000's to the reduction in scholarship dedicated purely to this form of organizing.

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SOCIAL MEDIA IS A TECHNICAL SKILL, THEN WHY ARE WE USING IT AS A TRANSFERABLE SKILL IN PEDAGOGY?

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POSITION PAPER

The conversation surrounding social media in pedagogy and its impact on transferable skills are gaining recognition in the literature. This study explored the role of social media in pedagogy and its impact on transferable skills and motivation to learn. Research shows that social media should be integrated into curricula to enhance teaching and to reach digital natives (Bal, Grewal, Mills, & Ottley, 2015). To our knowledge research exploring the use of social media's impact on transferable skills is limited.

There is an emphasis on the need for transferable skills to be incorporated into pedagogy. Students should have non-technical aptitudes or knowledge complemented by more focused skills on character, attitude, and behaviors (Robles, 2012). The range of transferable skills in student learning can range from motivation to thinking skills. Student learning during college extends outside of their specific content area to their transferable skills such as their ability to critically think, problem solve, and self-motivate (Kivunja, 2014).

The overall objective of this study is to examine the role that social media plays in student learning ability regarding application, synthesis, critical thinking and problem solving. The specific purpose is threefold: First, the authors tested the relationships between application of knowledge and critical thinking; the relationship between synthesis skill and problem solving skill. The second set of tests consists of assessing the relationships between social media and critical thinking; social media and problem solving. Finally, the tests between critical thinking and motivation to learn; problem solving and motivation to learn were conducted.

Applying knowledge across broad and specific contexts refers to the learner's ability to understand how information accumulated in various courses is transferable into a different system. In other words, how the information can be used in the new system. The application of knowledge to new contexts is far more advanced and complex than the simple act of establishing connections between concepts (Barber, 2012).

Synthesis occurs when "two or more ideas are brought together to create a new whole; combining knowledge to enhance understanding and gain new insights" (Barber, 2012, p. 601). For instance a service learning course is a transformative process through which students' opinions about the communities they researched and their own communities are profoundly influenced by their learning experience (Hudson & Hunter, 2014). Incorporating a reflective piece after the implementation of a project contributes to the synthesis of information by establishing relationships between concepts and the real world (Johnson & O'Grady, 2006).

With the proliferation of content, information literacy through problem solving is a skill that students need to have to determine factual content (Kivunja, 2014). Students should be able to solve problems and go through the evaluation process to question the credibility of the content during the capstone course. Also, the willingness to rely on critical thinking to address issues of various nature could be a source of motivation for students to improve learning. Even though the literature is abundant about critical thinking and motivation to learn respectively, little is known about the influence of critical thinking on student intrinsic and extrinsic motivation to learn. The fundamental value in the problem solving teaching model lies in students' ability to apply knowledge to real world scenarios (Barrows & Tamblyn, 1980).

The main method of analysis used in this study was the structural equation modeling. A sample size of more than 200 participants was generated in the initial stage of data collection however upon further descriptive analysis and data cleaning the final sample size was $n = 94$. The results imply that application, synthesis and social

media in capstone courses are significant in predicting motivation. The findings suggest the inclusion of transferable skills in the capstone course ease the transition to the workforce and provide students with the necessary skills needed.

Moreover, results indicate that application of content in a capstone course had a positive impact on critical thinking. The authors also discovered that once students enter the workforce, they have the ability to interpret, assess, and develop inferences (Halpern, 2003). One point of information to note is that the study does not explore whether the definition of critical thinking, focusing on outcomes, is adopted by both students and academics (Liu, Frankel & Roohs, 2014). Future studies could explore the definition of critical thinking in both groups.

The findings suggest that problem solving was positively impacted by synthesis. Incorporating real world problems into the curriculum can bring back knowledge from other courses (Savin-Baden et al., 2011). Including experiential learning or service learning into the capstone course could support students' problem solving skill (Johnson & O'Grady, 2006). Students are more motivated to connect concepts if they are applying their knowledge. Interestingly, social media is not a significant predictor of critical thinking. Contrary to previous research on social media and critical thinking, our results were not consistent (Pattanapichet & Wichadee, 2015). Previous research focused on social media assignments with a specific task, in our research, social media was used as a general active learning piece with no isolation of an exclusive project. Future research should test the effects of social media on critical thinking with a control group. The study provides a framework for specific factors that impact transferable skills and their relationship with motivation. The significance of the relationship between critical thinking, problem solving and motivation to learn in this study reinforces the current literature. Students are more motivated to learn if they are active participants of the learning process.

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SURFING THE TSUNAMI: AN INTRODUCTION TO ARTIFICIAL INTELLIGENCE AND THE IMPACT ON TEACHING MARKETING

Todd Kelsey, Benedictine University

POSITION PAPER

Rapid advances in the sophistication of artificial intelligence are leading to significant amount of automation in a variety of sectors – not just physical automation, but digital automation of processes. (Kelsey, 2018). Experts agree that there will be a significant amount of disruption in the job market; some are optimists, and believe that a proportional amount of new jobs will be created, and some are alarmists, warning that the destruction of jobs by AI could be far higher than what people imagine. A third option is a perspective of being a realist: to become aware of how the trends may impact various sectors, including marketing, to become more aware of where things are headed, and to look for signs of disruption that may affect the job market.

It is difficult to find objective data that support and challenge assertions, in order to help get a sense of how much change there will be, and how soon it will happen. But article after article point to significant change happening, and in the marketing field, both practitioners and academics are starting to look into the issues presented by the most cutting edge forms and applications of artificial intelligence. Studies do exist, and there are people who offer ways to keep track of the situation. Often the articles seem to wind up as little more than conjecture, and wind up with a statement like “don’t worry . . . yet”, or “no one knows how soon the changes will be”.

As a professor of Marketing, reading mainstream news sources such as CNN, NY Times and Wall Street Journal occasionally gives exposure to articles talking about job loss from increasing automation. News sources such as MIT Technology Review and other tech-focused media have given a deeper look at some of the implications. Over the course of 2017, in reading such media, it became apparent that there was significant progress being made, and a review of related books gave an increasingly strong indicator that change is probably coming to digital marketing, in a way that will disrupt jobs, and potentially disrupt the teaching of marketing itself, including the demand for professors. There are certainly opposing viewpoints, but the question remains: how soon will automation happen, and is there anything that AI-driven process automation can’t do? Most experts and many studies agree that significant change is coming, and even optimists have been surprised by the rate of change, in the last couple years.

In digital marketing specifically, I began to look into the question, and the most striking article for me was one written by employee number 300 at Google, Frederick Vallaey, CEO of a company called Optmyzr, whose article came up in 2017 based on searches for information about when AI might remove the need for human management of digital marketing campaigns. The article lays out a coherent framework for automation levels in digital marketing, and provides a good overview of related topics. (Vallaey, 2017). To me the most striking thing was mention of earlier days at Google, in the context of discussion in the article about levels of automation. After discussing levels 1-3 there is an important set of points. (bolded for emphasis)

*Level 4: Now we’re getting into full automation, **where human oversight is no longer required** . . . Level 5: I think this is what Eric Schmidt, Google’s CEO when I worked there, would talk about during our weekly TGIF meetings. **He envisioned a world where the ad system was so smart that it would know how to grow any business. A company could write a blank check to Google, knowing that they would see profitable growth** . . .*

To be clear, the author wasn’t stating exactly what level of automation the industry is currently at, but credibly shows where things are headed, and most importantly, makes preference to a plausible goal of a company like Google, which may have changed, but may have not: to arrive at a point where AI manages everything. And in a more recent article, the author touches upon the rise of a new development which is the single largest trigger that cause me to write a book on AI – the existence of AutoML at Google – essentially a project where “AI writes AI”, which could lead to further unpredictable advances in AI. And on a related note, Google’s own discoveries in significant sophistication in AI have not always been publicly disclosed.

I believe that both students and professors need to develop a very high degree of awareness, and that options for responding include Adapt, Adopt and Adept, in increasing levels of value. Adapting might be “wait and see” – better than nothing. Adopt is better, to adopt platforms as they arise, and hopefully be the one managing them. Adept is

ultimately where I recommend heading – because the data assembled in the writing of the book (and available as articles in the book website), led me to believe that the advances, when they do come, may come much more quickly than people realize. My general recommendation is that every student, in every discipline, seriously consider learning more about coding, data science, and ultimately artificial intelligence. And this recommendation also applies to professors.

There are absolutely opposing viewpoints, and people who believe that AI-driven automation is either inevitable or largely beneficial. Companies such as Workfusion employ Ivy League graduates to train algorithms to perform sophisticated tasks, and those “trainers” are no longer needed, and there is a significant move towards robotic process automation in such contexts, which is being adopted by companies as a cost savings measure. In between optimism and alarmism, a realist perspective urges the individual to at least become aware of what is going on, and to take action based on your own opinions. Frederick Vallaeys, for example, in his 2018 article (Vallaeys, 2018), basically says that human management is still needed – but he provides an updated affirmation that AI is increasingly impacting digital marketing, and invites readers to be pro-active.

Future research is needed to help analyze existing data, track the implications, pay attention to tools and platforms that may impact jobs or help graduates get their jobs done. There are significant implications for curriculum and I believe the data points to implications for the demand of marketing education as it stands – it appears to be poised to go through transformation; in my opinion, the strongest direction that can keep up to date is an emphasis on analytics, making students and faculty more aware of data science, and encouraging all stakeholders to learn as much as they are willing about coding, the related math, and emerging tools for AI.

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ESTABLISHING CIVILITY IN A GLOBAL CLASSROOM THAT SPANS GENERATIONS

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**(RELEVANCE OF TECHNOLOGY TO MARKETING EDUCATION AND CLASSROOM
MANAGEMENT) PANEL POSITION PAPER**

The global classroom of today presents faculty with unique problems in dealing with today's students. Faculty needs to continually address the approaches to control a never-ending battle with civility. The diversity found in different generations can rival that of both culture and the spectrum. With every new student in the classroom, there can be a new concern. Problems can arise when working with Generation X, Generation Y, and others. At times faculty has enough problems understanding their own generation, much less the ones that follow. There can be a list of issues for faculty to address including religion, language, communication problems, and behavioral issues. The diverse challenges in classrooms today have made the attempts to manage civility an even more significant challenge.

A reasonable level of civility is vital for every classroom. Incivility can disrupt the learning environment, therefore making it nearly impossible for students to learn. Incivility can occur through mere distraction or through student psychological discomfort that may impact the ability to focus and attend class. Not everyone communicates in the same manner. The faculty is presently dealing with a generation of students that do not wear watches or read newspapers, and they are being raised in a world where everyone wins and receives a trophy. Communication takes place through the use of Instagram, Snap-chat, and Facebook. Like it or not, it is up to faculty to change with the times and adapt these technologies to their course delivery. These efforts can become a significant challenge to maintaining civility in the classroom.

Classroom and online civility can be affected by small annoyances such as minor classroom disruption, late student arrival, early student departure, cell-phone usage, classroom conversation, packing up before class dismissal, student discussion domination, questioning of faculty authority, and undermining teaching techniques. Also, disputes can develop between students from demeaning comments or stereotyping language. The effort to control civility can be affected by cultural differences of students, so the faculty member needs to take control and establish procedures at the start of the term. (Anonymous, 2012)

Many of today's traditional students seem to expect everything to be planned for them and have a difficult time taking responsibility for structuring their educational lives (Wilson & Gerber, 2008). A large percentage of their educational and personal activities have included structured activities. Research has indicated that millennials are accustomed to having a significant amount of adult supervision. Thus, they may have challenges in the area of critical thinking, problem-solving, time management, and conflict resolution skills. It is imperative that faculty make expectations clear and ask the students what they want to accomplish in the course. A list of desirable and undesirable behavior can serve to avert classroom behavioral issues, as some students may not realize that they are disruptive to the instructor and classmates. Creating a list and distributing to students might help in clarifying expectations for the classroom. Students should know course requirements, including due dates and specific information about behavioral expectations.

Learning and the exchange of ideas take place in the face-to-face, blended, and online classroom. When students and faculty come together, their expectations must always be that of mutual respect and civility to ensure that every student has the optimum opportunity to learn and that each faculty member has the best chance to teach. Disruptions of any kind in the course can affect the atmosphere of civility while interfering with the opportunity for student learning and faculty teaching.

It is essential that civility issues are confronted. Addressing these issues does not mean immediately in front of the entire class. The faculty member should react privately with the student at the appropriate time for less significant disruptions and to other decorum violations. Communications might happen immediately after class during scheduled office hours or by e-mail, telephone, or text. The faculty member might even take a class break and speak semi-privately to the student during the break.

Classroom time management where both faculty and students take on the responsibility of staying on track will lend well to supporting authority levels and stabilizing civility. It is essential for students to establish a connection

amongst their peers. Students will be more likely to contact each other outside of class for support, ask each other for missed notes, offer answers aloud during discussions, and ask for advice regarding other academic and personal concerns while maintaining a level of civility desired by everyone.

The faculty is advised to keep written records regarding any incident of incivility, including times, dates, names, and details of the event. The faculty member should inform administration of any such incidents and provide written documentation if requested. To be prepared for situations of disability, faculty should review both faculty and student handbooks.

Students usually want to know the rules for the classroom environment and for online communications. Faculty needs students to adhere to their course expectations, which requires clear communication of these expectations. Faculty should be proactive, set examples, describe acceptable behaviors, and provide consistency. The faculty should also be aware that generational differences can be a contributor to problems with civility. Other issues can include language barriers, conflicting social norms, etiquette expectations, and social change across generations. The value of mentoring professional and social etiquette in college is evident, so faculty needs to think of professionalism as a learning outcome in their syllabi. According to Feldman (2001), classroom civility is an instructor responsibility to engender socially responsible adults not just merely for career advancement, but also world betterment.

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THE PERSONAL TOOLBOX PROJECT

Kevin E. McEvoy, University of Connecticut

ADVANCES IN ACTIVE LEARNING TECHNIQUES AND ASSESSMENT PANEL POSITION PAPER

Marketing students, as well all other students, currently face two significant issues when attempting to use their education: remembering what they have learned after graduation and showcasing the knowledge and skills they do remember for advancement into other degree programs, and for potential employers as well as other interested parties. This article advances the concept of the Personal Toolbox, an innovative tool that proposes a solution. The Personal Toolbox is a personal library or portfolio of original student completed work as well as secondary, collected resources. By creating, organizing, and presenting a Personal Toolbox, students can maintain access to their educational experiences and provide evidence of their skills and experiences to others. This can create a bridge between marketing education and practice.

Proving ability for advancement is growing in importance and the concept of personal portfolios is beginning to merge. Fields such as arts and communications are reporting success when discussing the value of personal portfolios, often called “eportfolios,” utilizing the internet as a platform for sharing work, and utilizing the internet as a distribution system for these “eportfolios” (Okoro, Washington, & Cardon, 2011). Skill retention may be even more important. Forgetting material that has already been learned begins almost immediately, and most knowledge and skills may be lost as soon as two years after graduation (Bacon and Stewart, 2006).

The Toolbox Project is an exercise in which students create a self-directed, created, maintained, and enhanced repository, personal library and portfolio of work product and materials they have created, developed, researched and accumulated during coursework and any other learning experiences. This repository can include presentations, research papers, databases, spreadsheets, creative projects, and other relevant materials. These materials can originate in such course assignments as developing marketing plans, creating advertising campaigns, designing new products, managing sales forces, completing consumer and market research projects, drafting cost and price analyses, and any other coursework. Experiential learning exercises include internships; part-time, summer, and semester intersession jobs; and other activities. Course credit can be awarded to students for starting to create a Toolbox either as a course requirement or for extra credit.

In addition to students’ own created material, they also include material from secondary research including textbooks, professional books, published journal researched papers, business and government reports, magazine and newspaper articles, films, videos, photographs, and any other materials that the individual student determines can provide value in supporting them in their future plans and activities. The individual student also determines their preferred media for retention—a personal website, external harddrive, binder books, or folders, as well as how to organize it in the most accessible, useable way. An important feature of the Toolbox exercise is this personalization. This flexibility can enhance student learning while developing their Toolboxes, providing students with elements of learner independence and self-directedness, which are important in the learning process (Boote, 1998). This flexibility can also accommodate a wide variety of diverse student learning styles, preferences and time frames (Smith 2000). This in itself provides another learning opportunity including practicality, since the students themselves determine how best to use their Toolbox.

Evidence of success in the practice of this Project comes from the students themselves. Success in professional position obtainment, career growth, skill retention, and professional development have all be recorded in communications from users. Interestingly, one comment consistently made by users is the competitive advantage having and using the Personal Toolbox gives them. Ironically, as the use of the Personal Toolbox grows and its practice spreads to more users, this one of competitive advantage may actually diminish. Its value to users extends far beyond short term competitiveness, and helps motivate and maintain a user practice of lifelong learning.

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ASSESSING STUDENT GROUP PERFORMANCE IN A STRATEGIC MARKETING MANAGEMENT COURSE

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ACTIVE LEARNING TECHNIQUES AND ASSESSMENT PANEL POSITION PAPER

The function of a graduate level strategic marketing management course is to provide students an opportunity to integrate many marketing concepts in a cohesive manner. Case studies and client based projects are used to develop critical thinking, problem solving, research, decision making, communication and teamwork skills, as well as competence in the practical application of marketing concepts. Active learning techniques also demonstrate contextual relevance, ensure student understanding, increase student engagement, and make the course current and exciting. Because it may be challenging to grade individual contributions within a team project, some ideas for assessing group projects in a marketing strategy course will be presented.

Students are assigned to teams because strategic marketing decisions are seldom made by individuals and most teams in the workplace are not self-selected. This prepares them to work with others with diverse backgrounds and cultures. Marketing concepts are applied to three case studies to develop critical thinking, research, problem solving, decision making and communication skills. Recommended strategies are presented to the class. Friendly competition gives the teams an opportunity to think critically, encourage debate, and consider alternative strategies. The recommended marketing strategies, effectiveness of the communication, application of marketing concepts, use of supporting data, and the overall presentations are assessed. The use of self-assessment, group-assessment and peer-assessment fosters accountability and gives the instructor insight into individual contributions. The instructor also assesses the strengths of the marketing plans and offers constructive feedback for improvements. By using a learning-oriented assessment process, students are given the opportunity to take an active role in the assessment process and reflect on their experience in a way that increases learning and helps them make insights for the future.

Student teams also have the opportunity work as consultants for local businesses. For an effective course, the students must understand the expectation of realistic recommendations to overcome the challenges that the organization is facing. Detailed rubrics and timelines are provided for each component of the marketing planning process. The process is iterative, with multiple submissions, presentations and revisions. Increased assessment, constructive feedback and direction for improvement from the instructor facilitates skill-building, improves student learning and engagement, and increases the quality of the final marketing plans. The students also self-assess, group-assess and peer-assess at the midpoint and end of the project. The teams prepare a written marketing plan and also make a formal presentation to their clients. Client organizations give feedback on the marketing plan recommendations at the presentation and also at a later time to determine if they are successful in implementing the recommended marketing strategies.

The assessment process may be challenging for faculty because it is time consuming and the difficulty of determining individual grades in a group project. The use of multiple assessments and including students in the assessment process may increase student engagement, increase the quality of the work produced and decrease the difficulty of grading individuals. Despite the challenges, there is a greater overall experience for students when using active learning and assessment.

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DESIGN YOUR CLASS WITH YOUR STUDENTS IN MIND

Christopher Jacobsen, University of Massachusetts Dartmouth

DIG IN OR GIVE IN: TEACHING TODAY'S STUDENTS PANEL POSITION PAPER

It's the first day of class, you walk into your assigned room and you are shocked to discover there are 30 millennials staring at you ready to be taught. At this point you begin to panic. Are you prepared? Will your strategies be successful with today's students? When you are sitting down and preparing your class, you have two options: teach the way you have always taught or think about the needs of today's students and try to implement some strategies that will enhance their learning in your classroom.

First and foremost today's students are looking for classes that are more than just 50 minutes of a professor lecturing them. This might seem obvious, however, on campuses across the country including yours and mine I'm sure you'll find professors who still use this strategy. While there may be a class or two that necessitate longer lectures, be sure to mix in other types of class room days around such long lectures. This may include group activities such as group quizzes or class discussions or challenges. You can also bring in recent real-life examples and provide activities to allow students to analyze and digest events that are currently occurring.

Another tool that every professor should be taking full advantage of in their class is technology. Essentially every publisher has technology of some sort that accompanies their book. This could be as simple as creating quizzes for each chapter or allowing students to dive deeper into each chapter with interactive chapter readings. You can also integrate professional software into your classroom. One of the most fascinating things about today's students is that while a majority of them have been using computers from a very young age, most don't know how to use technology in a practical, professional manner. For instance in my courses, I make sure that students are introduced to the basics of Microsoft Excel, as they will definitely be expected to be familiar with it in their life after college. Other courses may allow for the opportunity to learn how to use databases, conduct research or use simulations.

We have all taught classes with students who are not in our major of specialty, accounting students in marketing classes, finance students in management classes, etc. To avoid students of other majors showing up but tuning out, be sure to connect your subject matter to their career. Business students are going to be expected to be well rounded once they hit the job market. How all majors can relate to the material should be highlighted in the class room.

Lastly, if you want a classroom full of engaged students, you will need to work on developing a relationship with your students. While you will not need to bring your party clothes to campus, you should be willing to get to know your students beyond what their homework grade is. By developing a personal relationship with your students you will have students coming to you with not only questions about your class but also questions about other classes or career opportunities. Our students have needs other than just learning course theory. By developing relationships with them you create an opportunity to be an advisor and have an impact on their college career beyond giving them their grade for your class. More knowledge of *who* your students are will allow you to better cater the course content to your specific student body. It will also help you to encourage them to incorporate their own perspectives into the course and class activities.

The student population is changing, and we as professors have to change with them. While the basic teaching strategies and classroom concepts aren't changing, some of the strategies we use to engage our students have to change. The more we can engage students in the classroom, the more they will get out of our classes, which is the ultimate goal for all of us. While the entirety of our courses do not need to change, small changes can make a big impact on our students. The more we can increase their interest in our courses, and encourage their love of learning, the better off they will be.

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TEACHING TECHNIQUES AND PROGRAM ENHANCEMENTS IN ONLINE BUSINESS COURSES

Lacey Finley, Park University
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TEACHING TECHNIQUES AND PROGRAM ENHANCEMENTS IN ONLINE BUSINESS COURSES PANEL POSITION PAPER

The use of computer-mediated education and distance learning has proven itself as a viable and growing alternative to the traditional classroom. We will discuss online learning from the perspective of an educator who has taught only one class online, a researcher who has explored online teaching presence, and an administrator who has launched an online MBA program with the help of a third party provider.

Not all marketing faculty have equally accepted online education as a viable pedagogy and many are resisting computer-mediated distance learning. As one such late adopter, one of the panelists managed to avoid teaching an online class until the Summer 2018 semester. He felt his reasons for resisting an online teaching assignment were sound. He simply did not believe that teaching in an online format was an effective means of education. But his resistance was better founded in his reluctance to learn the technology required to teach in an online format and to experiment with the pedagogy. Teaching one's first online class is without a doubt challenging, time consuming, and for many teachers, stressful. However, with the proper guidance, tech support, and patience, online education can be a truly rewarding experience for teacher and student alike.

For those considering their first online teaching assignment, he recommends acceptance of the fact it will involve a great deal of work and preparation. Be prepared to ask questions, seek technical advice, and be patient. But also be encouraged to know that learning will take place in the class and that the second online class will be substantially less stressful, but equally rewarding.

Another panelist has studied the Community of Inquiry (Akyol, Z., & Garrison, D. R., 2008), more specifically, teaching presence, in the undergraduate online business course environment. Her study explored the following three research questions: (1) How do undergraduate business students perceive teaching presence in online courses? (2) What teaching presence components do undergraduate business students find valuable in online courses? (3) How do exemplary undergraduate online business course faculty demonstrate teaching presence in online instruction?

The study was conducted via in-depth interviews of 20 online business students as well as three student-nominated online business faculty members to learn more about three major themes of teaching presence: Direct Instruction, Discourse Facilitation, and Course Design and Organization. The results aid in the development of enhanced instructor practices and provided a better understanding of how exemplary teaching presence is demonstrated.

The study outcomes suggest a number of recommendations for each dimension of teaching presence:
Design and Organization:

- ✓ Provide students with clear learning activity instructions and use consistent course learning activity arrangement throughout the semester.
- ✓ Offer students integrated video lectures that describe course unit requirements and learning activity instructions.
- ✓ Provide students with a clear, detailed course calendar on the first day of the course.

Discourse Facilitation

- ✓ Serve as an active facilitator in online course discussions.
- ✓ Provide students with well-crafted discussion questions that are based on real-life examples, case study scenarios and discussions that parallel the material being addressed in the course assignments.
- ✓ Provide students with a supplementary discussion forum to address questions and seek guidance. Let this discussion forum serve as an additional resource for connection.

- ✓ Provide students with specific directives regarding how to participate in course discussions to prompt engagement and keep students on task.

Direct Instruction

- ✓ Provide a responsive, multifaceted approach to instructor-student interaction.
- ✓ Actively prompt student-instructor interaction.
- ✓ Identify and address student comprehension struggles.
- ✓ Provide students with feedback that guides student understanding of a topic and enables students to move forward in a successful manner.

If your university does not have the resources to build an online program of study, a third-party provider may provide help in a number of ways. The third panelist has worked very closely with 2U, a third-party full-service technology provider to plan and launch an online MBA. The MBA@Denver has both asynchronous and synchronous pieces of each class. Students are required to complete the asynchronous work prior to attending the 90-minute on-screen live session each week. We have found that student communities are building organically in the program as a result of this format. Our partner has provided support in a number of ways including admissions, student advising, student and faculty support, faculty recruiting, marketing, filming course modules and soon will be assisting with career counseling for our students.

At DU, our partner provides us with about ten admissions counselors and two student success advisors. The admissions counselors work in tandem with our program admissions team. 2U provides our team with qualified potential students and our team makes the decisions on which prospects are a good fit for our program. Likewise, the student success advisors work with our student advisor. The 2U team calls every student every two weeks to check in and help facilitate solving any program problems the student may have. The DU advisor handles academic issues, keeping track of custom course-work, student progress, and ultimately graduation reviews. From the student perspective, all teams have DU email addresses and represent DU.

2U provides 24/7 technology support and training for both students and faculty. This crucial aspect of the partnership assures that the technology provides a smooth on-screen classroom experience. Our aim is to develop a challenging curriculum surrounded by a seamless, easy experience for each student. Outstanding technology and advising support are thus essential to the program.

2U also supports our program marketing with both paid and unpaid search, an admissions website tied to our school website, and student scholarships. All are delivered in brand and all have been quite successful to date.

After three quarters we currently have 122 active students in the program. By fall quarter we expect to have nearly 200 active students. The average age of our students is 36 with 12 years of work experience. These students have said that were it not for the online format, they could not earn the MBA. It is gratifying to know we can provide an excellent AACSB-accredited education to this target market supported by our third-party partner.

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ADVANCES IN TEACHING NON-PROFIT MARKETING

Gail Eisenberg, Muhlenberg College

ADVANCES IN TEACHING NON-PROFIT MARKETING PANEL POSITION PAPER

Marketing educators can utilize projects with local non-profit organizations and university development offices to help students further develop their marketing knowledge and skills. These projects enhance students' abilities related to marketing research, creative campaign development, and even logistical planning. In addition, the experiential learning aspects of the projects are beneficial and meaningful for the students. The following sections describe student projects that were developed in Non-Profit Marketing courses at three different universities.

Project One-The local symphony is the current community partner in teaching Marketing in Not-for-Profit Organizations as a *service-learning* course at a small, liberal arts college in Pennsylvania. The goal of the class is to recruit a bus load of students to attend a classical symphony performance on a Sunday afternoon in April. This is a realistic, but difficult goal—typical college students are NOT inherently interested in attending symphony performances. As a result, the class relies on “influencer marketing” to enlist student attendance.

Students are assigned to teams based on their preferences. The teams are: 1. recruitment/sales, 2. publicity (video, social media, flyers), 3. survey (measures students' behaviors/attitudes about the event conducted on return bus ride to campus), 4. focus group (conducted with class after event), 5. in-depth interviews with faculty “influencers,” 6. day-of-team (schedule bus and event space, get tickets, set-up food, set up room), 7. pre-concert team (order food, create pre-concert game, arrange class visit to symphony hall, coordinate with Music History class for pre-event talk), and 8. leaders.

All teams create an Action Plan and then carry out the plan throughout the semester. The project is a centerpiece of the course and occupies about 15-20% of class time. In Spring 2016 (the first year partnering with the local symphony), about 45 students attended the symphony performance. In spring 2017, by incorporating what the class learned in 2016, about 70 students attended the symphony performance.

Project Two-The first giving day at a public university in Mississippi provided an experiential learning opportunity for students in the elective course Nonprofit Marketing Communications. The students were given the assignment to develop a campaign for the annual giving office to promote the 24-hour fundraising event. They were provided with the institution's priority areas for support and told to focus on participation, rather than a financial goal.

At the beginning of the semester, the students were asked to rank their interests/strengths in the following areas: research and strategy, copywriting, and design. They then were assigned to one of four teams—research, pre-event, day-of-event or post-event—and they worked both with their team members and across teams to complete the project. The students developed a comprehensive plan, along with messages and collateral materials designed to appeal to the university's target audiences for giving day, which is scheduled for fall 2018.

The class structure emphasized collaboration and peer feedback both verbally and in writing. The client also provided feedback during the process and after the formal presentation of the project at the end of the semester. As an elective for juniors and seniors only, the class allowed students to apply knowledge gained in previous classes to a nonprofit campaign.

Project Three- Marketing for Nonprofit Organizations is an elective course offered every other year at a private, liberal arts college in Texas. The class project has evolved each the time course has been offered. Every time the students have been given more autonomy and responsibility in the project. The overall trend has been stronger outcomes (in terms of project quality, student engagement, and client feedback) each project iteration.

The first time the course was offered the students worked with a local nonprofit organization which provides advocates for children going through a legal process in the court system. The organization was desperately trying to recruit a diverse base of volunteers. However, they were having difficulty attracting younger volunteers and male volunteers. Therefore, the students developed a detailed marketing campaign to target one of these market segments. The students were responsible for developing the creative campaign, outlining a plan for campaign implementation, and engaging in some market validation (examining whether the campaign resonated with their target segment).

Although the nonprofit partner selected one plan as the best in the class, elements from all the plans were utilized by the organization.

The second time the course was offered, the students collaborated with a local animal shelter to develop a detailed marketing plan for a fundraiser and implement the plan. This included managing a budget for the project. The students were divided into different teams based on objective: social media marketing, field marketing, sponsorships. A successful outcome required coordination and collaboration among the teams. The team raised \$940 for the shelter through donations and sponsorships, and many of the sponsorships are now recurring gifts.

Students utilized their marketing knowledge and skills related to market segmentation, target market identification, budget development, and social media marketing in the first and second iterations of the project. In the third iteration (planned for Spring 2019), a more significant emphasis will be placed on marketing research and the identification of a market need. Specifically, instead of being partnered with an organization with existing marketing challenges, the students will utilize primary and secondary research to identify a local issue or need (e.g., food deserts, lack of public transportation, elder care). Then they will develop a marketing campaign to raise awareness about this issue including identifying and contacting private and public partners that may be able to help.

These three projects have provided students opportunities to learn and refine different marketing skills while simultaneously generating positive community impacts. More detail about the projects will be provided by the authors at the panel session. In addition, the authors are happy to share specific project materials.

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ALIGNING LEARNING OUTCOMES WITH INDUSTRY NEEDS

Lauren Beitelspacher, Babson College
Tim Graeff, Middle Tennessee State University
Peter Knight, University of Wisconsin-Parkside
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(ALIGNING LEARNING OUTCOMES WITH INDUSTRY NEEDS) PANEL POSITION PAPER

In order to best meet industry needs, faculty have to develop unique learning opportunities that combine both academic knowledge with career competency development. This requires creative and innovative ways to generate learning moments by collaborating with business and industry. The purpose of this panel is to showcase just some of the unique ways that faculty and colleges are tackling the extraordinary challenges of preparing today's business student.

Students are going to make better career-related choices, and are going to be more marketable to potential employers, when they are armed with career preparedness knowledge and skills (Gunkel and Schlaegel, 2010). At Babson College, 98% of undergraduate students are employed or enrolled in graduate school within the first six months of graduation. To ensure their preparedness, the marketing division works closely with the Center for Career Development (CCD) to incorporate career readiness into the curriculum.

The National Association of Colleges and Employers released a list of 8 core career readiness competencies that employers believe college students need to be successful in their careers. These skills include: critical thinking/problem solving, oral/written communications, teamwork/collaboration, digital technology, leadership, professionalism, career management, and work ethic.

Today's educators are challenged with not only preparing students with the fundamental and advanced knowledge needed to be proficient and competent in their early careers, but also with providing students with opportunities to cultivate the softer skills needed to be good corporate and global citizens. This task can seem insurmountable and beyond the scope of traditional pedagogy. However, both employers and students benefit when students are both academically and interpersonally competent.

The College of Business Economics and Computing at the University of Wisconsin Parkside has an active advisory board who routinely provide valuable input into curriculum and skills development of graduates. The college recently had an opportunity to develop a fully online MBA and redesigned the face-to-face MBA in alignment. The advisory board played an active role in refocusing curriculum to provide greater opportunity for students to develop the required leadership and interpersonal skills the board deemed as essential and the board also played an integral role in the design of a creative and innovative management module required early in the program to engage students to persist and to set a tone of expectations for the degree. At a program level the universities sales certificate also has an active advisory board comprised of industry professionals who regularly review course content and learning techniques to ensure alignment with industry expectations. These partnerships solidified this year with sponsorship of a state of the art sales lab by eight regional corporations. The sponsorship program has increased involvement by industry even further and in fact over 70% of the weekly classes required for the certificate include some type of presentation or an exercise led by industry sponsors.

When developing programs or revamping curriculum, it is important to first identify the skills that are most important for students' future success as well as the degree to which these skills are taught. The Jones College of Business at Middle Tennessee State University recently conducted a study to measure this. Local employers and young professionals, college of business faculty, and current business students were surveyed and all agree that a strong work ethic, the ability to work with others, problem solving skills, and informal oral communications (meetings and conversations with coworkers or customers) are the four most important skills for future success. In general, inform communication skills (written and oral) are more important than formal communication skills.

A gap analysis revealed some surprising and enlightening results. When asked the extent to which various skills are taught in the College of Business, we saw large and significant gaps between the stated importance of skills and the degree to which they are covered in current curriculum. While employers, young professionals, and faculty rate soft skills (e.g., informal communications, work ethic, motivation, adaptability) as important, very few faculty and students said these skills are emphasized or discussed in classes. This disconnect between the skills faculty and employers recognize as important and the degree to which these skills are actually making their way into the curriculum is significant. Even though faculty agree that soft skills are important, they also admit that such skills are rarely emphasized in the classroom. Such studies can help other business schools identify similar gaps in their curriculum.

Webster University is a truly global university with our own campuses in over eight countries including, Geneva, China, Thailand, Ghana, and Austria. Our goal is to provide student mobility to any campus so that students have the option of traveling anywhere in the Webster System and completing their degree program. As such we attempt to standardize our programs to ensure consistency across campuses. However, each campus also must appeal to local constituents (e.g. local students, businesses, donors, etc.). This provides a unique challenge when attempting to align learning outcomes with industry needs around the world. For instance, a traditional push of American universities, including Webster, has been global and cultural understanding. In contrast, many of our European campuses believed their students already live and understand global perspectives because of the European Union and the proximity of countries and cultures. Thus, they were not as inclined to requiring global and cultural learning outcomes. MNEs, even universities with global campuses, should attempt glocalization in order to create efficiencies through standardization and local value appeal by recognizing the unique wants and needs of provincial markets. This works best when operations are decoupled with decentralized authorities (Hofstede, 1994). As has been mentioned, surveying corporate leaders, alumni and faculty to identify gaps is important. Each campus must have an active advisory board with diverse representation. However, it is also critical for universities, such as Webster, who want to standardize learning outcomes across international locations, to establish oversight authority of curricula to one entity. For most universities, these would be the faculty departments of the home campus.

The home campus often has the primary resources, upper administration and central communication between campuses necessary to promote standardized learning outcomes. Similar to MNEs, centralization of decision-making of global universities can create efficiencies in decision making and implementation of policies. However, this can also lead to inflexibility and a lack of sensitivity to idiosyncratic market conditions. Two important ways Webster has addressed these challenges are through a faculty mobility program. This program facilitates opportunities for faculty, both full-time and adjunct, to teach abroad at international locations. The purpose is to have faculty from the home campus better appreciate the local market issues and for international faculty to come to the home campus and provide important international perspectives. Results indicate that soft skills are necessary in all locations and thus can be standardized while nuances such as a focus on specific tools (almost a vocational approach) were more desired in some international locations while the home campus desires more of a theoretical approach to utilizing tools such that students would have the flexibility to learn and use a variety of tools and platforms. In both instances, it is a reflection of what industry requires/desires and what will give students a competitive edge. In the US, there is little consistency between companies in the use of tools and platforms. Furthermore, many companies switch technology with the expectation that employees will be able to adapt.

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ALTERNATIVES TO TEXTBOOKS

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TEACHING DIGITAL MARKETING, IMC AND GLOBAL MARKETING: PANEL POSITION PAPER

The Advanced Marketing Management course at our University was redesigned to fit in to the new digital marketing emphasis of the program. The prior format was a traditional case course which was difficult for the students because they were not familiar with the case method from prior courses. However, the students still needed to have a culminating experience. We also eliminated the IMC class to make room for more electives but still needed to provide background on IMC. During the transition, the course was taught as a pure IMC class, but when more than half of the class entered with AdWords (now Google Ads) certification, the students were able to do a paid search project in the second half of the class.

The first half of the class was an IMC plan, including a review of strategic concepts. There was no textbook for this type of class so I, as the instructor, developed the materials. Surprisingly, there was not an easily available book with information on how to write an IMC plan with examples. The answer was to write my own materials using a framework for developing an IMC plan. In retrospect, I would have found some of the examples on the Internet and gone over them in detail in class. Also, I had the students do Power Point slides and they would have preferred a paper since they were doing the work for a paper in their project assignments. I think I would have also spent some time on creative aspects as well as strategic in terms of simple logo design and having an integrated look and feel.

For the second project, the paid search campaign, students either found their own project company or one that the instructor had lined up for the class. Companies funded the AdWords account with \$250.00 and students planned, implemented and measured the results of their campaigns. The teams applied the strategic material from the first half of class in the planning of their campaign. The students also did a digital marketing simulation in the first half of class, which they said helped them understand AdWords (Google Ads) better.

While there was no textbook there was the Google AdWords certification material and other online material. Students said they learned from the project and appreciated the chance to learn paid search in a safe environment. Some of them who do not want to go in to Digital Marketing wanted only traditional marketing. Of course, AdWords changed its interface right before class started and I decided to use the new AdWords because it provided better coaching tips. Some students complained about having to use a new interface but I explained I was in the same boat.

This second half of the class was run like a seminar and I brought in guest speakers as well as an outside coach from industry. In addition, I coached the teams themselves and had them help each other. One challenge with the post-Millennial generation is that they seem to require more guidance in a project of this type than prior generations. In retrospect, I would have gone over the supplemental material on paid search campaigns and ad formats posted in the LMS more in class because students wanted to know how to write better ads but did not necessarily review the resources provided. A text book on this material, if available, might have been helpful. However, online resources are usually more up to date so teaching an applied module like paid search is a balancing act. I did use some resources from an Internet Marketing text of which I am co-author to organize the material.

At another university, the Global Marketing class was recently changed from a four-unit class to a two-unit class. Since almost all textbooks in International/Global Marketing run around 600 pages, the notion of using materials other than a textbook prompted an experimental design using primarily electronic resources available through the library. A purpose of the course was also to teach students to research information appropriate to marketing issues and problem. To focus the course on different salient aspects of global marketing, relatively short cases were assigned which were chosen to emphasize different aspects of marketing in a global setting.

Working with the business librarian in designing the class and having her as a guest lecturer the first week of class allowed her to introduce the students to the many resources available through the library. In her in-class session the students were given a brief one-page case about Disney Hong Kong. The students, in teams, were then assigned different research tasks related to the case and reported out to the class. The goal was to teach students to learn how to access information they would need to develop alternatives to solving a marketing problem. Five Global textbooks were placed on closed reserve for student use. The librarian also developed an online course guide for the students.

It seemed like a good idea, but didn't work out as envisioned. First, consistent with the previous panelist's comment, most students did not have any experience with the case method or analyzing cases. While a very basic case analysis approach was introduced in the course, students had difficulty identifying the problem, developing and evaluating alternatives, and justifying their suggested solution. Many (most) students could not identify what kinds of information would be helpful in identifying the problem or coming up with possible solutions. Frequently, students would give their opinion, without any research or supporting evidence to justify their ideas. This resulted in many one-on-one sessions showing students how find and use salient information, such as the pros and cons of global branding, the role of the value chain, legal and cultural aspects of countries, etc.

For graduate students the approach may work, but for undergraduates, even in their senior year, it was not a success. In the future I would most likely need to identify the information that would be useful and give students specific assignments with questions to answer such as, "How can an organization build trust when entering a new country?" or "Are there any legal restrictions against the importation of ---- in a given country?"

From the experience with these experiments, it appears that not using a textbook places a greater responsibility on the instructor. Although there is more pressure on professors than ever before to eliminate textbooks as an undue expense for students, in many cases a textbook can add structure and help students through the material in the way that readings and resources on their own cannot.

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FLIPPED CLASSROOM TECHNIQUES AND APPROACHES

David A. Dyson, Oral Roberts University

(Why Flipped in the Autumn of My Career) PANEL POSITION PAPER

Seasons change and so must techniques. One can lament the changing of the season or one may student assessment for my courses began a southern assent. At first this made me mad and produced embrace it for the beauty and uniqueness that each season provides. About four years prior the scores on the a blaming strategy noting a change in character for this new generation of students. With self-reflection, I became aware that there were more of them than me and I began a process of decision on how I might change to better connect with my target market since the likelihood of them changing was minimal. Using proper marketing segmentation and positioning strategy, I realized that the target market, while moving, was still reachable. Research began of the psychographics of the millennials and for the next generation.

I learned soon that I was not a lone ranger and that many others had faced this dilemma and had charted a course of success toward a mutually beneficial learning experience. The Five R's approach was especially helpful. Students of the millennial generation where found to engage at a higher, more meaningful level when the professor took careful attention to demonstrate RELEVANCE of the assignment in a RELAXED experience of discovery. Student desired a relationship with the professor creating RAPPORT between them. Students learned best in a RESEARCH BASED DESIGN environment where they discovered and embraced the material rather than learning from a lecture pontificated by a professor. Finally, student engagement climbed when RATIONALE concepts where identified and students could connect the concept being examined to real life issues.

Embracing my need for change, I initiated a program where I could feel responsibility for presenting the material (a Boomer thing related to duty) while providing significant time in the classroom for less telling and more directing and discovery. Step one was the creation of 35 videos providing a synopsis of the material assigned to this week of study. Each unit was from seven to twelve minutes in length and included varied stages and environments around campus and industry. These had multiple purposes including initial introduction since many students do not purchase textbooks and/or read the material assigned for the week), review after class for clarification and later review for preparation for examination. With the release of class time from a lecture schedule, the curriculum was redesigned to include cases and team projects that facilitated discovery by the student with an opportunity to understand the connection to life and rationality of the lesson. The second step in curriculum design provided for opportunity to have a larger array of guest speakers both in class and the world using Zoom technologies where students engaged with other professionals who performed their job with the tools that where being suggested as beneficial. This provides a connection to the usefulness and applicability of the material being studied. A third step provided opportunities for virtual field trips where students could see the direct connection of the learning objectives for the unit with tangible examples of real world application. Students remain in class while the professor moves to location providing the benefit of a field trip and connection to industry without the cost of travel and risk exposure associated with off campus onsite learning.

Subsequent years have provided opportunity to create more video units to better address student interest, to correct areas where misunderstanding existed and to add contemporary/recent examples that demonstrate relevance. With new knowledge and experience in designing curriculum to meet higher levels of Bloom's Taxonomy of learning, more critical thinking and experiential -learning was introduced through use of augmented and virtual reality as well as artificial intelligence through interaction with AVATARS and scenario role play. Education included both the affective and cognitive domains and was demonstrated at a higher level of performance. More team based learning experiences have been initiated requiring students to more effectively engage in their learning.

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EFFECTIVE STRATEGIES FOR TEACHING INTRODUCTORY MARKETING: MULTI-PLAYER MOBILE GAMES AND SOCIAL CONSTRUCTIVISM

By Esmeralda de los Santos, University of the Incarnate Word

PANEL POSITION PAPER

In an introductory course such as Principles of Marketing, understanding and applying terminology is a fundamental course objective. Instructors use a variety of activities, such as quizzes, flashcards, short answer responses, and multiple-choice exams to assess this learning objective. A multi-player, game-based mobile alternative is the Quizlet-Live option, a new application recently introduced by Quizlet in 2016. Highly competitive, Quizlet Live combines students' gaming skills content knowledge to achieve desired learning outcomes.

To begin, students sign into Quizlet.com and enter a code projected onto the board into their device. The screen quickly populates with participant names. When the sign-in process is complete, the program randomly sorts individuals into small groups and assigns a team name. Once the group is physically re-situated, the game begins. Using a mobile device or laptop, each student evaluates three to four response options appearing on the device's screen. Every student in the group has a different set of options but only one student has the correct answer to the question posted on the board. Speed and accuracy count. One wrong answer and the team's score, posted on the scoreboard, reverts to zero. Participants quickly learn that winning requires team communication and cooperation. The game can be repeated several times until students grasp the marketing concepts.

Multi-player mobile games embody a social constructivist learning approach. Piaget (1970) and Vygotsky (1978), among others, are associated with the educational and developmental theory of social constructivism. Piaget's model of child development finds that learning is a highly individual and mentalistic process; an internal process reflecting the individual's developing cognitive structures. In a very limited manner, he acknowledges the role of the environment. Vygotsky's contribution posited the primacy of socio-cultural relations. He held that learning is a function of the individual's social, cultural, and historical environment (Wertsch & Tulviste, 1992) and that it is socially constructed and distributed (Wertsch, 1991). In Vygotsky's well-known concept of the zone of proximal development, he surmised that the assistance of an adult or peer can help a child progress to a more advanced developmental level than if the child were acting alone (Smagorinsky, 1995). If it can be assumed that this zone also exists between adults, then collaborative efforts among peers helps to bridge the gap between their current level of development and emerging cognitive processes.

Quizlet has all the earmarks of a social constructivist learning activity. Student teams engage and interact with each other while increasing communication and collaboration skills (Trespacios, Chamberlain, Gallagher, 2011). To succeed, groups quickly learn to participate and discover that collectively, the team achieves its goal. The zone of proximal development emerges as students guide unprepared peers through the process of playing the game and determining the correct answer. Knowledge is socially distributed when the team shares gaming skills and compares each other's understanding of marketing concepts. As a learner-centered activity, Quizlet facilitates students' construction of knowledge, collaborative problem solving and advances marketing content knowledge in the class.

Unintended outcomes are powerful. Students evaluate class participation, observing that some peers function at higher levels than others. Class leaders rise, conduct group discussions and model interpersonal skills. Competitors galvanize the class and revitalize discussions. The academically adrift may note a discrepancy in their performance level.

Quizlet is best used as an ungraded preparatory exam exercise. Drawbacks may include instructor preparation time and non-native speakers' requirement for additional translation time.

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REAL LIFE LESSONS LEARNED THROUGH EXPERIENTIAL LEARNING

Michelle Carpenter, Strome College of Business/Old Dominion University

EFFECTIVE STRATEGIES FOR TEACHING INTRODUCTORY MARKETING PANEL POSITION PAPER

Principles of Marketing can be a challenging course to teach. Students come into your class with little base knowledge and many are taking the course because it is a requirement, not because it is on their Top 10 List. How do you get students excited about a must take course? Over the past 13 years, I have adopted multiple strategies based on experiential learning, and these strategies can be used regardless of how you teach your course: face to face, online or a hybrid approach.

Active learning can be facilitated in a variety of ways including team based assignments, peer evaluations, publisher interactive online exercises and more. My course is centered around a series of writing assignments that reinforce key content in the text and my lectures. The team assignments ask students to apply what they are learning about the environment, the customer, the product, the global market and the integrated marketing effort for an existing company. This method can even be successfully used in a large lecture class by dividing the class into 20 or more teams at the beginning of the semester. The teams provide the opportunity for small groups of students to work together just as they would in the real world and provides the instructor an opportunity to provide quality feedback in smaller group settings. In my feedback, I always lead with the positive, and tell the students what they did well followed by how they can improve. I also allocate additional bonus points if a team goes above and beyond. I usually start doing this in the middle of the semester and publicly announce the number of teams to receive a bonus point. It is a great motivator for improving the overall quality of future assignments. Structuring the course this way also helps students get to know a few of their classmates so they have someone to go to when they need notes, a study buddy, etc. Each student receives an opportunity to evaluate themselves and their peers at the end of the course on the basis of the quality and quantity of their feedback, availability in and out of class and overall responsiveness to the team.

As part of the active learning process, I fill my lectures with real-world, current examples students can relate to. Questions based on these examples are integrated into the exams as well.

Resist the urge to give them all of the content. For example, my power point slides are only pre-populated with an outline of the discussion topics, that way the students have to engage during the lecture. We discover and expand on content in the classroom together and use more of a story telling approach to convey key concepts.

Publisher resources can further facilitate active learning. Select key chapters and emphasize critical concepts with a variety of fun based exercises. I use five questions for each chapter that are a mix of short video cases, drag and drop, chart/survey format and more.

Finally, be passionate in the classroom, and really love what you do. You may be tired, but the students are learning about marketing for the first time.

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FOSTERING STUDENT CREATIVITY IN MARKETING EDUCATION

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PANEL POSITION PAPER FOSTERING STUDENT CREATIVITY IN MARKETING EDUCATION

At Morningside College, a small, private, liberal arts college in the Midwest, experiential learning is a cornerstone of our pedagogical approach. Each Principles of Marketing course is four credit hours, giving faculty time to create opportunities for students to explore marketing principles in creative ways. At the beginning of the course, students choose a brand to use as a lens in which to explore marketing principles. Students then complete a series of exercises on that brand throughout the course. These include the creation of a video, a market analysis, a primary research study and an interactive presentation. Students follow the brand on social media and regularly report on the brand's marketing activities. Creativity is also fostered through collaborative in-class exercises. The flipped-classroom concept is used, as students watch video lectures on the textbook chapters, and take quizzes prior to class. Class time is spent applying key principles to their brand in individual, small group and large group exercises. These innovations allow students to engage more deeply in the subject matter and apply the marketing concepts in a way that fosters long term learning.

Often as I reflect upon semesters, I find myself hearing my students stating the words, "I am not creative." As someone who is teaching courses in design and advertising, I am often taken aback by this statement. I then find myself asking my students why they believe they are not creative, and I often hear creativity is equated to someone who has artistic ability. Researchers and innovators alike have rebutted my student's statement and have suggested the "I am not creative phrase" is actually a set of misperceptions held by many members of society, which has been labeled as the "creativity myth" (Kelley & Kelley, 2013, p. 2); and instead, we all have creative potential in the form of a *creative confidence* that can be practiced and enhanced with time and practice.

Creative confidence is the courage, or someone's self-confidence with themselves, to come up with a new idea and to try it (Kelley & Kelley, 2013). At the beginning of semester's my students exhibit many of the qualities of that low creative confidence as described by Kelley and Kelley (2013). In particular, the students exhibit fear of the unknown, fear of being judged, fear of the first step and also, the fear of losing control. Similar to other theories of self-confidence such as self-efficacy, someone's creative confidence may be enhanced through multiple pedagogical activities (Brown, 2003). Connected to Bandura's (2012) theory of self-efficacy, in order to enhance creativity in students, my goal as an educator is to give them the opportunity to practice the techniques and overcome their fears associated with creativity. Prior research has suggested that an increase in self-efficacy or creative confidence may come through 1) mastery or performance accomplishments (i.e., completing multiple assignments and practice), 2) enhancing psychological states (i.e., opportunities to reflect, coaching students through creative process), 3) living through vicarious experiences (i.e., following a guide through a rubric, examining professional examples), and 4) verbal persuasion (i.e., feedback from instructors, peer review) (Bandura, 2012; Fischer, Meyers, & Dobelbower, 2017; Pajaras, 2003). As the semester progresses, students are able to make more prominent design and content decisions on themselves and establish new and meaningful relationships between previously unrelated ideas. As it is believed that creativity is connected to problem solving (Brown, 2003), by increasing creative confidence in students, we may be also able to increase the student's ability to solve problems in both academia and the workforce.

Albert Einstein said it best, "Creativity is intelligence having fun." A large component of encouraging creativity in the classroom is making learning fun and challenging. So to foster creativity in my marketing classes I do not make students think outside the box but rather to think about a box. A cereal box to be exact. The assignment entails the creation of a cereal, a box, and a description of the target market for the cereal. To keep the playing field level there are certain parameters. The cereal is the first product of a brand new company with no products or cereals currently on the market. I have developed a list of base ingredients, cereal shapes, flavors, and add-ins. Students must pick ingredients from these lists and no others. Next on three separate sheets of paper they must

design the box (front, back, and side nutrition panel). For each side of the box there are required elements and options for unique elements the student's choose. To assist with the development of the boxes and cereal I assign three journal articles that discuss the marketing of cereal. Next the student must do a one page write-up of how the cereal appeals to the target market and how specific elements on the box appeal to the target market. I take the assignment one step further as a group project and have the students select a teammate cereal or create a new one and complete a modified marketing plan for the cereal.

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GROWING THE SALES PROGRAM

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GROWING THE SALES PROGRAM PANEL POSITION PAPER

Sales represents a key facet of today's information economy, and sales positions are now the second most difficult position for hiring managers to fill (Talent Shortage Survey, 2018). Though the number of certified university sales programs has quadrupled over the past two decades (USCA, 2018), demand for sales skills still exceeds supply (Talent Shortage Survey, 2018). Therefore, to better serve economic needs and to offer graduating students meaningful careers, more universities should develop professional sales programs.

How does this development take place? Successful sales programs must be built on a foundation that a) trains students, b) trains a large number of students, and c) provides great career opportunities for graduates. This foundation requires largely simultaneous curricular and corporate partnership development. The current panel position paper highlights issues associated with curriculum development and corporate partnership development as well as key gaps in sales pedagogy.

Curriculum development involves two primary arenas. The first is formal academic curriculum and generally includes courses specifically designed to teach the personal selling process, sales management, and sales negotiations. Customer relationship management (CRM) courses and sales internships are also common. Most extant programs focus on B-to-B selling orientations, but a market exists for B-to-C training, as well. For example, retail financial services is a growing industry servicing end-user customers with planning for retirement, education, estate, and increasingly, planning for clients with special needs (Hershey et al 2015). Moreover, as a category, financial services sales ranks second highest in average yearly compensation at \$109,100 (Smith 2013). Training for B-to-C selling then can be a point of differentiation for a sales program, or even a separate track in a program that also has a B-to-B focus. Having a B-to-C program component may also be attractive to potential program sponsors such as insurance companies like Northwestern Mutual and mortgage lender Quicken Loans, both of whom are sponsors at several USCA schools.

Offering sales training in new business disciplines provides another curricular opportunity. For example, both international as well as entrepreneurial sales situations represent unique selling arenas for which specialized training is required. Excellent international sales simulations are available from both Harvard's Program on Negotiation as well as Northwestern Kellogg School of Management's Dispute Resolution Research Center, yet few university sales courses utilize these resources. In part this is likely due to the cultural gap existing between sales and negotiation curricula. Additionally, though in practice there are wide areas of overlap between sales and negotiation, there are also many elements that differ. Surprisingly, the current panelists are unaware of any USCA program(s) that have a course(s)—let alone a full curriculum—specifically focused on the international sales arena.

A third curricular opportunity involves entrepreneurial sales. Several premiere business schools, including The University of Chicago, Northwestern and Columbia, offer at least one course focused on entrepreneurial sales. Given the increasing emphases being placed on entrepreneurship and innovation, as well as many firms' increasing interest in international sales market expansion, the rationale for developing curricula across these areas is self-evident. The second arena associated with curriculum development is non-academic training designed to enhance both business and non-business students' soft-selling skills. The use of non-academic certificates and executive workshops is a useful method to efficiently teach basic selling. Sales programs can thereby influence a broad spectrum of students and offer sales employers a larger number of potential recruits.

Finally, corporate partnerships are a key component of most sales programs. Without partnership dollars, programs struggle to fund the unique curricular activities associated with sales programs. Developing a corporate partnership group involves three steps. First, nascent sales programs should identify sales corporations that already recruit on campus. Second, these companies should be surveyed to determine specific recruitment and programmatic

needs. Third, the partnership program should be designed and the interviewed corporations should be solicited for funding. Corporate involvement should be encouraged early in the process to increase donation likelihood.

In conclusion, strong sales programs build on a foundation that a) trains students, b) trains a large number of students, and c) provides great career opportunities for graduates. Curriculum development and corporate partnership development enable the achievement of these integrally related objectives.

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I'D LIKE TO THANK THE ACADEMY (AND HARRY POTTER): USING MUSIC TO KEEP PRESENTATION DAYS RUNNING SMOOTHLY

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CREATIVE SPIN TO TEACHING THE AD GAME PANEL POSITION PAPER

The pitch.

Some students love nothing more than standing in the spotlight to sell their work. Others hate it more than Harry hates Voldemort. Either way, the pitch is an unavoidable part of creative advertising.

On pitch day in my creative advertising course, it is important that each group gets an equal chance present their hard work. Because I usually have a large number of student groups that need to pitch in one class period, I am a stickler on the length of time each group presents. I also think it is an important job skill for students to learn to stay within the given presentation time – no client likes to plan for a half-hour presentation and still be there two hours later. It's bad for business.

So, to keep myself from having to be the meany-head that stands up in the middle of a student presentation and demands they stop immediately – and to make the whole process a little more fun – I run presentation day like a celebrity award show.

On their assignment sheets, students are given clear presentation instructions, including a time limit. I then use Apple's *Garage Band* to create an instrumental music clip (see Figure 1) – usually with a dramatic song from a *Harry Potter* movie score. The clip is silent for the duration of the group's allotted time. About 20 seconds before time is up, the music starts to fade in softly. At the exact time limit, the music starts to quickly increase in volume. By a few seconds after the time limit, the music is playing as loudly as my laptop (or iPad) speakers will go.



Figure 1. Screenshot of music clip created in Apple's *Garage Band*.

For example, if students have 10 minutes to present, they will hear nothing for the first 9:40 seconds. From 9:40 to 9:59, there is very soft music to warn them time is almost up. At 10:00, the music is loud enough to be noticeable. From 10:00 to 10:05, the music crescendos to a volume that is hard to speak over.

On presentation day, I use my laptop (or iPad) to start the 10-minute music clip when the presentation starts. Then, I stop it when the students are done. I also give hands signals for 3-minutes left and 1-minute left. If they don't go over, this method gives me an easy way to note the length of their presentation – I just note the time on the music file. If they do go over...it's clear.

Students have responded very well to this method since it makes time restrictions more fun for everyone involved. This Hollywood method also accomplishes a few things. One, it keeps the class running smoothly with no group going significantly over the time limit. Two, the music acts as my timekeeper, allowing me to pay more attention to presentations. And, three, I'm not the bad guy who has to stand up and interrupt a group. Instead, when they hear the music, students can choose to stop and wrap up or try to talk over the music like a long-winded actor or actress. Most often, it only takes one group "facing the music" before the whole class starts to pay very close attention to their presentation length for the rest of the semester. Plus, everyone – including the offending group – gets a good chuckle.

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INNOVATIONS IN TEACHING CONSUMER BEHAVIOR

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INNOVATIONS IN TEACHING CONSUMER BEHAVIOR PANEL POSITION PAPER

Consumer behavior educators are turning to innovative teaching methods to improve students' knowledge about principles of consumer behavior. With diverse student cohorts preferring variety learning styles, educators are focusing on non-traditional methods to motivate and enhance student engagement in the learning process (Schmitt, 2018 and Morgan and McCabe 2012).

Ensuring students of the digital world maintain knowledge from the classroom is tricky given their limited attention span. However, research from Bacon and Stewart (2006) found students who develop deeper level of understanding are better able to retain knowledge within Consumer Behavior courses. With this premise, this panel will discuss some best practices to enhance student engagement and understanding for the Consumer Behavior classroom.

In-class activities with theoretical foundations appear to attract the attention of the students in understanding the concepts and their applications to marketing. In class discussion that utilizes short public press or blog articles are assigned with a list of probing questions to highlight the importance of subject matter and enhance its understanding. Activities such as perceptions based on shopping list, memory, pricing from consumer's perspective, laddering, consumer decision making etc., created student involvement in discussions and contributed to collaborative learning. The Graham (2010) text, "Critical Thinking in Consumer Behavior: Cases and Experiential Exercises," provides a number of hands on activities that have proven to engage students and highlight particular content materials. During the panel discussion other methods of engagement will be discussed including a modified "Would you fall for that?" version of the elevator experiment in which students will confuse absent students and learn key insights on reference group behaviors.

As an educator, it is essential to combine a number of methods to ensure learning effectiveness for diverse student populations. Findings show that some methods, such as projects and case studies are more effective for undergraduate students in a traditional semester, while incorporating simulations into the course is particularly beneficial for graduate students in short term and/or online(blended) format courses.

Incorporating simulations into the course, allow for real time results and team activities that can occur either in the classroom or online on the students own time. This methodology often allows student to understand the impact of their choices in a secure environment. While undergraduate students have been found to often "game" the simulation system, graduate students apply their practical knowledge gained in industry to make better strategic decisions. The use of secondary research and big data in the form of GfK MRI's Survey of the American Consumer allow student to combine qualitative and quantitative concepts of Consumer Behavior. These can then be translated into larger in class projects.

Using creative projects in the classroom in order to provide active learning experience allows for the instructor to gauge student understanding and application of theory to current consumer situations (such as issues in the current marketplace). Projects will be discussed in more detail during the pane presentation and will include how to engage students using entrepreneurial product development, consumer product issues and problem solving, product design, and not-for-profit supporter recruitment. Using consumer behavior in a real world project setting has proven extremely effective for panel members, and combines online and in person observation analysis of the shopping and social environments. Results find the exercise enables student to gain strong insights into what influences consumer choices, reasons and perceptions.

It is important to keep in mind that consumer behavior is in a state of constant change. As instructors, challenges teaching the topic are inevitable and it is not uncommon for mistakes to be excellent tools for learning and advancement. Common course related challenges, such as course duration, project expectations, varied levels of student knowledge, course classification (undergraduate/graduate), and time of offering, often occur. For example, group performance on project based work is influenced by members' strengths and weaknesses in understanding of principles of marketing, psychology, marketing research etc. It is a major challenge to bring their knowledge on par with the demands of project research.

During this session, panel members will touch on specific mistakes experienced and provide the audience a list of pitfalls and obstacles to avoid when teaching a Consumer Behavior course. Drawing on the panel's vast teaching experience in all levels of higher education, ranging from undergraduate traditional, non-traditional, and graduate students in all modalities, members will offer potential solutions for overcoming obstacles and provide a good depth for discussion. Topics discussed will include keeping current with technology in the field, developing faculty expectations that remain realistic, and much more.

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FOSTERING CRITICAL THINKING AND CLASSROOM ENGAGEMENT WITH INTERACTIVE INTERNATIONAL MARKETING ASSIGNMENTS

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INNOVATIONS IN TEACHING INTERNATIONAL MARKETING PANEL POSITION PAPER

An extensive search of scholarly publications focusing on international marketing pedagogy best practices will yield many theoretical examples of macro or curricular-level innovations, but very few specific micro or course-level assignment examples. On the macro level, international marketing scholars have written extensively about the importance of study abroad experiences and the need to instill a global mind-set within our students. Collaborative learning is promoted as are the benefits of using multicultural teams for student projects. Many international marketing programs include an experiential learning component while others espouse the merits of integrating theory and practice and/or culture and language within the classroom. While the authors of this paper enthusiastically endorse all these practices, it is our intention within this paper to share examples of unique micro level assignments we use in our individual courses.

At Muhlenberg College, upper-level undergraduate students enrolled in Globalization and Marketing learn about international trade by investigating the tariffs levied on products imported into the United States (i.e. foreign exports) using the Official Harmonized Tariff Schedule administered by the United States International Trade Commission (USITC). Students are provided with the link to the site and are instructed to scroll to the latest edition of the tariff schedule – by chapter. The tariff schedule is divided into 22 sections based on product classifications (example – Section I: Live Animals; Animal Products) and each section contains numerous chapters. During class a list of all 99 chapters is circulated (example – Chapter 1: Live animals) and each student chooses a chapter to analyze. Students also receive a list of homework questions to answer based on the Tariff Schedule in general and their chosen chapter in particular.

As they dig into this assignment the first thing students notice is the fact that this document is 3728 pages long, including 901 pages of General Notes and Rules of Interpretation. They are asked to review only the first 20 pages of the notes and to provide their impression of the contents and language within this document. When analyzing their chapters students must pay careful attention to all notes and category breakdowns for tariffs and the three separate columns of duties [General, Special, 2]. Students have approximately a week to complete their analysis and an entire class period is then dedicated to a discussion of their findings.

Upon completion of this assignment students are quite surprised to learn that: 1) many products enter the United States free...no tariffs or quotas levied, 2) the United States has numerous trade agreements with other countries and groups of countries resulting in preferential treatment for these areas, 3) products from North Korea and Cuba receive the highest tariffs, 4) this is an incredibly detailed, dense, and difficult document to read and decipher and, 5) global politics and economics profoundly affect our trade arrangements and this schedule is fluid –subject to yearly adjustments.

In the Global Marketing class for the MBA and MIB programs at the Cameron School of Business, University of St. Thomas students engage in a three-stage team project to develop a comprehensive marketing plan for introducing a product to another country. Students learn to integrate what they learn outside the class with what they learn from the textbook and apply this knowledge to a real-world situation in the international marketing context throughout the entire semester. Specifically, the project involves three major presentations: a country overview; preliminary team presentation of the marketing plan proposal, and a final team presentation of the complete marketing plan.

For the first presentation, students team up in pairs and conduct a business overview of the attractiveness of a country/area of their own choice from a provided list of emerging markets. They must use their time wisely (5 minutes

for the presentation and 2 minutes Q&A) in order to highlight the most important and interesting information regarding why this country/area might be, or might not be, a great place to introduce a new product. Next, the student pairs join a new team of 4 members, each representing a different country. Both the second and the third presentations are done in this team of 4 members. For stage 2, the team presentation of a preliminary international marketing plan proposal, students choose one of the four countries that team members have researched by comparing their advantages and disadvantages. They then identify a product to introduce into the chosen countries, and explain why the product fits this country. Finally, for the final presentation, each team develops an international marketing plan for introducing their product to the country. This includes a situation analysis; goals and objectives; target market; product adaptation; and distribution, promotion, and pricing strategies.

This project has received positive feedback from graduate students who took this course. They appreciated the fact that it provided an opportunity for hands-on work and learned a great deal not only about other countries, but also about the strategic planning process in international marketing. This has also been helpful for the students with their job search and career planning.

At the University of Utah, upper-level undergraduate students conduct a Mock Trade Show presentation in their International Marketing class. This entails setting up a simulated trade show booth with examples and/or demonstrations of a product or service designed for export to the U.S., along with promotional materials to distribute. Student teams represent a foreign company trying to break into the lucrative U.S. market. The product or service to be exported must be new to the U.S. or must be able to be rebranded and repositioned as a new product or service. The intended audience is U.S. based buyers and distributors. The Mock Trade Show provides students with a realistic experience since it is held in a banquet room similar to an actual trade show. The instructor and all students enrolled in the class visit each booth, gathering information on distributor requirements, target market potential, promotional support, logistics, and country-of-origin considerations. Trade show “attendees” also gather business cards which are then used to vote for their favorite booth by dropping a card into a voting box located at the show.

Students are challenged to make the experience as realistic as possible by adhering to certain requirements: professional dress appropriate for a trade show (including name tags), business cards, brochures or posters of products in addition to actual products (if available), graphic explanation or demonstration of services offered, and games or attractions (a “hook” to get attention). In addition, students must complete a four-page summary report that includes the following: presenters’ names, description of product or service offerings, target consumer definition, promotional campaigns, preferred distributor criteria, suggested wholesale/retail prices, detailed country of origin profile and an upcoming trade show schedule.

Students who have participated in this innovative experience have consistently given positive feedback and the event provides excellent exposure for the Marketing Department at the University of Utah because faculty from other disciplines, administrators, and the general student population are all invited to attend.

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SCAFFOLDING INTERNATIONAL EXCHANGES OF CULTURE AND BUSINESS COURSE CONTENT THROUGH SHARED TECHNOLOGY

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INNOVATIONS IN TEACHING INTERNATIONAL MARKETING PANEL POSITION PAPER

Having cultural competency as global citizens is essential for individual growth and 21st Century employment. Study abroad has been identified as a valuable transformative learning experience (i.e., active learning process that encourages one to see new things, see old things differently, and re-conceptualize mindsets through the creation of a shared vision). However, study abroad may not be possible for many students (e.g., financial and/or time constrained) and for others the idea of studying abroad may not have crossed their minds. For those who cannot participate in a study abroad, connecting with other cultures within the classroom setting may be as close as they come to studying abroad. For others, a course in which the classroom is shared electronically with students and their faculty in another country may be the inspiration for them to consider participating in a study abroad. This presentation will focus on scaffolding of inputs into the shared online classroom exchange process to assure that transformative learning is possible.

Envisioning, creating, and implementing cross-country classroom experiences is difficult and time consuming. The greater a faculty member's network of international connections, the greater the faculty member's ability to create a valuable learning international experience. Some great ways to find those connections is networking at academic conferences, working with the institutions international education office, and networking with faculty on one's own campus. Once the faculty connections are made, then agreeing on dates, times, course materials, student preparation, etc., is necessary. Technological capabilities, although important to the process may be difficult to overcome, but by far technology is not the most difficult task; whereas, time differences are a significant hurdle to overcome. For example, China is 12 hours difference from the USA; whereas Spain is six hours difference. Classes held in different countries may not be conducted over the same timespan (e.g., one and a quarter hour), or at a compatible time of the day, and course material coverage may not occur at the same time in the semester. Because a transformative learning experience requires providing a safe space where students are able to learn through various lenses and not just the lens that their life has afforded them, the process cannot occur in one class meeting exchange. It requires managing class materials (i.e., cultural and course content) scaffold across meeting times within the semester or quarter. Preparation takes a great deal of forethought and cooperation between faculty and institutions. Arrangements must occur well before the semester begins (e.g., class meetings 9 a.m. class in the USA would be a 3 p.m. in Spain); and, it may mean setting up expectations in the syllabi that include meeting times outside of normal classroom times (e.g., China 8 p.m. and USA 8 a.m. and then rotating the next meeting to China 8 a.m. and USA 8 p.m.). However, once beyond the logistics, the actual progression of the exchange is most important.

Culture is a key component of doing business in a foreign country. Therefore, culture must be a part of the learning process from the planning stage forward. The faculty should collectively decide on the order of the class agenda so it can begin on time and end on time. Understanding country culture will help determine who should begin the conversation and what type of questions should or should not be asked. Prior to the first meeting, faculty should provide students with agreed upon research directives to help them gain an understanding of the country, region, and city in which the exchange partner school resides. The students should know something about the cultural norms and the school itself. This will help them begin a conversation during what may be a very awkward first online class meeting. The first online class meeting should be an informal exchange of greetings and points of interests (e.g., favorite foods, television shows, etc.). This meeting is often very awkward for all participants and requires a great deal of faculty intervention. Prior to the second online class meeting, students should have an assignment to prepare them on cultural norms of the partner school's country. In the second online class meeting, typically country or local cultural norms are shared and discussed (this will require faculty monitoring and directing the discussion when the discussion slows, becomes repetitive, or contentious. Students in both institutions should have read the same chapter in the same textbook (or comparable material) and be prepared to discussion business culture from their country's

perspective. By the third online class meeting, business culture (e.g., marketing) is shared from a country/culture perspective. The third online class meeting is typically more structured and is faculty led. The fourth and final online class meeting, is faculty directed and is a wrap-up meeting where course content is discussed in light of cultural differences and similarities. An example discussion might focus on product differences such as soft drink preferences might be the levels of sugar, flavor preferences, points of purchase, containers, and/or packaging. This exchange should include a discussion on why the differences and similarities are relevant. Throughout the process, after each meeting adjourns, observed similarities and differences should be discussed with the professors providing in-class time for reflections on what students learned that was new to them, what they see differently than before the exchanges, and how the exchanges changed their mindset.

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METHODS FOR TEACHING BUSINESS ETHICS AND CSR

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PANEL POSITION PAPER

Teaching Business Ethics and Corporate Social Responsibility is one of the most difficult, but also one of the most important aspects in the marketing discipline. The panel will discuss a variety of options and best practices for teaching these topics in ways that engage students and develop them professionally.

One example that will be covered involves students from any discipline may take Global Corporate Social Responsibility as part of a four-part integrated studies sequence. The course encourages students to reflect on their ethical decision-making processes (reflective), the impact their decisions have on their immediate community (eg. human resources, transparent business practices), and the global impact of business decisions (eg. sustainability, ethical consumerism, philanthropy, human rights). Student deliverables include 1) a research paper on a CSR-related topic, 2) a persuasive letter to either a government or business decision-maker, 3) several case analyses, and 4) group led discussion on a specific topic related to CSR.

Another example is a CSR course that prominently features the case method, stakeholder analysis and engagement and CSR strategy. By highlighting the stakeholder theory of the firm the course can explore how various stakeholder groups react to CSR and the overall responsibilities of the corporation. The case method is useful for underscoring these concepts while providing additional emphasis on overarching strategy and implementation. During this panel, we will discuss how to integrate cases into a CSR course as well as some specific topics that are included.

A final example is utilizing a new video series, Formula 4 Success, which provides incredible video cases from executives in a variety of fields from energy to finance to the military that force students to think about the impact of ethical decision making. These videos and the associated content has allowed rural schools to integrate these powerful ethical lesson into marketing classes in a way that previously was not possible.

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NAVIGATING THE PROMOTION AND TENURE PROCESS

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NAVIGATING THE PROMOTION AND TENURE PROCESS PANEL POSITION PAPER

Although nontenure-track faculty positions seem to increase in number, the promotion and tenure process remains a key “motivational and cultural force in the academic lives” of many faculty (O’Meara, 2011, p. 162). With being such a critical piece of academia, fully understanding the process of promotion and tenure would be beneficial. Oftentimes, many junior faculty are terrified of the process due to hearing various horror stories or are simply unsure of where to begin. Those who have successfully achieved promotion and tenure continue to share their insight in hopes that others find success as well.

Traditionally, promotion and tenure decisions hinge on three primary categories: research, teaching, and service. Ranks within higher education typically include assistant professor, associate professor, and professor. Depending upon the type of institution one is teaching at, the priority of these items may vary. Oftentimes, research receives the most weight, and faculty are strongly encouraged to publish in peer-reviewed journals, have senior researchers testify to the value of the current research, and also look to secure grant funding.

While research often receives the most attention in promotion and tenure review, “more and more universities want faculty members who are also good teachers” (Bonetta, 2011, n.p.). Classroom observations and student evaluations often provide such information to the committee making promotion and tenure decisions.

Finally, service is also addressed when going up for promotion and tenure. Faculty members must be willing to demonstrate their efforts for supporting the institution, the profession, and the community. Actively serving on committees, editorial boards, grant reviews, community events, etc. can all play a role in showcasing an active and sustained record of service.

While every institution has their own process in place, and various types of institutions (i.e. research, teaching, community college, for-profit, liberal arts, etc.) may have different views on promotion and tenure, it would behoove junior faculty to seek insight and guidance from deans, department chairs, mentors, and/or seasoned colleagues early on in their career. Doing so from the onset provides ample time to build a solid promotion and tenure packet to be reviewed. Furthermore, there are “hidden or unwritten rules” that many institutions have as well. For example, “One of the ‘hidden’ rules of the university is that you are visible to tenured faculty. Remember, it is the tenured faculty that will eventually vote on your own tenure status” (Saha & Kretovics, 2015, p. 324). Therefore, between the written promotion and tenure guidelines and any hidden or unwritten rules, application for promotion and tenure can be a daunting task.

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A STUDY ABROAD EXPERIENCE FOR MBA STUDENTS

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STUDY ABROAD OPTIONS FOR SUCCESS PANEL POSITION PAPER

Today, colleges and universities are providing educational opportunities in many ways to encourage experiences with more variety and flexibility. One of the most popular educational opportunities is a study abroad learning program. A number of schools offer mainly its undergraduate students study abroad opportunities as well as scholarships whereas graduate students often do not have as many options. Undergraduate students have more avenues to study for a semester abroad at many exciting cities around the world. One primary goal is to expose and engage students to a variety of learning opportunities that will challenge and expand their views of the world and being a confidence builder to strengthen their lifelong careers. As educators, we understand the importance when students take an active interest in learning about new and challenging experiences. One important benefit to the student can be to create a more positive outlook in their future careers.

As important and adventuresome that a semester abroad can be, there is also an alternative strategy that works well especially for graduate students. Having chaperoned MBA students on international study programs as part of a semester course, I understand how this has proven to be a positive experience for all. While in other countries, we arranged to visit a number of companies and, with the assistance of a tour guide, everyone experienced a greater understanding of the culture within each country including the similarities and differences when compared with the student's home country. Too often graduate students are unable to commit to a semester abroad program but welcome the chance to experience the international cities on a more concentrated 2-3 week time frame. I have found MBA students to be engaged and willing to put forth that extra effort to learn in-depth about the country they are studying. Many graduate students because of commitments to family and work, appreciate the opportunity to visit and explore another country without the requirement to stay for an entire semester which is often not possible for them. An important component of the MBA course that I instruct is to motivate the students to learn more about other cultures and customs and make sure they recognize the importance of the many marketing functions that regularly occur in each country. During the semester all assignments are built around the country the students will be experiencing. The marketing assignments should address marketing areas such as pricing, promotion, distribution, branding, packaging, marketing research and even comparing franchises from the United States that operate in the international countries.

Each final paper needs to address some aspect of the similarities and differences of consumers in the international country when compared with consumers in the United States. Many students take advantage of the opportunity to meet and talk with different individuals who live and work in the respective international country.

It is clear that both undergraduate and graduate students need more exposure to international study abroad experiences for a variety of beneficial reasons that include: providing a well-rounded education, increasing a student's cultural experiences, providing for a broader worldview, strengthening leadership skills, encouraging for a student's personal development, and confidence building for future career success. Often when students are merely talking to people from other countries they are learning and experiencing something that is priceless.

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IMPROVING TEACHING EFFECTIVENESS THROUGH APPLICATION OF MARKETING CONCEPTS

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TRANSITION FROM INDUSTRY TO ACADEMIA PANEL POSITION PAPER

Industry professionals who have transitioned to higher education provide a necessary role in academia today. While many tenured and career academics divide their time and interests between research, teaching, and service, this hybrid breed of professional and professor focuses on teaching. In fact, many professionals transition to higher education to teach solely because they like to teach (AFT Higher Education, 2010). But can anyone teach? Is success in industry a good indicator of ability to teach effectively? The benefits the hybrid professional professor brings to the higher education classroom are well recognized. They include (1) real-world application of relatable and relevant content to the higher education classroom, (2) access to industry resources, and (3) a desire to share experiences with the next generation. These qualities indicate industry professionals have the potential to make excellent instructors. Yet, many encounter challenges reaching students inside the classroom. Student performance often falls short of the professional professor expectations. Student evaluations can catch professional teachers off guard and result in dissatisfaction with the teaching experience. Applying consumer marketing practices and marketing models that engage students in the classroom offers both challenges and opportunities for this growing cadre of professional teachers.

In recent years, academic institutions opened their doors to industry professionals who are turning to education as a second career choice. These professionals are a part of a growing group of higher education faculty known as “contingent faculty”. The term contingent faculty includes part-time, full-time, adjunct instructors, instructors, professors of practice, and lecturers, many of whom have migrated to academia from industry. Accounting for more than half of higher education faculty positions, (AAUP, Trends in The Academic Labor Force, 1975-2015) the positive contribution these former or current industry professionals provide to the academic community may be underdeveloped.

Despite a successful management or marketing background, professionals are not trained to teach. A large number utilize lecture supported by examples from a successful marketing career. While this experience may seem transferable to teaching in higher education, it can fall short as the motivational differences between the mindset of students and employees is different. Students want to know how the knowledge presented and mastered can directly benefit them. They internally weigh the benefits they receive with the effort required. In contrast, employees are paid to deliver performance, not weigh the benefit of the request. Faculty who have enjoyed success in a corporate environment frequently encounter a lower response to a business-based management classroom style. Although directing and lecturing can be effective in a management setting, educational studies indicate a limited amount of material delivered through a lecture format is retained. As a result, teaching professionals who viewed themselves as successful and exhibited a high level of content preparation and presentation skill seem to be unsuccessful in reaching and teaching today’s students. In fact, many faculty often characterize students as inattentive in class, frequently absent or late, distracted, unprepared, and perform below expectations. These are challenges they have not faced in the business environment.

One solution to facilitate student engagement and inspire effective learning is to think of students as consumers and class content as a marketing and advertising plan. Students are the teacher’s target audience. Students, as consumers do, filter information through their own experiences and frame of reference to accept concepts and knowledge just as when consumers buy a product. Through this view, teachers can increase their effectiveness by considering how the target audience of students receive and internalize information from the students’ frame of reference. In sales and marketing organizations, this approach is referred to as WIFM –what’s in it for me. Similarly, students, like consumers, actively engage with a brand when they not only are exposed to the features and physical attributes of a product, but when they can see the personal benefit or realize what it can do for them. The classroom is an opportunity to engage students as a target audience and to craft messages in a way that students will see the benefit and opt in to learning.

Another solution is to apply a marketing and advertising communication model used in industry to the classroom. The AIDA Model is a stimulus-response model used to move targeted audiences through the stages of cognition, affect, and behavior. AIDA represents attention, interest, desire, and action. The AIDA model is used in advertising to describe the stages that take place from the time a consumer first becomes aware of a product or brand to when the consumer makes a purchase decision. In the classroom, the AIDA Model can prove to be effective guide to delivering an interactive lesson and increasing student engagement. For example, the teacher gains attention with a statement or problem of the class topic, generates interest by formulating interactive examples, creates desire to investigate causals through class exercises or group work, and inspires action through relevant assignments or application. Through the AIDA model, the marketing professional turned academic has a tool to better structure a learning experience in the classroom.

With the influx of contingent faculty in higher education classrooms expected to increase, the issue of effective teaching is one of utmost importance. Faculty would be well served to adopt the prospective of marketers and view students as consumers rather than employees. This mindset shift can lead faculty to develop interactive classroom experiences that minimize lecture and increase engagement among students and teaching professionals. Understanding one's target audience and planning a lesson through application of the AIDA model with the goal of inspiring students to act will lead to greater teaching effectiveness. By applying these principles and models from the marketing and advertising industry and engaging students as consumers, a contingent faculty member may increase his/her teaching effectiveness.

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THE CLINICAL PROFESSOR IS IN- UNDERSTANDING THE ROLE OF CLINICAL FACULTY IN THE MARKETING DEPARTMENT

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THE CLINICAL PROFESSOR: AN EXAMINATION OF A CRITICAL ROLE IN MARKETING EDUCATION PANEL POSITION PAPER

Tenured, tenure-track, clinical, lecturer, and adjunct are all position titles that educators in the marketing discipline can hold. Most people understand that tenured and tenure-track faculty are expected to hold terminal degrees, have high research productivity, and engage in significant university service. Most people also understand that lecturer and adjunct faculty need a master's degree, are less focused on research, and engage in limited university service. Clinical faculty is the confusing gray area somewhere in between. Questions often arise related to degree requirements, research expectations, and service contribution before even asking what it is that makes a clinical faculty, well, clinical.

The term clinical faculty has frequently been associated with appointments in the medical profession, where the primary role is to provide practical instruction and the application of practical knowledge. However, current usage of the term is considerably wider and is frequently recognized in most academic areas today. So, what exactly does the term clinical faculty mean with respect to business, or more specifically, marketing? If you ask five different clinical faculty members, you are likely to receive five different answers. Just as with the differences in expectations and responsibilities of tenured or tenure-track faculty based on criteria including university size, location, and focus, the expectations and responsibilities of clinical faculty vary widely as well.

Often, clinical faculty members have similar credentials to those on the tenure-track but have a higher focus on teaching responsibilities rather than on producing high-quality research publications. The use of clinical faculty members can have a significant impact on larger universities with high numbers of student enrollment, and research focused universities with a high percentage of tenure-track faculty teaching a lower number of courses per academic year. Universities may drive a number of specific positive benefits through the use of clinical faculty. Among these are potential program cost savings through adjustments of faculty load and benefits. Flexibility to address phasing out aging programs or experimenting with introduction of new and unproven programs is a huge benefit. Transaction costs savings are also possible.

The body of intellect in marketing is perhaps the most dynamic of all professional areas. The rate of change is highly visible in the practical applied side as well as the theoretical social science side. The major stakeholders (students and potential employers) are demanding of universities and their accrediting agencies a renewed focus upon the ability to "do" as well as to "think". Thus, the need for a nimble marketing faculty. A faculty that can provide cross fertilization of thought at the higher end research spectrum and can also address current use of digital technology and social media (which may change with the next semester) from a practical viewpoint.

In this panel presentation participants will provide insight on the role of a clinical faculty member in marketing, based on his or her professional experience including how he or she made the decision to accept a clinical position, as well as information on the position from the perspective of a private company that markets intellectual capital by hiring faculty and contracting them to institutions through service contracts.

Questions discussed during the panel include, but are not limited to:
How do clinical faculty positions differ from tenure-track faculty positions?
What are the pros and cons of becoming a clinical faculty member?
What type of institution should be considered when thinking about a clinical position?
Can designations change from clinical to tenure-track or from tenure-track to clinical?
What are the proper standards for annual reviews for clinical faculty?

Can clinical faculty be promoted?
What faculty duties are appropriate for Clinical faculty?
Are clinical faculty eligible for professional leave and training?
Can clinical faculty vote on promotion and tenure?
Can clinical faculty hold administrative appointments?
What is the appropriate length of a clinical appointment?

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STRATEGIES FOR TEACHING PROFESSIONALISM IN THE CLASSROOM

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STRATEGIES FOR TEACHING PROFESSIONALISM IN THE CLASSROOM PANEL POSITION PAPER

Students' preparation for their professional career extends beyond mastery of subject matter. Educators must train future businesspeople on the expectations of being a professional. Many hiring managers lament that entry-level employees are often unprepared or at least "rough around the edges" when it comes to how quickly they can assimilate to expected on-the-job behaviors in their first position post-graduation. Thus, teaching professionalism in the marketing classroom is not optional. It is essential to complement subject matter knowledge in order for students compete in the job market. Panelists in this session will share ideas and practices from their respective institutions on instilling professionalism in their students.

At Florida A&M University, Active Engagement through Technology has proven to be a successful strategy for teaching professionalism in our business education classrooms. Our students are using a virtual reality program to create VR/360 experiences to explore various aspects of appropriate professional behavior. From correct attire for a professional interview to a proper handshake, from business dining etiquette to exploration of cultural difference in the global marketplace, the use of VR/360 has allowed our students to sharpen their technology skills while enhancing their professional acumen.

One of our first Virtual Reality ventures was to have upper-level students create a VR experience on the topic of proper professional attire as required by the business school. The Florida A&M business program has a strict set of guidelines that govern, in great detail, what is acceptable attire for various academic and professional development events sponsored through our program. The upper-level students use "ThingLink" to create a fun and informative experience that has proven to be very useful and engaging for incoming freshmen. By utilizing the VR, the freshmen are immersed in the experience and gain a greater sense of the true professional expectations related, in this case, to professional attire.

Ferris State University (Big Rapids, Michigan) has developed a course to better position students for internships and jobs. It is The Brand Called You – Career Seminar/Personal Marketing Plan for Advertising, Public Relations and Marketing Students.

In the Marketing Department at Ferris State University, we have noticed that our Millennial students need more hand-holding and guidance than students in previous generations – especially when it comes to preparation for seeking internships and jobs. In response to this need, we have developed a one-credit Career Seminar course that provides spring-semester juniors with a plan to develop their personal brand. Elements of the course include:

- Ideal Entry Level Job Postings
- Targeted Cover Letter
- Thank You Letter
- Final Resume
- Professional Social Media Profile
- Personal Goals and Creed
- Networking Cover Letter
- Elevator Speech
- Network List (50 contacts)
- Informational Interview/Job Shadow/Professional Meeting
- Draft Resume
- Prospecting Cover Letter
- Business Card
- Digital Portfolio

In the presentation how and why each of these items is included in each student's personal marketing plan will be discussed.

At Middle Tennessee State University, the Management and Marketing Department created a professional development program to better equip students for career launch. Branded as IGNITE, the program had a secondary

aim of being a point of difference to attract majors to our academic programs. It was important to demonstrate to majors, parents, and employers a commitment to helping students prepare for the next step after graduation.

Students earn IGNITE certification by completing activities from four areas: workshops, career development, business engagement, and leadership/involvement. Workshops are held on a variety of career-related topics such as building a LinkedIn profile, engaging in professional networking, and creating an elevator speech. Career development activities include career fairs, internship information sessions, and industry-specific presentations. Among options for earning IGNITE credit through business engagement are company site visits, job shadowing, and internships. IGNITE participants can earn credit for leadership/involvement through professional organization participation as a leader or member. Students earn points for each activity completed, with an overall requirement to earn 100 points over a minimum of two semesters in the program.

Many of the activities that are part of IGNITE were already in place for students' professional development. IGNITE was a brand that brought together the various professional activities offered, giving students a chance to earn a credential to include on their resume providing evidence of professional preparation. The program began in the Management and Marketing Department in 2014, and in 2017 IGNITE program eligibility was extended to all majors in the College of Business.

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APPLYING KNOWLEDGE BEYOND THE CLASSROOM WITH CLIENT AND PROJECT-BASED LEARNING

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PANEL POSITION PAPER

As educators and administrator strive to make business programs more relevant, engaging, and impactful, a variety of methods and tools have been developed and used in recent years. One of those emerging methodologies is to use actual clients as the basis for student projects. Higher education institutions are increasingly integrating these consulting opportunities, “Project-Based Learning” (PBL) or “Community-Based Learning” (CBL), into business curricula to facilitate the merging of classroom learning and practical application of knowledge. Even though PBL approaches can vary across universities, one of the most common models implemented is a course-embedded PBL model – the focus of this special panel.

The panel is designed to discuss various aspects of project-based and community-based learning from both administrative and educator perspectives and provides some insight into challenges and rewards of this educational model. The first part of the special session addresses implementation approaches of PBL at 3 different levels: within existing courses, as stand-alone courses, and within/across multiple courses. Since PBL success demands a substantial commitment of faculty and administrators, an important component of this session are helpful tips on how to ease the transitioning process into a PBL model. The second part of the panel provides examples of PBL experiences in a variety of marketing courses, such as Advanced Marketing Research, Management of Advertising and Promotion, Marketing Consultancy, and Marketing Management. During the final part of the session the focus shifts to challenges of a PBL-based curriculum and trends related to PBL. Specifically, the trend towards charging clients for student based consulting.

As a result, attending educators return to their institutions with specific steps on how to change their institutional environments as well as questions that need to be addressed before implementation. An interactive discussion among panel and audience members’ experiences - how to find appropriate clients, manage client expectations, guide students through the learning experience, and provide deliverables that satisfy a client while achieving meaningful learning objectives - completes the engaging and educational atmosphere of the panel.

The uniqueness of this session is based on the various applications of the PBL/CBL model and perspectives the different panel members share with the audience. This format provides attendees with the opportunity to not only ask questions about general PBL implementation concerns, but also about concrete project or course issues. Since a range of topics related to infusing and implementing a strong PBL environment within and across courses is covered, this session is of interest for novice and experienced PBL faculty members alike. Overall, the goal is for participants to gain a solid foundation of what constitutes project-based or community-based learning and be equipped with tools to overcome challenges yet take advantage of opportunities associated with a strong PBL program.

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PLAYING WITH TECH TOYS: MERGING VR/AR WITH SOCIAL AND DIGITAL MEDIA COURSES

Elizabeth A. Carey, Johnson & Wales University

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PLAYING WITH TECH TOYS: MERGING VR/AR WITH SOCIAL AND DIGITAL MEDIA COURSES PANEL POSITION PAPER

Participants will observe a co-teaching partnership with two faculty from different disciplines and departments that provides students with authentic, hands-on exploration of emerging technology and the impact on managing social and digital media marketing programs. Participants will be equipped with resources and strategies for co-teaching partnerships that meet course objectives in multiple disciplinary areas in higher education. Panel discussion emphasizes the collaborative process of conducting co-teaching partnerships to a wide variety of students from different disciplines/majors and allowing students with ample “play” time to fully understand the most relevant emerging technology, with a focus on Augmented and Virtual Reality, within a strategic marketing framework.

Two faculty members, from different departments and from two different colleges at Johnson & Wales University, to lead participants in an exploration of strategies for integrating emerging technology into university course curriculum to provide advanced authentic collaborative, interdisciplinary, inquiry-driven learning opportunities. The concept and value of “play time” in class will also be covered as a source of student engagement and creative thinking, with regards to the intersection of emerging technology with social and digital media, to a generation of learners that are already “Digital Natives.” A resource sheet and bibliography will be provided.

This 50-minute interactive workshop begins with a 10-minute overview of the specific approach to integrating emerging technology to a social media marketing course with a wide variety of students from many different majors and disciplines, spanning marketing, advertising, hospitality, culinary, graphic design and business management. The overview will be followed by a discussion in which participants will be encouraged to frame their own courses as potential learning laboratories for providing students with integration of emerging technologies within their specific disciplines. The discussion will emphasize a collaborative, hands-on approach to in class “play time” for students to understand the impact of emerging technologies, like Augmented and Virtual Reality, within their own academic disciplines.

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SIX-STEPS FOR SEARCH ENGINE MARKETING LEARNING

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AXCESSCAPON TEACHING INNOVATION COMPETITION TEACHING NOTES

Google AdWords is considered to be the most important digital marketing channel, causing firms to consistently increase their budget in this area (Hanapin Marketing, 2016). Paid search advertising expenditures in the US are predicted to reach \$45.81 billion by 2018, making up 42.7% of the total expected digital advertising expenditures in the country (eMarketer, 2018). One of the key challenges in teaching digital marketing is determining how to help students learn digital marketing strategies with actionable tactics that they can directly apply to the real digital business world. Thus, a six-step process was proposed and used in my internet and social media class to address this pedagogical problem. Students learned search engine marketing (SEM) through in-class assignments and a SEM campaign for a local organization.

1. *Local Businesses (i.e., community partners)*: Before the semester began, a call for service-learning project participation was sent to a pool of local community partners. Among the 24 interested community partners, nine from various industries (e.g., wine, construction, auto repairs) were selected to work with my internet and social media marketing class. In week two of the semester, nine teams (five students per team) were formed and randomly assigned one local business to work with on the project. Each team was required to schedule a meeting with its community partner in the following week. The purpose of this meeting was to understand the partner's products/services, current marketing strategies, and digital marketing problems.

2. *AdWords and Keyword Planner*: In week five Google AdWords and Keyword Planner were introduced in class. Another free keyword research tool Keywords Everywhere (Axeman Tech, 2018) was also introduced to and used by the students. An in-class team assignment was designed to help the students become familiar with these tools. This assignment required student teams to use the Keyword Planner to create lists of keywords to be used to promote their partners' products/services. Rationales for the keyword selections were required (e.g., search volume, cost-per-click, and competition).

3. *Buyer Personas (BP) and Pay-per-click (PPC) Text Ad*: In week eight a series of videos entitled "Introduction to Buyer Personas" by HubSpot Academy (2018) were presented to the class. In addition, students were instructed how to create effective text ads. An in-class team assignment was designed that required the student teams to develop two BPs for their partners by using a template offered by HubSpot (2018). The teams were also asked to write a PPC text ad targeting each of the BPs. This process was completed using a free text ad preview tool created by Blast Analytics & Marketing (2018). With the text ad preview tool, the student teams were able to develop the text ad complying with the Google AdWords format and character limits.

4. *Simulation*: Mimic Pro Simulation, a paid simulation provided by Stukent, allows students to gain hands-on experience related to keyword selection, keyword bidding strategies, PPC text ads, and landing pages. The students were asked to complete five rounds of simulation individually before implementing the real SEM campaign for their partner. A review session was given after each round in order to help the students to improve their performances.

5. *Implementing SEM Campaigns*: In week 10, a session was scheduled to present the Google AdWords and Google Analytics account setup with the partners. Each team and its partner were informed that they had a budget of \$300, sponsored by a teaching innovation grant from the university. Each team was fully responsible for the SEM campaign activities, including making daily budgets, keyword selections and bidding decisions as well as writing the PPC text ads over the two week period. In order to implement the SEM campaign successfully and obtain meaningful results, several things should be noted. First, the community partners had to provide the student teams with permission to create the accounts. Second, the student teams were provided instructions on how to link the AdWords and the Analytics. Third, the student teams were provided with instructions on how to make sure tracking codes were properly installed on their websites.

6. *Report and Presentation*: In week 12, the student teams presented the SEM results and turned in reports to their partners. The report included four parts: (1) problem definition, (2) target market and BPs, (3) SEM campaign plan (e.g., keyword lists, PPC text ads, and A/B testing), results (e.g., metrics), expenses, and (4) discussion.

At the end of the semester, feedback on this SEM service-learning project from students and partners were obtained. The students reported that the keyword selection and the BP and PPC text ad assignments were very helpful in regard to implementing the SEM campaign, and that the implementation of the SEM campaign was valuable to their digital marketing learning. On the other hand, the partners all agreed that the SEM campaign was valuable to their organizations and that they were willing to allocate a small budget (ranging from \$50 to \$200+) to the student teams if a grant from the university was not available. They would like to participate in a similar project again and would recommend this service-learning partnership to other businesses. An even encouraging result is that most of the partners indicated that opportunities existed for them to hire the students as a result of this project.

One of the problems encountered by two student teams in setting up the SEM campaign was ad disapproval by Google AdWords due to malicious or unwanted software. The teams worked with the website manager/developers in order to address the issue. The other potential problem was to use partners' credit card information in order to set up the AdWords account. Communicating with partners and obtaining their trust resolved this problem. This six-step process for SEM learning was used in an internet and social media marketing class over a 12-week semester. The assessment of the project can be determined by instructors' focus of the course. This process is adaptable for experiential learning in other digital marketing courses (e.g., email marketing and social media marketing). In order to use the process in other typical marketing courses (e.g., consumer behavior, integrated marketing communication), the keyword selection and simulation assignments could be replaced with other assignments that fit the focus of the course (e.g., promotion plan, ad copy design). In addition to enhancing the students' experiential learning related to digital marketing, it also expands the scope of the university's community involvement with local businesses and provides value to the local community.

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THE PRICE IS RIGHT! A VALUE-BASED PRICING SIMULATION GAME

**AXCESSCAPON TEACHING INNOVATION COMPETITION
TEACHING NOTES**

Young graduates starting their own business have to face several challenges ahead. Foremost among these is pricing. Setting a price for a new product is one of the toughest decisions young entrepreneurs have to make (read, [Top 10 Product Pricing Models For Startups](#), in Business Insider, by Zwilling, 2010). Pricing decisions could affect funding plans as well as long-term business viability. Young entrepreneurs who are unable to properly assess the value of their products and price them accordingly would struggle or fizzle out.

Business reports have pointed to poor pricing-decisions to be behind the failure of most startup companies (read, [The Top 20 Reasons Startups Fail](#), in Business Insights 2015). Many startups would set a price, stick to it and hope for the best. At worst, many startups set their price low to attract customers and never raising it, or keep a feature free long after it is clear that people will pay, while the real challenge is to set the right price that matches the value perceived by the customer (read [Top 10 Product Pricing Models For Startups](#), in Business Insider, by Zwilling 2010). A good step, to address this gap would be to educate students for pricing with a practice-oriented approach, while being mindful that realism and authenticity would play a key role to increase effectiveness.

Using business games in class to teach pricing could reduce students' apprehension in dealing with accounting information, could have a positive effect on students' interest in pricing topics (Curland and Fawcett, 2001), and provide students with a "hands-on" experience making pricing decisions. Besides, pricing simulations games, could provide students with an opportunity to not only make decisions, but also to evaluate the outcome of those decisions and react with new ones.

The current simulation game developed here was used to teach pricing to student who are taking *Marketing Applications* course that is required to complete a major in marketing. This course is designed to enable students applying marketing concepts and tools they learned in their first marketing course (i.e. Principles of Marketing).

The pricing game would run for a minimum of 75 minute class period. Before coming to the class, students are expected to read the following *Harvard Business Review* articles [A Quick Guide to Value-Based Pricing](#) by Dholakia (2016), and "[The Elements of Value](#)" by Almquist et al., (2016). The first 20 minutes class is dedicated to discuss challenges with pricing new products, and also to review pricing approaches with a discussion on the advantages (and limitations) of value-based pricing approach over cost-based and competition-based approaches. The next 7 minutes are used to introduce the game along with specifications of rules and expectations; all students are provided with a booklet of instructions. Thereafter, the game runs for 10 rounds to finally end with a debrief session.

The simulation game is aligned across many learning objectives such as: gaining a practical experience in pricing in a context similar to real-life situations, enabling students to make effective use of information on the product value to set a price, working better as a team while competing with others (which is consistent with the highly competitive nature of the business environment), and improving time management skills (essential skill in any successful business).

The effectiveness of the value-based pricing simulation game is demonstrated in quantitative and qualitative data. The data was collected in spring 2018, from 17 students who are enrolled in marketing application class (cap of 25 max). Students' perception of the simulation game was measured using four items adapted from Haytko (2006) study. These items are "I enjoyed the pricing simulation game", "the simulation helped me learn the value-based pricing approach", "the discussion on Kickstarter product features along with value-based pricing approach, helped me to learn more about pricing", and "after running the simulation, I feel I could apply correctly value-based pricing". All measures are 5 Likert scales. Overall, descriptive statistics result show that students have overwhelmingly reported liking the simulation game, with a mean of 4.05 and a small standard deviation. The students also felt that the pricing game as well as the subsequent discussion on value based pricing helped them to appreciate the usefulness of value-

based pricing game (respectively with means of 4.20 and 4.06). In a same vein, students felt confident that they could successfully apply the value-based pricing in the future, with a mean of 4.00. Furthermore, Students participating in the current pricing simulation game found this activity instructive and enjoyable at the same time. Some comments pulled from formal evaluations support this view:

“I enjoyed the pricing game, these kind of activities stick with me”, “The instructions were extremely helpful, pricing was made much more clear than in the textbook”, “I think playing the simulations is fun and a great way to learn concepts and to get to know your peers”, “My favorite part of this class was the pricing simulation”.

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ENGAGING GEN Z AND HELPING HURRICANE VICTIMS WITH A MARKETING PROJECT

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AXCESSCAPON TEACHING INNOVATION COMPETITION TEACHING NOTES

This teaching note describes an innovation developed in order to engage Gen Z students' desire to help social causes and work in a collaborative environment through a marketing project. The innovation, *I Can* consisted of the planning, promotion, and implementation of a campus-wide Canned Food Drive that culminated into a Canned Food Statue Contest. The goal of the project was to collect canned food donations for hurricane victims in Dominca, an island slammed by the full force of category-five Hurricane Maria last year in September 2017.

I Can is a student-centered project designed to involve and engage the learner through student mastery of common course outcomes in an introductory marketing class such as understanding marketing strategy, describing the marketing mix, and understanding segmentation, targeting, and positioning. The innovation is structured utilizing a learner-centered approach enabling a more active role of students than usual, as the instructor is a facilitator of learning rather than a disseminator of information (Mostrom & Blumberg, 2012).

The instructor organizes the class into groups who collectively plan and implement a Canned Food Drive across campus and a Canned Food Statue contest as a one-day event. The groups included the following: event set-up, promotion, keeping up with current cans, sales, video, social media, set-up, and clean-up. The tasks of groups as related to project objectives and course outcomes can be found by clicking on the link that follows: https://docs.google.com/document/d/1bFtj7a3vSCONIEGwFpyNkgHcYEKtcHm2Q8l-Wd6ON_g/edit?usp=sharing. The Canned Food Statue Contest was an event where teams of students competed to create the best statue using a minimum of fifty cans of food. The timeframe for this project occurred over a 15-week fall semester, but the deadlines could be tweaked to accommodate shorter semesters. The project was utilized with a class of 25 students, but more or less students could also be involved by adjusting the size of the teams.

The project was successful because more than 2,000 cans were collected, more than 200% beyond goal! A country that was in a crisis with no electricity received food and many other supplies within a month from when the hurricane hit. In addition to the students' participation, the local community joined in which was a plus for the college's connection to the community. We received medical supplies, baby goods, and toiletries items. Someone donated a wheel chair. We were overwhelmed by the response. Because we were running out of storage space, we ended up making two trips, instead of one trip, to the charity to drop off donations.

From a pedagogical standpoint, the project engaged Gen Z students based upon their participation, which made the event a success. Additionally students were asked to write a reflection piece on what they learned in class. While more empirical data is needed, the project holds promise. Some examples of their comments are listed below.

- “Stumbling into class on the first day, I dreaded the same ole' class routine; lecture, test, repeat. However, I was unprepared for the type of learning environment that I was about to enter. Right away, I was thrown into the marketing world. The most intriguing part of this course was the incorporation of the can food project into the lessons. The ability to create a positive impact on the world, all the while learning marketing techniques has proved to be invaluable.”
- “My favorite aspect of the class was the *I Can* project. I found this the most interesting part of the class because it was such a high impact project, with real world marketing elements. It was neat to see how quickly not only a class, but the community came together to help. We were able to learn marketing, albeit not in the traditional lecture sense.”
- “My understanding of marketing has completely changed after our class project.”

While this project was used in an undergraduate Principles of Marketing class, it could be tweaked for other areas in marketing such as Marketing Management (or Strategy). In a different way, a Principles of Selling class could run

the event focusing on the sales skills of getting teams (assign a quota) to sign-up and eliminate promotions and social media. A learner-centered approach focused around a social cause enables educators to reach today's students. For marketing educators who hope to engage Gen Z in your classes, remember *I Can!*

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